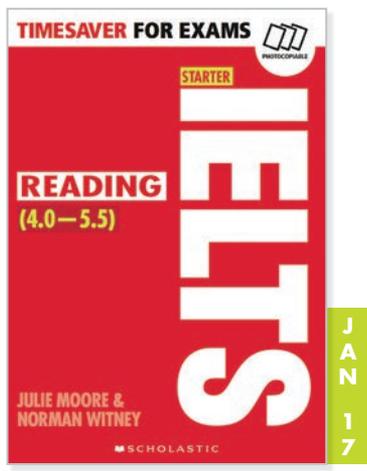


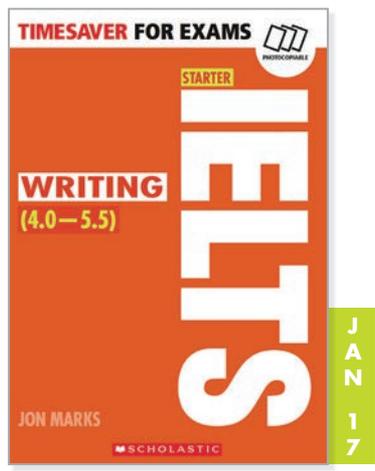
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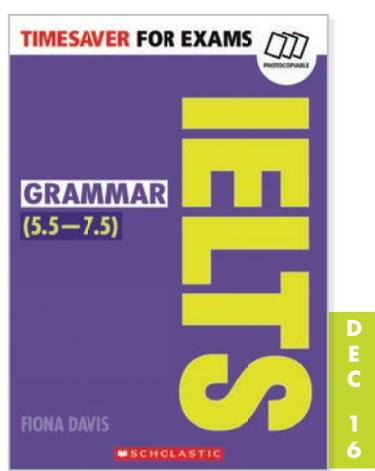
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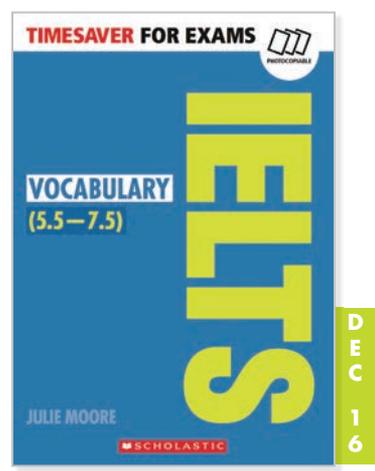
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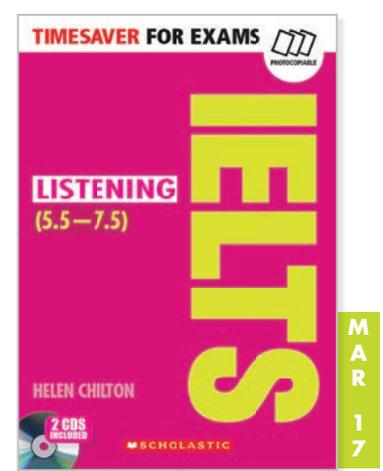
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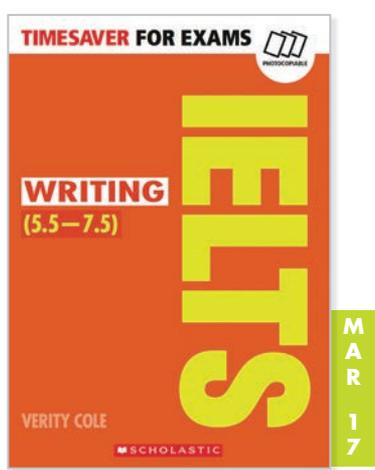


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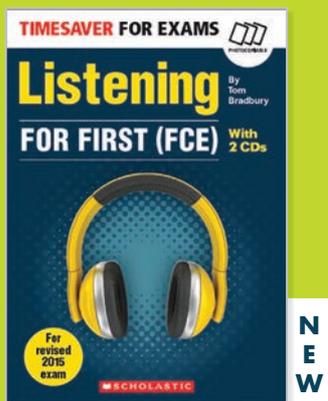
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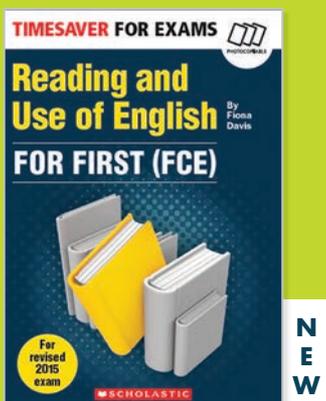
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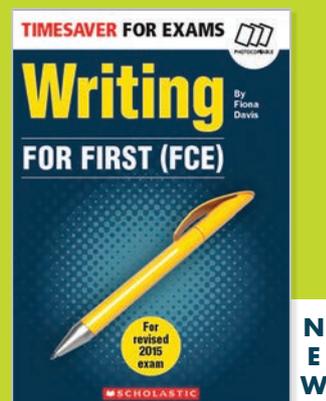
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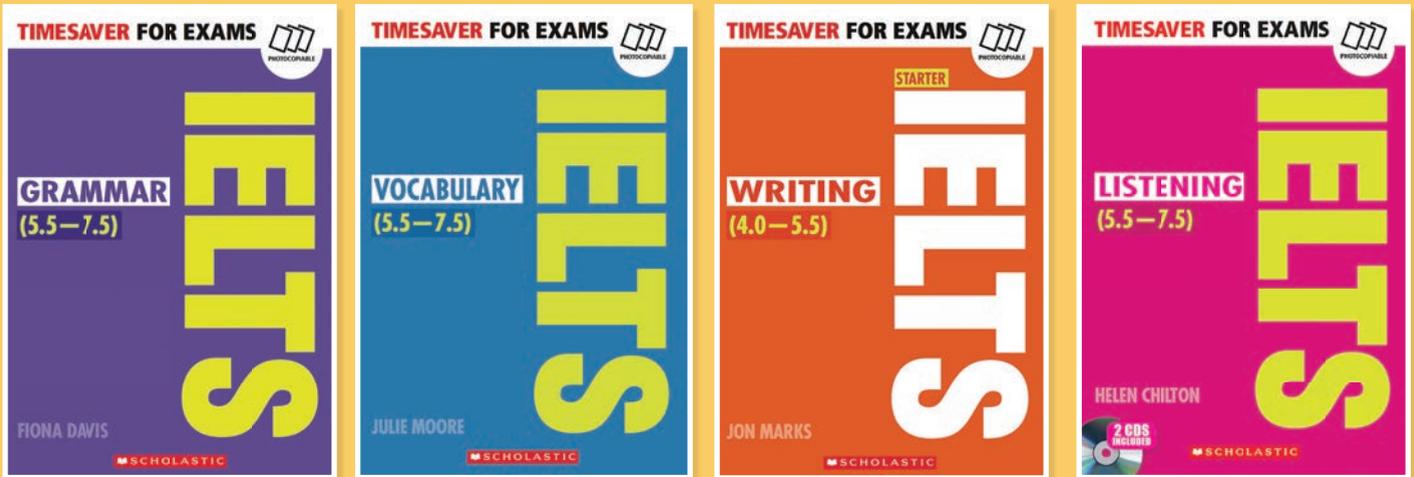
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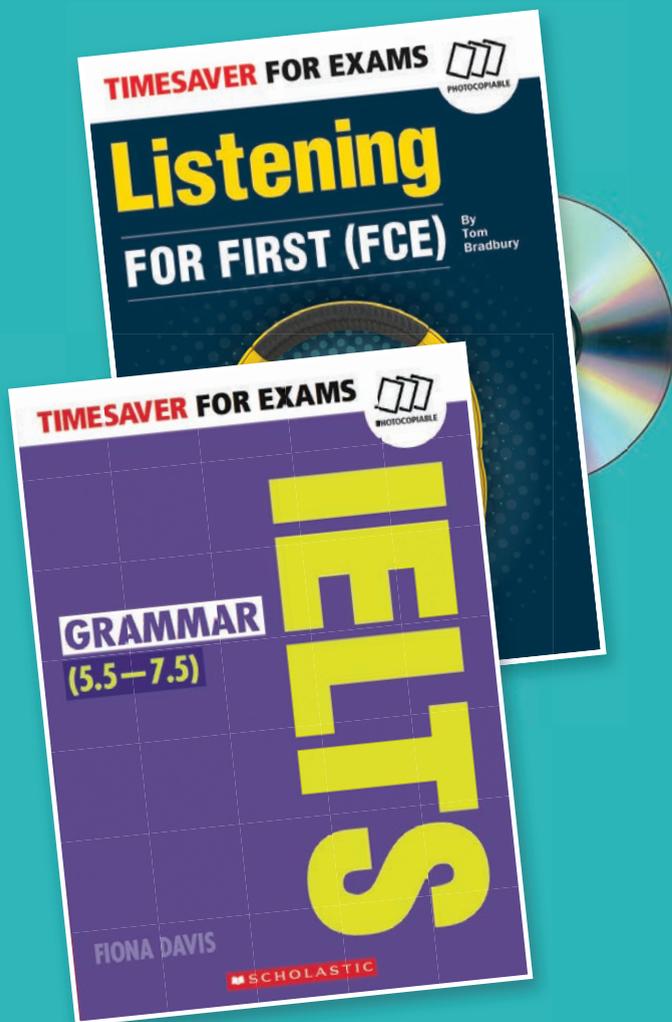


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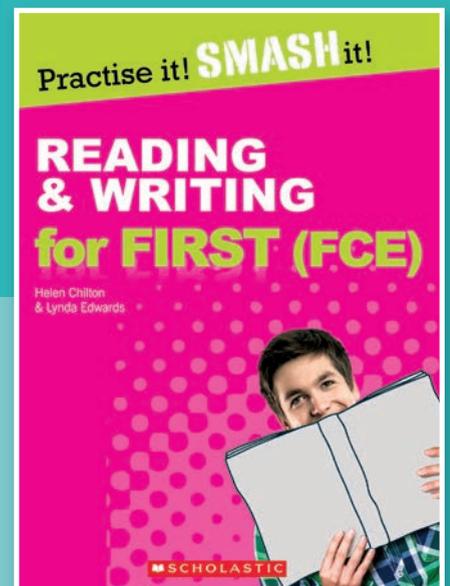


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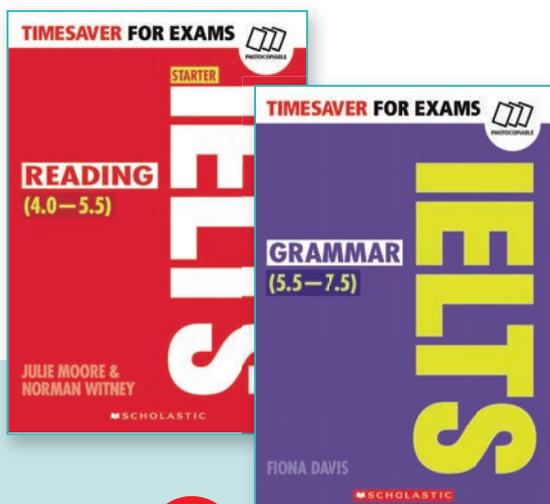
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90 mins **IELTS GRAMMAR** passive forms

Toxic footprint

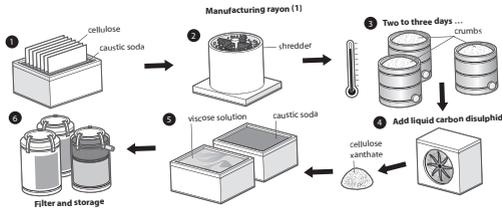
1 What do you think? Discuss the questions in pairs.

- 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?
- 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)

- Two to three days ... crumbs
- Add liquid carbon disulphide
- Filter and storage

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.
 in metal containers for two to three days.
 with liquid carbon disulphide, which them an orange
 and sodium cellulose xanthate.
 in caustic soda. The resulting viscose solution
 for impurities and in vats for four to five days.

be 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
 (orders store the crumbs in metal containers.) > 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
 known 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
 action is on the process.
 structures are formed with a tense of the auxiliary be + past participle.

TIMESAVER FOR EXAMS: IELTS Grammar (5.5-7.5) © Scholastic Ltd. 19

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 silk worms, 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 **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.

a Look at the comparative and superlative forms in bold in the text. Answer the questions.

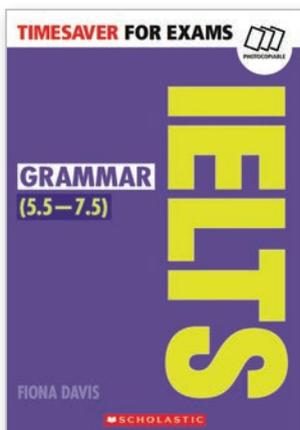
- Which words are used to modify comparative forms? How about superlatives?
- Which modifiers suggest a strong degree of difference?

Compare your answers with the information in the Grammar reference.

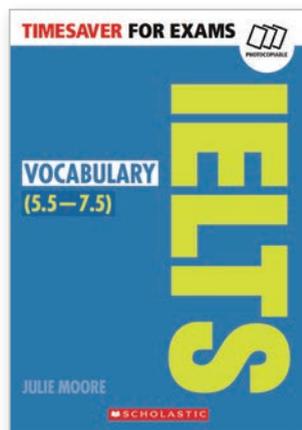
Grammar reference: modifying comparative and superlative forms

- Use words like *far* and *(very) much* to modify comparative forms of adjectives and adverbs. Other examples are *considerably* and *significantly*; even implies the difference is surprising. Use *a little*, *slightly*, *marginally* to indicate a smaller degree of difference.
- Words we can use to intensify superlatives include *much*, *by far*, *easily*, *quite* (= absolutely); one of *almost*, *nearly* and *probably* are common with superlatives too.
- Use (not) *so* / *as* + adjective + *as* to express similarity. We can use modifiers such as (not) *quite*, (not) *nearly*, *almost*, *just*. Alternatives are: *similar to*, *(approximately) equal to*, *(about) the same as* (less formal).
- To talk about quantity, use *as much* / *many* (+ noun) *as*. We can give more detail with words like *(more than) twice*, *(less than) half*, *three times*, e.g. *three times as much*.
- more*, *fewer* and *less* are used in front of a noun; the superlative forms are *the most*, *the fewest* and *the least*.

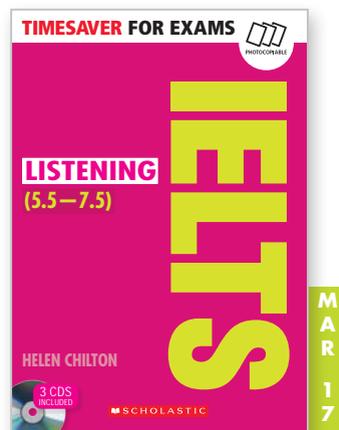
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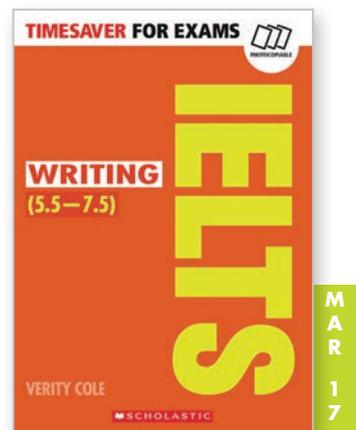
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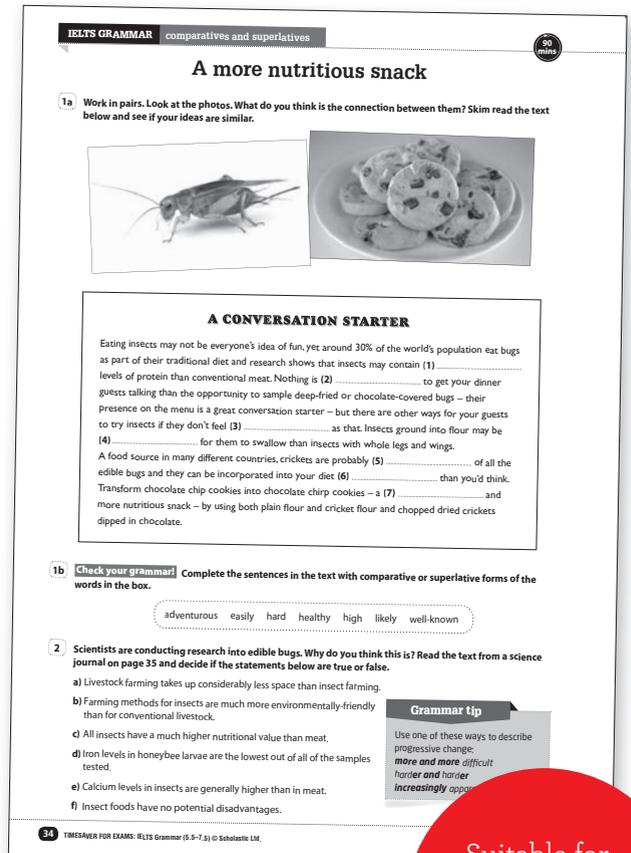
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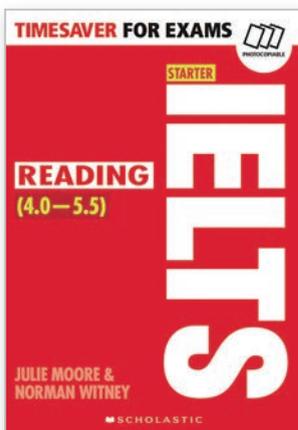
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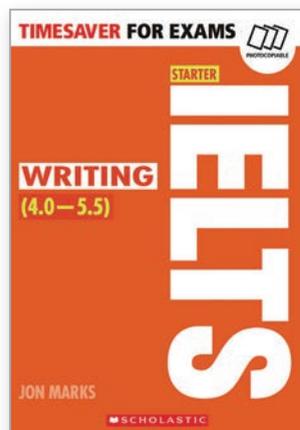
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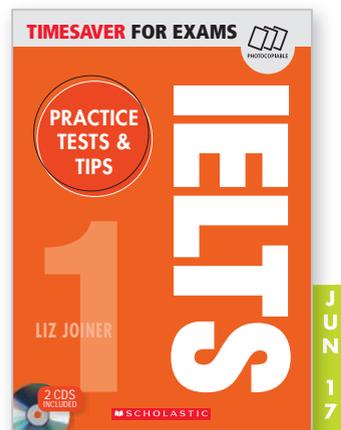
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PART 2 Long monologue with sentence completion

PART 2 Long monologue with sentence completion

60 mins

Rainforests at the bottom of the sea

1a How much do you know about coral reefs? What do you think are the missing words or numbers in sentences a–g?

- a) Coral reefs are home to at least different species.
- b) It is said that coral reefs occupy about of the surface of the ocean floor worldwide.
- c) Coral is largely made up of the of tiny marine creatures called polyps.
- d) Polyps feed on minute organisms called algae and also some small
- e) Most coral reefs are found in waters which are shallow.
- f) Most coral reefs don't grow at depths over metres.
- g) The world's largest coral reef is off the coast of



1b Listen to the information about coral reefs and write the correct answers. Were any of your predictions correct?

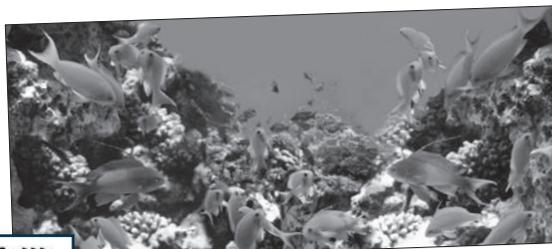
2a Read the Exam tip and look at the completed sentences 1 and 2 below. What has the student done wrong?

- 1 Kate first learned how to dive with a cousin of hers one holiday
- 2 Kate felt reassured when she saw the turtles which looked beautiful swimming around the first time she went diving at a coral reef.

2b Now listen to the first part of a talk about coral reefs. Decide which of the student's words in exercise 2 are essential and cross out the rest.

3 Read sentences 3 to 10 in the Exam task and note down words that you think might be suitable for the gaps.

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Exam tip!

The maximum number of words needed to complete Part 2 sentences is three, but for most sentences you will only need one word. Don't write more than is necessary as then you're more likely to make mistakes.

PHOTOCOPIABLE



Work about coral reefs and complete sentences 3–10.

was shocked by the changes to the (3) of the reef.
 damage that (4) causes to the marine
 of coral reefs in the world are likely to die.
 realise how reefs protect the land against (6)
 s of coral reefs to a website called (7)
 ' to refer to human impact on coral reefs.
 to clean coral reefs.
 at a beach as an example of positive action people can take.

at are followed by prepositions. Complete the following ns.

a kind of cooling system and make the air there nice and fresh.
 lots of bats and some strange looking plants.
 information about the environment.
 some kind of work to protect the environment.
 the number of wild elephants in Asia and Africa.
 the fruit in the trees.
 ful coral reefs.
 climate change.

Look at how she uses the underlined words in exercise 6a and

n ideas.

ents below. Decide whether you agree or disagree with (agree, 5 = completely agree).

ncerned about.
 ect the environment – only governments can.
 te change – it's happened many times in the history of the world

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Jenni Fischer, ELT Teacher

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PART 7 Multiple matching Guessing the meaning of words from context 1hr

Super-fans



- How can you spot a super-fan? What sort of things do they do? Make a list of three things and share your ideas with the class.
- Read the magazine article about celebrity culture. You have five minutes. Don't look up any unfamiliar words at this stage.
- In your pairs, look at the words in bold in the text. Do you know any of them? Answer the questions in the call-out boxes.
- Write definitions or guess the meaning of the following words.

frantically _____	aspire _____
sulk _____	crushing _____
inaccessible _____	measure _____
all-consuming _____	blemish _____
alluring _____	obscurity _____
- Check your answers at the bottom of the page.

EXAM TASK

6 Read the article about celebrity culture again. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

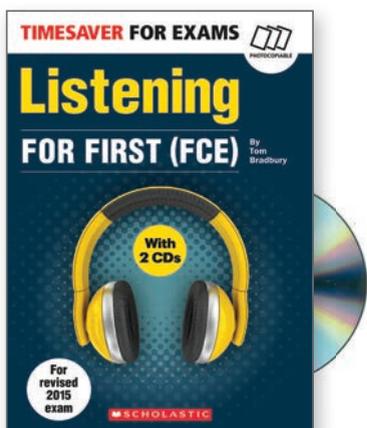
Which paragraph mentions

a concern that teenagers are not setting their future goals high enough?	1 <input type="checkbox"/>
a change that the writer finds strange?	2 <input type="checkbox"/>
a suggestion that fame is not achieved easily?	3 <input type="checkbox"/>
a relationship that is not equal?	4 <input type="checkbox"/>
a reaction to not getting to do what you want?	5 <input type="checkbox"/>
an unlikely outcome?	6 <input type="checkbox"/>
an inconvenience caused by fan behaviour?	7 <input type="checkbox"/>
celebrities who do not live up to expectations?	8 <input type="checkbox"/>
a worry that teenagers are judging themselves too harshly?	9 <input type="checkbox"/>
the sort of information fans find out about celebrities?	10 <input type="checkbox"/>

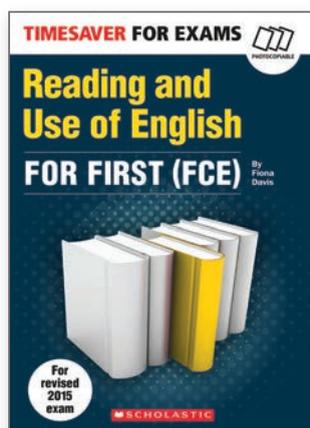
Exam tip! You may have to guess the meaning of unfamiliar words in the text. What part of speech is the new word? Do the surrounding words give you a clue to its meaning?

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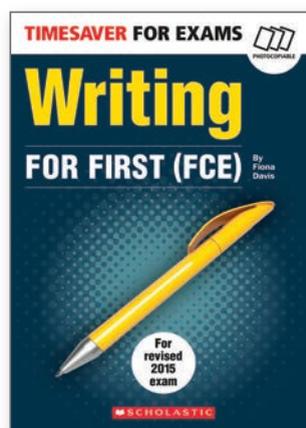
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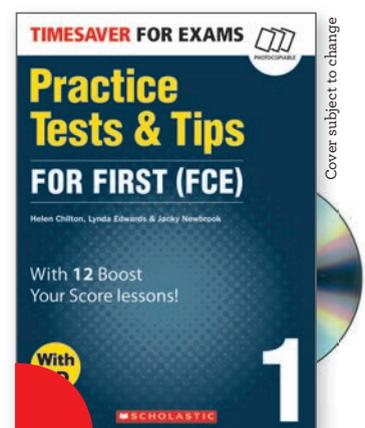
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3 ways to SMASH! Listening, Part 3: understanding feelings, opinions and attitudes

1 Make a list of adjectives which describe feelings and their synonyms.

is, worried, concerned
ed, amazed, surprised
fascinated, interested

Describe feelings, make a note of them.

What if we don't have anything in common? = anxious

Believe my eyes! = amazed

What or whether she's putting on an act. = curious

Expressing and giving opinions.

I'm concerned ... I reckon ...

What's the opinion that ... What's your view on ...?

Match the speakers and match each

Answer the questions below

Pass your driving test?
Encouraged to try your best?

Do something similar in the exam.

Are you first given some advice.

Which of these apply.

- c The speaker received advice from someone.
- d The speaker might have changed their opinion.
- e The speaker was given two pieces of advice.

What is the speaker's opinion? Discuss ways you can be more optimistic
Give suggestions.

How do you think a positive attitude helped them achieve success.

S1	S2	S3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can you think of other useful advice?



Don't rush! Read every instruction twice so that you answer the question correctly.

2

Positive thinking



TOPIC
emotional health

LISTENING FOCUS
understanding feelings,
opinions and attitudes

Exam task
First Listening Part 3;
multiple matching

SPEAKING FOCUS
comparing photographs
Exam task
First Speaking Part 2

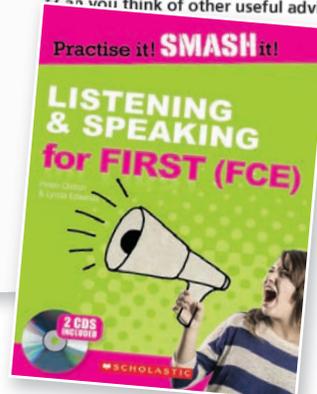
LISTENING

- 1 Look at the photos. How do you think each person is feeling?
- 2 How would you feel in the following situations? Why? Discuss in pairs.
 - a You have been offered an opportunity to work or study for a year in the United States.
 - b Your friend borrowed 30 Euros a month ago and hasn't paid it back yet.
 - c You find out that one of your close friends is going out with your ex-boyfriend / girlfriend.

EXAM PRACTICE 1

In Listening: Part 3, you have to understand the speakers' feelings, opinions and attitudes.

- 1 Listen to three speakers. Are they feeling optimistic (O) or pessimistic (P)? Circle the correct answer.
Speaker 1: O / P Speaker 2: O / P Speaker 3: O / P



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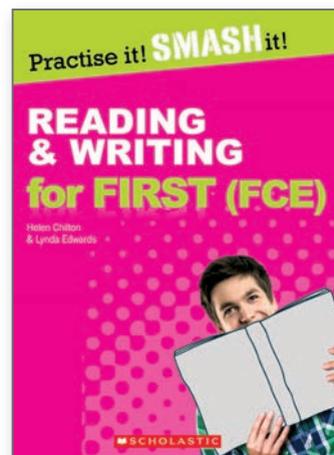
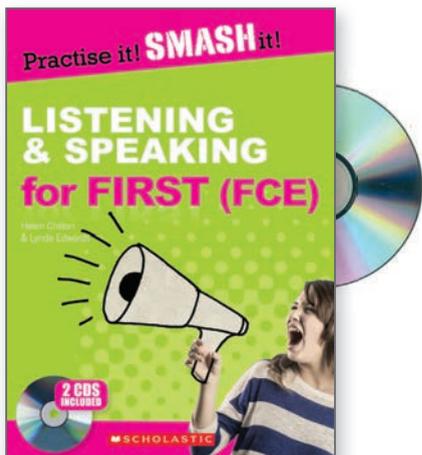
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What's inside?

AGE AND THE LAW IN THE UK

Do you have to carry your passport around with you?
No, definitely not. Leave it in a safe place in your accommodation.

Do you have to have ID?
No, you don't. If you have a student card, it can be useful to carry with you for discounts at events and in shops. You can also use it to prove your age.

I'm sixteen. Can I buy a drink in a pub?
No, you can't. But you can drink beer or cider in a pub or hotel that serves alcohol, if you are also eating a meal. You're not allowed to buy it though.

Great! So someone else has to pay for my drinks?
Yes, someone over eighteen.

Can British teenagers vote in national or local political elections?
At the moment, the voting age is eighteen. Teenagers who are sixteen argue that they can have a job and pay tax, get married and have children, so they should definitely be able to vote. At the Scottish referendum in 2014, sixteen-year-olds were allowed to vote.

I'm seventeen. At home, I ride a 50cc scooter. It's a great way to get around. Can I do that here?
Yes, if you have the correct kind of driving licence: check at your local police station. The same applies to driving a car.

I've heard there are some great tattoo parlours in London. Can I get a tattoo? (My parents would not approve.)
Once you're eighteen, you can get tattoos. You'll need to prove your age. However, it's a bad idea to make permanent changes to your body before you've stopped growing, especially if your parents don't approve.

My friends and I are really into tattoos. There's this amazing tattoo parlour in London. I want to get a tattoo. What's the best way to get a tattoo? It's so cool to have a tattoo. I've heard that older people have tattoos. I want to get a tattoo. What's the best way to get a tattoo?

OVER 18S ONLY

PHOTOCOPIABLE

Cultural Information
Clear and informative question and answer spreads

Can you survive in the UK?

You're coming to the UK. It will be fun! Are you ready for the culture shock?

UNIT 8: CUSTOMS & LIFESTYLE IN THE UK & IRELAND What is Britain?

1 The Irish harp is an instrument that
2 James Joyce was a Dubliner who
3 Guinness is a beer that
4 A leprechaun is a small person where
5 The 19th century potato famine was an event where
6 Blarney Castle is where
7 The Skellig Islands are who
8 Trinity College is who

caused millions of people to die.
you can see an old illustrated bible, the Book of Kells.
is used in Celtic music.
people kiss the Blarney Stone and become brilliant at talking.
wrote the famous novel Ulysses.

Write the letters in order and find the name of a lucky Irish plant.
1 2 3 4 5 6 7 8

* What is it in your language? Find out!

PHOTOCOPIABLE

Quizzes and Games
Fun activities for students to test their knowledge

On the move

Travelling on the London Underground

1 Do you know what Londoners call the underground?
a) the metro b) the subway c) the tube

2 What is an Oyster card? a) a card to pay for transport b) a card you can send to people

3 Read the text and check your answers.

The underground
If you want to get around London quickly, use the underground. Look for this sign: Use London's famous underground map to work out your fastest route. London was the first city to try digging tunnels to solve its transport problems. The first underground line was the Metropolitan Line, which opened in 1863. Today there are eleven lines and 270 stations. Most people call the underground 'the tube'.

Payment cards
Most people travelling on the tube use an Oyster card to pay their fares. It's a smartcard. You put money on your card at a tube station and then touch in and out when you travel. You can use it on the tube, the bus, the Thames riverboat and some local train services. You can also use contactless debit cards.

4 Listen and match the announcements to the pictures.

5 Jake is on the tube at Euston. His route across central London has three changes. Listen and mark Jake's journey on the map.

6 Which of these stations is Jake

PHOTOCOPIABLE

Audio Activities
CDs allow students to improve listening skills and pronunciation

2 Say the chant.

3 Do the actions.

Move Together!

He's a big dog.
He's a big, beautiful, red dog.
He's a great big, beautiful dog.

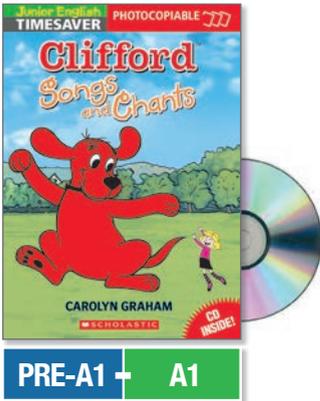
4 Join the dots.

PHOTOCOPIABLE

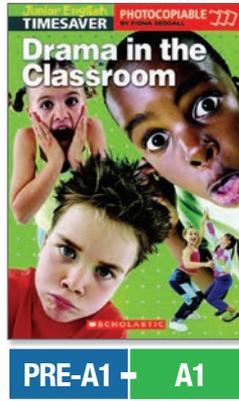
Songs and Chants
Fun singing activities help younger pupils to remember vocabulary

Junior English Timesavers

Our Junior English Timesavers provide English teachers with a variety of easy-to-prepare photocopiable activities, resources and songs to use with young learners.



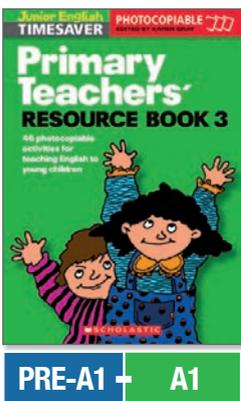
PRE-A1 + A1
Clifford Songs and Chants (with CD)
9781904720409



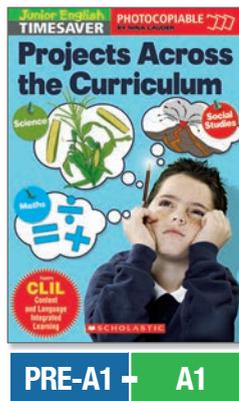
PRE-A1 + A1
Drama in the Classroom
9781904720805



PRE-A1 + A1
Live from London! (with DVD*)
9781905775811



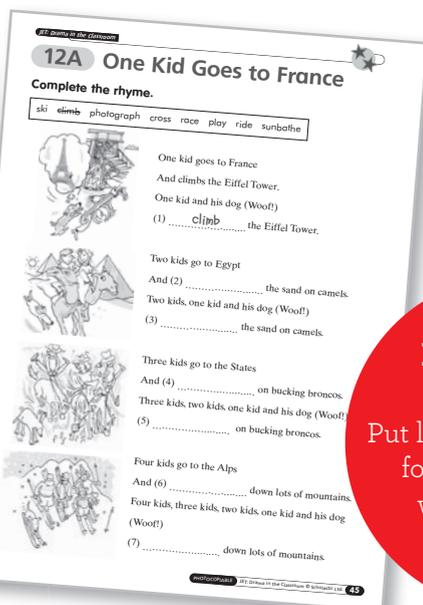
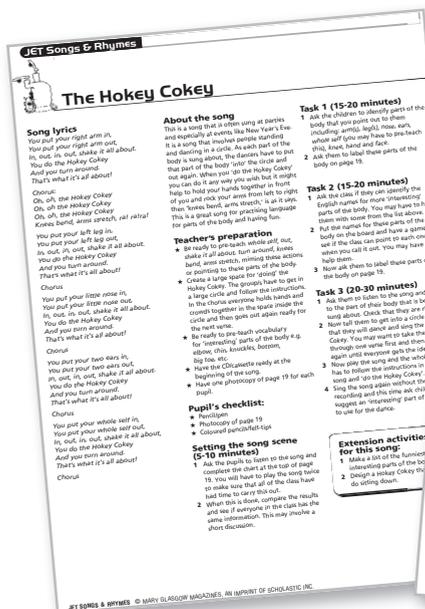
PRE-A1 + A1
Primary Teachers' Resource Book 3
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PRE-A1 + A1
Projects Across the Curriculum
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PRE-A1 + A1
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Rhymes and Role-plays
Put language in context for young learners with fun, paired activities

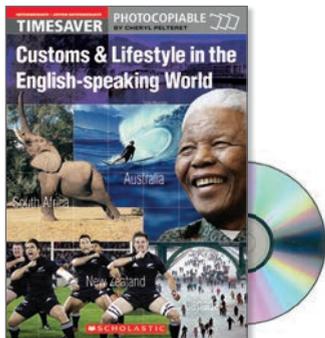
Culture in the English-speaking World

Introduce your students to British culture and traditions from the English-speaking world with our entertaining and informative photocopiable resource books.



A2 + B2

Culture Shock: UK! (with CD)
9781910173367



B1 + B2

Customs & Lifestyle in the English-speaking World (with CD)
9781904720980



A2 + B2

Customs & Lifestyle in the UK & Ireland
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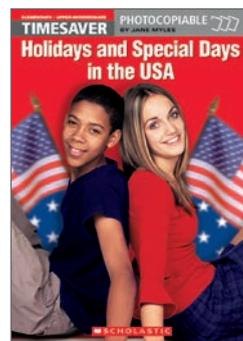
A2 + B2

Festivals and Special Days in Britain
9781900702409



B1

For Real! English in Everyday Situations (with CD)
9781900702232



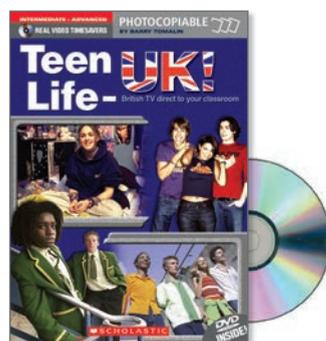
A1 + B2

Holidays and Special Days in the USA
9781900702591



A1 + B1

London!
9781900702980



B1 + C1

Teen Life - UK! (with DVD*)
9781904720577

AUTUMN Bonfire Night (November 5th)

The Story of Guy Fawkes

Bonfire Night is also called Guy Fawkes' Night.

Read the questions about Guy Fawkes. Find the correct answer to each question.

1. Is this a story from the nineteenth century?
2. Were Guy Fawkes and his friends Protestants?
3. Were there religious problems between the Catholics and the Protestants?
4. Was there a law saying that Catholics weren't allowed to go to church?
5. Did Guy Fawkes and his friends decide to kill King James?
6. Did Guy Fawkes put explosives in the Houses of Parliament?
7. Was the date the 11th of December 1605?
8. Did the plan succeed?
9. Did the king forgive Guy Fawkes and his friends?
10. Do British people celebrate Guy Fawkes' Night with bonfires and fireworks?
11. Do children make models of King James and burn them on the bonfires?
12. Are the models called 'guys'?
13. Are ice-creams and salad popular on Bonfire Night?

A Yes, they do.
 B Yes, he did.
 C Yes, there were.
 D Yes, they are.
 E Yes, there was.
 F Yes, they did.
 G No, it isn't. It's a story from the seventeenth century.
 H No, it didn't. The king's soldiers discovered the plan.
 I No, they weren't. They were Catholics.
 J No, he didn't. He decided to kill Guy Fawkes and his friends.
 K No, they aren't. Toffee apples, soup and baked potatoes are popular.
 L No, it wasn't. It was the 5th of November 1605.
 M No, they don't. They make models of Guy Fawkes.

Guy Fawkes wasn't the leader of the Gunpowder Plot. Write the letter of each answer under the correct number. You can find the name of the leader of the Gunpowder Plot.

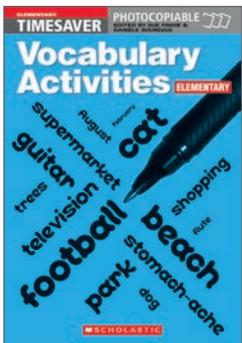
1 2 3 4 5 6 7 8 9 10 11 12 13

FESTIVALS AND SPECIAL DAYS IN BRITAIN © MARY GLASSGOW MAGAZINES, AN IMPRINT OF SCHOLASTIC INC.

*DVDs are NTSC format

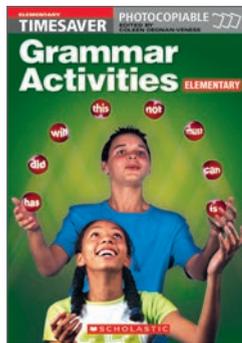
Language Practice

Improve and consolidate your students' grammar and vocabulary with our motivating, levelled resources for classroom use.



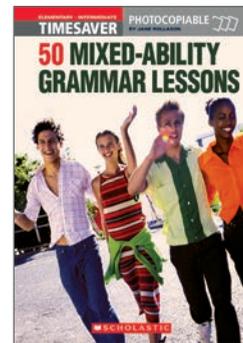
A1

Vocabulary Activities: Elementary
9781900702577



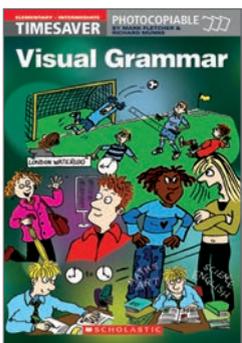
A1

Grammar Activities: Elementary
9781900702553



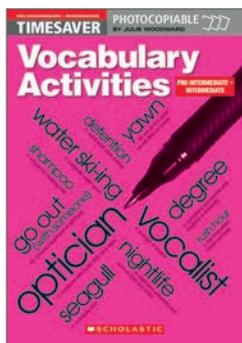
A1 + B1

50 Mixed-Ability Grammar Lessons
9781904720072



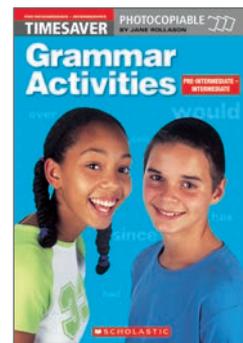
A1 + B1

Visual Grammar
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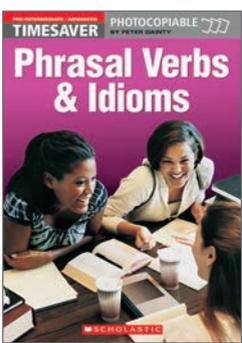
A2 + B1

Vocabulary Activities:
Pre-intermediate-Intermediate
9781900702645



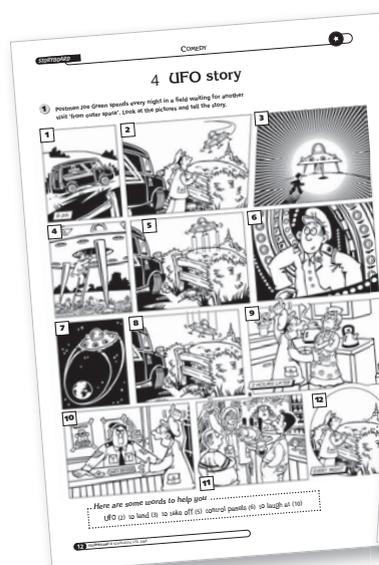
A2 + B1

Grammar Activities:
Pre-intermediate-Intermediate
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A2 + C1

Phrasal Verbs & Idioms
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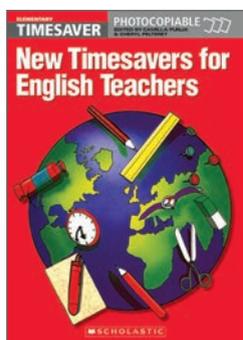


Engaging
visuals

Keep the whole class engaged with varied materials including articles, storyboards and picture prompts

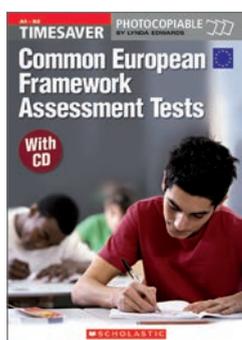
Combined Skills

From newspaper articles and illustrations to group projects, our combined skills range will encourage your students to practise reading, writing, speaking and listening through fun activities.



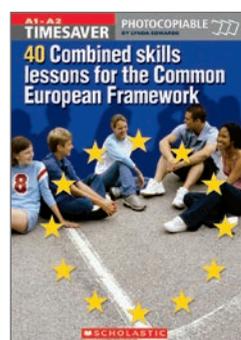
A1

New Timesavers for English Teachers
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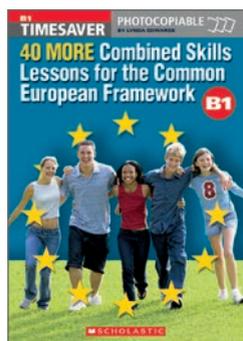
A1 + B2

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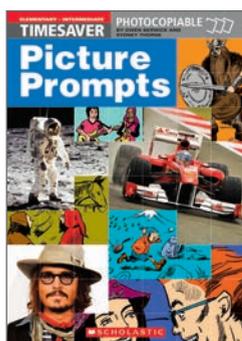
A1 + A2

40 Combined Skills Lessons for the Common European Framework (with CD)
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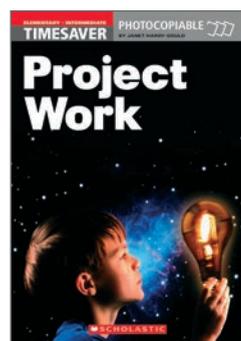
B1

40 More Combined Skills Lessons for the Common European Framework (with CD)
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A1 + B1

Picture Prompts
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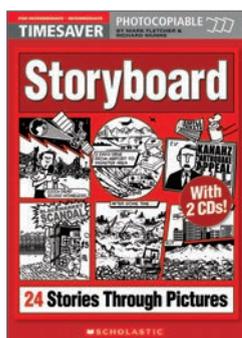
A1 + B1

Project Work
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B2 + C1

Newspaper Articles to Get Teenagers Talking
9781904720300



A2 + B1

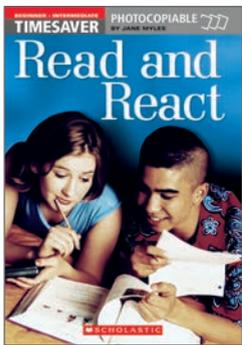
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“one of the most useful books on the market for practising grammar with low ability students. I use mine almost daily in my secondary school EFL classroom.”

Online review, (Visual Grammar)

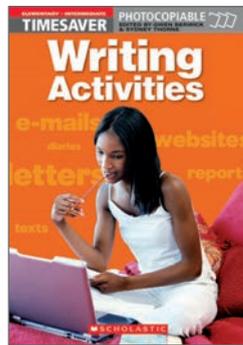
Reading and Writing

Inspire your students to read and write in English with a variety of activities and text types, including authentic extracts from popular English novels.



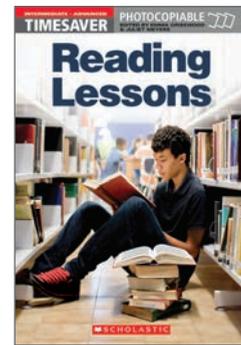
PRE-A1 + A2

Read and React
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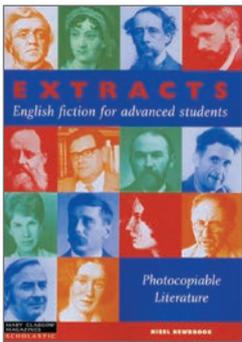
A1 + B1

Writing Activities
9781900702263



B1 + C1

Reading Lessons
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B2 + C1

Extracts: English fiction for advanced students
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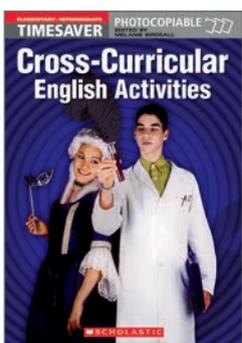


B2 + C1

Extracts 2 (with CD)
9781900702225

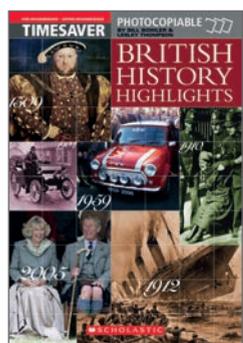
Cross-Curricular Activities

Encourage students to use their English language skills to learn about other subjects such as Geography, History, Maths and Science.



A1 + B1

Cross-Curricular English Activities
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A2 + B2

British History Highlights
9781904720294

Speaking and Listening

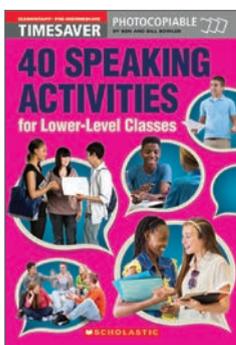
Support and motivate your students to improve their English speaking and listening skills with a wide range of resources, including radio show interviews, quizzes, pronunciation activities and role-plays.



A1 + A2

40 Listening Activities for Lower-Level Classes (with 2 CDs)

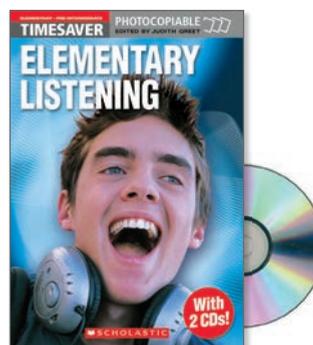
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A1 + A2

40 Speaking Activities for Lower-Level Classes

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A1 + A2

Elementary Listening (with 2 CDs)

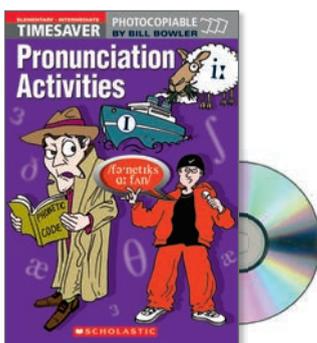
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B1 + C1

Intermediate Listening (with 2 CDs)

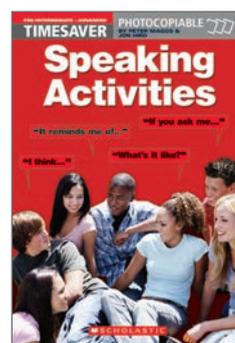
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A1 + B1

Pronunciation Activities (with CD and poster)

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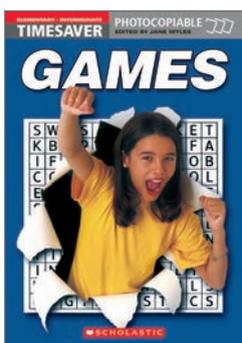
A2 + C1

Speaking Activities

9781900702638

Activities, Games and Quizzes

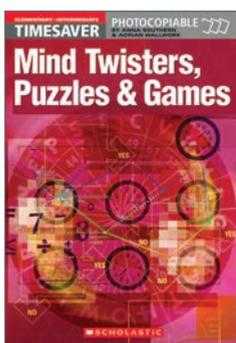
Make language-learning fun with games, puzzles, quizzes, jokes and riddles – great for consolidating language skills and enjoyable for students too.



A1 + B1

Games

9781900702416



A1 + B1

Mind Twisters, Puzzles & Games

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Online review, (Games)

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Timesaver Interactive is a series of interactive whiteboard materials for use in the English Language Teaching classroom. Each title contains twelve ready-to-use lessons, all packed with motivating activities.

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- Student worksheets & teacher's notes accompany each lesson

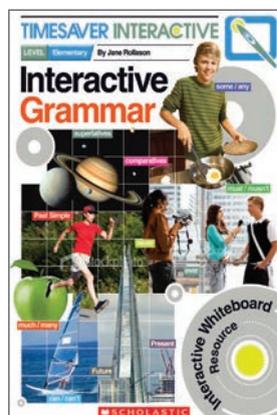


How to use your Timesaver Interactive:

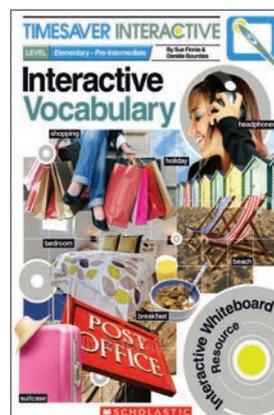
Choose a lesson, print or photocopy the worksheets and start the lesson!



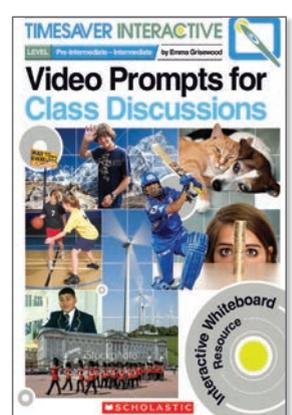
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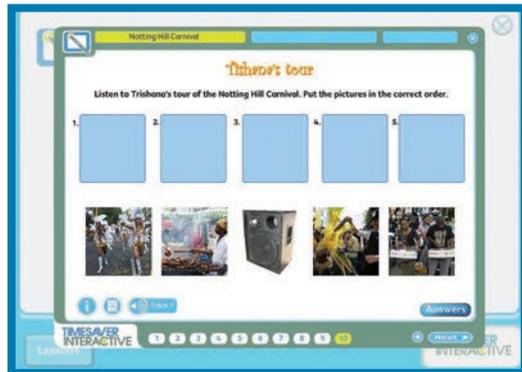
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What's included?

Listening comprehension

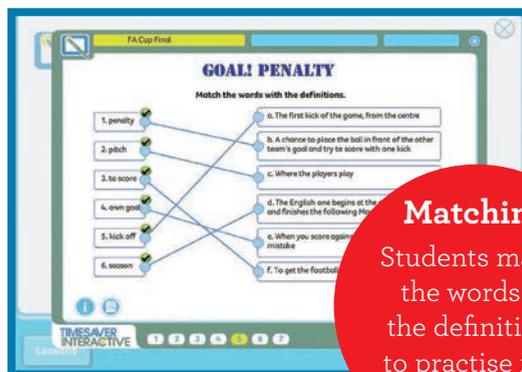


Video activities



Watching
Students can watch the video clips and answer the questions afterwards

Vocabulary practice



Matching
Students match the words to the definitions to practise new vocabulary

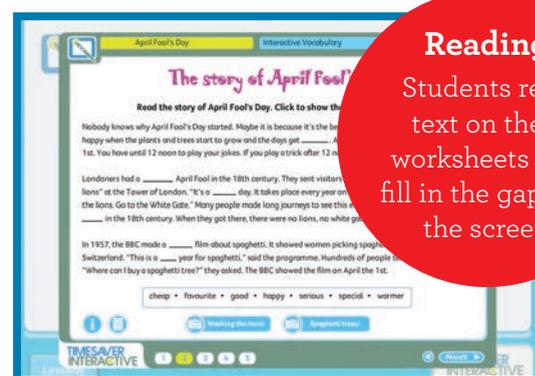
Language learning games



Grammar activities



Reading activities



Reading
Students read text on their worksheets and fill in the gaps on the screen

“The students enjoy checking their answers against the board and it often kicks off some interesting class discussions! I highly recommend these resources.”

Kellie Grey, ELT teacher

DVD Readers



Award-winning DVD Readers from Scholastic are non-fiction graded texts with up to 30 minutes of DVD material. Based on popular factual TV series and documentary films, the DVD Readers series presents teenagers with engaging content that covers a range of curriculum areas.



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Level 2 – A2



999 Emergency
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Brilliant Britain: The Seaside
9781908351760 (Book & DVD*)



The British Royal Family
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Take Away My Takeaway: Hong Kong
9781908351708 (Book & DVD*)



Take Away My Takeaway: Texas
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What's inside?



Film clips
Each DVD Reader is based on a TV show or film to encourage class discussion



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Readers
Students read a chapter and then watch the corresponding clips, completing the DVD activities as they go

DVD Readers are available at two levels:

Common European Framework level: A2	1,000 headwords	2 years of English	Equivalent to Level 2 Scholastic ELT Reader
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Level 3 – B1



Brilliant Britain: Breakfasts
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Take Away My Takeaway: Italy
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Take Away My Takeaway: New Orleans
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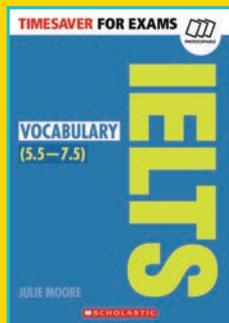
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