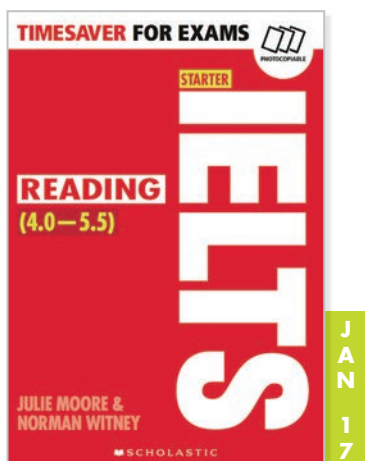


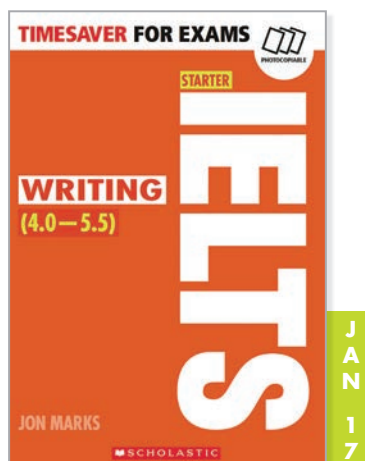
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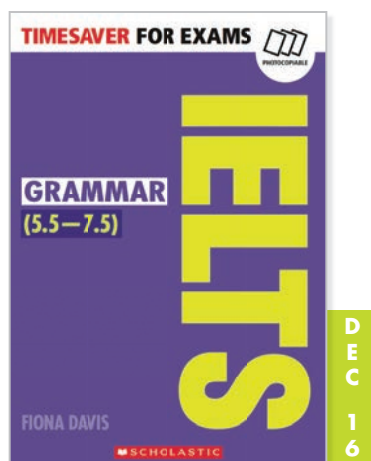


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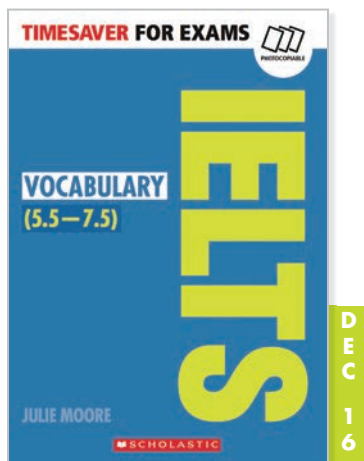


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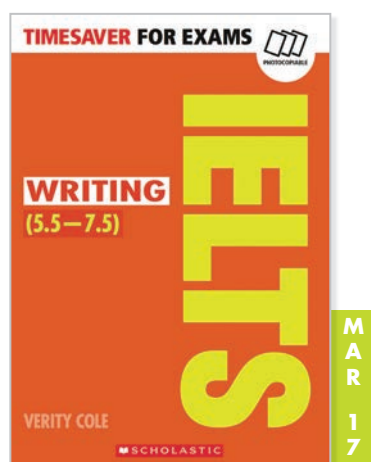


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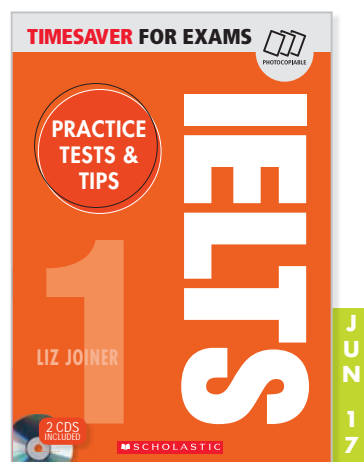


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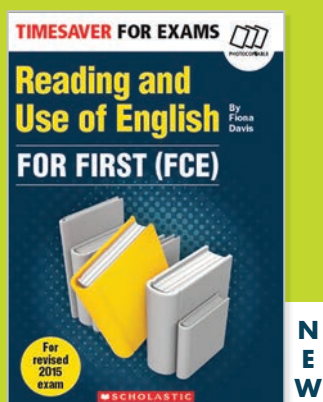
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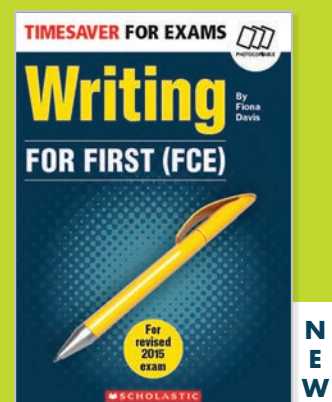
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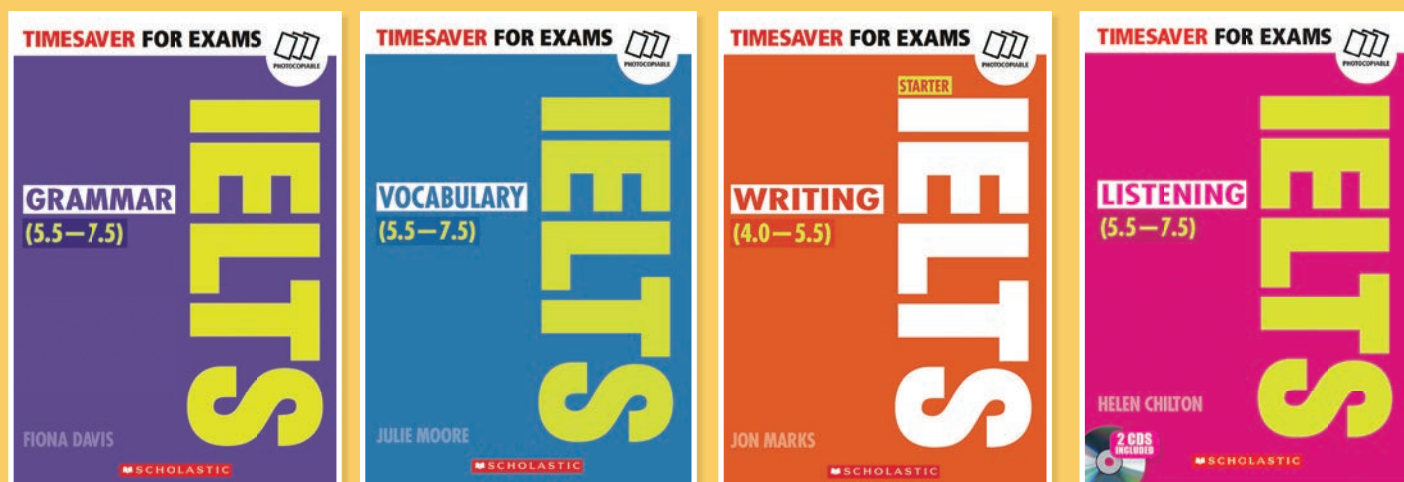
# HIGHLIGHTS

Don't miss out on our highlights for 2017

## Introducing IELTS

Help your students prepare for the IELTS tests with ready-to-use photocopiable resources and practice tests.

NEW



See pages 30-31



NEW

## 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 2-14



NEW

## Encourage independent reading

Inspire your classes and encourage independent reading with over 70 books that teenage students will love.

See pages 16-27



# HELP YOUR STUDENTS **SMASH** THEIR FCE EXAM PREPARATION



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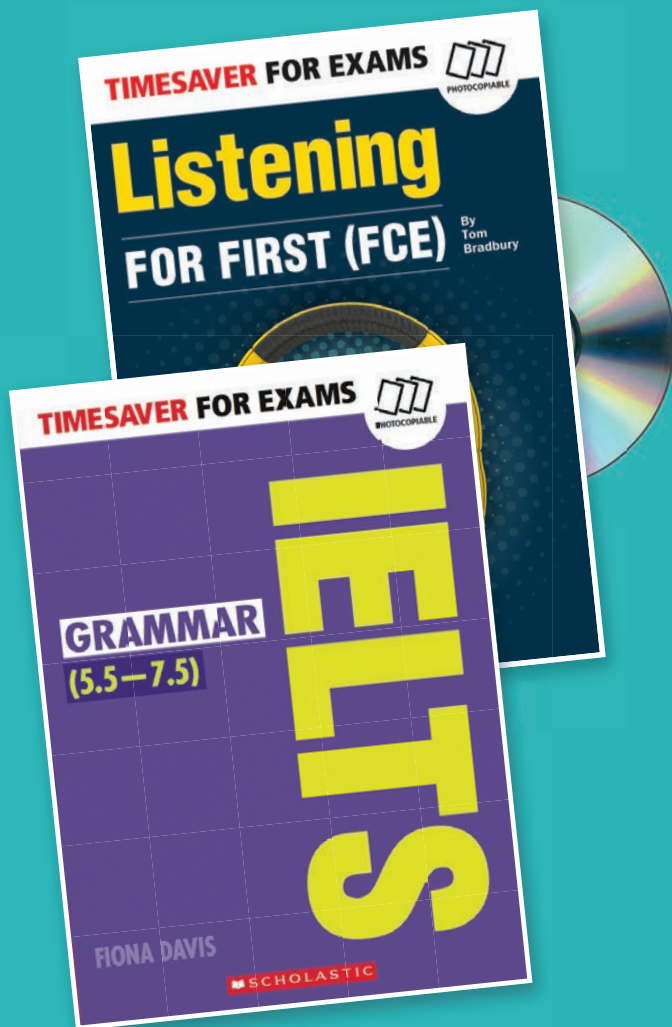


# ELT Exams

Our ELT Exams series provides targeted exam practice for students preparing for the **First** and **IELTS** exams. Each resource is **matched to the latest specifications** and includes thorough practice of the exam task types.

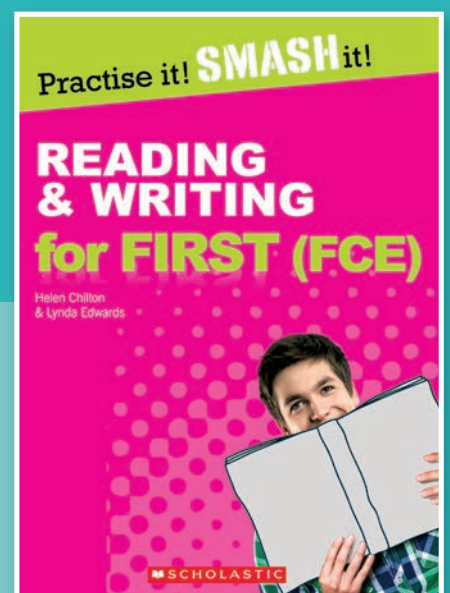
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- Save time with ready-to-use photocopiable exam resources
- Thorough practice of exam task types
- Ideal for students applying for UK and US universities



## Resources you can trust

Our exam resources have been written and developed by expert teacher trainers and examiners to match the latest exam specifications.



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## Find the right resources for your students



### IELTS **NEW**

Pitched at two levels, our IELTS preparation materials provide thorough practice of all IELTS task types and include practice tests.

See pages 30-31



### First (FCE)

Our FCE resources are matched to the 2015 specifications and are perfect practice resources for students studying for the Cambridge exam.

See pages 32-35



Ready-to-use  
lessons for  
teachers

### **TIMESAVER FOR EXAMS**

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

See pages 30-33



Integrated  
skills for  
students

### Practise it! **SMASH it!**

A supplementary exam preparation series packed with exam practice activities, strategy tips and lists.

See pages 34-35

# Timesaver for Exams

Photocopiable exam practice from the bestselling Timesaver series

**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

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 viscous solution.

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

6 The viscose solution ..... structure to focus on an action or object instead of the person or thing that does the action (the agent). The crumbs **are stored** in metal containers.

7 The viscose solution ..... 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.

8 The viscose solution ..... forms are often used in a description of a technical process, where the action is on the process.

9 The viscose solution ..... structures are formed with a tense of the auxiliary be + past participle.

**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 **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 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.

3 **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?

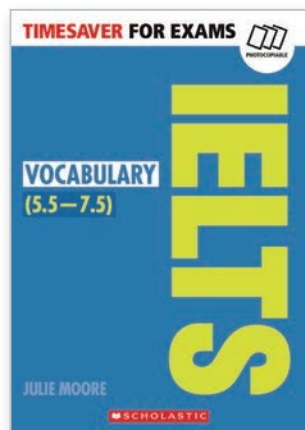
4 **Compare your answers with the information in the Grammar reference.**

**Grammar reference: modifying comparative and superlative forms**

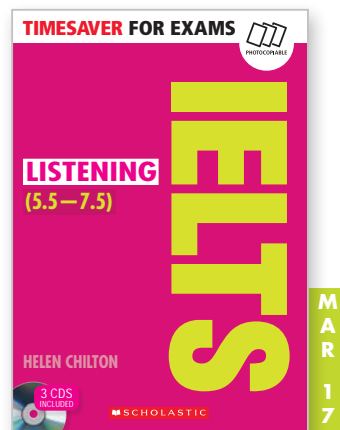
- Use words like *far* and *(very) much* to modify comparative forms of adjectives and adverbs. Other examples are *considerably* and *significantly*; even implies the difference is surprising. Use *a little*, *slightly*, *marginally* to indicate a smaller degree of difference.
- Words we can use to 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*.



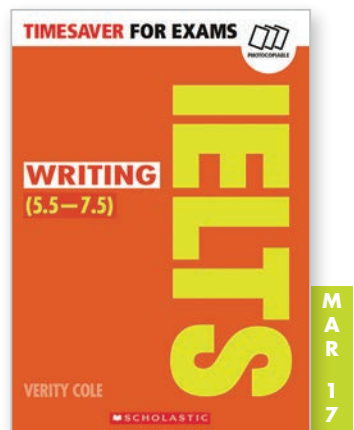
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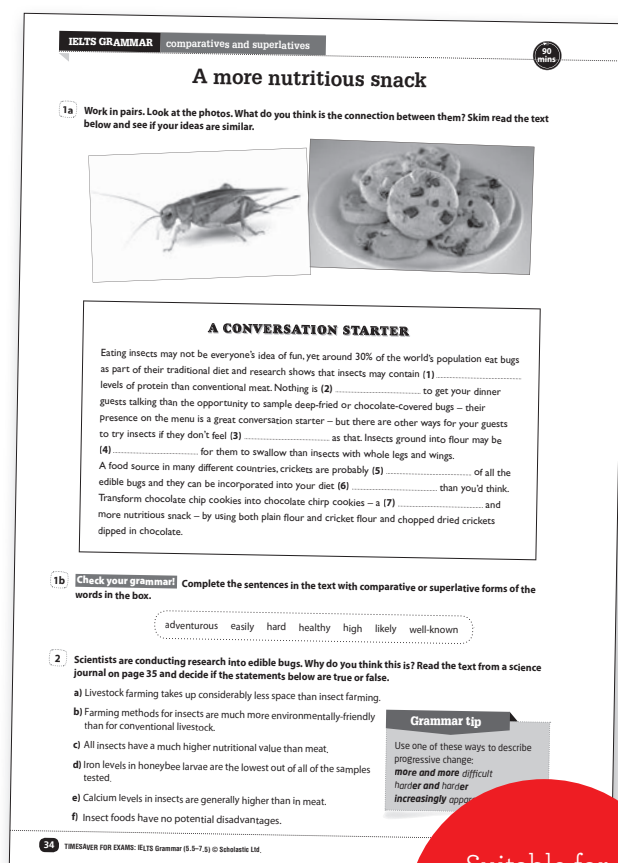
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# IELTS

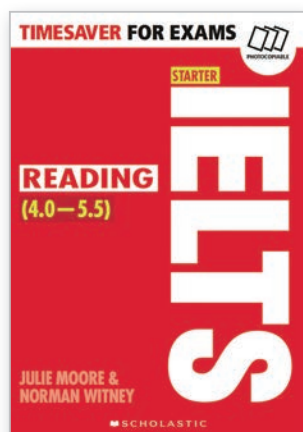
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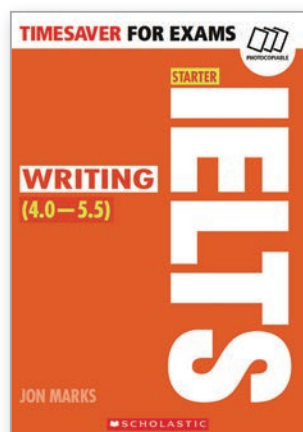
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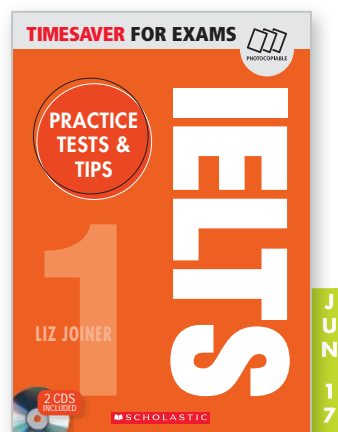
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# Timesaver for Exams

Photocopiable exam practice from the bestselling Timesaver series

## PART 2 Long monologue with sentence completion

### Rainforests at the bottom of the sea

60 mins

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

- Coral reefs are home to at least ..... different species.
- It is said that coral reefs occupy about ..... of the surface of the ocean floor worldwide.
- Coral is largely made up of the ..... of tiny marine creatures called polyps.
- Polyps feed on minute organisms called algae and also some small .....
- Most coral reefs are found in ..... waters which are shallow.
- Most coral reefs don't grow at depths over ..... metres.
- 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?

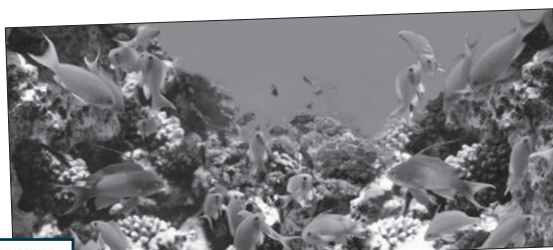
2a Read the Exam tip and look at the completed sentences 1 and 2 below. What has the student done wrong?

- Kate first learned how to dive with a cousin of hers one holiday .....
- 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.

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



#### 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.

## PART 2 Long monologue with sentence completion

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) .....  
..... 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.

..... are followed by prepositions. Complete the following sentences.

..... 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.  
..... coral reefs.  
..... climate change.

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

..... 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

TIMESAVER FOR EXAMS: Listening for First (FCE) © Scholastic Ltd. 23



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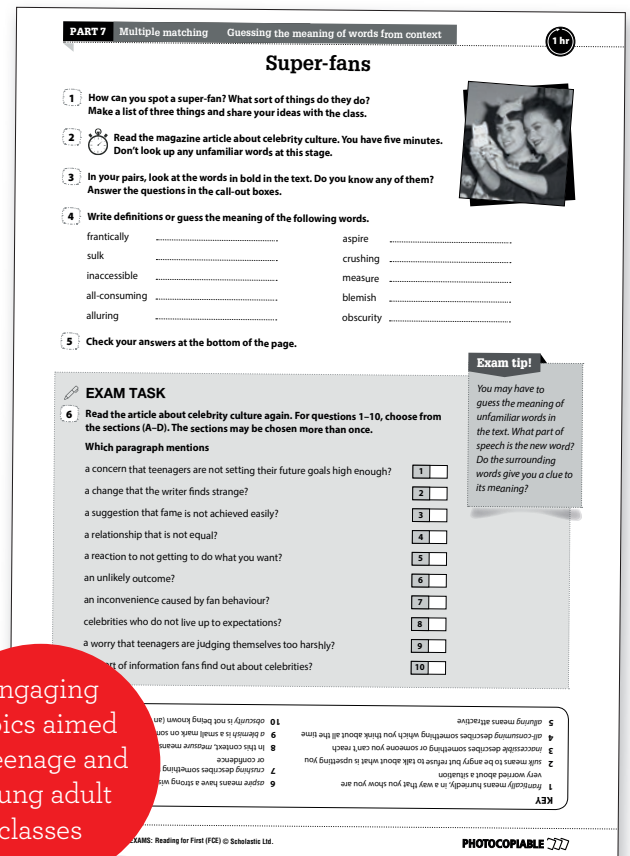
“Includes great extra practice activities for the Cambridge First exam.”

Jenni Fischer, ELT Teacher

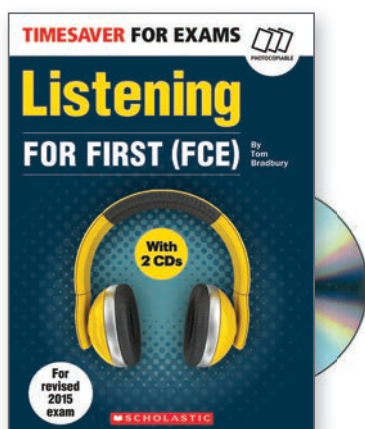
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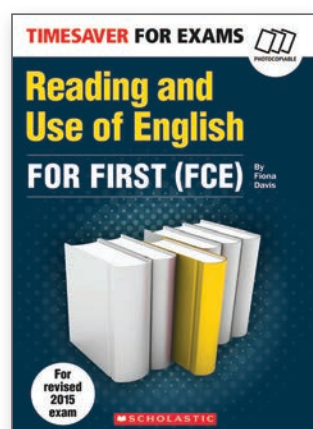
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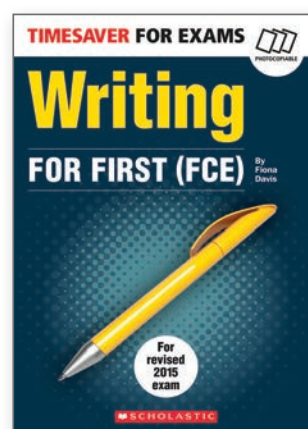
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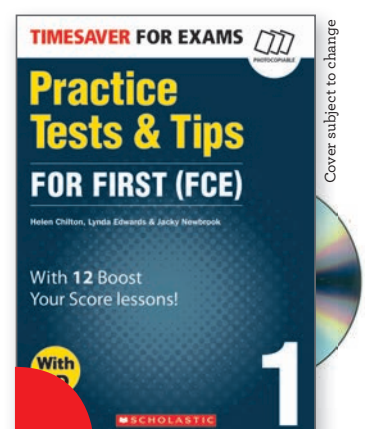
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# Practise it! SMASH it!

Helping students achieve FIRST (FCE) exam success

## 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

12

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

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

s, 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

... and giving opinions.  
concerned ... I reckon ...  
... of the opinion that ... What's your view on ...?

... speakers and match each

Questions below

... pass your driving test?  
... encouraged to try your best?

... something similar in the exam.

... re first given some advice.  
... that 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. ☐

... ist? Discuss ways you can be more optimistic  
... enges.

... w 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?

Practise it! SMASH it!

**LISTENING & SPEAKING for FIRST (FCE)**

2 CDs included

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## Help your students achieve First exam success

**Practise It! Smash It!** is an integrated skills series, written by exam specialists to help students prepare for the Cambridge ELT exams. They are packed with student-focussed content and exam practice resources.

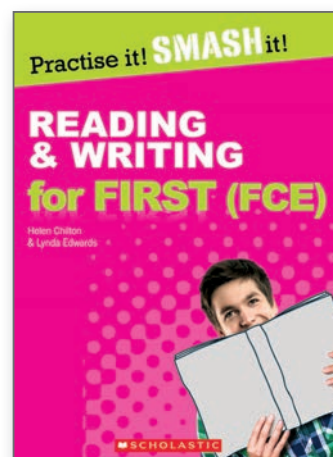
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- Includes practice tests for each FCE paper
- Integrated skills approach covering all the core challenges of the First exam
- 'How to smash it' exam strategy lists in every unit
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- Suitable for Cambridge First and the Cambridge First for Schools exam



Thorough practice of FCE question types

“Clear tasks and engaging, useful content. Any class would love these books!”

Danielle Di Lorenzo, Studio Cambridge



# Timesavers



Exactly matched to  
CEF levels

**Timesavers** is a comprehensive range of photocopiable resource books for language teaching. The resources provide targeted support in reading, writing, speaking, listening and grammar. Quick and easy to use, they will help you save time on planning and preparation.









## Why choose Timesaver resource books?

- Tried-and-tested resources trusted by teachers worldwide
- Save time with ready-made lessons for all levels, topics and age groups
- Ideal supplement to any coursebook and great for consolidation work
- Levelled in accordance with the Common European Framework of Reference for Languages (CEF)

## Timesavers Syllabus

Timesavers are published at six levels following a carefully-graded syllabus:

<b>Starter level</b> (Beginner)	1 year of English	 CEF Stage Pre-A1
<b>Level 1</b> (Elementary)	1-2 years of English	 CEF Stage A1
<b>Level 2</b> (Pre-intermediate – Intermediate)	2-3 years of English	 CEF Stage A2
<b>Level 3</b> (Intermediate)	3+ years of English	 CEF Stage B1
<b>Level 4</b> (Upper-intermediate)	4+ years of English	 CEF Stage B2
<b>Level 5</b> (Advanced)	5+ years of English	 CEF Stage C1



# 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 all over 18. There's this new club that we really want to go to. One of us is 17. What's the deal?**

It's difficult to be a 17-year-old. You have old friends and you

**Cultural Information**

Clear and informative question and answer

**PHOTOCOPIABLE** 

## Cultural Information

Clear and informative  
question and answer  
spreads

**Quiz**

## Can you survive in the UK?

100  
100


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


- 1 You're com  
a) an un
- 2 You're tra  
a) on th
- 3 You're al  
Which v
- a) let
- 4 You're  
a sem
- 5
- 6

TIMESAVER CUSTOMS & LIFESTYLE IN THE UK & IRELAND

What is Britain?

The Giant's Causeway is an amazing volcanic\* rock formation in Northern Ireland. It is made up of hundreds of huge, hexagonal pillars\* of stone.  
Join up the information to find out more about Ireland.





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 who

7 The Skellig islands are

8 Trinity College is

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!

Quizzes  
and Games

Fun activities for  
students to test  
their knowledge

## 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.**

a

b

c

d

**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**

Know

- ☐ Farringham
- ☐ Piccadilly
- ☐ Aldgate
- ☐ Clapham
- ☐ Clapham


## Audio Activities

CDs allow students to

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.



**Songs  
and Chants**

Fun singing  
activities help  
younger pupils  
to remember

## Songs and Chants

Fun singing activities help younger pupils to remember vocabulary

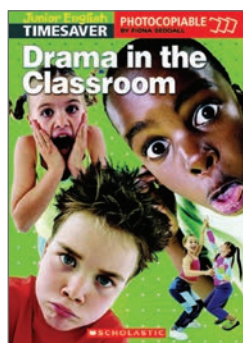
## Junior English Timesavers

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

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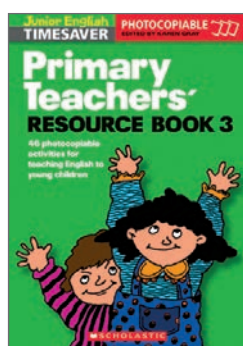
PRE-A1 + A1

Drama in the Classroom  
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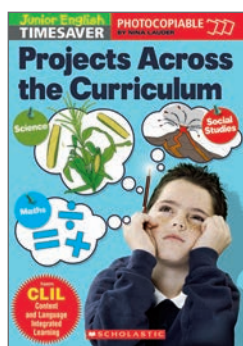
PRE-A1 + A1

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

Primary Teachers' Resource Book 3  
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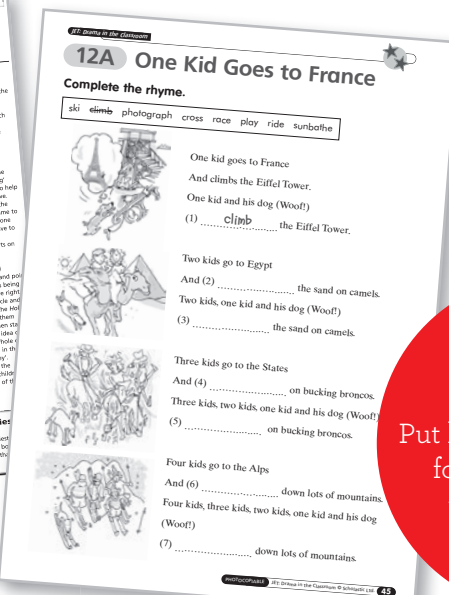
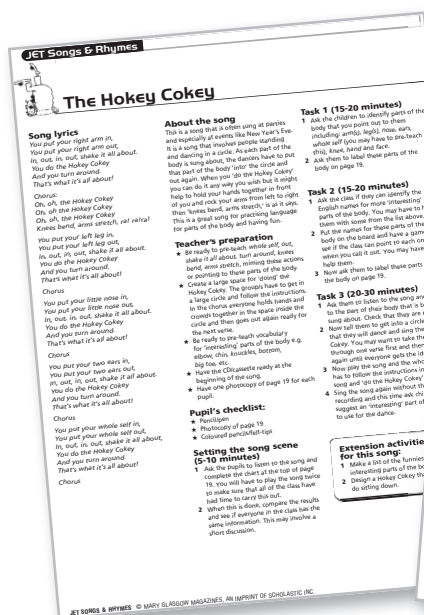
PRE-A1 + A1

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PRE-A1 + A1

Songs & Rhymes (with CD)  
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**Rhymes and Role-plays**  
Put language in context for young learners with fun, paired activities

Inspire your students and improve their English

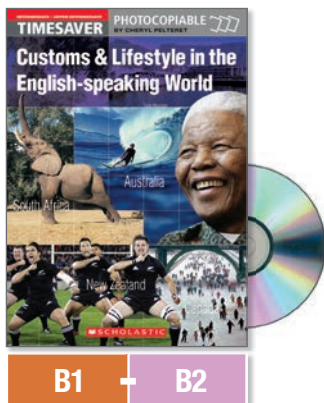


## Culture in the English-speaking World

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



Culture Shock: UK! (with CD)  
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Customs & Lifestyle in the English-speaking World (with CD)  
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For Real! English in Everyday Situations (with CD)  
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Holidays and Special Days in the USA  
9781900702591



London!  
9781900702980



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-cream 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.

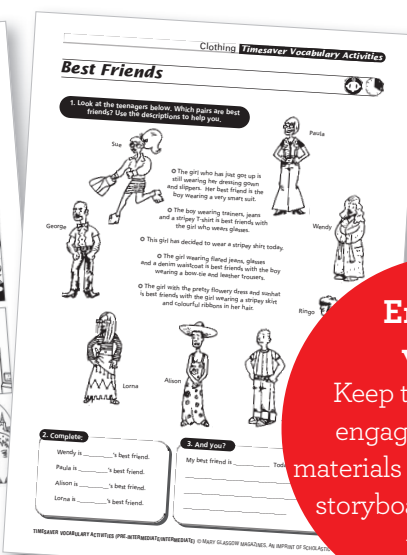
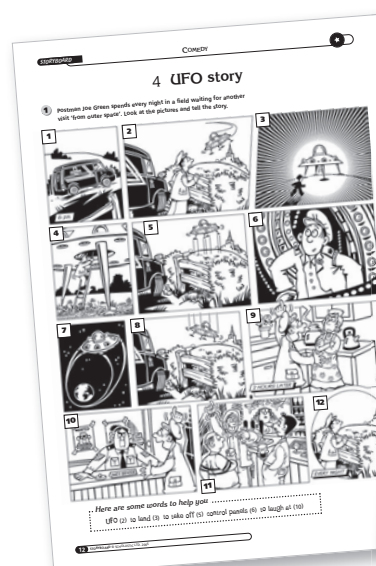
1	2	3	4	5	6	7	8	9	10	11	12	13
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\*DVDs are NTSC format



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

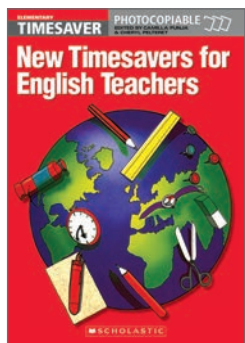


## Engaging visuals

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

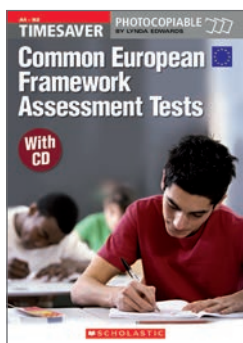
## Combined Skills

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  
9781900702393



**A1 + B2**

Common European Framework Assessment Tests (with CD)  
9781905775422



**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**

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**A2 + B1**

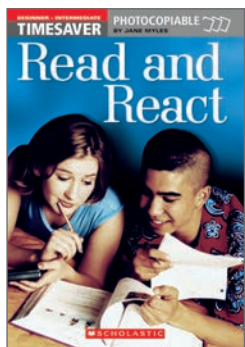
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“one of the most useful books on the market for practising grammar with low ability students. I use mine almost daily in my secondary school EAL classroom.”

Online review, (Visual Grammar)

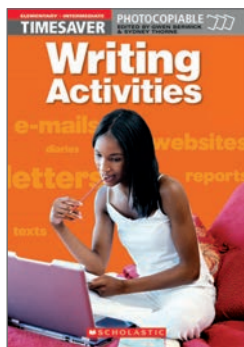
## Reading and Writing

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



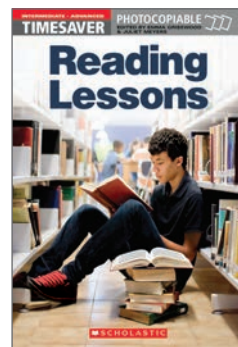
PRE-A1 + A2

Read and React  
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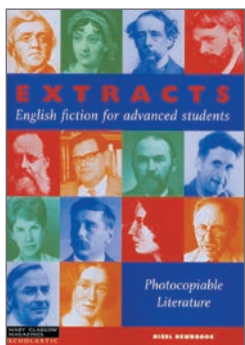
A1 + B1

Writing Activities  
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B1 + C1

Reading Lessons  
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B2 + C1

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for advanced students  
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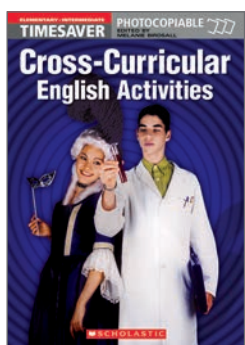


B2 + C1

Extracts 2 (with CD)  
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## 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  
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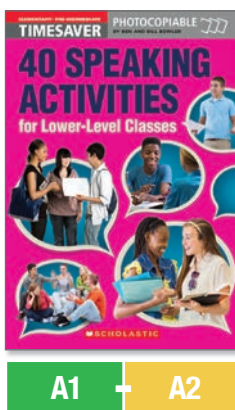


## Speaking and Listening

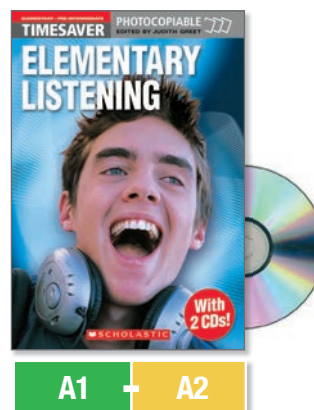
Support and motivate your students to improve their English speaking and listening skills with a wide range of resources, including radio show interviews, quizzes, pronunciation activities and role-plays.



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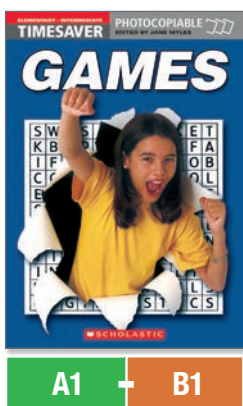
Pronunciation Activities (with CD and poster)  
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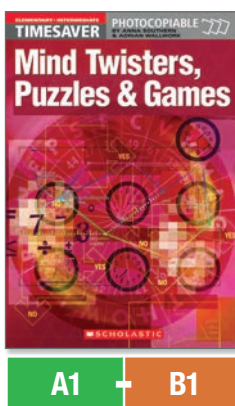
Speaking Activities  
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## Activities, Games and Quizzes

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



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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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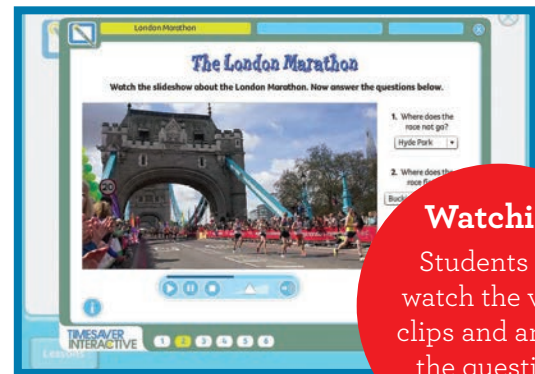
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## Listening comprehension



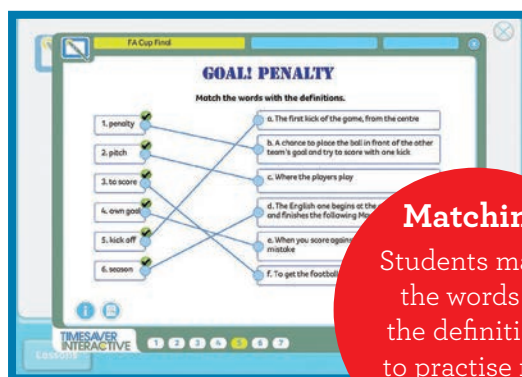
## Video activities



### 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

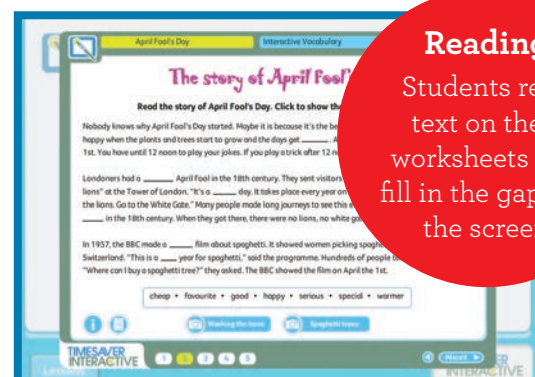
## Language learning games



## 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



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# What's inside?



## Readers

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



## Film clips

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## Level 3 – B1



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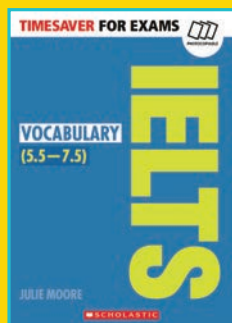
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