

 SCHOLASTIC

ENGLISH LANGUAGE TEACHING CATALOGUE 2020/21

PRIMARY &
SECONDARY READERS

EXAM PRACTICE

PHOTOCOPIABLE
RESOURCES



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■ POPCORN ELT PRIMARY READERS

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Welcome to the Scholastic English Language Teaching Catalogue for 2020/21!

Our Popcorn ELT Readers collection is growing with the arrival of five new books: *Trolls*, *The Secret Life of Pets*, *Jurassic Park*, *Jurassic World* and *How to Train Your Dragon 3: The Hidden World*. With these exciting new arrivals, our Popcorn range continues to inspire children in the early stages of learning English. See pages 2–11 for more details.

We're also thrilled to be adding *To All the Boys I've Loved Before* and *Hidden Figures* to our collection of ELT Secondary Readers, aimed to motivate older students developing their independent reading skills. Find the full range on pages 12–22.

Help your students get set for success in the FCE or IELTS exams with our Timesaver for Exams series on pages 24–27. Each resource book provides ready-to-use photocopiable lessons and over thirty hours of exam practice, making them ideal preparation for university entrance in the UK and US!

Wishing your students a productive and successful year of language learning.

■ ELT SECONDARY READERS

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Practise it! Smash it!

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Gordon Knowles

Gordon Knowles
Director, Scholastic ELT

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HIGHLIGHTS

Don't miss out on our highlights for 2020/21



Get younger students reading

Motivate your young learners of English with engaging ELT Primary Readers based on best-loved films and TV series.

See pages 2-11



Encourage independent reading

Inspire your classes and encourage independent reading with over 50 books that teenage students will love.

See pages 12-22

Timesaver for Exams

Photocopiable exam practice materials with ready-to-use lessons, exam tips and practice tests.

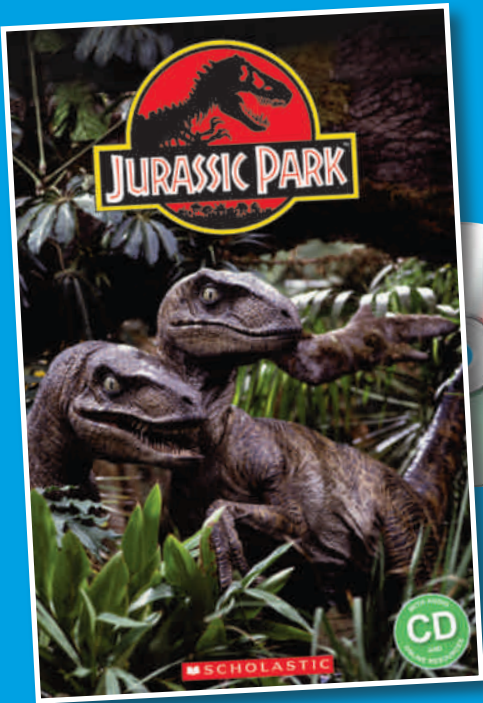


See pages 24-27

Popcorn ELT Primary Readers



Popcorn ELT Primary Readers are a series of low-level graded readers from Scholastic. Based on popular films and TV series, Popcorn ELT Primary Readers are targeted at children in the early stages of learning English.



- Over 50 carefully graded readers
- High interest stories based on popular films and TV series
- Created with language learning consultants
- Audio CD of story recording available with each reader
- Each reader comes with free downloadable teacher's notes
- Includes comprehension, vocabulary and language learning activities

ELT Primary Readers Syllabus

Popcorn ELT Primary Readers are published at four levels following a carefully graded syllabus:

Starter level	For children's first stories in English	150 headwords	Story word count: 200 words
Level 1 (Early Beginner)	For children beginning to read independently in English	200 headwords	Story word count: 500 words
Level 2 (Mid-Beginner)	For children gaining confidence in reading in English	250 headwords	Story word count: 800 words
Level 3 (High Beginner)	For children reading confidently in English	300 headwords	Story word count: 1,100 words

What are headwords?

Headwords are the selection of words children are expected to know at different stages of their language learning studies without recourse to a dictionary.

What's inside?

New Words

What do these new words mean? Ask your teacher or use your dictionary.

fence



The animals are behind a fence.

DNA



I'm tall because it's in my DNA.

grandchildren



These are my grandchildren.

electric / electricity



This is an electric car. It stops when there is no electricity.

helicopter



Look at the helicopter.

Learn...
Learn key vocabulary before reading the story

After you read

1 Match the names and the sentences.

a) John	i) She stopped the computer program.
b) Alan	ii) She helped a Triceratops.
c) Dennis	iii) He ran to his car with the car keys.
d) Lex	iv) He was frightened for his grandfather.
e) Tim	v) He saw raptors in the visitor center.
f) Ellie	vi) He threw a light for the T.rex.





2 True (✓) or False (x)? Write in the box.

a) The T.rex broke an electric fence.	<input checked="" type="checkbox"/>
b) Lex loved dinosaurs.	<input type="checkbox"/>
c) The T.rex ran after Alan's light.	<input type="checkbox"/>
d) The raptors ate the T.rex.	<input type="checkbox"/>
e) A man had a bag with dinosaur DNA for Dennis.	<input type="checkbox"/>

Where's the popcorn?
Look in your book. Can you find it?

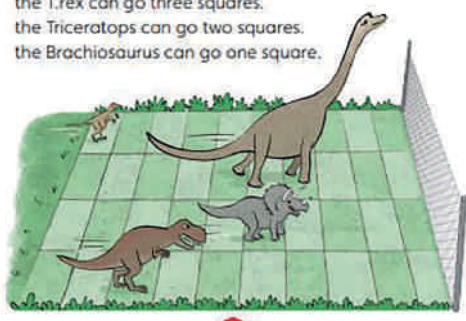
Quiz time!
Activities for different types of learner

3 Look and match.

a) 	i) raptor
b) 	ii) T.rex
c) 	iii) mosquito
d) 	iv) Triceratops

4 Read and look. Which dinosaur is going to be at the fence first?

In one minute:
the raptor can go four squares.
the T.rex can go three squares.
the Triceratops can go two squares.
the Brachiosaurus can go one square.



Chant

1 Listen and read.

The T.rex is coming!
The T.rex is coming!
I can hear her feet!
The T.rex is coming!
The T.rex wants to eat.
The T.rex is coming!
She isn't far away.
The T.rex is coming!
Run away!

The raptors are coming!
They're running! Oh no!
The raptors are coming!
Where can we go?
The raptors are coming!
Two or three or more.
The raptors are coming!
Lock the door!

2 Say the chant.



Chant!
Fun and motivating chants and rhymes

Starter Level

For children in their first year of learning English



150 headwords (story up to 200 words)

Target language includes:

present simple, present continuous,
can for ability.

“Popcorn Readers are perfect for my class in school, very simple and straight to the point with good teaching ideas, and clear pictures matching the film.”

Online Review



Geronimo Stilton: The Cheese Connection™ © Atlantica S.p.A. Animated Series © 2010 S.p.A. All Rights Reserved

World excl. USA, Canada

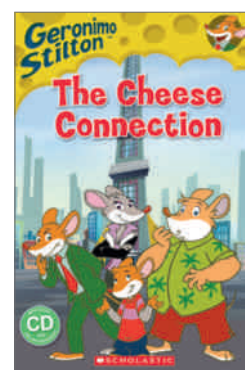


Angry Birds:
Pigs on Bird Island
9781407169859 (Book only)
9781407169842 (Book & CD)

World excl. USA, Canada, China



The Animals of Kung Fu Panda
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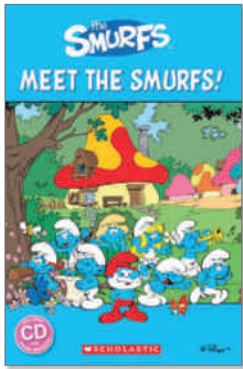


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World excl. USA, Canada, China, Hong Kong,
 Macau, Taiwan.



Trolls
9781407187051 (Book only)
9781407187068 (Book & CD)

Angry Birds: Pigs on Bird Island adapted from the film The Angry Birds Movie. Angry Birds © 2009-2016 Rovio Entertainment Ltd. All Rights Reserved

This is Red. He is always angry. He goes to a class for angry birds.



The pigs like to dance and play music.



Level 1

For children beginning to read independently in English

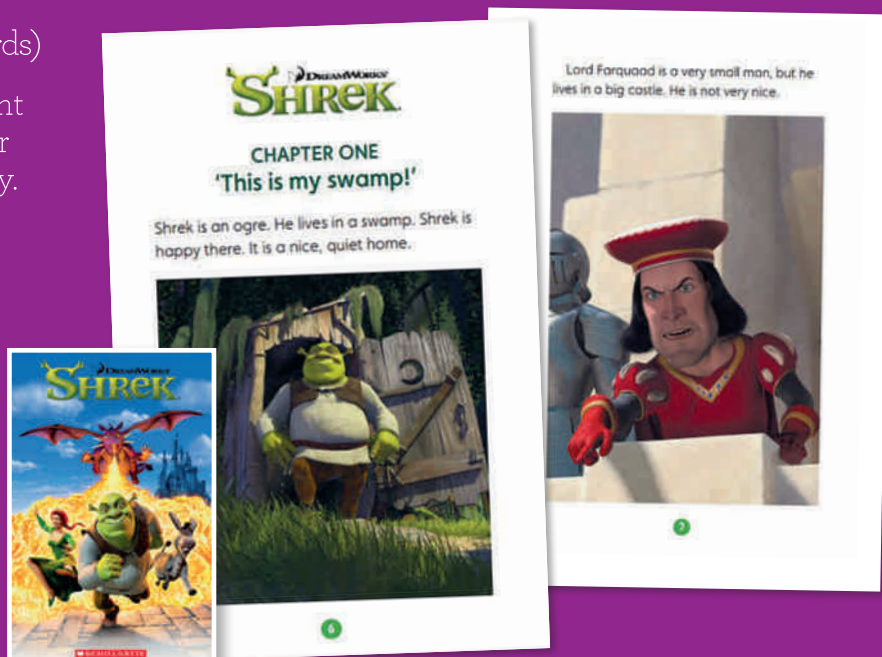


200 headwords (story up to 500 words)

Target language includes: present simple, present continuous, *can* for ability, simple adverbs of frequency.

“Ice Age 4: Continental Drift is a fun and engaging book that will give teachers plenty of material to work on and great learning opportunities for Young Learners of English.”

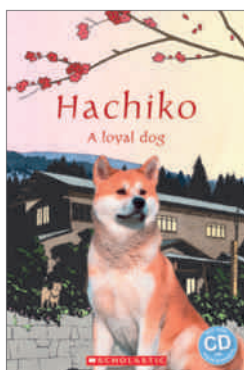
Online review



Shrek TM & © 2011 DreamWorks Animation LLC. All Rights Reserved.



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Hachiko: A Loyal Dog
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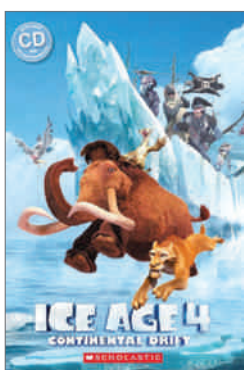


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Ice Age
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9781906861407 (Book & CD)



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Ice Age 4: Continental Drift
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Mr Bean: Royal Bean
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The Secret Life of Pets
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Snoopy and Charlie Brown:
The Peanuts Movie
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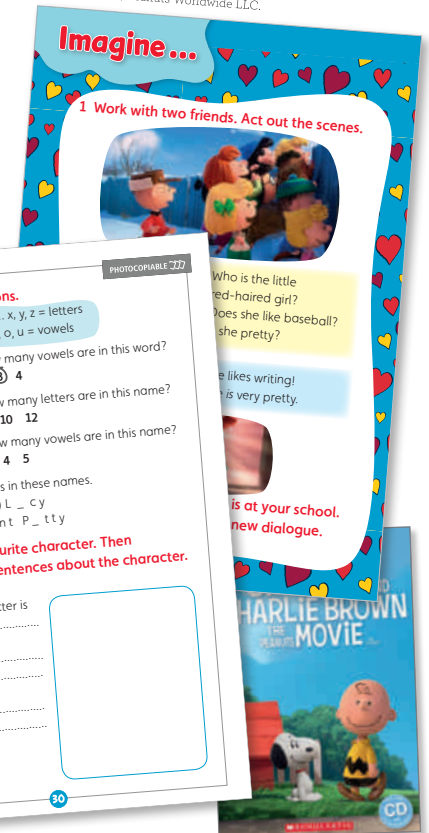
SpongeBob Squarepants:
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Teenage Mutant Ninja Turtles:
Rise of the Turtles
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Peanuts © 2014 Peanuts Worldwide LLC.



Extension activities

Puzzles and activities
in every reader help
children to consolidate
their English skills

Level 2

For children gaining confidence
in reading English



250 headwords (story up to 800 words)

Target language includes: past simple, and some common irregular pasts, *going to* future, *would like* + infinitive.

“The levels work really well as the steady introduction of new words and phrases helps students progress their English skills without overwhelming them with too much, too soon.”

Dee Fisher, TEFL Teacher



The Little Prince © Le Petit Prince TM LPPM © 2015 - LPPTV - Little Prince - On Entertainment - Orange Studio - M6 films - Lucky Red

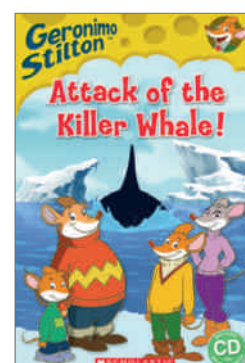


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Angry Birds: Stop the Pigs!
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Cloudy with a Chance of Meatballs 2
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Ice Age: The Meltdown
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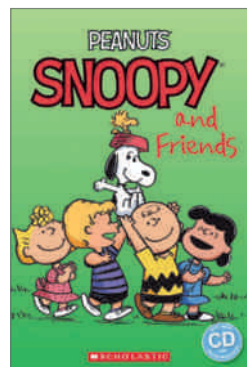


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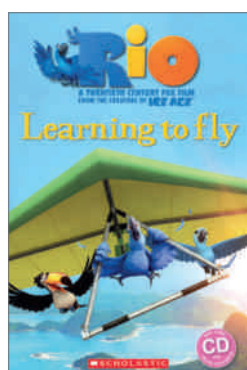


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Teenage Mutant Ninja Turtles: Kraang Attack!
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Level 3

For children reading confidently in English

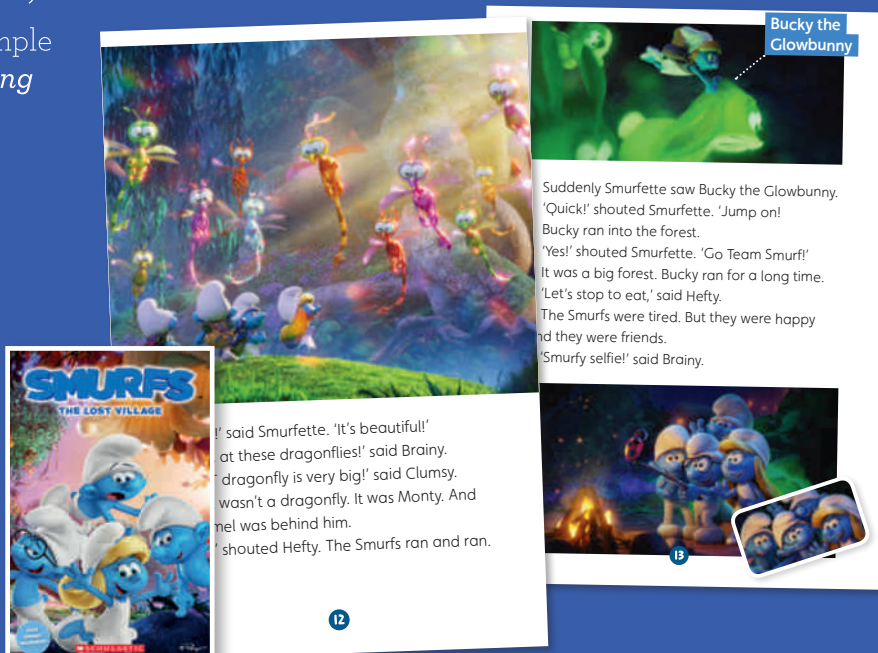


300 headwords (story up to 1,100 words)

Target language includes: past simple and some common irregular pasts, *going to* future, *must* and *have to*, regular comparatives and superlatives, simple infinitive of purpose.

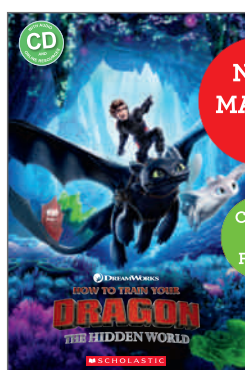
“we use these as our go-to readers. As a teacher, it's great to know that my students are progressing and developing their skills but most important is that they are enjoying learning English!”

Annie Churchill, Specialist English Teacher



The Smurfs: The Lost Village © Peyo 2016 – Licensed through I.M.P.S. (Brussels) – www.smurf.com

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Madagascar 3:
Europe's Most Wanted
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World excl. USA, Canada, Japan

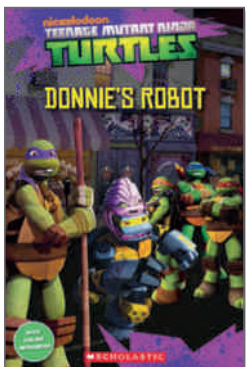


Peanuts: The Ice-skating
Competition
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Shrek Forever After
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Teenage Mutant Ninja Turtles:
Donnie's Robot
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Mr Bean: The Palace of Bean
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Rio: Looking for Blu
9781908351111 (Book only)
9781908351128 (Book & CD)

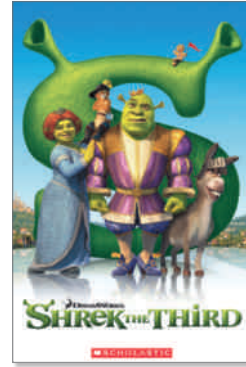
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The Smurfs: The Lost Village
9781407169897 (Book only)
9781407169880 (Book & CD)



Nanny McPhee and the Big Bang
9781906861513 (Book only)
9781906861520 (Book & CD)



Shrek the Third
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9781906861285 (Book & CD)

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SpongeBob Squarepants:
DoodleBob
9781909221741 (Book only)
9781909221758 (Book & CD)

“These ELT readers have really helped our new starters who are learning English for the first time. our intake has made excellent progress so far and now the students are beginning to enjoy reading the books independently.”

Angela Shrimpton, ELT advisor

ELT Secondary Readers



Exactly matched to
CEF levels

ELT Secondary Readers from Scholastic are a series of contemporary film and TV adaptations, original teenage fiction, classic literature and biographies specifically targeted at teens.



- Over 40 exciting titles that teenage students will love
- Adaptations of award-winning films and TV series
- Inspiring biographies of contemporary icons
- Carefully graded syllabus
- Self study activities and online resource sheets
- Each reader comes with free downloadable teacher's notes
- Audio CD recording available with every reader

ELT Secondary Readers Syllabus

ELT Secondary Readers are published at five levels following a carefully graded syllabus:

Starter level (Beginner)	300 headwords (story: up to 1,500 words)	1 year of English	 CEF Stage Pre-A1
Level 1 (Elementary)	600 headwords (story: up to 4,000 words)	1-2 years of English	 CEF Stage A1
Level 2 (Pre-intermediate – Intermediate)	1,000 headwords (story: up to 7,000 words)	2-3 years of English	 CEF Stage A2
Level 3 (Intermediate)	1,500 headwords (story: up to 10,000 words)	3+ years of English	 CEF Stage B1
Level 4 (Upper-intermediate)	2,000 headwords (story: up to 15,000 words)	4+ years of English	 CEF Stage B2

What's inside?

Malala Talks To United Nations

The United Nations decided to call her birthday, July the 12th, Malala Day. On the first Malala Day, nine months after the shooting on the bus, she talked to a big group of politicians and young campaigners at the United Nations. She talked of peace and love, and of children's problems in different countries.

'One child, one teacher, one book and one pen can change the world,' she said.



Full-colour graphics

Photographs aid comprehension and bring the story to life

31

FACT FILE



Malala isn't the only teenager with big ideas for change. Meet these fantastic girls from around the world.

CYCLING FOR FREEDOM

Most girls in Afghanistan can't choose their own husbands or wear short skirts or drive cars. And bikes are only for boys. Afghan women want to change that. They are in the first Afghan Women's Cycling Team. Men often shout angrily when they see them. But when women see them, some want to cycle too. The cycling can bring other changes for women in their country.

The Afghan Women's Cycling Team near Kabul

Fact File Provides cross-curricular links



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PEOPLE AND PLACES



MALALA

MALALA YOUSAFZAI is from Pakistan. In October 2012, the Taliban shot her on her school bus because she is a campaigner for girls' education.

MALALA'S FAMILY live with her in Britain.

Malala's father, **ZIAUDDIN**, is also a campaigner for girls' education. In Pakistan, he owned a group of schools.

Malala's mother, **TOR PEKAI**, didn't have much education as a child. Now she is learning to read, write, and speak English.



Her brother, **ATIAL**, is seven years younger than her.

Her brother, **ATIAL**, is seven years younger than her.

THE PAKISTANI TALIBAN is an Islamic political group. Its leaders want to lead Pakistan. It does not believe in education for girls.



People and Places Puts characters and settings in context

4

SELF-STUDY ACTIVITIES

CHAPTERS 1-2

Before you read

You can use your dictionary.

1 Complete the sentences with these words.

- agree campaign God leader politics**
- We are starting a ... for better food at our school.
 - I work in ... because I want changes in our country.
 - Please don't ... me! I can't help you if I'm ...
 - She and I have opposite ideas about everything.
 - He's going to die. Nothing can ... him now.
 - Long ago in Egypt, people believed in Ra, the ...
 - Barack Obama became the ... of the USA in 2008.

2 Match the two halves of these sentences.

- | | |
|--|--------------------|
| a) People go to school because they want | i) a gun. |
| b) When two countries fight, there's | ii) an earthquake. |
| c) Three or more people together are | iii) a group. |
| d) To shoot someone, you need | iv) an education. |
| e) Buildings sometimes fall down in | v) a war. |

3 Read 'People and Places' on pages 4-5 and answer the questions.

- Where are Malala and her family from?
- How many brothers and sisters does Malala have?
- Where do Malala and her family live now?

After you read

4 Complete the sentences with the correct names.

- ... didn't learn to read and write as a child.
 - The ... helped a lot of people after an earthquake.
 - A lot of people listened to ...'s ideas on the radio.
- 5 True or false? Correct the false sentences.
- Malala was with her family when the Taliban shot her.
 - Women in Swat Valley always wear a *hijab* or *burqa* in town.
 - When people gave Fazlullah money, he bought school books.
 - Music and DVD shops closed because of the earthquake.

36

Self-Study Helps students check comprehension as they progress

Starter Level

CEF Stage Pre-A1



Beginner • 1 year of English

300 headwords (story up to 1,500 words)

Target language includes: present simple, present continuous, present continuous for future use, simple adverbs of frequency, *Let's...*

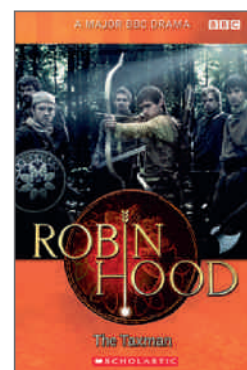


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MUHAMMAD
Level 2
This level is suitable for students who have been learning English for at least 1 year up to three years. It corresponds with the Common European Framework for users of CROWN/TEAM magazines.

SYNOPSIS
In 1954 a young boy has his new bike stolen. He's angry and ready to punch someone. At that moment, by chance, he meets a man who will change his life. The boy is Cassius Clay, and the police officer turns him into a boxer.

THE BACK STORY
This reader tells the story of one of the greatest boxers of all time, Muhammad Ali. Long after he died, his story is still told around the world. He showed that a black man could be a hero. He loved his skill, style and person.

MEDIA LINKS
DVD: Ali (2001) stars Will Smith as Muhammad Ali. However, so much of it will be in the past. The film is a portrait of Ali's life, and his film contains racist language and is a gentle portrait of Ali's life.

HOW TO USE YOUR SCHOLASTIC READER
Choosing and motivating
Is this the right story for your class? Have your students heard of Muhammad Ali? Try to generate interest by showing a clip of Ali, or by reading aloud the first page of the story with dramatic atmosphere.

Organising
Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. All answers are on page 5 of this resource sheet.

Using the CD
Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities are on page 5 of this resource sheet.

Glossary
Go to 'New Words' at the back of the reader. The Vocabulary sheet practices the new words.

Fact File
Set these as self-study or as a sport for both.

What did they think?
Get everyone to discuss the story. Ali. Compare opinions. Did you like it? Why?

Popcorn ELT Readers
Teacher's Notes
ANGRY BIRDS™
PIGS ON BIRD ISLAND

Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Angry Birds: Pigs on Bird Island Popcorn ELT Reader.

Starter Level
Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.

Angry Birds: Pigs on Bird Island has a total story wordcount of 226 words.

Angry Birds: Pigs on Bird Island – synopsis
The birds live on Bird Island. They can't fly but they are happy here. One bird, Red, is not happy and he is often angry. He goes to a class for angry birds with Chuck, Bomb and Terence. The pigs live on Piggy Island. They like to dance and play music and they are always hungry. Leonard is a big pig and he wants eggs for breakfast. The pigs go to Bird Island and say that they are the birds' friends. The pigs dance for the birds and the birds are happy. But Red doesn't like the pigs. He wants to know if they are really the birds' friends.

Why not try the other Angry Birds Popcorn ELT Reader?
● Angry Birds: Stop the Pigs (level 2)

Angry Birds – Animated Film
Film: 2016 – present
Genre: animated comedy
Suitable for: children with parental guidance
Actor: Sean Penn (voice of Terence)
Angry Birds Video Game: 2009 Rovio

Transform your lessons for free

Level 1

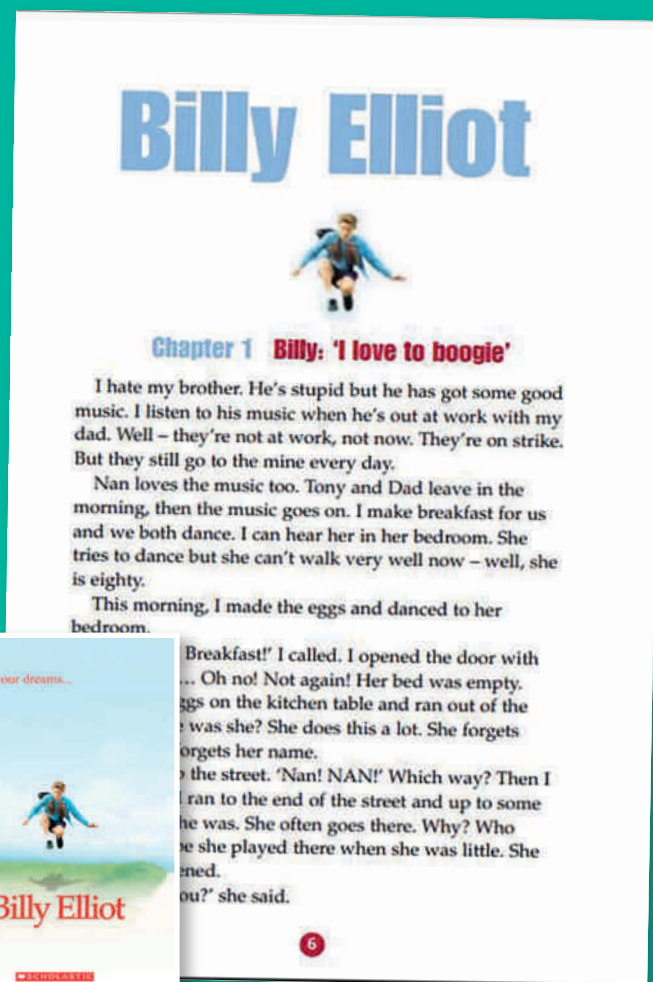
CEF Stage A1



Elementary • 1–2 years of English

600 headwords (story up to 4,000 words)

Target language includes: past simple and common irregular pasts, *going to* future, regular comparatives and superlatives, *would like* + noun.



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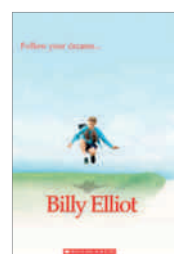


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Malala
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“Billy Elliot is a great easy English read. The words that need explaining are the ones relating to the social unrest at the time. It sparked good conversations in our book group. One of the best things about the book is that it comes with its own CD so that the students can listen to correct pronunciation at home.”



Online review



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FACT FILE

THE REAL MUSEUM OF NATURAL HISTORY

In *Night at the Museum* Larry is a guard at the Museum of Natural History. It is a real museum in New York. We asked some questions about this very interesting place ...

Q: Where is the American Museum of Natural History?

A: It's in Manhattan, New York. It's very near Central Park like in the film.

Q: When did the museum first open?

A: It opened in 1869. The father of President Roosevelt and some other people started it.

Q: Are all the people and animals from the film really in the museum?

A: Most of them. There's a big statue of Theodore Roosevelt at the door. There are also the bones of famous people. But it isn't the Pharaoh. He wasn't a real Egyptian.

famous things you can see is a very big blue whale. It is more than 28 metres long! Also, the Dinosaur Halls are fantastic. They have more than a million things to see there.

What famous museums are there in your country? What can you see there?

A TERRIBLE THEFT

On 29 October 1964 there was a terrible theft from the museum. Some people opened a bathroom window earlier in the day. That night they got into the museum. They took some very famous jewels. Later, the police found most of the jewels in a Miami bus station. But they never found the Eagle Diamond. Where is it today? No one knows.

FILMING AT THE MUSEUM

Do we see the real museum in the film? Well, the pictures of the front are real. But they didn't film in the museum. They made a copy of the museum in Vancouver, Canada and filmed those scenes there. It's just like the real place!

MORE FAMOUS NATURAL HISTORY MUSEUMS

There are many other famous museums in the world. You can see many fantastic things there. Here are some of them:

The Natural History Museum, London
Egyptian coffins

Smithsonian Museum, Washington DC
Hope Diamond

Museum of Anthropology, Mexico City
Aztec calendar

Ashmolean Museum, Oxford

What do these words mean? You can use a dictionary.
dinosaur whale theft jewels diamond copy calendar

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Level 2

CEF Stage A2



Pre-intermediate – Intermediate
1–2 years of English

1,000 headwords (story up to 7,000 words)

Target language includes: present perfect, *will* future, past continuous, zero conditional, defining relative clauses not embedded, reflexive pronouns.



CHAPTER 1 'Help me'

'Today is a good day,' said Detective Inspector Lestrade.
'Not for the Waters family,' smiled the policewoman next to him.

The Waters family were famous for their crimes in London. They took thousands of pounds from banks and the police could never stop them. They always left before the police arrived.

But today was different. After months of planning, Lestrade was ready for them. The Waters family were inside a bank, and there were police all around it.

'Nothing can go wrong this time,' said the policewoman. 'We've put ten men on top of the building, and another two on Mafeking Road. There are ...'

'Sorry,' said Lestrade. He had a new text message. 'Let me just read this.'



6

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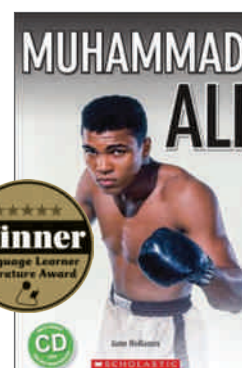
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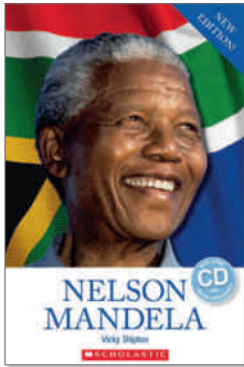
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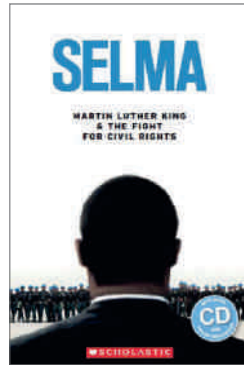
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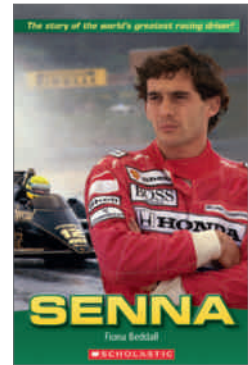


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“Muhammed Ali contains a lot of information but presented in a simple way. It keeps a quick pace and the story telling is good even though it is a non-fiction book. It touches on several sensitive topics that would make it ideal for a post reading discussion.”

Online review

Level 3

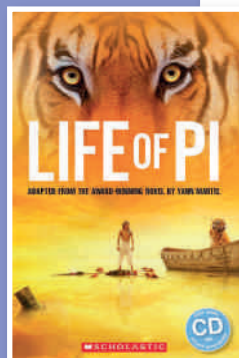
CEF Stage B1



Intermediate
3+ years of English

1,500 headwords (story up to 10,000 words)

Target language includes: present perfect continuous, past perfect, first and second conditional, present and past passive, simple indirect speech.

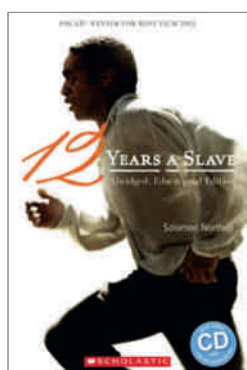


CHAPTER 22

Richard Parker got his name by mistake. A man called Richard Parker found a young tiger drinking from a river in a forest in Bangladesh. Mr Parker called it Thirsty and sold it to the Pondicherry Zoo. At the railway station in Bangladesh, an official filled in the papers for sending a tiger on the train. He wasn't paying attention. In the box marked 'Sender', he wrote Thirsty. In the box marked 'Animal's name', he wrote Richard Parker. Father laughed when he saw the papers. The tiger had a new name.



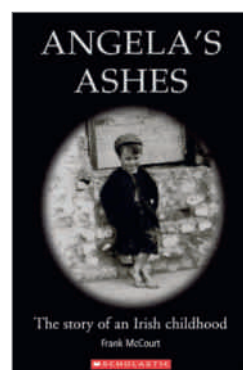
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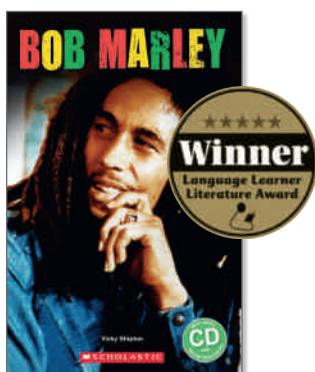
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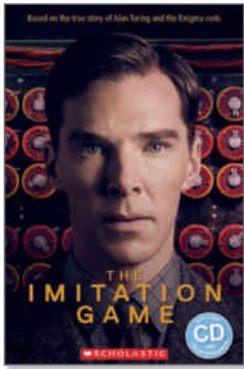
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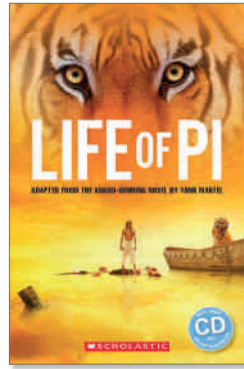
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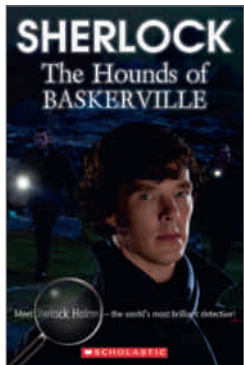
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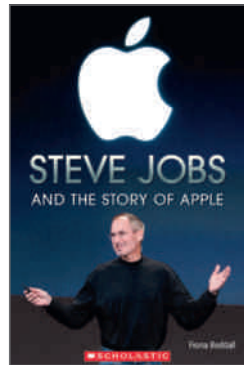
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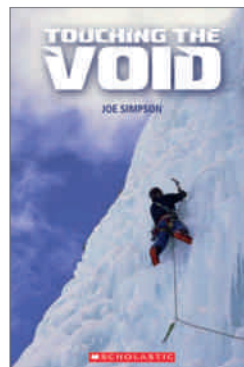
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Level 4

CEF Stage B2



Upper-intermediate
4+ years of English

2,000 headwords (story up to 15,000 words)

Target language includes: past perfect continuous, passive continuous, present perfect passive, modals in the past, perfect infinitives, non-defining relative clauses embedded.



CHAPTER 1 The first question



Jamal had never been in a television studio before, or in front of so many people. He felt nervous in his best white shirt, as Prem Kumar led him to his seat and silenced the audience with one hand.

'So Jamal, tell me about yourself.'

'I work in a call centre.'

A thin smile appeared on Prem's face. 'So you're the one who calls me every day with special offers?'

As the audience began to laugh, Jamal replied, 'Actually, I'm an assistant.'

'An assistant?' Prem's smile grew wider. 'So what does an assistant in a call centre do exactly?'

'I ... make tea for people and ...'

'You're a *chai-wallah*?' interrupted Prem, sounding

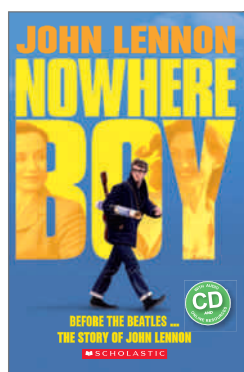
* A *chai-wallah* is a person who serves tea in a building.

9

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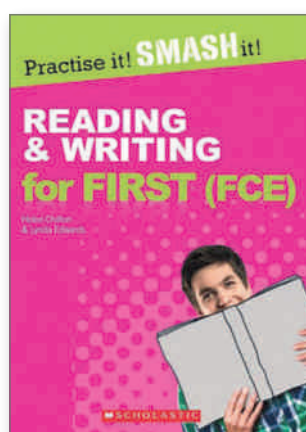
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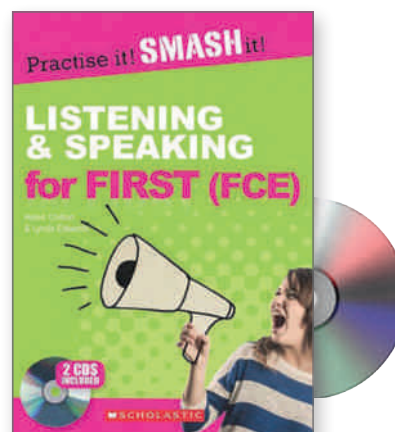
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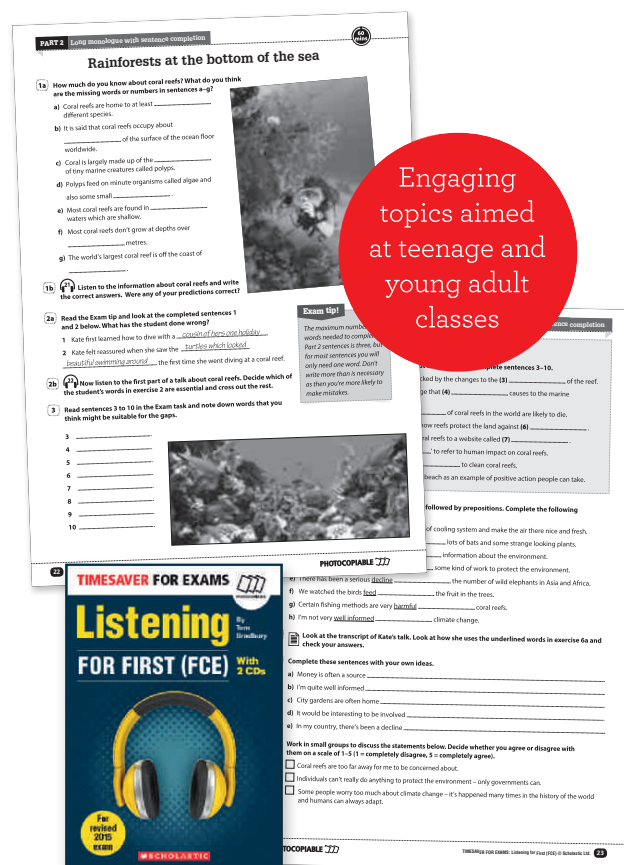
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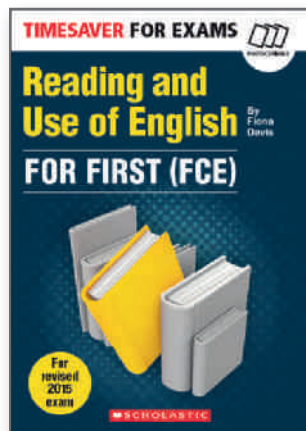
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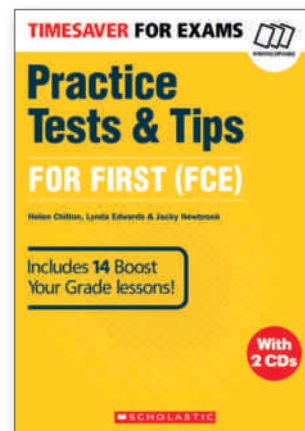
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THE COMMON COLD

1. Work in pairs: A and B. Look at the phrases in your box only and look up any unfamiliar words.

Pair A

the common cold the general public the human body
a high fever an infectious disease a routine check a sore throat

Pair B

the average adult blood cells close contact a leading cause
a runny nose severe symptoms standard practice

EXAM TASK

For questions 1–6, read the text below and decide which answer (A, B, C or D) best fits each gap.

A cold is known as the (1) _____ cold for a reason. It is the most frequent (2) _____ disease in humans. The (3) _____ adult suffers from a cold two to four times a year. Children often get between five and seven colds a year due to their (4) _____ contact with other children. Although colds are usually relatively mild, they are a (5) _____ cause of doctor visits and absences from school and work. The symptoms of a cold are a (6) _____ throat and a runny nose. A cold begins when a cold virus attaches to the lining of the nose or throat. Your immune system sends white blood (7) _____ to attack this germ. It becomes inflamed and produces mucus. See your doctor if you have a (8) _____ symptoms may mean you have flu instead.

1. A common B general C infectious D general
2. A common B general C routine D local
3. A average B average C nearby D leading
4. A close B close C parts D sharp
5. A serious B serious C high D deep
6. A severe B heavy C heavy D powerful

TELLING BAREFACED LIES

1. Match the idioms in the text with the definitions. There are two alternatives that you don't need.

My earliest memories are of my grandmother. Whenever I visited with my parents, she would be outside in the garden, (1) *turning her back into* some project or other. Digging, landscaping, tending plants, bringing her dreams to life whatever the weather. When my parents died in a road accident, she welcomed me with open arms. But looking after me wasn't an easy task. I was always (2) *up to my neck in* trouble, whether it was stealing sweets or (3) *being barefaced* lies. She (4) *kept her head*, no matter what I did, and in time I learned to follow her example. I never inherited her (5) *green fingers*, but I learned from her that whatever you do, you should do it (6) *with all your heart*. And never (7) *turn your back on* those you love.

a) with all your energy and emotion
b) be in a situation that it is hard to get out of
c) not help or support
d) not doing your best at
e) stayed calm
f) love of plants and making them grow
g) not telling the truth and not ashamed of it
h) being impatient
i) working very hard at

READING AND USE OF ENGLISH

2. Work in four small groups: A–D. Your teacher will give each group a list of three idioms. Find the definition of the first idiom and put it into an example sentence. Then invent two more definitions and example sentences. Make sure your definitions are likely! Do the same for the other two idioms on the list. Read out your sentences and definitions to another group. Can they guess the correct meaning? If they guess correctly, they score a point. If they don't, the point is yours!

Group A

turn your head down
keep someone red-handed at something
go to your ears in something

Group B

up to your neck in
green fingers
turn your back on

Group C

keep an eye on someone / something
pull someone's leg
have the cheek to do something

Group D

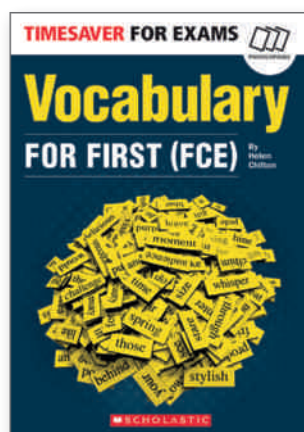
turn a blind eye to something
break someone's heart
have no stomach for something

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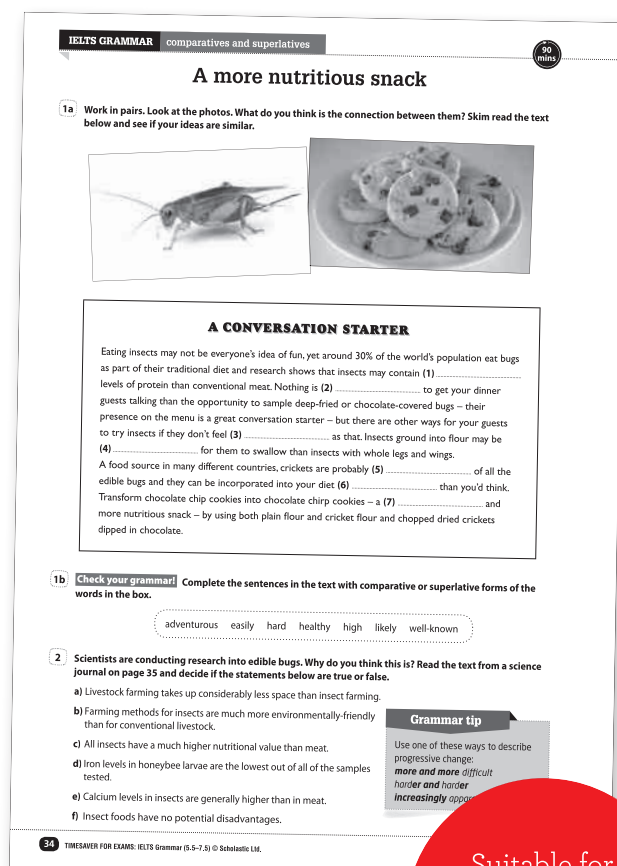
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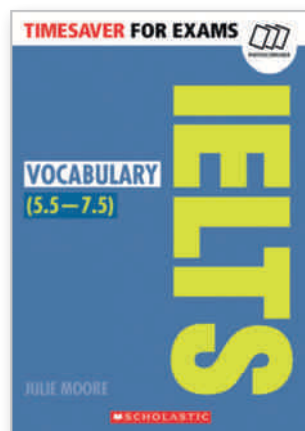
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IELTS

IELTS GRAMMAR passive forms

Toxic footprint

1 What do you think? Discuss the questions in pairs.

a) Think of an item of clothing you own. How do you think it was made? Do you think chemicals were used in the production of this item of clothing?

b) Which of the stages in the production of a cotton garment – dyeing, washing or weaving – does this photo show? What do you think? Why might chemicals be used at this stage?

2 Check your grammar! The diagrams below show the manufacturing process of the fabric rayon. Complete the sentences describing the process, using the verbs in the box to help you.

combine dry filter look shred soak (x2) store turn into

Manufacturing rayon (1)

1 To make rayon, sheets of cellulose (or wood pulp) _____ in caustic soda.

2 The dried and pressed sheets _____ into tiny pieces, which are called crumbs.

3 The crumbs _____ in metal containers for two to three days.

4 The crumbs _____ with liquid carbon disulphide, which _____ them _____ an orange sodium cellulose xanthate.

5 The mixture _____ in caustic soda. The resulting viscous solution _____ for impurities and _____ in vats for four to five days.

used in all the gaps in the sentences below?

Structure to focus on an action or object instead of the person or thing that does the action: The crumbs **are stored** in metal containers.

Form of the verb is used when the person or thing that does the action (the agent) is not mentioned or does not need to be mentioned, e.g. Rayon **is made** from wood pulp.

Forms are often used in a description of a technical process, where the focus is on the process.

Structures are formed with a tense of the auxiliary be + past participle.

TIMESAVER FOR EXAMS

GRAMMAR

(5.5–7.5)

IELTS

FRONIA DAVIS

SCHOLASTIC

IELTS GRAMMAR comparatives and superlatives

As the world population continues to rise, one of the largest challenges is securing global food supplies. In a number of countries, bugs such as silkworms, termites and crickets are traditionally collected when other food sources are in short supply. Grazing land for meat is becoming more and more difficult to find and scientists are looking for alternative sources of protein which can be produced on a viable commercial scale. According to current research, insects can be farmed far more sustainably than conventional livestock because they reproduce at an even quicker rate and are significantly less demanding in terms of living space. They also do not produce so many greenhouse gases.

A recent report compares the nutritional content of several commercially available insect species with three more commonly consumed forms of protein (chicken, pork and beef) and found that insects had nutritional values that were just as high. Indeed the nutritional values of beef and chicken were considerably lower than at least three insects. In general, meat contained less calcium, and analysis of iron content showed that the levels in honeybee larvae were by far the highest of all the protein sources tested. In addition to the economic and environmental benefits of raising insects, which are becoming increasingly apparent, these results suggest that insects may be good foods to promote in areas where food insecurity and malnutrition are major problems.

On a more cautionary note, the figures also showed that some insect foods had a much higher content of sodium and saturated fat than conventional livestock. This suggested that insect foods would be slightly less suitable to put forward as alternatives to meat in countries where there are a number of diseases linked to over-nutrition.

At the comparative and superlative forms in bold in the text. Answer the questions.

Which words are used to modify comparative forms? How about superlatives?

Which modifiers suggest a strong degree of difference?

For your answers with the information in the Grammar reference.

Grammar reference: modifying comparative and superlative forms

Words like far and (very) much to modify comparative forms of adjectives and adverbs. Examples are considerably and significantly; even implies the difference is surprising. Slightly, marginally to indicate a smaller degree of difference.

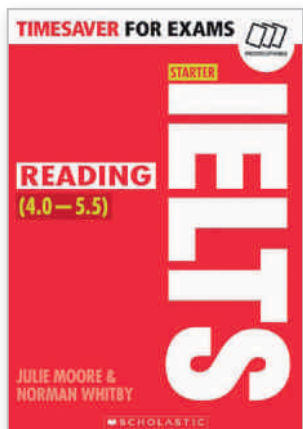
Can use to intensify superlatives include much, by far, easily, quite (= absolutely); one of the best, the most, the fewest.

Very as + adjective + as to express similarity. We can use modifiers such as (not) quite, almost, just. Alternatives are similar to, (approximately) equal to, (about) the same.

Quantity use as much / many (+ noun) as. We can give more detail with words like twice, (less than) half, three times, e.g. three times as much.

Less are used in front of a noun; the superlative forms are the most, the fewest.

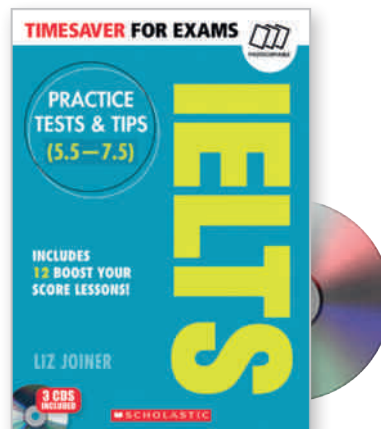
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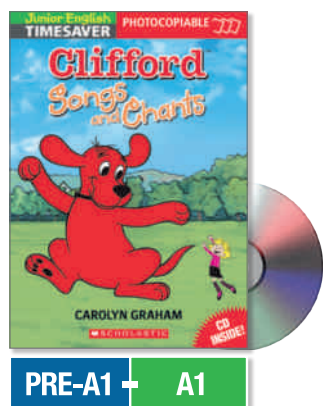
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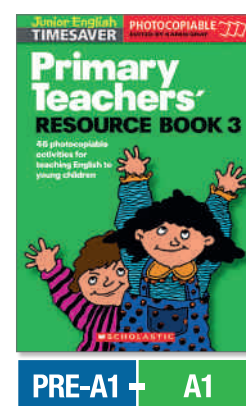
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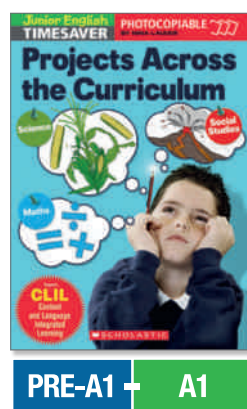
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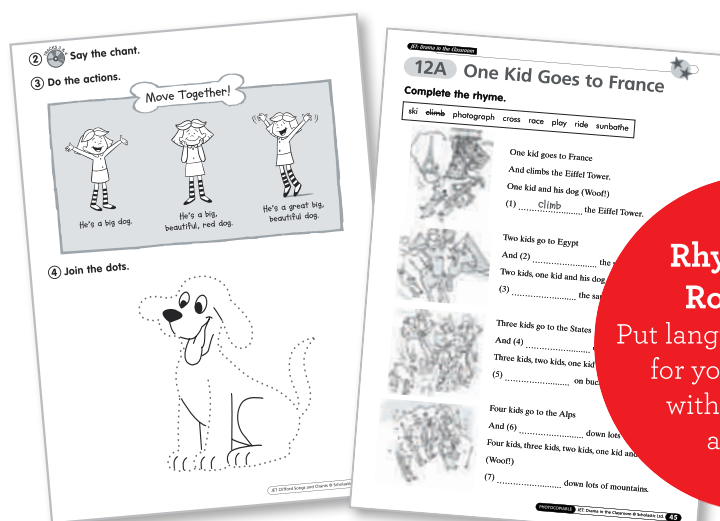
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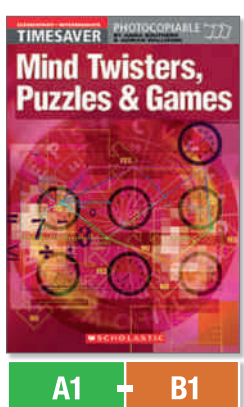
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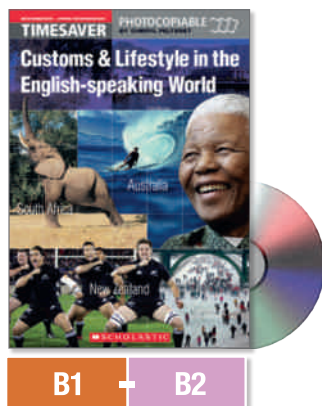
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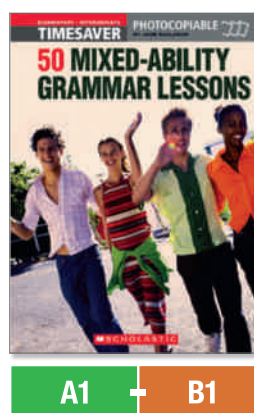
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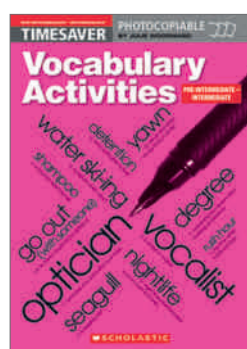


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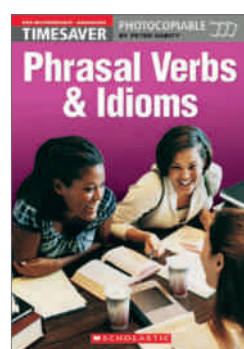
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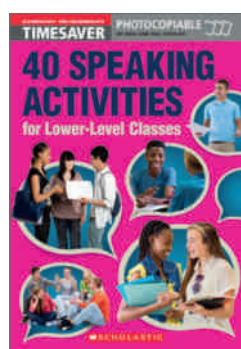
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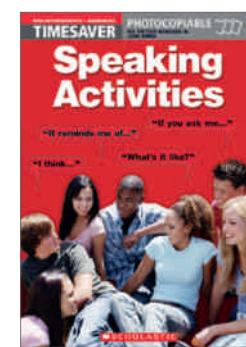
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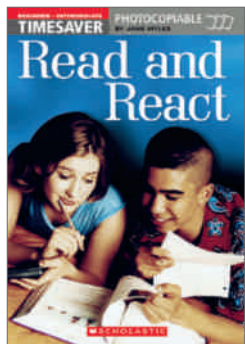


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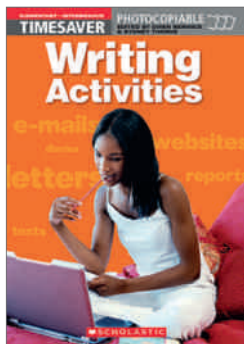
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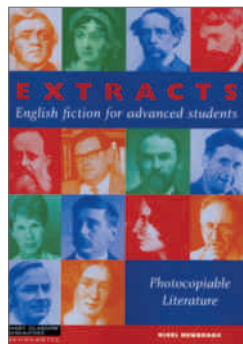
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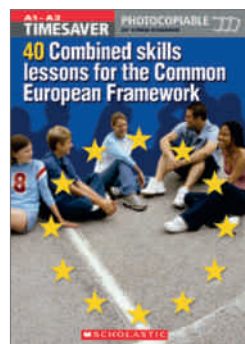
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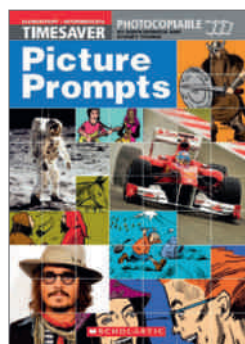
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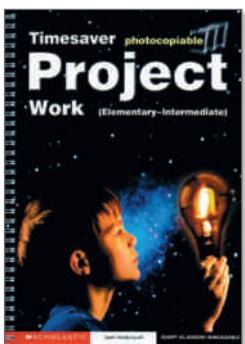
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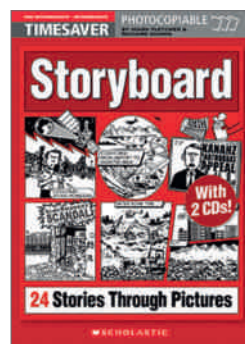
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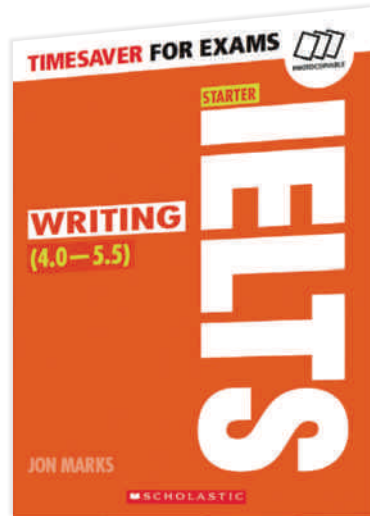
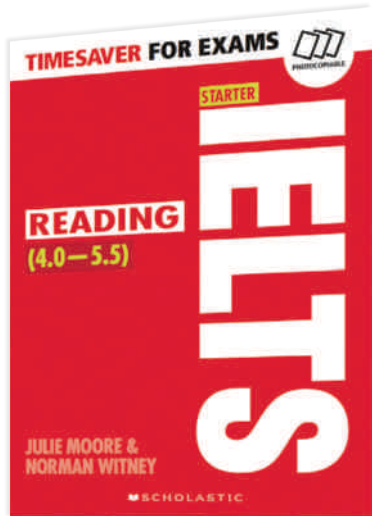


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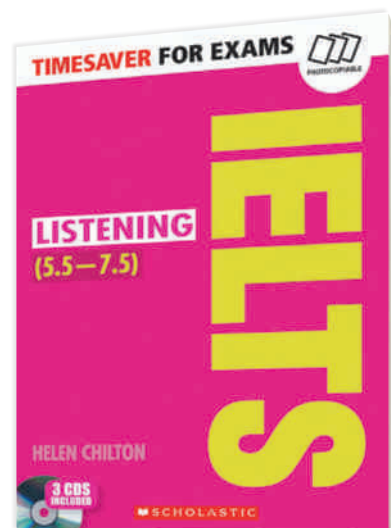
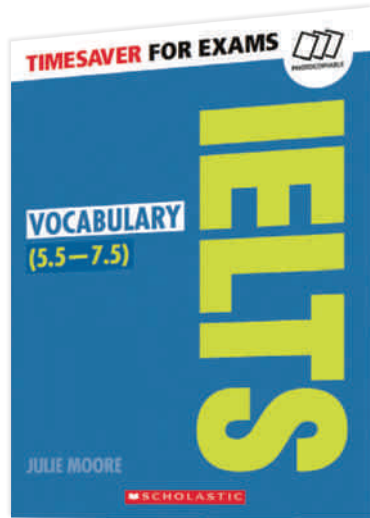
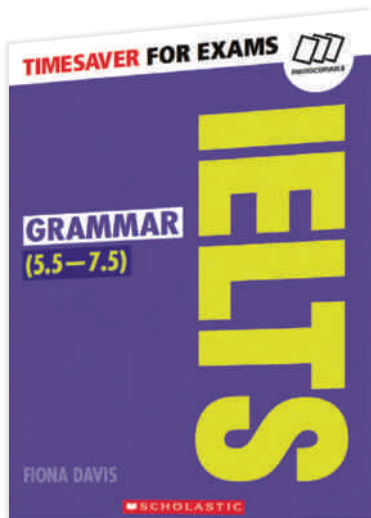
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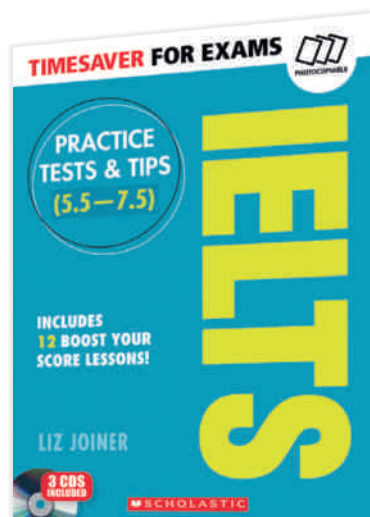
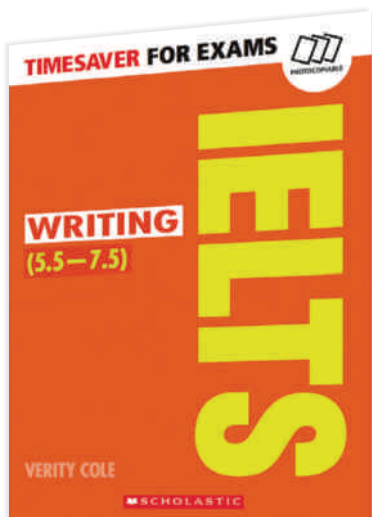
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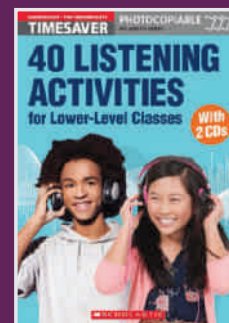
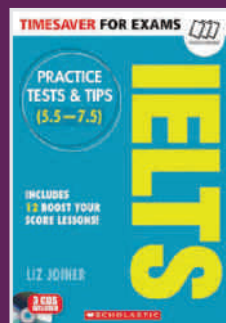
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