

Global ELT

English Language Teaching

2024



ELT CATALOGUE





Dear Teacher,

Global ELT is an independent publishing house that specialises in the production of quality ELT materials in both printed and digital format.

Practice Tests and other exam preparation materials for:

- **Cambridge English:** YLE: Pre-A1 Starters, A1 Movers, A2 Flyers, A2 Key, B2 First, B1 Preliminary, C1 Advanced, C2 Proficiency
- **Linguaskill** (Cambridge English)
- **Aptis** (British Council)
- **Trinity College London's Exams:** GESE & ISE (Approved by Trinity College London)
- **IELTS:** Academic as well as **General Training**
IELTS Life Skills - Levels: A1 - A2 - B1
- **TOEIC** and **TOEFL**
- **LanguageCert:** A1, A2, B1, B2, C1, C2 - Young Learners (Fox, Owl) and **LTE**
- **Skills for English (PSI):** A1, B1, B2
- **MLA (Michigan Language Assessment):** ECCE (B2), ECPE (C2), MET (A2-C1)
- **PEARSON TESTS OF ENGLISH - PTE General:** B1 - B2 - C1 - C2
- **Anglia / AIM Awards:** Levels B1, B2, C1, C2
- **ESB:** B1 - B2 - C1 - C2
- **MSU (Michigan State University):** CELC B2, CELP C2
- **NOCN (National Open College Network Exams):** B1 - B2 - C1 - C2
- **OCN (Open College Network):** B2 - C2
- **LRN (Learning Resource Network Exams):** A2 - B1 - B2 - C1 - C2

These books can help teachers tackle the difficult task of having to prepare their students for these exams and can be used along with other Coursebooks, Skills or Grammar books.

Besides exam preparation materials, we also publish a wide variety of other ELT books such as:

- **COURSEBOOKS** - Improve your English (secondary) & Great Kids (primary)
- **GRAMMAR** books - Natural English Grammar and Upgrade your Grammar and Grammar Files
- **SKILLS** books - Developing Oral Skills (Listening & Speaking) Smooth Skills (Listening & Speaking and Reading & Writing) and Writing Success
- **VOCABULARY** building - Vocabulary Success and Vocabulary Files
- **IDIOMS & PHRASAL VERBS**, as well as ELT **DICTIONARIES**
- **GRADED ELT READERS.**

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Website: <https://www.globalelt.co.uk/> **Ebooks:** <https://digital.globalelt.co.uk/>

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Great KIDS

ELT primary coursebook series



Great Kids						
Book	1	2	3	4	5	6
Levels	Pre A1	A1	A1+	A1/A2	A2	A2+

**Ideal Preparation for
Cambridge YLE
Starters - Movers - Flyers**

**AVAILABLE
September
2024**

GREAT KIDS BOOK 1

Contents

<p>Unit 1 The Alphabet page 9</p> <p>Vocabulary The English Alphabet Listening The letters of the English Alphabet Speaking Showing objects Fun Time Joining the dots, matching and song Project Making a picture dictionary</p>	<p>Unit 2 Greetings page 19</p> <p>Vocabulary Parts of a day, greetings Listening Simple conversations of greetings, parts of the day Speaking Asking and answering names of people and how they are Fun Time Drawing, matching and colouring Project Interviewing your friends and asking simple questions about them</p>	<p>Unit 3 At school! page 31</p> <p>Vocabulary Simple commands Listening Understanding simple commands, making simple requests and asking for clarification Speaking Making simple commands Reading Teacher and student talking in the classroom Fun Time Playing the "Greeny Says" game Project Drawing a classroom and its objects</p>	<p>Unit 4 Let's count! page 47</p> <p>Vocabulary Classroom objects Listening Understanding the numbers from 1 to 10 Speaking Making simple inquiries about quantity, asking ages of people Fun Time The "Ten Little Fingers" song Project Making finger puppets and making them speak Reading Teacher and student talking in the classroom Grammar Indefinite article (a & an)</p>	<p>Unit 5 Let's colour! page 65</p> <p>Vocabulary Colours Listening Understanding simple structures about colours & quantity Speaking Asking simple questions on colours, quantity and physical appearance Fun Time Making a mask and finding the differences of two pictures Project Preparing a picture dictionary Reading Students talking to each other in their classroom Grammar Verb to be</p>
<p>Unit 6 Let's do it page 83</p> <p>Vocabulary Actions Listening Understanding simple suggestions and making simple inquiries Speaking Making simple suggestions and asking about our habits Fun Time Crossword puzzle Project Preparing a poster about our habits Reading Children in the playground Grammar Verb have got</p>	<p>Unit 7 Our body page 99</p> <p>Vocabulary Body parts Listening Understanding and asking simple questions about body parts Speaking Asking simple questions about body parts and telling people to do something with them Fun Time Playing "You are out" game Project Making a poster about our body parts to present them Reading My alien friend Grammar This - That & Possessive determiners</p>	<p>Unit 8 Pets page 115</p> <p>Vocabulary Pets and animals Listening Identifying certain pet animals and their locations Speaking Asking and answering questions about locations Fun Time Playing the "Find Differences" game Project Making a poster about pet animals in a farm and writing about their locations Reading My pet Grammar There is/are Present Continuous</p>	<p>Unit 9 Fruits page 131</p> <p>Vocabulary Fruits Listening Recognising the names of fruits, following simple instructions Speaking Asking and answering about likes and dislikes, telling others to do things with fruits Fun Time Playing the "Telephone" game Project Interviewing your friends and asking about their likes and dislikes Reading What food do you like? Grammar Simple Present</p>	<p>Unit 10 Zoo page 147</p> <p>Vocabulary Animals in the zoo, action verbs Listening Identifying certain animals and common expressions of abilities Speaking Saying what people can and can't do, talking about likes and dislikes Fun Time Identifying the animals and then cutting and sticking them Project Making a poster about animals in a zoo and writing about their abilities Reading A visit to the Zoo Grammar Modal verb can</p>

STARTER ALPHABET BOOK



GREAT KIDS BOOK 2

Reading

Reading Exercise
Match and write.

1. Let's play	_____	to 20
2. You close	_____	you?
3. You count	_____	a game!
4. Where are	_____	your eyes.

Grammar

Verb 'Be'	I am not (I'm not)
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
You are	you're
They are	They're

Am I ... ?	Are you ... ?
You are not (You aren't)	He/She/It is not (isn't)
Are you ... ?	Is he/she/it ... ?
Yes, I am. / No, I'm not.	We/You/They are not (aren't)
Yes, he is. / No, he isn't.	Are we/you/they ... ?
Yes, we are. / No, we aren't.	

1. Complete. Use am, is, are.

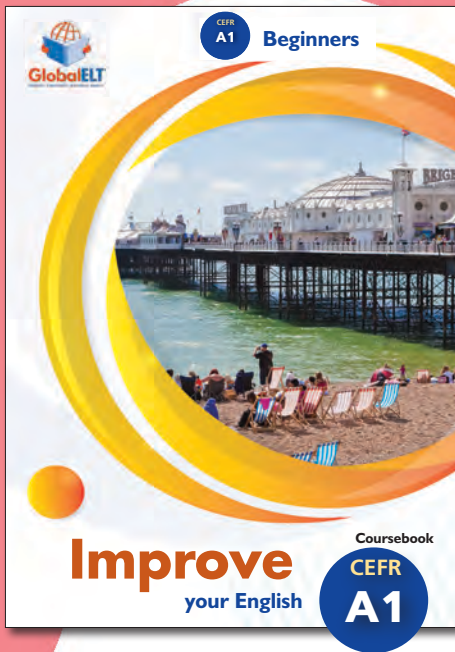
- He is my brother.
- They are numbers.
- You are a boy.
- She is my mother.
- It is a cat.

2. Circle the correct answer.

- He isn't / aren't old.
- She isn't / aren't Sandy.
- Are / Is we brothers?
- You isn't / aren't my sister.
- Is / Are they ready?

Improve your English

New Coursebooks 2024



Improve your English



Ideal for
Exam Preparation
Levels:
A2 - B1 - B2
C1 - C2



Key Features:

- Carefully graded levels from A1 to C1
- Rich and up-to-date content designed for 21st century skills
- Skills development through CLIL and culture pages
- Thought-provoking and information rich texts inspire students to think critically about contemporary topics.
- Focus on real-world language
- Incorporating the latest learning methodologies

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DIGITAL COMPONENTS:

OFFLINE INTERACTIVE E-BOOK

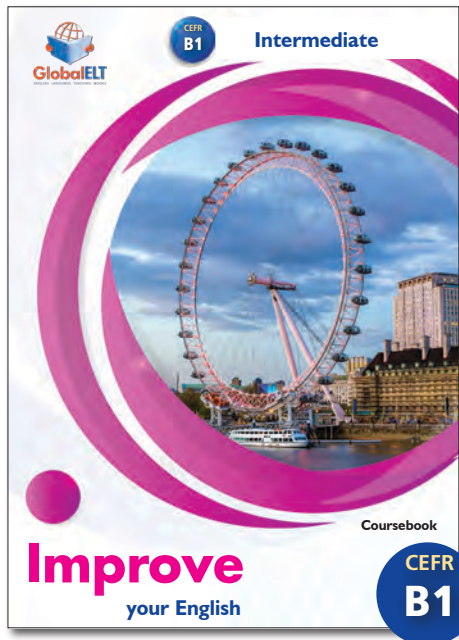
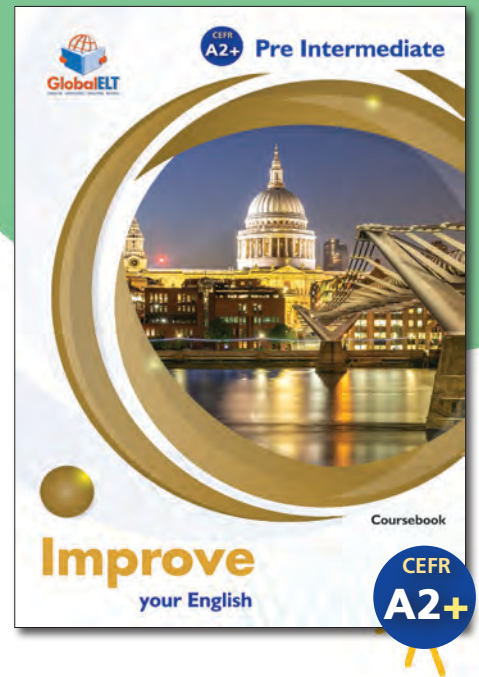
- Runs as an offline app on Windows & Macintosh
- Runs within Google Chrome on Windows, Mac and Linux as a web application
- Runs as an HTML5 app on web browsers
- Runs as an app on mobile devices (Android & IOS)
- Various interactive activities and games
- Includes all the videos & audio recordings of the book
- User-friendly interface
- Quick set-up (double-click and run)
- LMS integration



LEARNING MANAGEMENT SYSTEM (LMS)

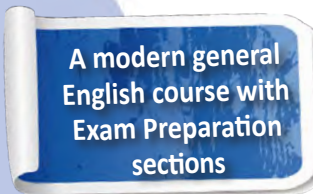
- Student / Class management
- Teacher/admin panel
- Easy-to-use student assignment feature
- Detailed student activity reports
- Instant assessment
- Extra Activities
- User-friendly Interface





Components:

- Student's Book
- Teacher's Book
- Workbook
- Student's Book with answers
- Interactive E-book
- Audio component



	Vocabulary	Reading	Grammar	
Module 1	Unit 1	idioms and phrasal verbs used in careers and employment	work-life balance	narrative tenses - a review
	Unit 2	personal identity	an isolated tribe	gerund and infinitive forms
	Unit 3	space	Earth-like planets	Future tenses (revision)
Module 2	Unit 4	challenges in nature	Forest Schools	conjunctions and discourse markers
	Unit 5	health and medicine	Mental Health and Exercise	prepositions and pronouns in relative clauses
	Unit 6	word formation	Impact of Social Media on Our Lives	mixed conditionals
Module 3	Unit 7	political systems	systems of government in the animal world	modals in the past
	Unit 8	environmental issues	new discoveries to reduce some causes of pollution	passive voice and causative
	Unit 9	social issues	a famous crime	wish clauses and if only

Unit Structure:

- Warm Up (Introductory Activities)
- Vocabulary & Reading
- Grammar
- Listening & Speaking
- Writing Project
- Cross – Curricular/CLIL Pages
- Exam Preparation activities



UNIT 02

Vocabulary personal identity
Reading an isolated tribe
Grammar gerund and infinitive forms
Real Life talking about exceptions
Listening and Speaking prejudice
Writing Project an informative essay

VOCABULARY

What is meant by the term 'personal identity'?

Personal identity is the concept of what makes a person unique and what links a person to other versions of him or herself. It is generally accepted that personal identity exists and that everyone is a unique and distinct being.

Other words used for personal identity:

- individuality
- self
- personality
- persona
- uniqueness
- character
- originality
- distinctiveness
- singularity

A Read the sentences about personality below.

1. Outwardly, his **persona** is of someone strong and confident, but on the inside, he is very insecure.
2. She has a strong **personality** and rarely backs down in an argument.
3. Josh's **distinctiveness** comes from the way he refuses to blindly follow his peers.
4. The teacher's **singularity** of dress and speech made him popular with his students.
5. Maisy's **originality** of ideas can make it difficult for her to work in a group.
6. The painter's **uniqueness** is reflected in his use of colour.
7. Jacob never holds back and puts his whole **self** into anything he does.

Why is persona identity important?

"Firstly, maintaining self-identity is important because it strengthens your character. That is, when we know who we are, have confidence in our self and are able to identify our strengths, we emerge as stronger individuals. Secondly, it keeps us unique and distinguishes us from everyone else."

B Answer the questions below according to the words given in the box.

1. Which of the words in the box could be used in place of persona in sentence 1?
2. Which of the words in the box could be used in place of personality in sentence 2?
3. Which of the words in the box could be used in place of distinctiveness in sentence 3?

C People use various things to express their personal identity. Match the pictures with the words.

clothes music actions internet
 hairstyle hobbies bedroom
 friends thoughts

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Improve your English Coursebooks

CEFR
B1+

	Vocabulary	Reading	Grammar
UNIT 01	common adjectives indoor and outdoor activities	best outdoor activity ideas	order of adjectives adverbs of manner
UNIT 02	action verbs travel vocabulary	alternative vacations	correlative conjunctions reflexive pronouns
UNIT 03	event vocabulary	celebrations of culture	revision of comparatives and superlatives

MODULE 1

Cross-cultural Studies: Math: Differential calculus

	Vocabulary	Reading	Grammar
UNIT 01	common adjectives indoor and outdoor activities	best outdoor activity ideas	order of adjectives adverbs of manner
UNIT 02	action verbs travel vocabulary	alternative vacations	correlative conjunctions reflexive pronouns
UNIT 03	event vocabulary	celebrations of culture	revision of comparatives and superlatives

MODULE 1

Cross-cultural Studies: Math: Differential calculus

UNIT 04	types of landscapes	most isolated places on Earth	intensifiers
UNIT 05	animals	animal cruelty	tag questions
UNIT 06	space	How do you wash your hair in space?	linking words: cause, effect, contrast

MODULE 1

Cross-cultural Studies: Experimental Sciences: Ecology

UNIT 04	types of landscapes	most isolated places on Earth	intensifiers
UNIT 05	animals	animal cruelty	tag questions
UNIT 06	space	How do you wash your hair in space?	linking words: cause, effect, contrast

MODULE 1

Cross-cultural Studies: Experimental Sciences: Ecology

UNIT 07	collective nouns	teen collectors	relative clauses with who, which, that
UNIT 08	education and career	Is working from home the future?	defining/non-defining relative clauses
UNIT 09	friendship	dealing with friends	prefixes and suffixes

MODULE 1

Cross-cultural Studies: Experimental Sciences: Physics

UNIT 07	collective nouns	teen collectors	relative clauses with who, which, that
UNIT 08	education and career	Is working from home the future?	defining/non-defining relative clauses
UNIT 09	friendship	dealing with friends	prefixes and suffixes

MODULE 1

Cross-cultural Studies: Experimental Sciences: Physics

Unit 01

READING

A Read part of an article about work-life balance.

Achieving Work-Life Balance

The concept of Work-Life Balance describes the ideal situation in which an employee can split his or her time and energy between work and other important aspects of their life. Since many employees are focused on the need to achieve personally, professionally, and financially, obtaining a work-life balance can be challenging. A successful career is a high priority for many people, but it is also important to maintain a healthy balance between competing priorities in the workplace and private life. When the workplace enables employees to achieve work-life balance, this motivates and provides employees with fulfillment, which energizes them. Satisfied employees, whose need for work-life balance is achieved, tend to be more productive and remain loyal to their employers. The employers' view on such issues as telecommuting, work culture, and flexible work time are important factors in enabling the healthy balance between the competing priorities in the workplace and private life. In an increasingly connected world, it can be difficult to separate both areas of our lives. Research shows that nearly half of UK workers (47%) feel overwhelmed by their workload, and 85% feel their work is causing them stress. When too much time and energy is invested into one area of a person's life at the expense of the other then this can lead to stress, anxiety, feelings of guilt and annoyance. In turn, this exhaustion often results in burnout, with a negative impact on self-esteem and personal relationships.

Steps to take

It is important to set boundaries as there will always be work to fill in spare time. Some of these limits could be not checking e-mails outside office hours or scheduling specific break times during the day. It is essential to prioritize tasks and events that are most important or time-sensitive by always focusing on the most important first. Is it possible to cut back on some unproductive meetings, thus saving time or delegate some of the tasks to someone else you can count on. Consider what can be done to limit distractions or interruptions. It can be very tempting to work through coffee breaks or lunch to try and reduce the workload. This is counter-productive and will result in work that has to be done over because the quality of the work will suffer. It is important to take time for oneself each day, whether this be listening to some music, talking a walk, or meeting up with friends. These activities energize and result in one being more focused. Of course, vacations to far-off places are fun but planning an extended break doesn't always equate with boarding a plane. Especially as a result of the pandemic and covid, people have had to rethink how to recharge. Doing some of the things you've been unable to do because of work commitments can be very relaxing and give a different focus. Investing in activities outside the workplace, such as mastering a new skill, like painting, learning a new language, taking up a new sport, or volunteering for a charity will all go to making you a more rounded and interesting individual. In order to find time for these new activities, it is important to learn to say no. Avoid taking on tasks or accepting invitations because you feel obligated or guilty. Feel free to advocate for change by sharing your suggestions for increasing support for work-life balance in your. These could include flexibility in work hours, where the work is conducted, setting reasonable deadlines for work and having access to wellness programs.

Unit 01

B Complete the sentences 1-7 with the correct ending, a-g below.

- Work-Life Balance refers to the division of time between
- The difficulties of obtaining this balance are a result of
- Providing a workplace which supports the work-life balance brings about
- The results of only focusing on the workplace can culminate in
- Burn out results in a lack of
- Many employees work through break times in an effort to
- By taking time for yourself you can

- serious health issues and extreme fatigue.
- decrease the tasks to be completed.
- work and personal life.
- increased work capacity and allegiance to the employer.
- confidence and personal connections.
- feeling the need to be successful in one's job.
- raise levels of energy and attentiveness.

C Answer the following questions.

- In line 13, which phrasal verb could replace *overwhelmed*?
- Which word in line 18 is a synonym for *boundaries*?
- What does the word *delegate* in line 22 mean?
 - represent
 - hand over
- In line 29, the word *equate* means?
 - make equal
 - correspond
- In line 34, the meaning of the word *rounded* is?
 - multi-faceted
 - shapely
- A word which is a synonym for *advocate* for in line 36 is?
 - oppose
 - support

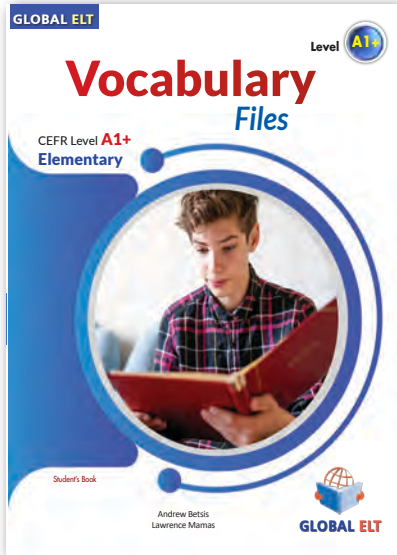
VIDEO TIME

Watch the video and based on what you have listened, decide whether the following statements are **True** or **False**.

- The children are making a lot of noise. T F
- His wife only works at the weekends. T F
- The man decides to stay working at home T F

WORK LIFE

Vocabulary Files Levels: A1+ - A2 - B1 - B2 - C1 - C2



**NEW
2024**

Key Features:

- The Vocabulary Files series consists of 6 Books, 64 pages each, for CEFR Levels: A1+ Elementary, A2 Pre-Intermediate, B1 Intermediate, B2 Upper Intermediate, C1 Advanced, C2 Proficiency
- The aim of the series is to give students the chance to expand their vocabulary in different areas. Each unit deals with a common Vocabulary topic. The words are taught through a variety of activities, often accompanied by nice illustrations to make them more lively and interesting.
- This series can be used as Time Fillers: this is when teachers have some extra time in class and need something extra to do to help students, either revise what they have already been taught, alternatively, to enable students enrich their vocabulary in various common topics.
- The books in this series have also been designed for students who are planning to take an English language exam. They cover some of the main vocabulary topics that exam candidates need for the Listening, Reading, Writing and Speaking sections of any exam at the equivalent level. The vocabulary that students acquire in each of these books will help them achieve the score they want in a score-based exam, or pass any graded exam.
- The 15 units in each of these books, focus on topic-specific vocabulary areas, (for example, economy, education, health, etc). Some activities focus on general vocabulary items, which can be used in all aspects of the English language. Many words are relevant to specific tasks in most international exams (for example, describing how something works, how to write a letter or how to describe a house).







Vocabulary Files: A2

UNIT 1 ANIMALS


Animals which live in their natural environment or 'habitat' are said to be **wild**. Animals which have become friends with man, work alongside us or keep us company are **tame** animals. We refer to some of these tame animals as **pets** or **domestic animals**.
e.g. A lion in the jungle is **wild** or **lives in the wild**. A lion in a circus is **tame** or **has been tamed**.

EXERCISE 1 WILD OR TAME?

Put a check in the boxes to show whether these animals are wild or tame.

	Wild	Tame
 A pet cat		
 A goldfish in a bowl		
 A bear living in the mountains		
 A fox living in a forest		
 A farm horse		
 A pack of wolves		

Can you think of any more animals, wild or tame?



4 THE VOCABULARY FILES

UNIT 1 ANIMALS




EXERCISE 2

Another word for animal is **creature**. Some creatures live only on land, others live in the sea and some can fly.

Put the creatures below into the correct box, according to whether they are land, sea or air creatures.

elephant dolphin pigeon pig seagull panda eagle mosquito tuna
horse lion cow kangaroo octopus bee shark







LAND	SEA	AIR

EXERCISE 3

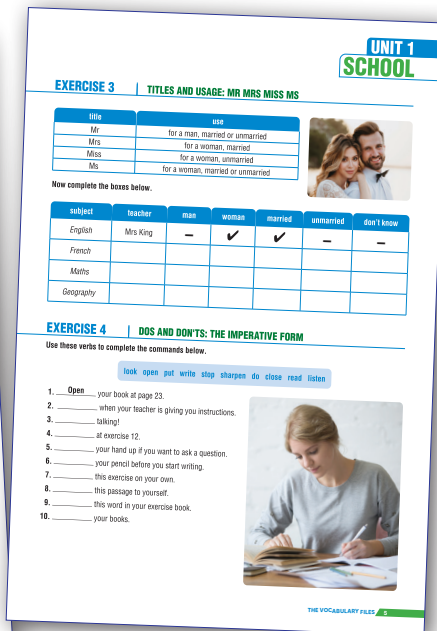
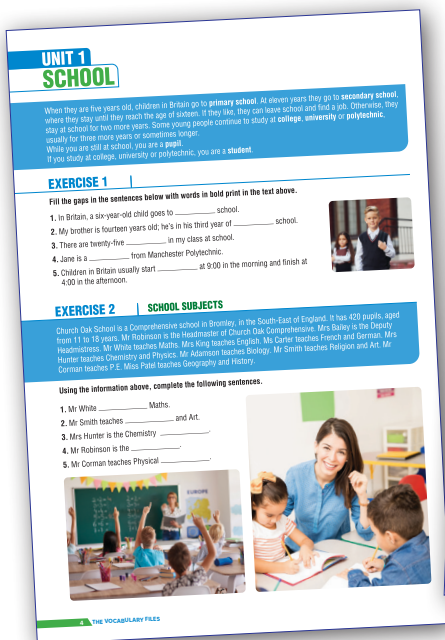
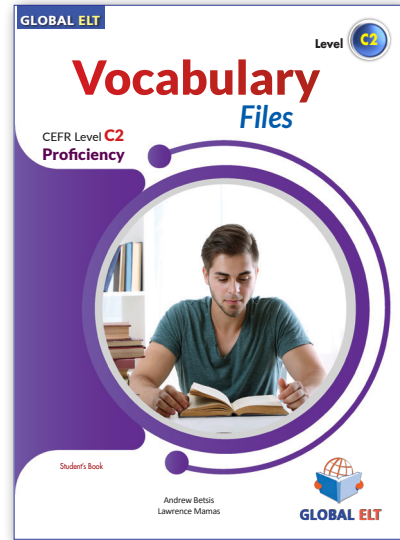
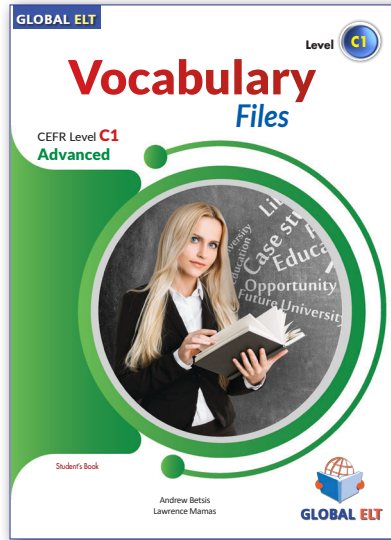
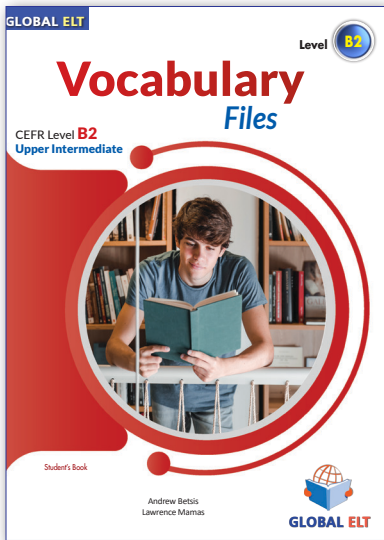
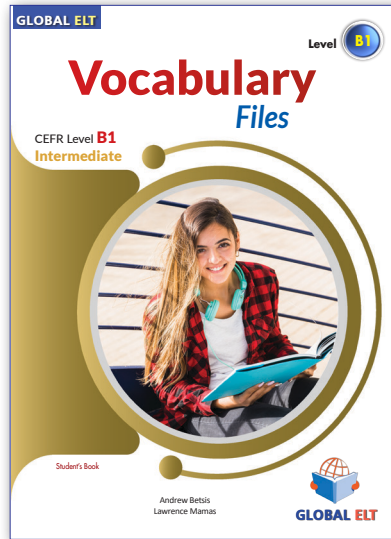
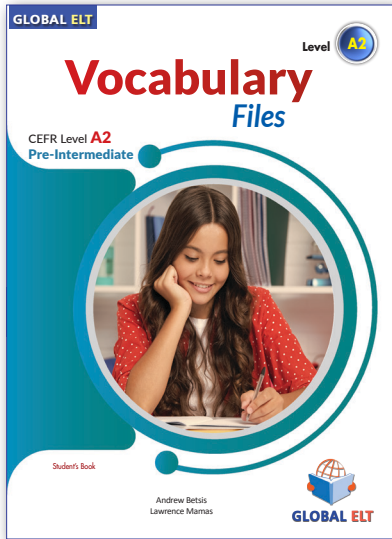
Match the following animals with their young; for example, a *baby sheep* is called a *lamb*.

1. goat	2. horse	3. pig	4. bear	5. chicken	6. cow
---------	----------	--------	---------	------------	--------

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
piglet	calf	chick	foal	kid	cub

5 THE VOCABULARY FILES

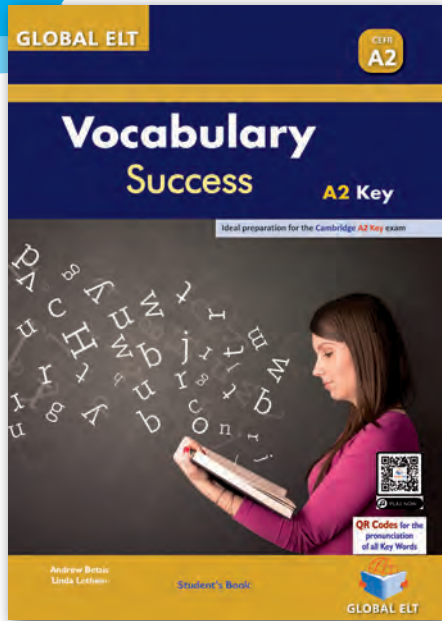
Vocabulary Files Levels: A1+ - A2 - B1 - B2 - C1 - C2



Components:

- 978-1-80537-125-0 Vocabulary Files A1+ - Student's Book
- 978-1-80537-126-7 Vocabulary Files A1+ - Teacher's Book
- 978-1-80537-127-4 Vocabulary Files A2 - Student's Book
- 978-1-80537-128-1 Vocabulary Files A2 - Teacher's Book
- 978-1-80537-129-8 Vocabulary Files B1 - Teacher's Book
- 978-1-80537-130-4 Vocabulary Files B1 - Teacher's Book
- 978-1-80537-131-1 Vocabulary Files B2 - Student's Book
- 978-1-80537-132-8 Vocabulary Files B2 - Teacher's Book
- 978-1-80537-133-5 Vocabulary Files C1 - Student's Book
- 978-1-80537-134-2 Vocabulary Files C1 - Teacher's Book
- 978-1-80537-135-9 Vocabulary Files C2 - Student's Book
- 978-1-80537-136-6 Vocabulary Files C2 - Teacher's Book

Vocabulary Success Levels: A2 - B1 - B2 - C1



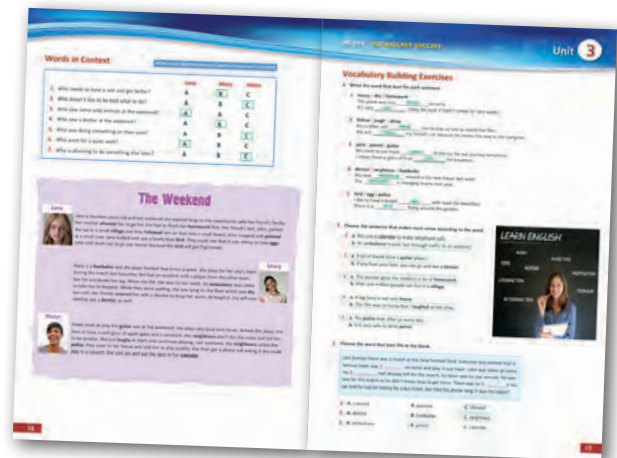
Vocabulary Success: A2

- All the 400 **Key Words** in this book have been taken from the official Cambridge A2 Key (fS) Wordlist. The ideal Vocabulary book for candidates preparing for the **A2 Key & Key for Schools** exam as well as LC, Skills for English, LRN and other A2 exams.
- **Full-colour pictures** for all the Key Words.
- **QR Codes** give students the chance to listen to the pronunciation of the new vocabulary using their smartphone.
- Each of the 20 units introduces just the right amount of vocabulary (20 words) for students to learn and remember in one lesson. There is a **definition** (in easy to understand language) and an **example sentence** for each Key Word of the unit.
- Vocabulary Exercises follow each set of 20 Key Words.
- A2 Key exam **reading task**, which helps students see all the Key Words **in context** and prepare for the A2 Key exam.

Components:

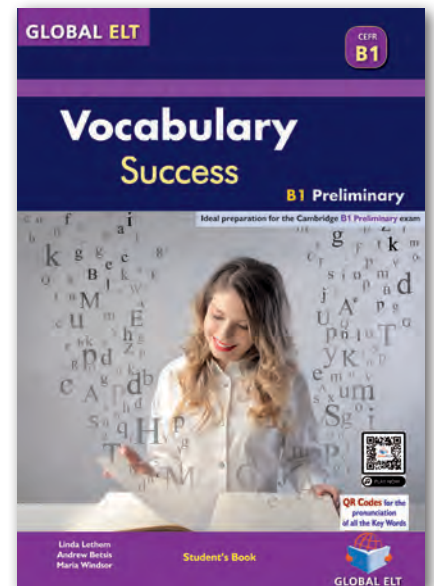
- Student's Book - ISBN: 9781781647066
- Teacher's Book - ISBN: 9781781647073
- Self-Study Edition - ISBN: 9781781647080

Common European Framework



Vocabulary Success: B1

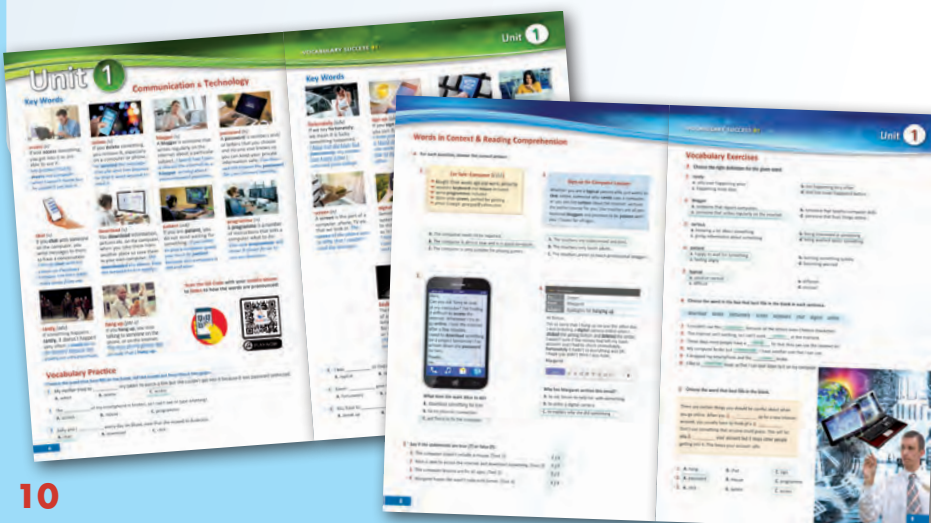
- All the **Key Words** have been taken from the official Cambridge B1 Preliminary (fS) Wordlist. The ideal Vocabulary book for candidates preparing for the **B1 Preliminary** or **B1 Preliminary for Schools** exam, as well as Trinity ISE and GESE, LC, Skills for English, LRN and other B1 exams.
- Full-colour **pictures** for all the Key Words and **QR Codes** so that students have the chance to listen to the pronunciation of the new vocabulary using their smartphone.
- **Definitions** and **example sentences** for each Key Word of the unit.
- **Vocabulary Exercises** follow each set of 20 Key Words.
- **B1 Preliminary** exam **Reading** tasks



Components:

- Student's Book - ISBN: 9781781647097
- Teacher's Book - ISBN: 9781781647103
- Self-Study Edition - ISBN: 9781781647110

Common European Framework



Vocabulary Success

Levels: **A2 - B1 - B2 - C1**

Vocabulary Success: **B2**

- This book contains carefully chosen vocabulary explanations and practice for level-B2 learners of English. The ideal Vocabulary book for candidates preparing for the B2 First & for Schools exams, as well as Trinity ISE and GESE, LC, LTE, Skills for English, LRN and other B2 exams.
- Full-colour **pictures** for all the Key Words help students visualise and remember more effectively the new vocabulary of each unit.
- **QR Codes** give students the chance to listen to the **pronunciation** of the new vocabulary using their smart phone or tablet.
- Each unit introduces just the right amount of vocabulary for students to learn and remember in one lesson. There is a **definition** (in easy to understand language) for each Key Word.

Example sentences that help students see how the words are used in English, are also provided.

- **Vocabulary Exercises** follow each set of Key Words.
- **Exam tasks** for B2 First and B2 First fS, **Reading Paper**.

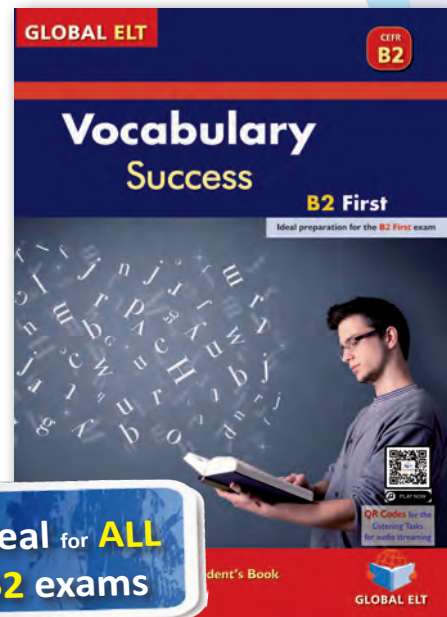
Components:

- Student's Book - ISBN: 9781781647127
- Teacher's Book - ISBN: 9781781647134
- Self-Study Edition - ISBN: 9781781647141

Common European Framework

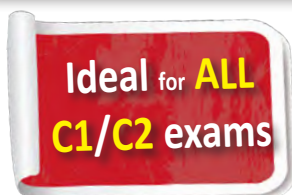
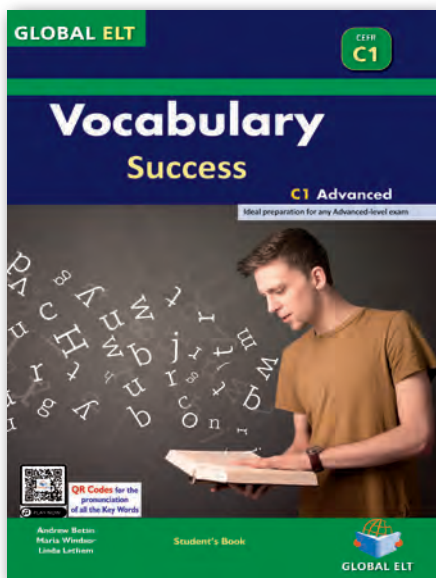
A1 A2 B1 **B2** C1 C2

Interactive version with videos also available



Optional Online Activities & Videos

Learn English with **movie clips** and **games**. Learning games lets you reach the level of repeat exposure required for long-term memorization of the English you have just learned.



Vocabulary Success: **C1/C2**

- This book includes many theme-based units and contains vocabulary explanations and practice for advanced-level (C1 & C2) learners of English. It is the ideal Vocabulary book for all candidates preparing for any Advanced-level exam, such as Cambridge C1 Advanced and C2 Proficiency, IELTS, LC, LTE, Skills for English, LRN and other C1/C2 exams.
- **QR Codes** give students the chance to listen to the **pronunciation** of all the Key Words using their smartphone or tablet.
- Each unit introduces just the right amount of vocabulary for students to learn and remember in one lesson. There are **definitions** (in easy to understand language) for the Key Words and **example sentences** help students see how the words are used in English.
- Vocabulary **Exercises** follow the Key Words. These exercises help students learn the words even better and gain the necessary confidence for the tasks that follow.
- There are also short **reading texts**, which help learners see the Key Words **in context** and also familiarise themselves with the format of reading tasks at popular Advanced-level exams.
- **Revision** vocabulary exercises are also included at the end of each unit.

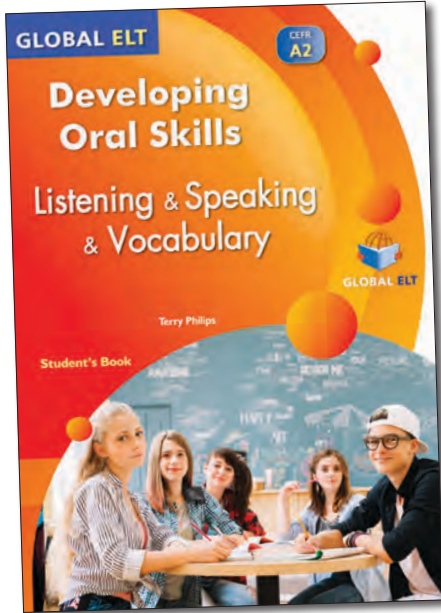
Components:

- Student's Book - ISBN: 9781781647158
- Teacher's Book - ISBN: 9781781647165
- Self-Study Edition - ISBN: 9781781647172

Common European Framework

A1 A2 B1 B2 **C1** **C2**

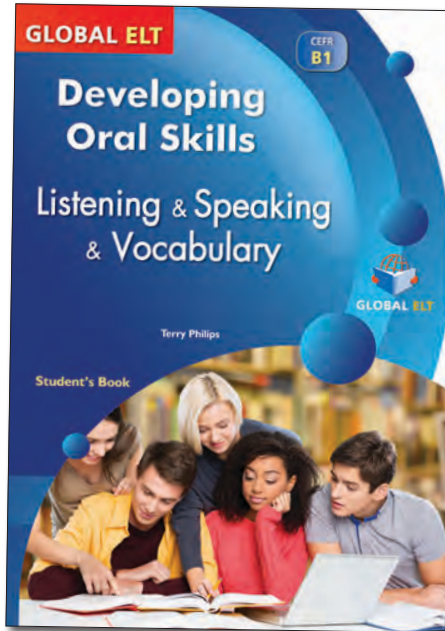
Developing Oral Skills - Listening, Speaking, Vocabulary



Components:

- Student's Book - ISBN: 9781781649497
- Teacher's Book - ISBN: 9781781649503
- Self-Study Edition - ISBN: 9781781649510
- Audio CDs - ISBN: 9781781649527

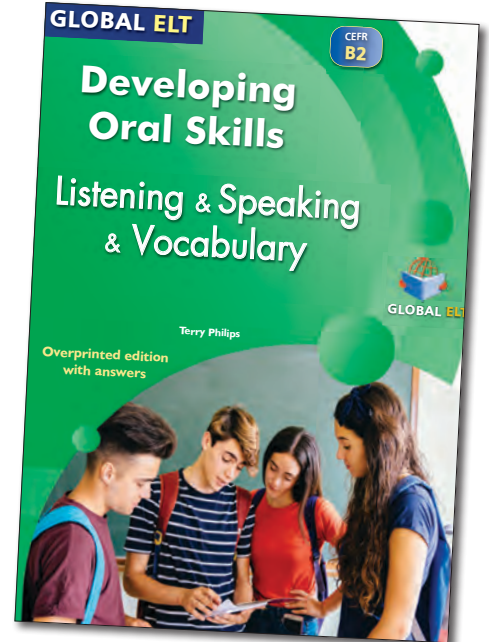
Common European Framework



Components:

- Student's Book - ISBN: 9781781649534
- Teacher's Book - ISBN: 9781781649541
- Self-Study Edition - ISBN: 9781781649558
- Audio CDs - ISBN: 9781781649565

Common European Framework



Components:

- Student's Book - ISBN: 9781781649572
- Teacher's Book - ISBN: 9781781649589
- Self-Study Edition - ISBN: 9781781649596
- Audio CDs - ISBN: 9781781649602

Common European Framework



Key Features

- **FREE** Downloadable Audio
- Detailed Teacher's books with methodology notes and lesson plans
- Students improve their Listening and Speaking skills and at the same time expand their vocabulary
- Grammar is taught in a fun way though pictures and illustrations
- Tests at the end of each unit allow teachers and students to check progress
- Mind maps use illustrations to remind students of key vocabulary & patterns

Also ideal for Exam Preparation at levels:

A2 (Cambridge A2 Key)

B1 (B1 Preliminary)

B2 (Cambridge B2 First)

Developing Oral Skills A2

Unit 1 Welcome to the International School!

Listening

- Listen for:
 - personal information
 - clothes
 - shops and shopping
 - future plans

Speaking

- Meet new friends
- Ask for information about:
 - clothes and shops
 - future plans
- Give answers

Themes

- Shopping
- Future plans

Scan the QR Code to listen to the audio for the listening tasks of the unit.

UNIT 1 Target Language: All about me, clothes and shopping

A All about me

Listening

- Listen for questions and answers about personal information:
 - Where ...
 - When ...
 - Which ...
 - How old ...
 - When ...

Speaking

- Ask and answer with personal information:
 - Name
 - Country
 - Language
 - Age

B Do you like my cap?

Listening

- Listen for:
 - clothes for boys and girls
 - clothes for girls

Speaking

- Ask and answer about clothes:

C I need some soap.

Listening

- Listen for questions and answers about:
 - shops
 - things to buy

Speaking

- Talk about shopping

Developing Oral Skills B1

Unit 1 Hometown

Themes

- Places
- Directions
- Town and country

Lead in

- Where were these pictures taken?
- Where is your hometown?

Listening

- Listen for:
 - personal information
 - directions
 - hometown changes
 - things you used to do

Speaking

- Meet new friends
- Ask for information about:
 - places
 - changes
- Give answers

Scan the QR Code to listen to the audio for the listening tasks of the unit.

UNIT 8 Target language: The future

A What are you going to do in the future?

Listening

- Listen for questions and answers about:
 - future plans

Speaking

- Ask for clarification
- Talk about future plans:
 - with no arrangements yet
 - with arrangements

B I won't carry on studying.

Listening

- Listen for phrasal verbs

Speaking

- Talk using phrasal verbs

C Will robots do all the work?

Listening

- Listen for questions and answers about:
 - life in the future

Speaking

- Talk about the future
- Talk about the present

Developing Oral Skills B2

Unit 1 Health, illness and exercise

Lead-in

- What is a good healthy lifestyle?
- Why is a healthy lifestyle important?
- How do I start a healthy lifestyle?
- What are five healthy lifestyles?
- Why is it important to exercise?

Scan the QR Code to listen to the audio for the listening tasks of the unit.

UNIT 1 Health, illness and exercise

Activity 1

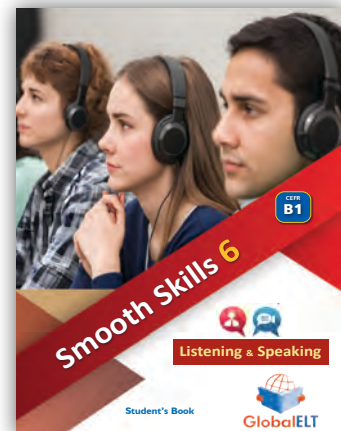
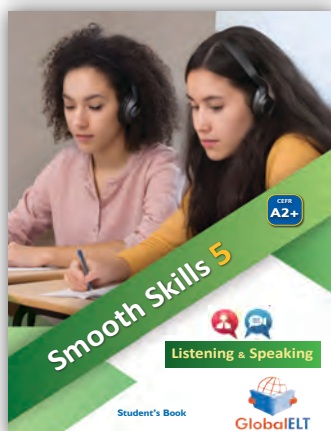
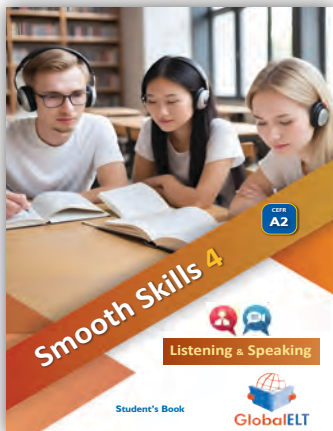
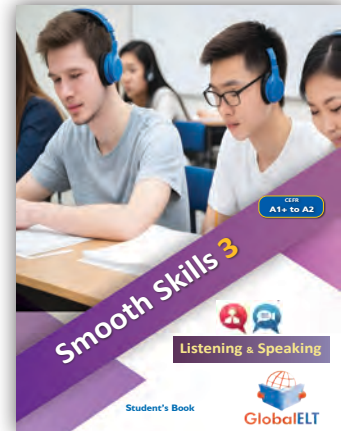
1.1 Listen and number the photographs A-L.

Example: B-12: He's suffering from depression so he has gone to see a therapist.

Smooth Skills Listening & Speaking

Levels: 1: pre A1 to A1, 2: A1 to A1+, 3: A1+ to A2, 4: A2 to A2+, 5: A2+ to B1, 6: B1 to B1+

NEW
2024



Key Features:

- 8 theme-based units featuring a variety of engaging topics. As students interact with the captivating content, they not only improve their listening and speaking skills but also expand their vocabulary.
- Each unit consists of two listening sections, a speaking section, a grammar section, a vocabulary bank page with a variety of vocabulary exercises, and stimulating writing tasks tailored to students' proficiency levels. At the end of each unit, there is a practice listening and speaking section that provides students with the opportunity to review what they have learned throughout the unit.
- Engaging videos corresponding to the unit's theme are provided, with one video per unit, designed to inspire students and aid in their acquisition of new vocabulary.

My Family

UNIT 1

UNIT AIMS
Students will:

- Talk about their family and pets
- Listen to a dialogue between family members
- Speak about their favourite activities and food
- Say what they like and don't like

Ask and answer with a partner.

- Where is the family?
- How many people are in the picture?
- Do they like dogs?

LISTENING 1

BEFORE YOU LISTEN

Look at the picture. Answer the questions.

- What do you see in the picture?
- What colour is the cat?
- Is the boy happy?

A BEAUTIFUL CAT FAMILY

A Listen to Jason talk about his cat family. Write a name or a number.

1. Jason has got a sister and her name is: _____
2. The name of the mother cat is: _____
3. The number of cats in the cat family: _____
4. Gigi likes: _____
5. Felix doesn't like: _____

B Write true or false. Correct the false sentences.

1. Lisa doesn't like cats. ✓ - Lisa likes cats.
2. Lucy and Felix are baby cats. _____
3. Gigi likes sleeping in the tree. _____
4. Felix is the father cat. _____
5. Lulu likes playing with Jason. _____

C Listen again. Choose the correct answer.

1. Jason talks about
 - a. a cat family
 - b. his family
 - c. his friends
2. Gigi is a(n)
 - a. small cat
 - b. fat cat
 - c. ugly cat
3. _____ likes cheese and fish.
 - a. Felix
 - b. Jason
 - c. Lulu

YOUR TURN

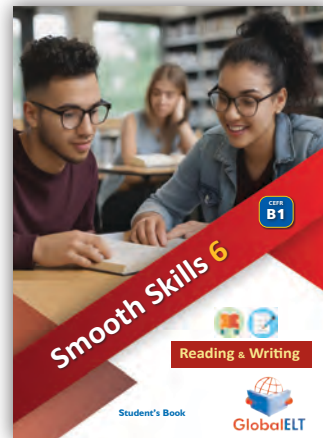
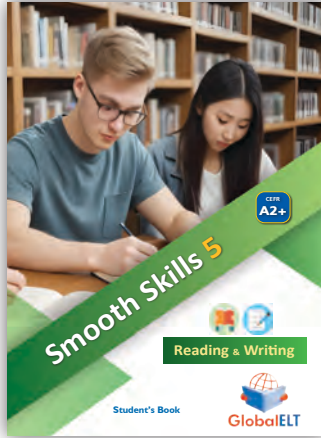
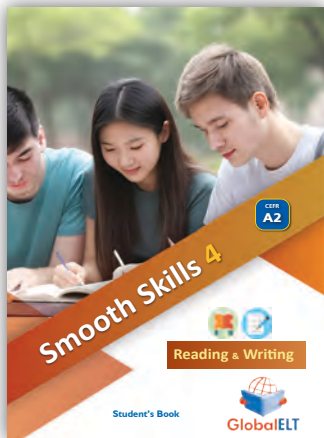
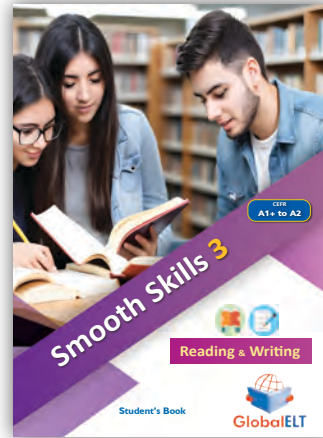
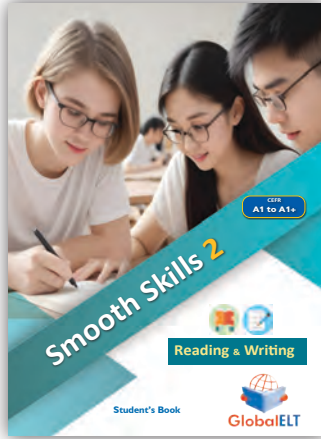
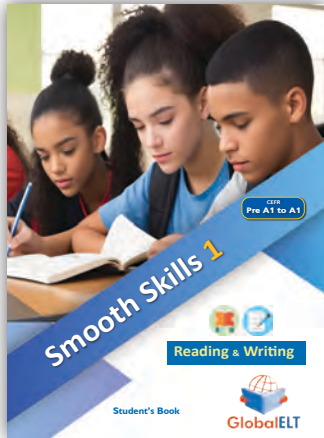
D Ask and answer with a partner.

- Do you have a pet?
- Does your family like cats?
- What (other) animals do you like?

Smooth Skills Reading & Writing

Levels: 1: pre A1 to A1, 2: A1 to A1+, 3: A1+ to A2, 4: A2 to A2+, 5: A2+ to B1, 6: B1 to B1+

NEW
2024



Key Features:

- 8 theme-based units featuring a variety of engaging topics. As students interact with the captivating content, they not only improve their reading and writing skills but also expand their vocabulary.
- Each unit consists of two short reading texts, a grammar section, a vocabulary bank page with diverse vocabulary exercises, and stimulating writing tasks tailored to students' proficiency levels. At the end of each unit, there is a practice section that provides students with the opportunity to review what they have learned throughout the unit.
- Engaging videos corresponding to the unit's theme are provided, with one video per unit, designed to inspire students and aid in their acquisition of new vocabulary.

UNIT 1

My Family

UNIT AIMS
Students will:

- Talk about their family
- Say what they have got at home
- Read about children at home
- Write about their home

Ask and answer with a partner.

- Where is the boy?
- What has he got in this room?

READING & WRITING PRE A1

READING 1

THE SMALL FAMILY

Bill is from the Small family. He has got one brother and one sister. His brother is Matt. His sister is Alice.

Matt is a baby. Alice is eleven years old and Bill is eight years old. They live in a house with a big garden.

Bill and his family love animals and have got a lot of pets. Bill has got a dog, a cat, a fish and a mouse. His dog is big. Its name is Hugo.

His cat is very old. Its name is Lucy. Lucy is black and white and she's got a long tail. Lucy doesn't like Hugo. His fish and mouse are very good friends. They also have names. Change the fish and Alex the mouse, are very nice! Bill loves his beautiful pets. But his old cat is his favourite pet.

BEFORE YOU READ

Look at the photo. Talk to a partner.

- Where is the boy?
- Is the boy happy or sad?
- Has he got a pet?

READING & WRITING PRE A1

READING COMPREHENSION

A Write a name or a number.

1. Bill has got a brother and his name is: _____
2. Bill has got a sister and her name is: _____
3. The number of pets in the Small family: _____
4. Bill has got a favourite pet. It's his: _____

B Write true or false. Correct the false sentences.

1. Bill has got one brother and two sisters. _____
2. The Small family live in a big house with a small garden. _____
3. They have got four pets. _____
4. Bill has got a small dog. _____
5. Lucy is their dog. _____

YOUR TURN

C Ask and answer with a partner.

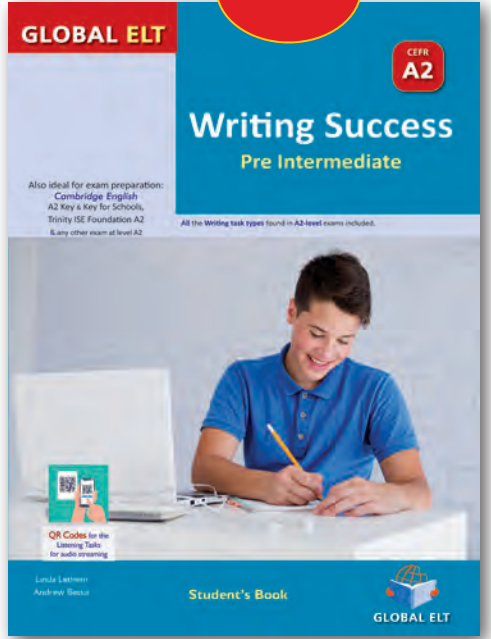
- What is your family name?
- How many brothers and sisters have you got?
- Have you got a pet?
- Have you got a big house or a small house?

READING & WRITING PRE A1

Writing Success: Level A2

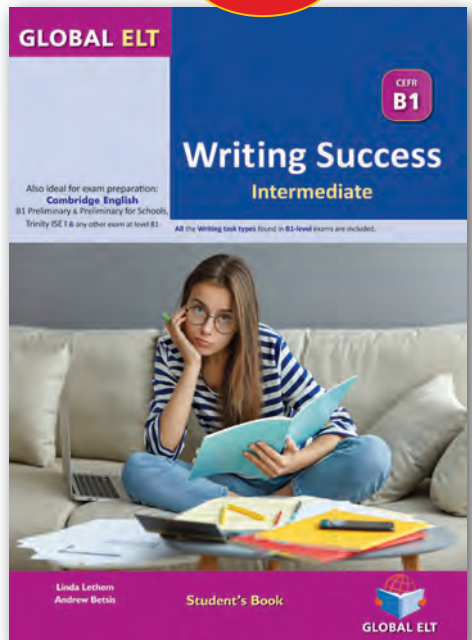
- Writing Success **A2** is designed for elementary-level students of English.
- 6 theme-based units help students learn useful vocabulary and helpful phrases that they can use in any writing task they may come across.
- Thorough preparation with ideas & tips on how to approach writing tasks that students might encounter in Cambridge English A2 Key & Key for Schools and any other A2-level exam.
- Variety of task types:
 - Traditional, exam-related tasks: essay, report, review, article, email, (formal & informal), story and
 - Modern, popular tasks such as Skype Instant Messaging, Social Media posts, etc.

NEW



Ideal for the Cambridge A2 Key & A2 Key for Schools exams

NEW



Ideal for the Cambridge B1 Preliminary & B1 Preliminary for Schools exams

Components:

- Student's Book - ISBN: 9781781646694
- Overprinted Edition with answers - ISBN: 9781781646700

1 Science and Technology

Learn the words and phrases:

screen (n)	display of TV, computer, phone etc that pictures and words are shown on	social media	websites and computer programmes that people use to talk or write or share information
chat (v)	to write or talk on a computer or mobile phone	blog (n)	website someone writes about a subject on the internet
surf (v)	to look at different things on the internet	post (v)	to write something online
keyboard (n)	the part of a computer with letters that you use to write messages or texts	chatroom (n)	a place on the internet where people can talk to each other and write messages
laptop (n)	a small computer that is easy to carry	credit card (n)	a small piece of plastic that a bank gives you so that you can pay for things with it
digital camera (n)	a camera that allows you to move your pictures to a computer and print them	share (v)	to give information to people on the internet
password (n)	a word or group of numbers and letters that a person uses to check that person knows something or to something on the internet	download (v)	to take information from a website or from one computer to another
instructions (pl)	how to do something	headphones (pl)	something you wear over or in your ears to listen to something without other people being able to hear it
memory (n)	how much information that a computer can keep inside it	simple (adj)	easy, not complicated or difficult to do or understand
online (adv)	using the internet	popular (adj)	for something that many people like or enjoy

Complete the conversation using some of the words or phrases from A. Remember to use the correct form of each word or phrase.

A: Hi Sally, what are you doing? Are you using a **digital camera** again? You posted so much time on Facebook and Twitter.

B: Oh, hello Nigel. Actually I'm not **writing** on Facebook or on Twitter. I'm just trying to use it a bit more. My photos seem my new **social media** lately.

A: Oh, I thought that it was a bit **simple**.

B: Well, it probably is. If you know how to do it and are clever with computers.

A: Doesn't the camera have any **instructions** that tell you how to do it?

B: Well, these are a piece of paper with the camera or a little book in which there are **instructions** about how to use it.

A: That sounds easy. Do you **share** the pictures you take on Facebook or on Twitter?

B: Oh, that's a good idea. I'm sure there must be a **password** that someone has written about it.

A: Yes, or you could go to a **chatroom** where people are talking about it and ask any questions they have.

B: Oh, that sounds like to **chat** with people that I don't know.

A: Why not? You'll **post** photos online all the time. It's quite easy to do. It's **simple** information with each other.

B: I suppose you can right. Anyway, I need to move some of those photos because I don't have much **memory** left on my camera because these are the ones I want to keep.

A: That's because you are so **popular** and have so many photos that you are always taking photos.

2 Sport and leisure

Learn the words and phrases:

personal trainer (n)	someone who helps you with your fitness through exercises and health food	referee (n)	a person who watches sport being played between two teams and makes decisions about the game and the players
frequency (n)	the number of times something happens in a certain period of time	kick (v)	to hit something with your foot
constant (n)	a competition or event that happens often	strategy (n)	the plan or way of doing something
session (n)	an amount of time when you do something	competes (v)	to try to win
spectator (n)	someone who watches a sport or an event	score (v)	to get a goal or a point in a sport or game
extreme sport (n)	a sport that is very dangerous and unusual	professional (adj)	getting money to do with your job
track (n)	a path usually in a sports stadium that people run on	amateur (adj)	doing something for fun rather than getting paid to do it
stadium (n)	a place where sports are played and where music concerts are held		

Complete the conversation using some of the words or phrases from A. Remember to use the correct form of each word or phrase.

A: Hi Chris, how are you? I haven't seen you for a long time. You look really good.

B: Hi Tim. I've been really busy. I decided to do some changes in my life.

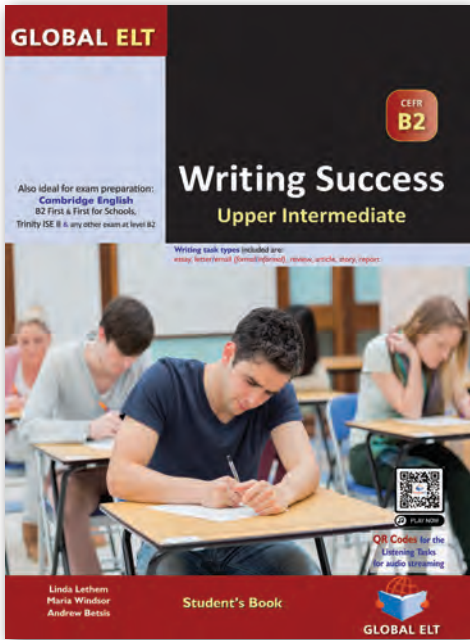
A: Really? That sounds interesting. What have you done?

B: Well, first of all I found a **personal trainer** who is actually the same as the PT and health. We meet once a week at the big **stadium** in town.

A: That's real useful as you have other ones that meet at sport.

B: I know and I don't really enjoy being a **spectator** at a game of football or anything like that. I don't like the atmosphere of people shouting at the **referee** and **players** when their team **loses**.

Writing Success: B2



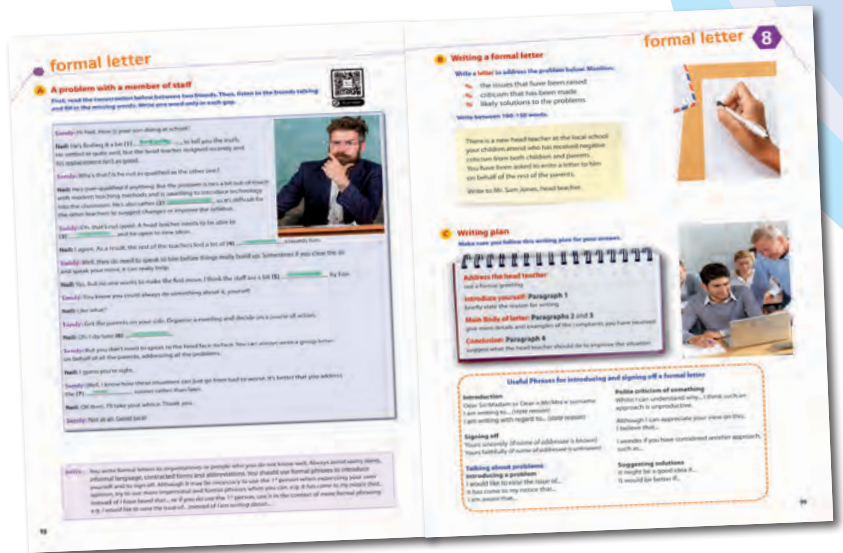
- 32 tasks in 8 theme-based units (4 Writing Tasks in each unit) help students learn useful vocabulary and helpful phrases that they can use in any writing task they may come across.
- Thorough preparation with ideas & tips on how to approach writing tasks that students might encounter in B2-level exams e.g. Cambridge English B2 First, Trinity ISE II, and many others
- All task types are covered extensively: **essay, report, review, email/letter (formal & informal), story and article.**
- A comprehensive **Guide on Writing** provides assistance and step-by-step guidance on how to tackle each writing task.
- **QR Codes** for the recordings that precede some of the Writing tasks, for easy audio streaming in smartphones and tablets.

Components:

- Student's Book - ISBN: 9781781646847
- Overprinted Edition with answers - ISBN: 9781781646854
- Self-study Edition with answers - ISBN: 9781781646946

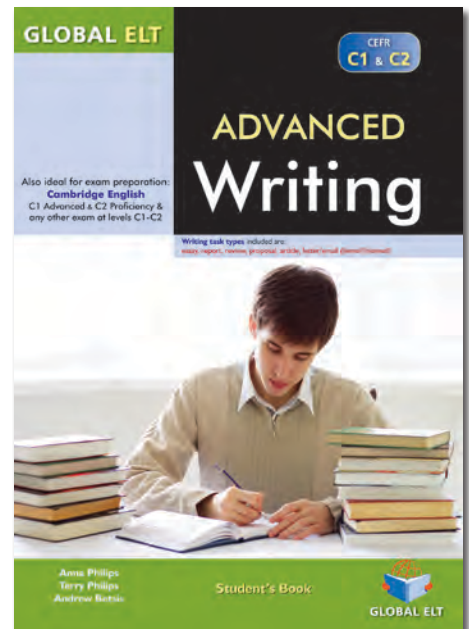
Optional Online Activities & Videos

Learn English with movie clips & games.



Advanced Writing C1&C2

- 11 theme-based units with new vocabulary, and helpful phrases that students can use in their writing tasks.
- Thorough preparation with ideas and tips on how to approach writing tasks that students might encounter in **advanced-level exams** such as: Cambridge C1 Advanced, C2 Proficiency, Trinity, IELTS, LanguageCert C1 / C2, Apts etc.
- Self-study guide with **Model Answers** for All the Writing Tasks.



Writing task types:

essay report review

letter email (formal/informal)

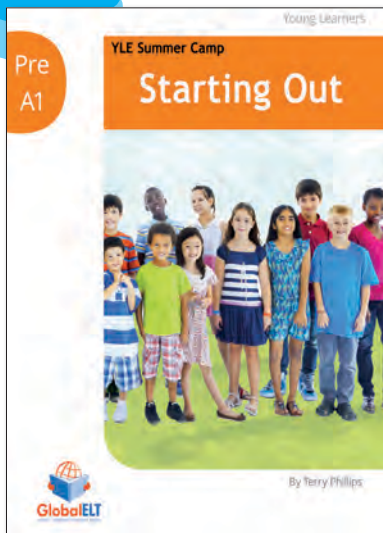
proposal article

Components:

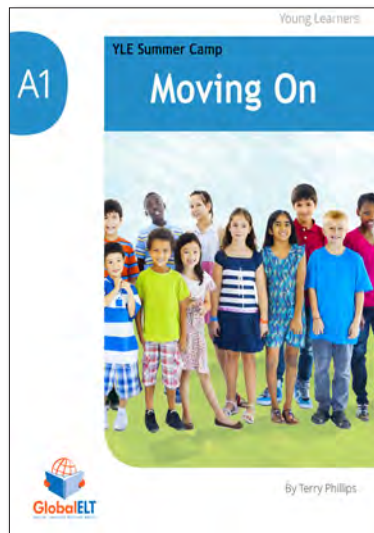
- Student's Book - ISBN: 9781781642375
- Overprinted Edition with answers - ISBN: 9781781642382
- Self-study Edition with answers - ISBN: 9781781642399



NEW Books for Young Learners



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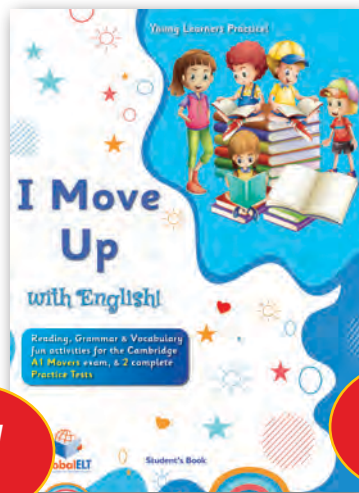
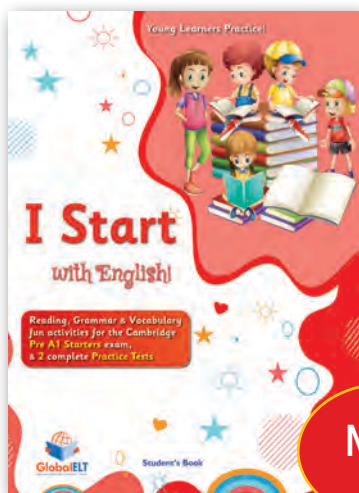
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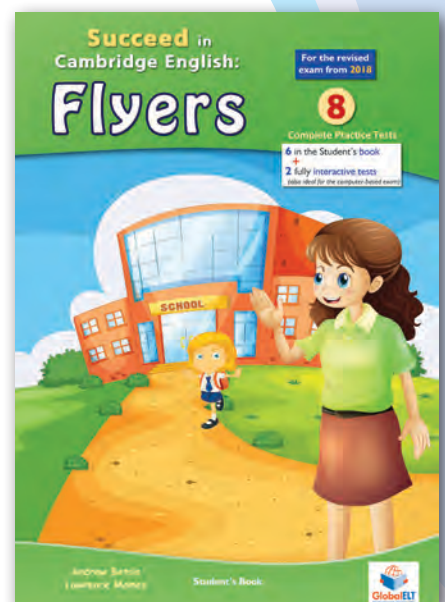
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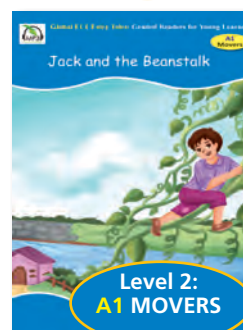
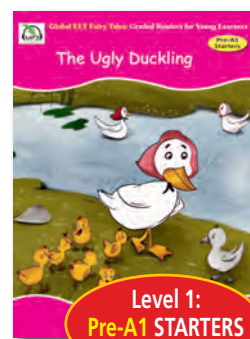
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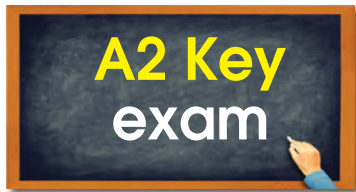


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A2 Key Exam Guide

The image shows a page from the 'A2 Key Exam Guide' with a focus on the 'Listening' section. It includes 'LISTENING Part Two' with a 'What is the task?' section explaining that candidates will hear five pieces of information and must fill in the missing information. Below this is a sample listening script about an 'Italian trip' with a table for 'Date', 'Number of students', 'Start', and 'Price'. There are also 'Exam Tips' and 'Useful Vocabulary' sections.

Useful Vocabulary & Exercises for each Practice Test

The image shows a page from the 'A2 Key Exam Guide' titled 'Useful Vocabulary for Practice Test 1, Reading'. It includes 'Vocabulary Development for Test 1' with 'Exercise A' and 'Exercise B'. Exercise A asks for the correct answer to a question about a school. Exercise B asks for the correct answer to a question about a school. There are also 'Useful Vocabulary' sections with words and phrases.



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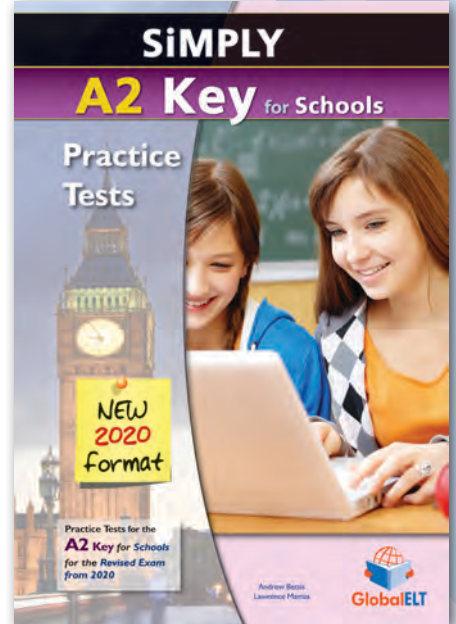
A1	A2	B1	B2	C1	C2
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Writing & Speaking Tutor

The image shows the cover of the 'Writing & Speaking Tutor' book. It features a blue background with a white pen and a book icon. The text says 'Succeed in A2 Key Writing Tutor & Speaking Tutor'. There are also small illustrations of a book and a person speaking.

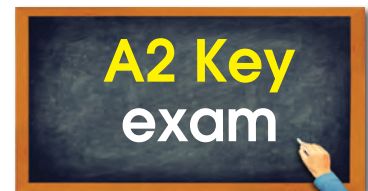
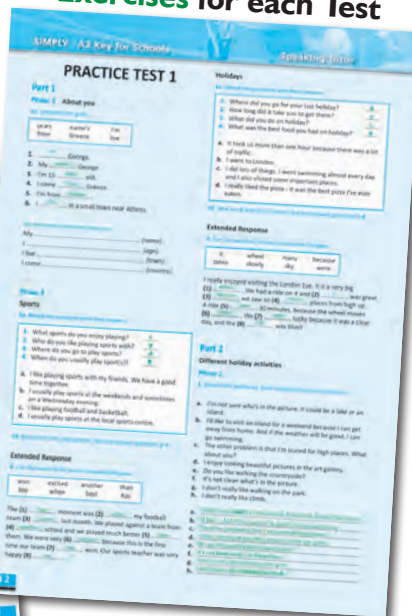
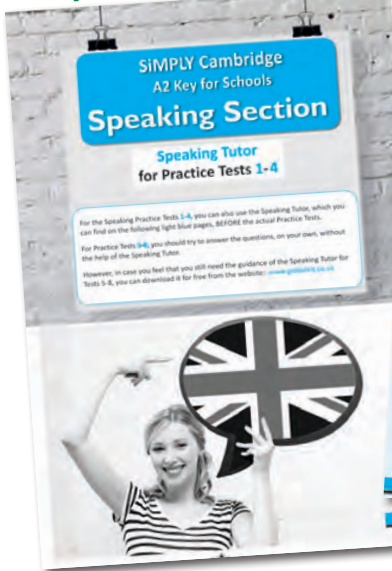
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Useful Vocabulary & Exercises for each Test

Writing Tutor & Speaking Tutor



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A2 Key Exam Guide

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A1	A2	B1	B2	C1	C2
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READING Part Five
What is the task?
Part 5 of the reading text is similar to Part 4 in that you have a text with 6 missing words. However, in Part 5 you are not given a choice of 3 answers to choose from. Here, you have to find the missing word yourself, without any help.

WRITING Part Six
What is the task?
In this part of the exam you have to write a short email, or a note of 25 words (or more). You will be given three things that you need to include in your answer.

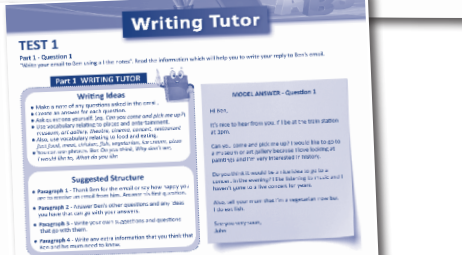
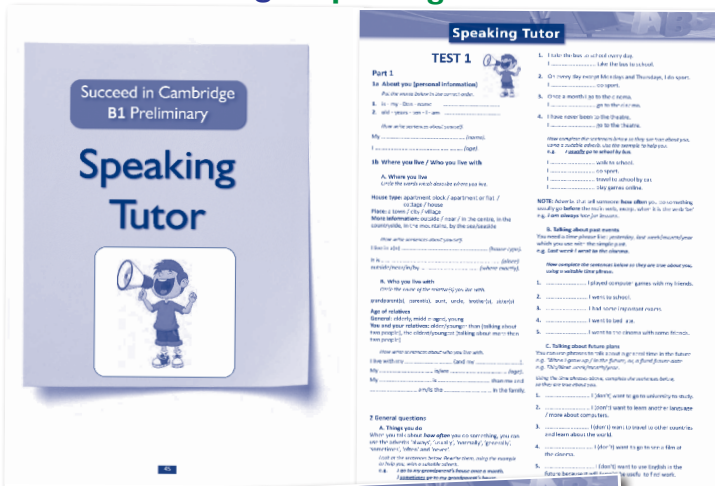
WRITING Part Seven
What is the task?
In Part 7 of the Reading and Writing paper, you have to write a short story of 35 words (or more) based on three pictures that you will be given. You will see these three pictures to make your short story.

LISTENING Part One
What is the task?
In Part 1 of the listening paper there are five short listenings, each with a question and three pictures. You will listen to the two speakers, and then choose the picture which best answers the question that you have been asked.

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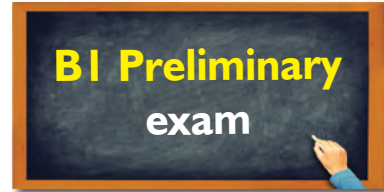
Writing & Speaking Tutor



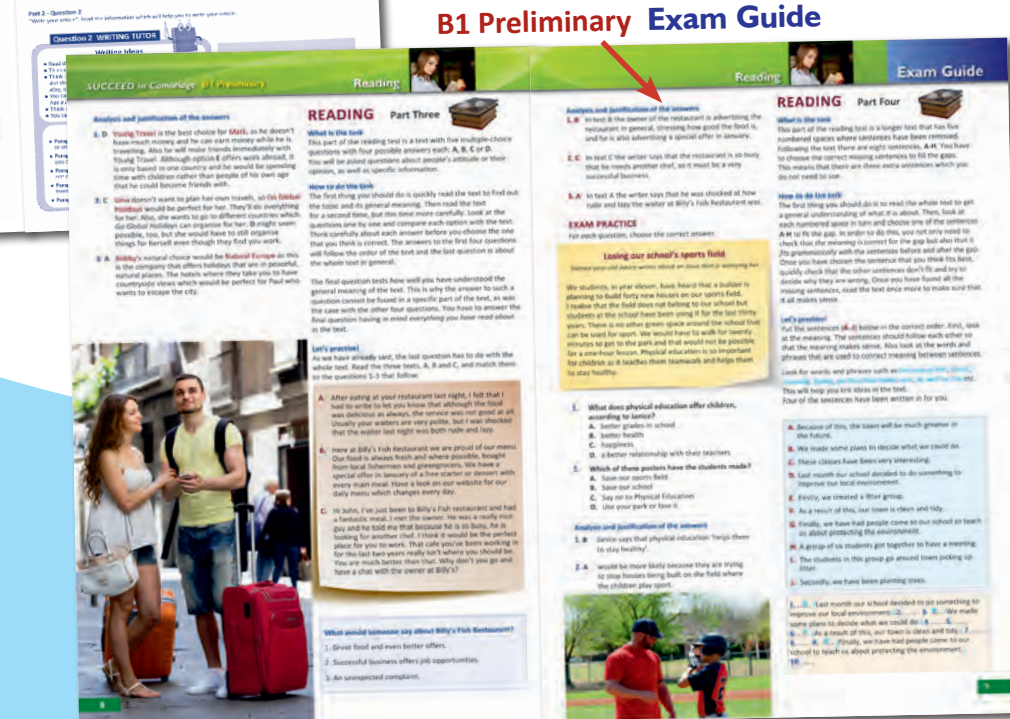
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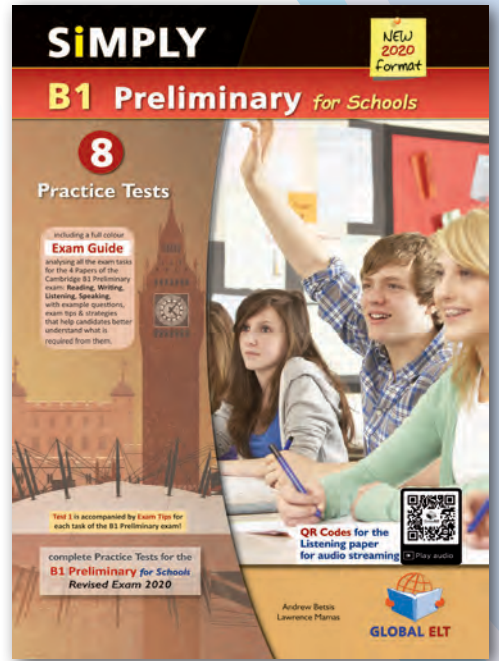


B1 Preliminary Exam Guide



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B1 Preliminary Exam Guide

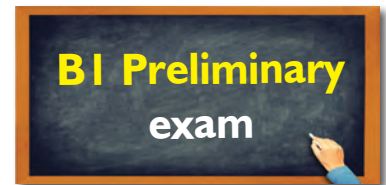


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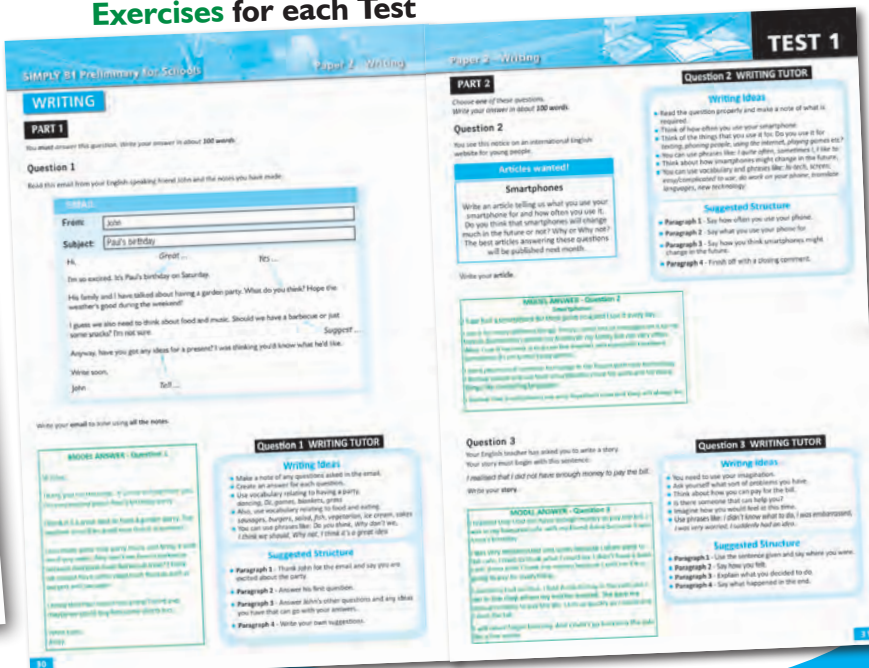
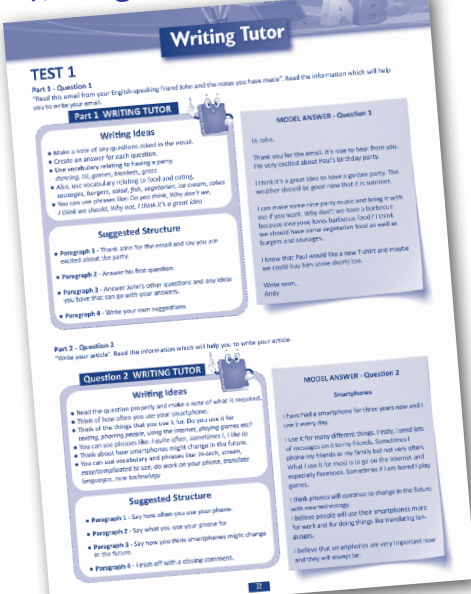
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A1	A2	B1	B2	C1	C2
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Useful Vocabulary & Exercises for each Test

Writing & Speaking Tutor

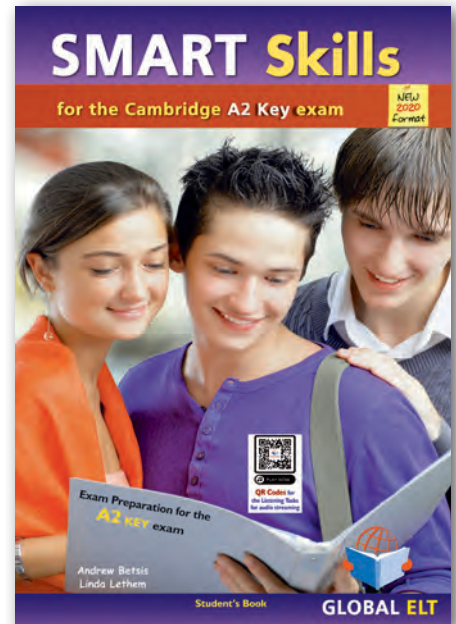


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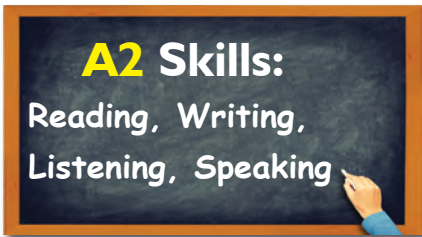
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Common European Framework

A1 A2 B1 B2 C1 C2



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Unit 11 Food & Drink

LEAD IN

1. Put the letters for the words (a-j) in the correct order to find ten different types of food. The first letter has been given to you. Then, match the words with the pictures (a-j).

Vocabulary Box 1	Vocabulary Box 2
1. B...st	a. apple
2. F...t	b. banana
3. C...s	c. cabbage
4. C...h	d. carrot
5. M...e	e. cherry
6. B...e	f. cucumber
7. O...e	g. grape
8. P...s	h. lemon
9. S...d	i. lettuce
10. V...e	j. melon

2. Put the words in Vocabulary Box 2 into the two groups below.

Fruit	Vegetables
a, b, c, e, g, h, i, j	k, l, m, n, o, p, q, r

3. Use the words from Vocabulary Box 1 to fill in the gaps in the story below. Put the words in the correct form.

I'm not very good at cooking but I decided I would try to make a cake for my mother on her birthday. I thought it would be a nice surprise. I looked on the internet and

Unit 11

Vocabulary

4. Match the words connected to food in Vocabulary Box 4 with the picture below. Write the letter of the correct word under each picture.

Vocabulary Box 4 words connected to food			
a. boil	e. fridge	j. menu	m. chef
b. cook	f. fry	k. roast	n. barbecue
c. dish	g. knife	l. steak	
d. fork	h. grill	i. water	

5. Now use some words from Vocabulary boxes 1, 2, 3 or 4 to fill in the gaps in the sentences below.

- My cousin is a ... so he cooks wonderful food.
- If you buy some bread and cheese, I'll make us a nice ... for lunch.
- You need to ... the potatoes in hot water for about 20 minutes for them to be cooked.
- I'll ... the chicken in the oven.
- I'm going to have a ... of soup for my lunch today.
- There is so much to choose from on the ... that I don't know what to have.
- In the summer my father likes to cook sausages and burgers on the ... in the garden.
- It's your turn to ... the dirty plates.
- If you are ... you should have a glass of water.
- You must keep the meat in the ... in this hot weather.

Unit 11 Food and Drink

LISTENING Part 2

Don't forget that in Listening Part 2, you should only write ONE word which will be a time, telephone number, date, name etc. Make sure that you spell the word correctly. You will hear the word as it needs to be written in the answer. You will not have to change the word in any way.

1. Look at the questions below and the notes and decide what kind of word will be needed for each gap.

Choose from: day, object, type of food, place, number

Suggested Answers:

- number
- type of food
- place
- object
- day

Exam Practice

2. For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear a teacher telling pupils about a school cake making competition.

School Cake Making Competition

Date of competition: 6th June

Open to students in years: (1) 7 to (2) 11

Type of cake: Fruit or (3) chocolate

Winner chosen by: Owner of (4) shop

Money used to buy it: (4) five

Tell Mrs Gooding by: (5) Friday

Unit 11

Vocabulary & Speaking

SPKING Part 2

Speaking Part 2 (5-6 minutes)

Useful phrases: Asking an opinion

What do you think?
Do you agree?
Do you think that's true/right?
Do you think ...?
How do you feel about ...?
In your opinion ...

Part 2 Phase 1
Interlocutor: Now, do you prefer to eat at home or in a restaurant? B? Why?
And what about you, A? (Do you prefer to eat at home or in a restaurant? Why?)

Which is more fun, having a barbecue or a picnic, A? (Why?)
And you, B? (Which is more fun, having a barbecue or a picnic?) (Why?)

Thank you. That is the end of the test.



Exam Practice

Part 2 Phase 1 (3-4 minutes)

Interlocutor: Now in this part of the test you are going to talk together. Here are some pictures that show different types of food. Do you like these different types of food? Say why or why not. I'll say that again. Do you like these different types of food? Say why or why not. All right? Now, talk together.

Do you like these different types of food?

Do you think ... eating pasta can make you fat?
... eating cupcakes is unhealthy?
... eating meat is bad?
... eating salad is important?
... eating rice can help you stay fit?

Prompt: Why/Why not?
What do you think?

Interlocutor: So, A, which of these foods do you like best? And you, B, which of these foods do you like best?

Smart Skills B1

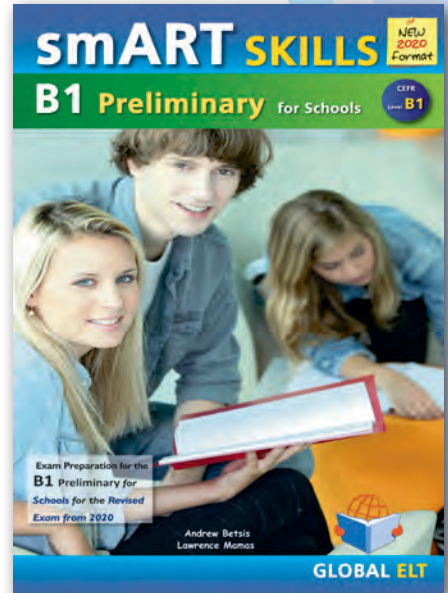
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Common European Framework

A1 A2 **B1** B2 C1 C2



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Unit 1

Travel & Holidays

READING - Part 2

Lead-in

- Where did you last go on holiday? What did you like/dislike about your holiday?
- Which place would you like to visit and why?
- Tell the class about the best holiday you have ever had.

1. Look at these five people. They all want to plan a holiday. There are eight advertisements for different types of holidays. Decide which holiday would be most suitable for each person.

For questions 1-5, write the correct letter (A-H).

- Maria is a student. She wants to go to Spain in the summer to improve her Spanish. She doesn't have much money and she doesn't like travelling on her own. She would like to make new friends but she finds this a little bit difficult.
- Simon wants to travel around Europe again for 5 to 8 weeks. He wants to go sightseeing and he wants to learn about different cultures. He prefers travelling alone so that he can make his own decisions about where he goes and what he does.
- George and his friend Peter want a fortnight in the sun to do water sports. They also want a resort that has a lively nightlife as they enjoy clubbing and listening to music. They would like to stay somewhere that is just a few minutes' walk to the beach if possible.
- Tim and his wife Anna want to return to Spain where they had their honeymoon 40 years ago. However they don't drive and are nervous of travelling abroad on their own. They are planning to meet some friends in Granada but they would like to stay near to the coast.
- The Johnson family are looking for a two week holiday in the sun. They need accommodation that caters for the whole family including their three young children. They prefer to have most of their meals in the hotel although they don't mind doing some cooking.

Tip Remember the adverts can only be chosen once. Some of the adverts may offer some of the things that the people are looking for but other things may not be suitable for that person. Therefore, when you have chosen your answer, read the texts again carefully to be sure that it is the best match.

A. All inclusive special offer! Are you looking for a bargain holiday this summer? Young Clubbers has just the thing for you. Our carefully chosen hotels are all located by the beach with a choice of clubs and bars nearby. We offer twin rooms at very reasonable prices and self-catering apartments are also available. If that isn't enough, you get two free hours of water skiing and snorkelling with every room that you book.

B. Working Holidays! Would you like to live and work in Europe for up to four months? We have some wonderful opportunities for people to work as English teachers in the summer. You will get free accommodation as part of your wages. As well as this you can have free language lessons yourself and the chance to go on some cultural excursions. Please be aware that your free time will be limited however.

C. French Riviera holiday Village. We are proud to say that we have something for everyone here at our amazing holiday village. If you want a romantic holiday for two or family fun time, this is the perfect place for you. In the main hotel we have luxury rooms or there are also the chalets which sleep up to six people. The chalets also have a small kitchen. All guests are welcome to us the hotel restaurant and either of the two swimming pools.

D. Bargain prices on Eurorail Tickets! The new Eurorail ticket gives you unlimited travel around Europe. The ticket can be used for up to 119 consecutive months. There are student discounts of 30%. This means that students only have to pay £400. You must apply at least six weeks before you travel. Sleeping carriages are available on some trains for an extra fee.

E. Rhine Cruises. Come aboard one of our beautiful river-boats and cruise down the Rhine. These all inclusive cruises include three meals a day plus drinks. There is also on-board entertainment every evening and the chance to dance till midnight to our live band. All cabins have windows and ensuite shower rooms.

F. Action packed summer camp! 14-18 year olds. Not sure what to do with the kids this summer? Send them to us and we will fill their days with fun activities. They will learn new skills and make new friends. All campers stay in large tents of up to eight people and meals are cooked around a fire in the evening. Group leaders will make sure everyone is safe and happy during their stay.

G. Travel buddy wanted! Are you planning a trip to Europe this summer? We are two students looking for a travel companion to share the cost of driving through France to Spain. We are hoping to spend a week in France and then about four weeks in Spain. We are going to stay on campsites to make the trip cheaper. We would like someone to help with the driving.

H. Treat yourself to a luxurious break! Here at the Costa Sol Hotel we treat all our guests like family. Our rooms have beautiful views either over the sea or towards the mountains. Enjoy traditional food in our hotel restaurant or relax with a drink on the veranda. You can also sign up for one of our many excursions to Granada, Seville or Madrid with an expert guide. All guests are met at the airport and driven to the hotel by minibus.

Unit 1

Vocabulary

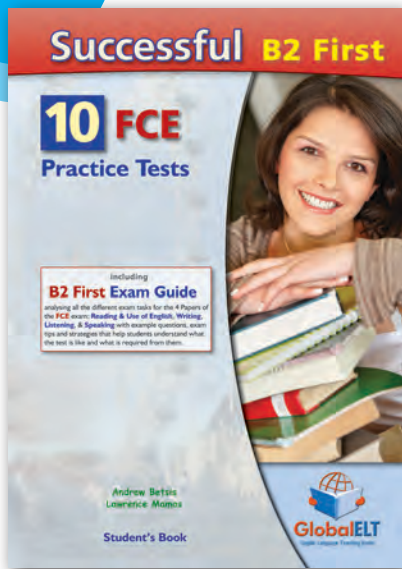
2. Look at the adjectives in the box below. If you aren't sure of the meaning of any of them, look them up in a dictionary. Choose an adjective to describe each of the five people from the information given about them.

independent	elderly	shy
sun-loving	energetic	

- Maria
- Simon
- George and his friend Peter
- Tim and his wife Anna
- The Johnson family

3. Use the texts to choose the best answer, A, B, C or D to questions 1-5.

- Which of the adverts says that you can dance while you are travelling?
 - (A)
 - (B)
 - (C)
 - (D)
- Which of the adverts offers a free place to stay?
 - (A)
 - (B)
 - (C)
 - (D)
- What is not true about the summer camp?
 - The children will eat outside.
 - There are adults to look after the children.
 - Parents can go too.
 - The holidays are educational.
- What is true about Simon?
 - He is interested in how people from other countries live.
 - He is looking for a travelling companion.
 - He has never been to Europe before.
 - He is a nervous traveller.
- What do we know about Tim and Anna?
 - They have just got married.
 - They have recently met each other.
 - They have never been to Spain before.
 - They have been married for many years.



Common European Framework
A1 A2 B1 B2 C1 C2

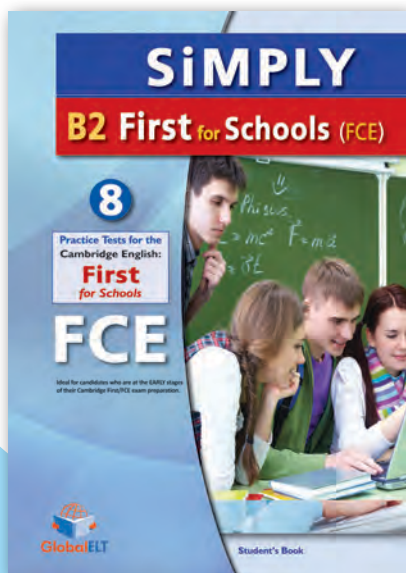
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Exam Guide



Common European Framework
A1 A2 B1 B2 C1 C2

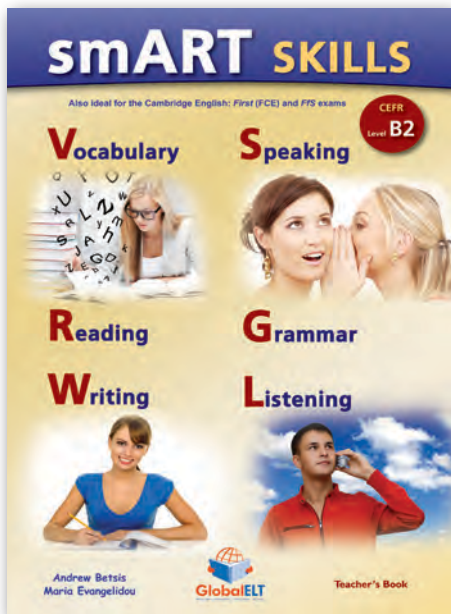
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Smart Skills Level B2

each unit consists of:

- **Section A:**
Reading: Main text followed by Comprehension questions, in multiple-choice format, and sometimes by Matching the Headings exercises. Relevant vocabulary-building exercises follow.
Grammar: Brief Grammar theory notes and tables, followed by many exercises that help students practise each grammatical topic.
- **Section B:**
Vocabulary: Collocations - Word building Structure Derivatives - Antonyms - Expressions - Phrasal Verbs
- **Section C:**
Listening: Pre-listening Activities - Listening Development exercises - B2 First Listening Exam Practice
Speaking: 'Improve your Speaking skills' section with Common Mistakes, and 'Speaking Helpline' with Idioms & Useful phrases Speaking activities - Tips & Instructions - B2 First Speaking Exam Practice in each unit
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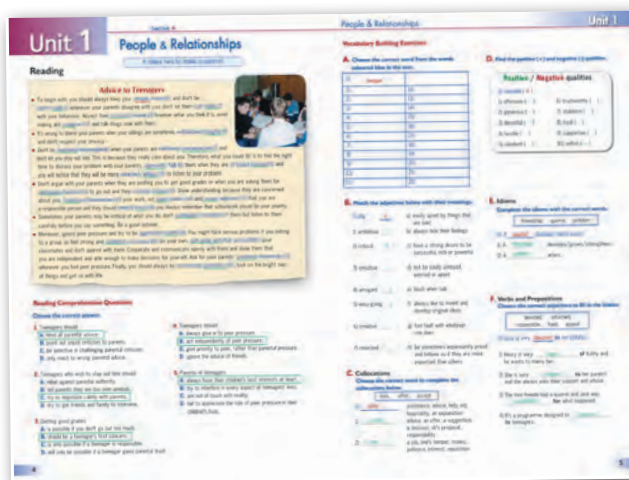
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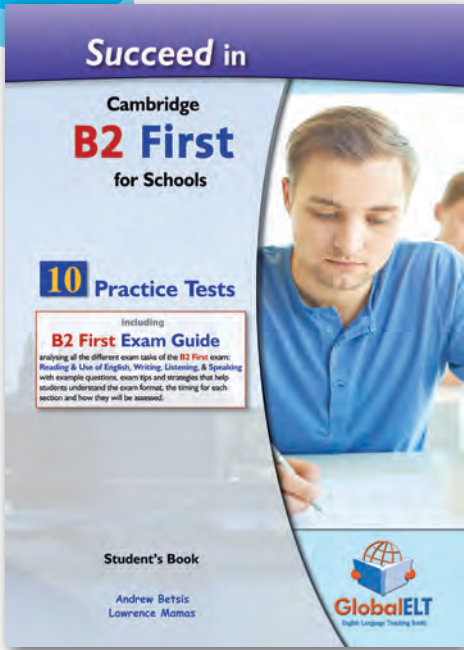


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- **Exam Guide**, analysing all the different exam tasks for the 4 Papers of the exam
- **QR CODES** so that students can listen to the audio for the Listening sections using their smart phones
- **Self-Study Edition**: with a comprehensive Guide that includes:
 - a Writing Supplement with **Model Compositions**
 - detailed **Explanations** of the Answers
 - **Audioscripts**, Answer Key & Audio CD MP3
 - **Sample Answers** for the **Speaking** section

Exam Guide

PAPER 1

Reading & Use of English

EXAM GUIDE

Paper/timing	Part	Test content	Test focus
READING AND USE OF ENGLISH 1 hour 15 minutes	1	A modified cloze test containing eight gaps followed by eight multiple-choice questions.	Candidates are expected to be able to demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills including understanding of specific information, text organisation features, implication, attitude and text structure.
	2	A modified cloze test containing eight gaps.	
	3	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	4	Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.	
	5	A text followed by six 4-option multiple-choice questions.	
	6	A text from which six sentences have been removed and placed in jumbled order, together with an additional sentence after the text.	
	7	A text or several short texts, preceded by 10 multiple-matching questions.	

B2 First for Schools EXAM GUIDE

Reading & Use of English

Part 1

- Multiple-choice cloze.
- Mainly a test of vocabulary (some grammatical knowledge required for certain questions).
- A text containing 8 gaps.
- Four options for each gap from which to choose the correct word to fill the gap.
- 8 questions.

Task Focus

(i) meaning at word and / or sentence level

(ii) your knowledge at phrase level

(iii) your attention to phrase level 'key' words and being phrasal like 'used to'

(iv) grammar

whether you can choose an option that fits correctly with the task or preposition which follows the gap.

Part 1

Always read the information BOTH before and after the gap.

Question 1: Here is a text of vocabulary; that is, you must choose the word with the correct meaning. To do this, you must know or guess what the four words mean, but you must also know what the sentence is trying to say; therefore, meaning at word and sentence level is being tested.

Some questions will test your knowledge at phrase level and you will be expected to recognise set phrases and collocations.

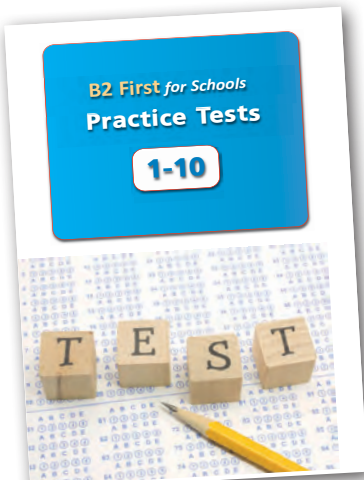
Your grammar knowledge may also be tested, i.e. if you have to choose an option to fit correctly with a preposition or verb which follows directly after the gap.

Common European Framework

- A1 A2 B1 **B2** C1 C2

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How do I use the QR code?

You will find the QR code on certain pages of the book. It looks like the one above. Use the QR reader app on your smartphone or tablet, and hold it over the QR code, lining up the corners on the screen with the corners of the QR code. After a second or two, the reader should direct you to a webpage where the recording for the Listening activity can be listened to.

Practice Test 1

PART 2

Questions 9 - 18

You'll hear an environmental reporter, Dylan Murray, discussing his trip to visit the Galapagos tortoises. For questions 9 - 18, complete the sentences with a word or short phrase.

Galapagos tortoises

The writer has already seen tortoises in the (9) Indian Ocean, which are similar to the ones in the Galapagos islands.

The name 'Galapagos' in (10) Old Spanish refers to the shape of their shell.

The tortoises were often killed for their (11) oil by early pirates and explorers to the islands.

Surprisingly, tourists can (12) cause damage to the wildlife they come to see up on the islands.

The tortoises were originally from the South American (13) coastline/coast and they later arrived at the islands.

The writer thinks that the (14) distance and isolation of the islands has aided in the development of the ecosystem.

Lonesome George was the sole (15) member of his particular group of tortoises left in existence.

The typical (16) shell of a tortoise is made of plates, (16) glasses and fruit.

Tortoises in the Galapagos islands can survive up to (17) one year without food or water.

In the (18) warm season tortoises tend to be less active at midday.

Practice Test 1

PART 3

Questions 19 - 23

You will hear five short extracts in which people are talking about cycling. For questions 19 - 23, choose from the list (A - H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A. It saves time for other things.	Speaker 1	19	F
B. I feel strange if I don't exercise.	Speaker 2	20	B
C. I used to cycle competitively.	Speaker 3	21	H
D. I don't think bicycles are comfortable.	Speaker 4	22	D
E. I have had bike accidents before.	Speaker 5	23	A
F. I am worried about road safety.			
G. Bikes are old-fashioned.			
H. It is impractical.			

Practice Test 1

PART 4

Questions 24 - 30

You will hear part of a radio interview with a girl called Lizzie Smith, who has started an environmental project in her town. For questions 24 - 30, choose the best answer (A, B or C).

Galapagos tortoises

24. Why did Lizzie want to improve her area?
A. She felt there was something to be better.
 B. She wanted it to be more French.
 C. She was embarrassed living there.

25. Why does Lizzie think it is important to live in an attractive area?
 A. It could attract more visitors.
 B. It could stop crime and vandalism.
C. It could positively affect people's feelings.

26. What advice did Lizzie's family give to her?
 A. They explained which flowers and plants would be the best to use.
B. They told her they needed more help and she should talk others.
 C. They told her exactly how to find money for the project.

27. Why was it important to start with improving the school and the area around it?
A. The majority of the students lived in that area.
 B. The teachers would only help if the school was painted first.
 C. The committee voted for the school to be helped first.

28. What was the next step after improving the neighbourhood?
 A. The local businesses wanted their shops painted, too.
 B. They asked a reporter to help them.
C. They had to find ways to involve the whole community.

29. What was Lizzie worried about when she was interviewed?
A. If she'd look good on TV.
B. Being too nervous to speak.
 C. Whether people would like the project.

30. What has happened to the project now?
A. It has finished and Lizzie is looking for new ideas.
B. There are similar projects in other towns.
 C. It hasn't got enough money to continue.

QR Codes for the Listening Tasks for audio streaming

Test 2

Speaking Section

Paper 4 Speaking PART 1

2 minutes (3 minutes for groups of three)

Part 1 - Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinion.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are? Can I have your mark sheets, please? Thank you.
Where are you from (to Candidate A)?
And you (to Candidate B)?

First of all, we'd like to know something about you.
(Select one or more questions from any of the following categories, as appropriate.)

People you know

- ◆ Which member of your family are you most like?
- ◆ Who do you admire most in your family? (Why?)
- ◆ What do you look for in a good friend?
- ◆ Tell us about someone who has inspired you.

Things you like

- ◆ What kind of food do you prefer to eat? (Why?)
- ◆ Tell us about one of your hobbies.
- ◆ What do you like to spend your money on?
- ◆ What activity do you like to do outside? (Why?)

Places you go to

- ◆ Which foreign country would you like to visit? (Why?)
- ◆ What was the last new place that you visited?
- ◆ Where is the nicest place to go to in your neighbourhood? (Why?)
- ◆ Where do you enjoy going with your friends? (Why?)

Paper 4 Speaking PART 2

4 minutes (6 minutes for groups of three)

Part 2 - Long turn

1. Learning environments 2. Spending time with friends

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

Candidate A, it's your turn first. Here are your photographs. They show students learning in different environments.

Candidate A, has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say what would be good about learning in these situations.

All right!
(1 minute)
Thank you.

Candidate B, do you prefer learning in a classroom or outside of school? ... (Why?)
(approximately 30 seconds)
Thank you.

Now, **Candidate B,** here are your photographs. They show friends spending time together.

Candidate B, has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say what these friends might be enjoying about their day.

All right!
(1 minute)
Thank you.

Candidate A, which of these things would you prefer to do ... (Why?)
(approximately 30 seconds)
Thank you.

6

Candidate A

1 What would be good about learning in these situations?



Candidate B

2 What might these friends be enjoying about their day?



Speaking Section

7

- The Self-Study Guide includes:*
- Writing Supplement with Model Compositions
 - Model Answers for the Speaking section
 - Detailed Explanations for the Answers (Paper 1 & Paper 3)
 - Audioscripts & Answer Key

Succeed in

Cambridge

B2 First

for Schools

10 Practice Tests

The Self-Study Guide contains:

- Writing Supplement with Model Compositions
- Model Answers for the Speaking section
- Justifications for the Answers (Paper 1 & Paper 3)
- Audioscripts
- Answer Key

SELF-STUDY GUIDE

Andrew Betsis
Lawrence Momo

WRITING SUPPLEMENT

Sample Responses for all the different task types of the **Writing section**

TEST 1

Part 1 - Model answer: Essay

1. Your English class has been discussing school rules. Now your English teacher has asked you to write an essay. Write your essay using all the points and give reasons for your point of view.

Opinion is divided as to whether uniforms should be worn in schools. Given the choice, most children would probably not wear one. However the arguments for wearing uniforms are nevertheless quite convincing.

Those opposed to uniforms argue that children are a form of self-expression. What we wear and how we wear it shows who we are, as individuals. Therefore making children dress alike prevents them from expressing themselves through what they choose to wear.

Another reason why people are against uniforms is because they are often uncomfortable. Ties and jackets can restrict movement whilst the material of school uniforms can be stiff and scratchy.

However wearing a uniform has several advantages. Every child, rich or poor, wears the same, so children from poorer families are not bullied for wearing cheaper clothing. Secondly, and most importantly, uniforms encourage good behaviour as they identify the wearer with their school.

Since I believe that maintaining discipline and the prevention of bullying are more important than self-expression through clothing, I think uniforms should be worn in schools. It would benefit both teachers and students alike.

B2 First for Schools - Speaking Task

B2 First for Schools

PART 5 - Speaking

Model Answers

Test 1

Part 1

(A selection of model answers)

Have you got a best friend? What do you like about them?

My best friend is called Anna. We have been friends since primary school. We share the same interests and she makes me laugh a lot. I can always rely on her. She would never let me down.

Where would you like to go for your next holiday? (Why?)

For my next holiday I would like to go to Rome as it is a beautiful city with many amazing sights to see. It has some fantastic museums and galleries. Also I think the pizza and ice cream would be delicious there.

Do you like using the internet? (Why / why not?)

I really enjoy using the internet as there are so many interesting things to look at, especially like looking at my favourite photos and funny comments on Facebook and playing games. My primary teacher is great fun to think I would like to be a professional actor in the future.

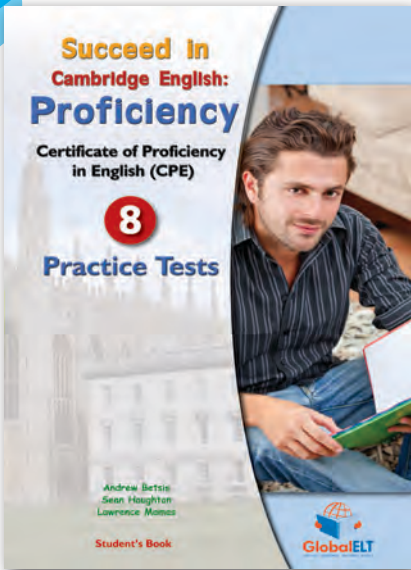
Part 2

Candidate A

Both photos show people in challenging situations, although they are challenging for very different reasons. The first photo shows a man working on a computer which seems to be some very complicated program and it seems he is trying to do something out on the paper graphs and he has his hair with a broken leg is also struggling but this is a more physical challenge. She may well be in pain and she also has to communicate on how she works with his disability.

Candidate B

Both of these situations could be stressful as in both photos the people are trying to cope with a challenging situation on their own. For the man it is a mental challenge and for the woman it is a physical challenge although she may also be feeling depressed about being temporarily disabled and unable to move.



Succeed in C2 Proficiency Practice Tests

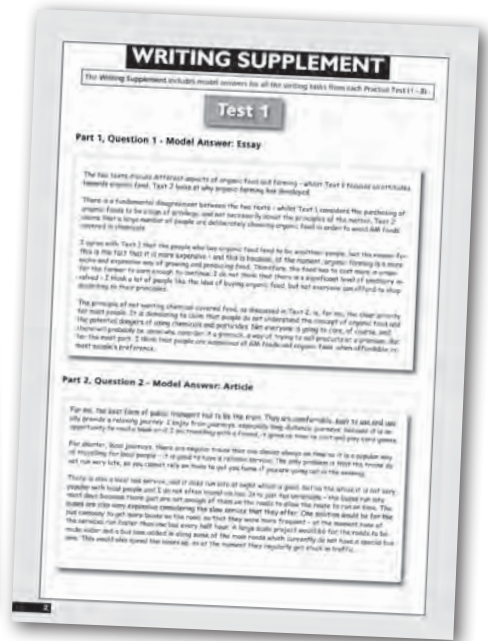
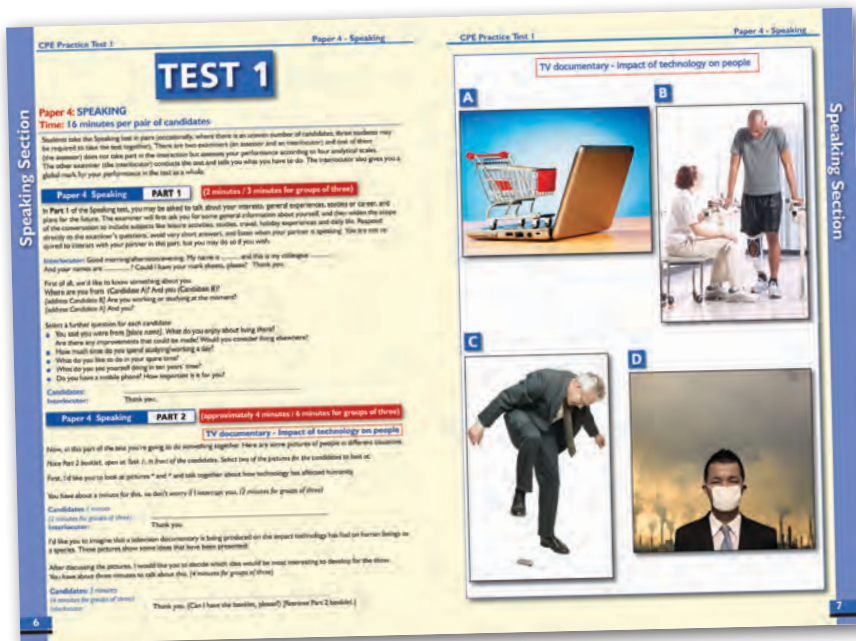
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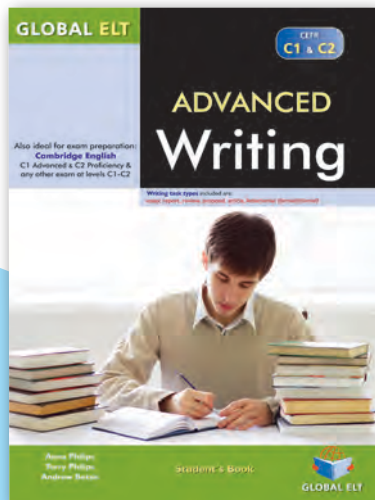


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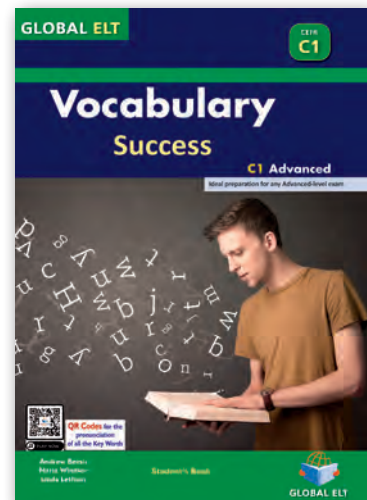
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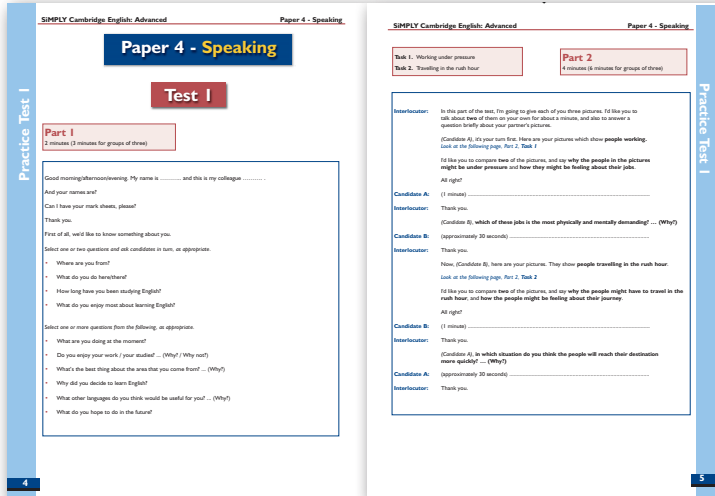
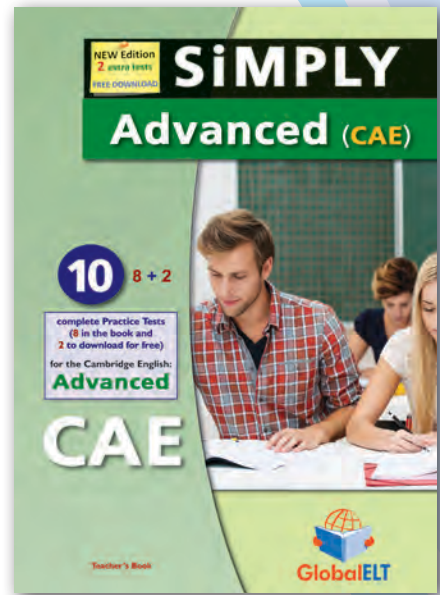


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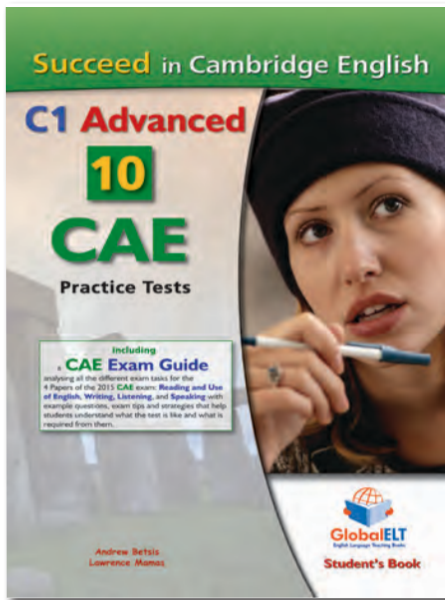
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- **Guidance** on both parts of the Paper 2 - Writing.
- **Self-study Edition** including: Audioscripts, Answers Key, MP3 Audio CD



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- **10** Cambridge Assessment English: **C1 Advanced** Practice Tests
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 - **Audioscripts, Answer Key & Audio CD MP3**
- **Progress Tests** available to be downloaded online from our website: <http://www.globalelt.co.uk>

Including Writing Supplement

with Example **Writing Answers**, one for **each** of the **various** writing tasks, with **examiner's** comments.

Common European Framework



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WRITING SUPPLEMENT

Sample Responses for the Writing section (11 pages examples, and 1 full exemplar written by the CAE candidate and followed by a detailed justification of the marks awarded)

FREE DOWNLOADS:
You can download all the Material Answers for all the Writing Questions for Practice Tests 1-10 from our website: www.globalelt.co.uk/Cambridge-exams-CAE.html

Assessment scales
The scales which are used for marking the answers to the Writing questions consist of the following:

1. Content
Candidates are assessed based on how well they have fulfilled the task, and whether they use all relevant information from the question.

2. Communicative Achievement
It focuses on the appropriateness of register and format for the task. It is very important that candidates are aware of what the target reader is, whether on one occasion, or in an ongoing situation.

3. Organisation
Information and ideas should be adequately organised with the correct use of cohesive devices.

4. Language
It focuses on the range of structures and vocabulary and how accurately they are used. Candidates' responses are marked on each sub-scale from 0 to 5.

Guidelines on Length
The number of words required for each writing task is 200-300 words and it is important that candidates are aware of this. Candidates should also be aware of the length of the task and the time available to complete it. Candidates should be aware of the length of the task and the time available to complete it. Candidates should be aware of the length of the task and the time available to complete it.

Spelling
Different varieties of English are acceptable in the American English candidates are assessed. For example, they should not switch from American spelling to British spelling, and vice versa, or use one or the other consistently.

Part 1 - Writing Plan 1 - Essay
The Part 1 writing plan is always in the same order on the page, in the form of a table. Candidates should read the table carefully and use the information to plan their response. They should not write more than the number of points in the table and they should not write more than the number of points in the table and they should not write more than the number of points in the table.

SAMPLE RESPONSES with Examiner comments

Sample Script A

TEST 2 - PART 1 QUESTION 1 - ESSAY MARK: 5

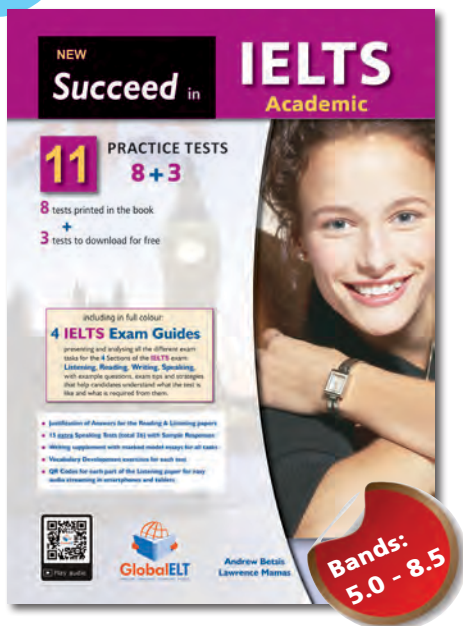
You are required to express an opinion, as a general rule, the ability to express political or religious views, for example, in public, without any constraints. Do you think it is our duty to be able to express our views in public? Do you think it is our duty to be able to express our views in public? Do you think it is our duty to be able to express our views in public?

In this opinion-essay response, the candidate has responded to the question by stating explicitly that they do not believe in the right to freedom of expression. They have also stated that they believe in the right to freedom of expression. They have also stated that they believe in the right to freedom of expression. They have also stated that they believe in the right to freedom of expression.

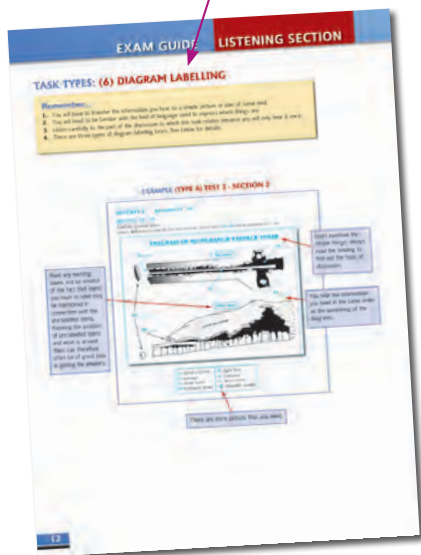
Examiner comments

Sub-scale	Mark	Commentary
Content	5	The candidate has fully addressed the question, expressing a clear opinion and supporting it with relevant information. The response is well-organized and easy to follow.
Communicative Achievement	5	The candidate has used appropriate language and structures to express their opinion. The response is well-organized and easy to follow.
Organisation	5	The candidate has used appropriate language and structures to express their opinion. The response is well-organized and easy to follow.
Language	5	The candidate has used a wide range of vocabulary and structures accurately. The response is well-organized and easy to follow.

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IELTS Academic Exam Guide

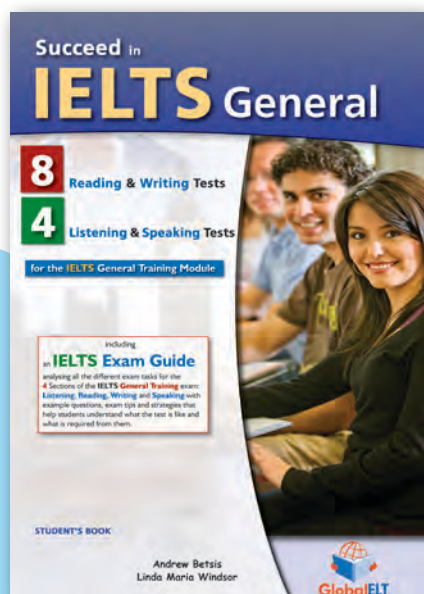


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- **15 extra Speaking Tests** (total: 26 Speaking Tests) with Sample Responses
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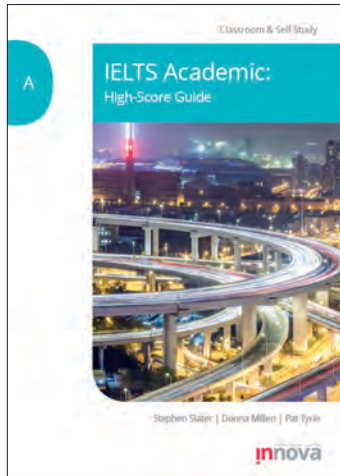
Succeed in IELTS General 8 Practice Tests

- 8 IELTS **General** Reading & Writing Tests
- 4 IELTS **General** Listening & Speaking Tests
- IELTS **General** Exam Guide **Self-Study Edition** including:
 - Model Compositions
 - Answer JUSTIFICATION
 - Audioscripts, Answer Key & MP3 CD

Components:

- Student's Book - ISBN: 9781781641774
- Teacher's Book - ISBN: 9781781641781
- Audio CDs - ISBN: 9781781641804
- Self-Study Edition - ISBN: 9781781641798 (including the Self-study Guide & Audio CD MP3)

IELTS Academic & General High Score Guide



IELTS Academic High-Score Guide:
Classroom and Self-Study
ISBN: 9781787680524

IELTS General High-Score Guide: Classroom
and Self-Study
ISBN: 9781787680531



IELTS Academic & General High Score Guides
with **Online Audio Download**

- Strategy sections for each section of the exam
- Test preparation activities for Speaking and Writing
- High-Score Guides for the Listening, Speaking, Reading & Writing sections
- Examiner's suggestions and exam tips
- Activities and sample answers
- Quick Guide to a higher IELTS score
- Answer key

IELTS Academic - Complete Practice Tests

IELTS Academic Practice Tests in a new two-book series.
Each book contains **3 complete IELTS Academic** practice tests.



**These tests don't just offer students the practice...
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- Each volume of IELTS Practice Tests includes the audioscript and the answers.

IELTS Academic Practice Tests 1-3

- Student's Book - ISBN: 9781787680371

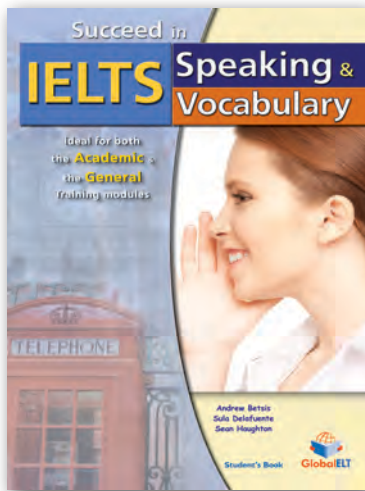
IELTS Academic Practice Tests 4-6

- Student's Book - ISBN: 9781787680463



IELTS Academic (& General)

Succeed in IELTS Speaking & Vocabulary

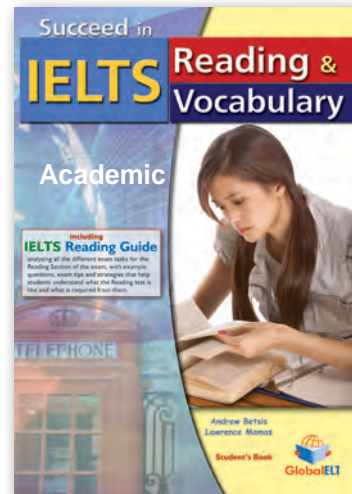


- IELTS Speaking Exam Guide
- 10 theme-based units help candidates increase their knowledge of vocabulary and communicate confidently in English.

Components:

- Student's Book - ISBN: 9781781640159
- Teacher's Book - ISBN: 9781781640166
- Audio CDs - ISBN: 9781781640456
- Self-Study Edition - ISBN: 9781781640173 (including the Self-study Guide & Audio CD MP3)

Succeed in IELTS Reading & Vocabulary

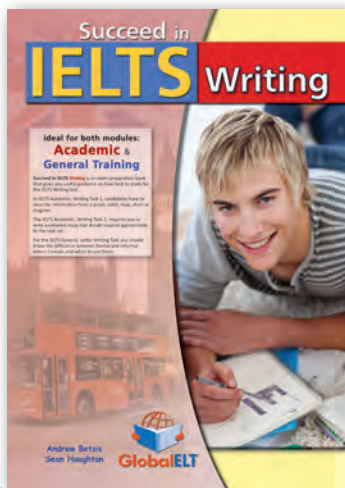


- 10 Units in which all the different tasks of the IELTS Reading section.
- IELTS Academic Reading Exam Guide

Components:

- Student's Book - ISBN: 9781904663881
- Teacher's Book - ISBN: 9781904663898
- Self-Study Edition - ISBN: 9781904663904 (including the Self-study Guide)

Succeed in IELTS Writing

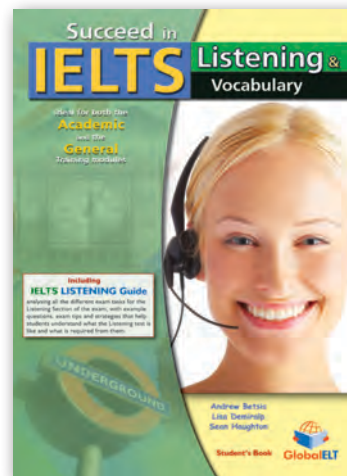


- The book consists of theme-based units that deal with all the different IELTS Academic and General writing tasks.
- Model responses (essays, letters and graphs/diagrams summaries) along with sample answers by candidates, at various levels, with examiner's comments.

Components:

- Student's Book - ISBN: 9781781640463
- Teacher's Book - ISBN: 9781781640470
- Self-study Edition - ISBN: 9781781640487

Succeed in IELTS Listening & Vocabulary

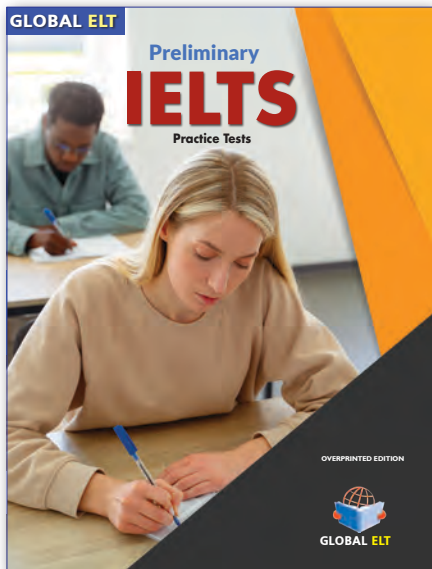


- It contains in-depth strategies for developing students' listening skills.
- IELTS Candidates are guided step-by-step through the different tasks of the IELTS Listening section that include map, diagram labelling, multiple-choice questions etc.

Components:

- Student's Book - ISBN: 9781904663911
- Teacher's Book - ISBN: 9781904663928
- Audio CDs - ISBN: 9781904663935
- Self-Study Edition - ISBN: 9781904663942 (including the Self-study Guide & Audio CD MP3)

IELTS Practice Tests at lower level

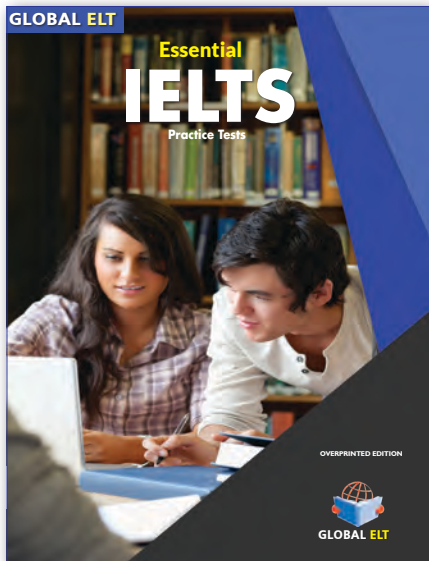


Ideal for candidates aiming for **IELTS** band scores **4.0–5.5**: CEFR levels **B1**

IELTS Preliminary Practice Tests

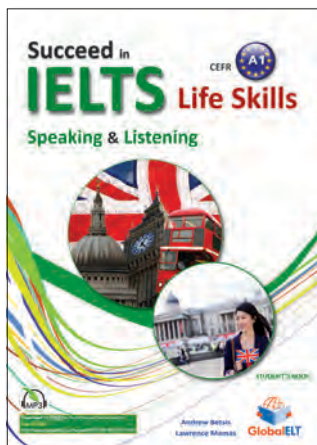
IELTS Essential Practice Tests

- **Self-study Edition** available, with a **Self-study Guide** that includes:
 - **Model answers** for the Writing and the Speaking sections
 - **Answer Explanations**
 - **Audioscripts, Answer Key, MP3 Audio CD**

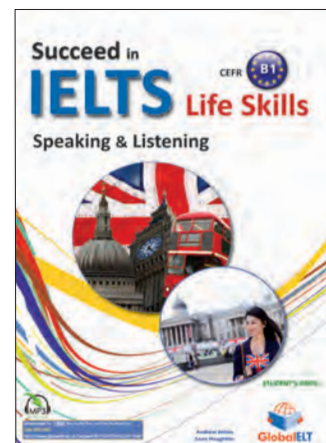


Ideal for candidates aiming for **IELTS** band scores **5.0–6.5**: CEFR levels **B2**

Succeed in **IELTS LIFE SKILLS (Speaking & Listening) Levels: A1 - B1**



IELTS Life Skills is a test of **Speaking** and **Listening** and is available at CEFR Levels A1, A2 and B2. It is designed to meet the requirements of UK Visas and Immigration (UKVI) for certain visa categories and other immigration purposes.

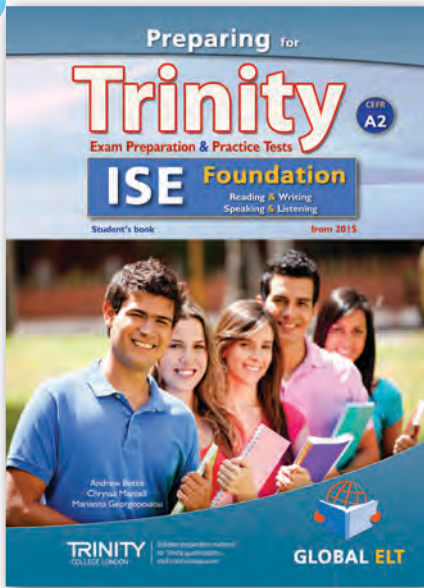


Components:

- Student's Book - ISBN: 9781781642764
- Teacher's Book - ISBN: 9781781642795
- Audio CDs - ISBN: 9781781642788
- Self-Study Edition - ISBN: 9781781642771

Components:

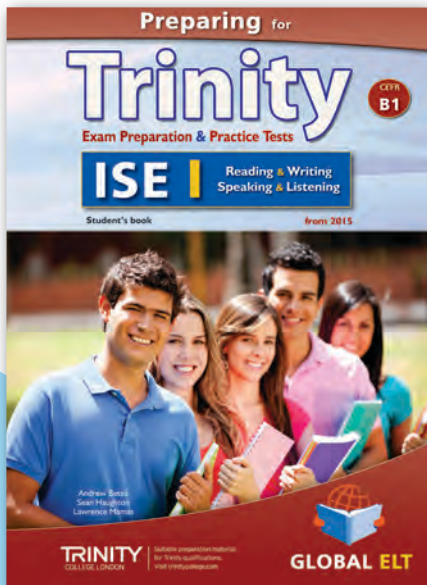
- Student's Book - ISBN: 9781781642726
- Teacher's Book - ISBN: 9781781642757
- Audio CDs - ISBN: 9781781642788
- Self-Study Edition - ISBN: 9781781642771 (including the Self-study Guide & Audio CD MP3)



Components:

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- Self-Study Edition - ISBN: 9781781643310 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781643327

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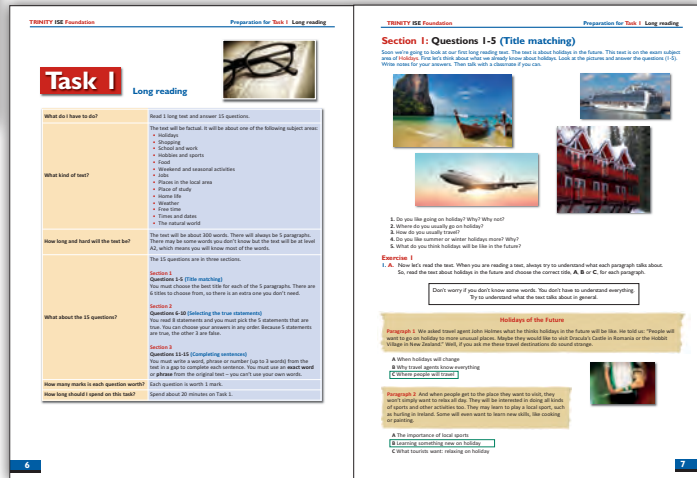


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- Self-Study Edition - ISBN: 9781781643198 (including the Answers & Audio CD MP3)
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Preparing for Trinity ISE Foundation (A2) Reading - Writing - Speaking - Listening

Key Features

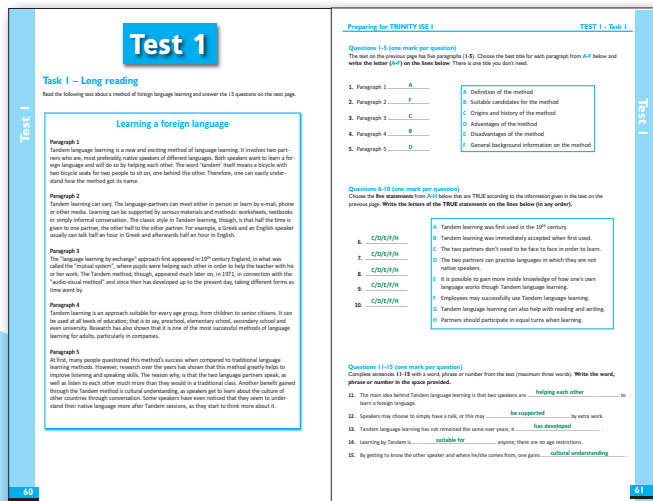
- **Section A:** Preparation Units for Trinity ISE Foundation (A2) **Reading & Writing** Module
- **Section B:** 6 complete **Practice Tests** for all 4 tasks
- **Section C:** Preparation for Trinity ISE Foundation (A2) **Listening**
- **Section D:** Preparation for Trinity ISE Foundation (A2) **Speaking**
- **Self-study edition** available (with answers and audio CD).

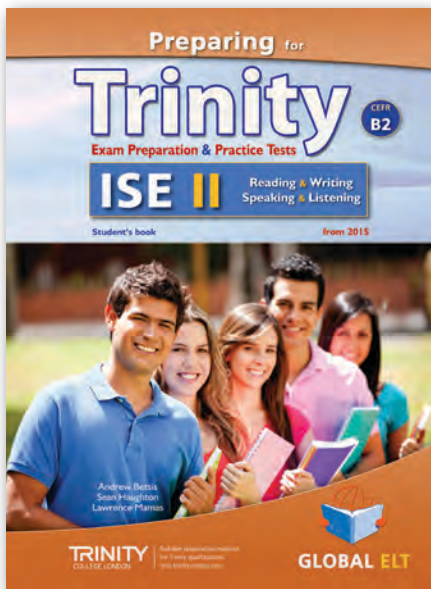


Preparing for Trinity ISE I (B1) Reading - Writing - Speaking - Listening

Key Features

- **Section A:** Preparation Units for Trinity ISE I (B1) **Reading & Writing** Module
- **Section B:** 6 complete **Practice Tests** for all 4 tasks
- **Section C:** Preparation for Trinity ISE I (B1) **Listening**
- **Section D:** Preparation for Trinity ISE I (B1) **Speaking**
- **Self-study edition** available (with answers and audio CD).





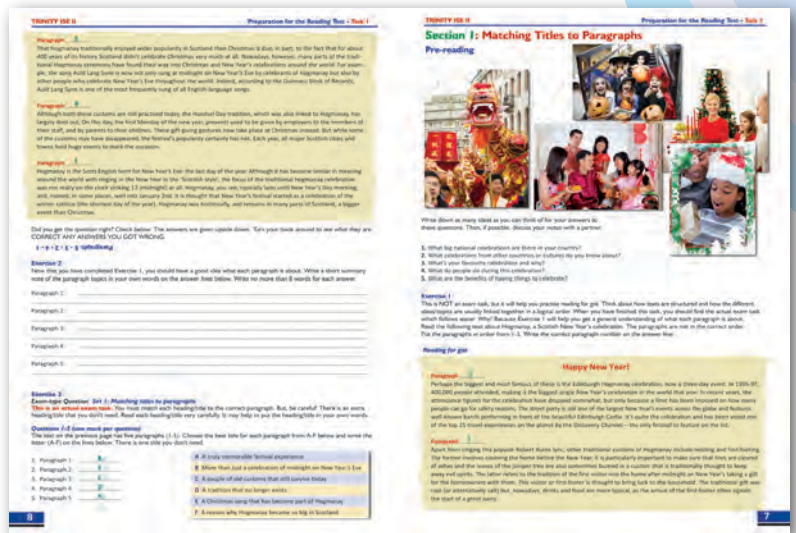
- Student's book - ISBN: 9781781643211
- Overprinted edition with answers - ISBN: 9781781643228
- Self-Study Edition - ISBN: 9781781643235 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781643242

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Preparing for Trinity ISE II (B2)

Reading - Writing - Speaking - Listening

- A simple step-by-step approach is used to help candidates become familiar with each task and acquire the skills they will need to do well in the exam.
- 6 complete practice tests for both Reading & Writing
- Various preparation activities followed by exam-type questions with Tips and Guidance for the Speaking & Listening sections

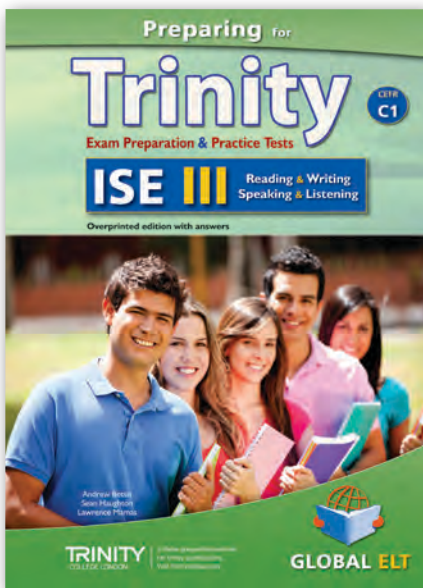


Preparing for Trinity ISE III (C1)

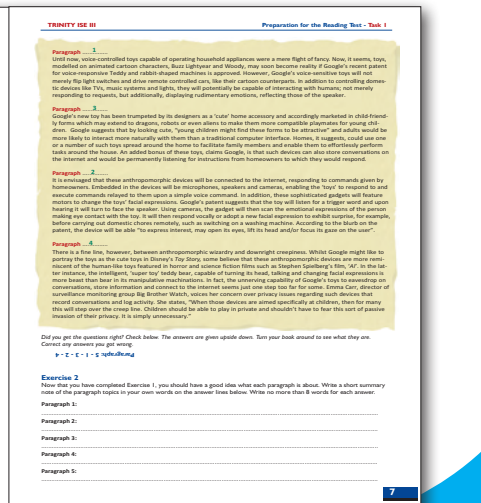
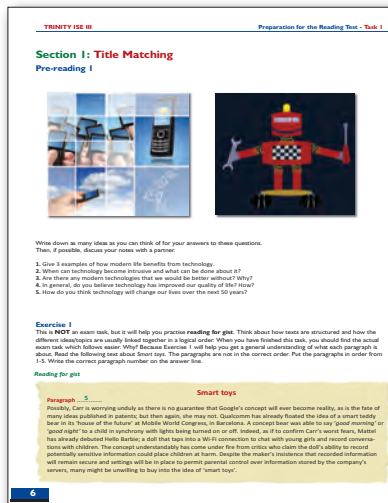
Reading - Writing - Speaking - Listening

Key Features

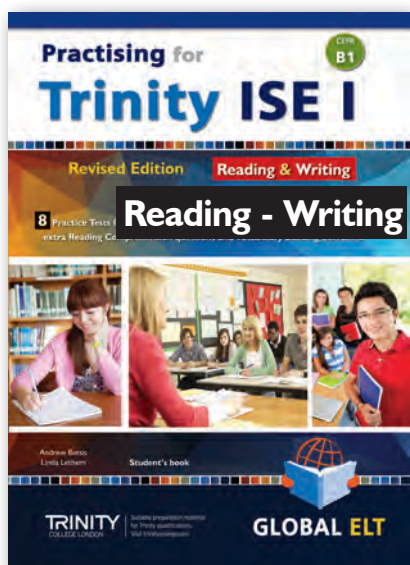
- **Section A:** Preparation Units for Trinity ISE III (C1) **Reading & Writing** Module
- **Section B:** 6 complete **Practice Tests** for all 4 tasks
- **Section C:** Preparation and practice for the **Listening**
- **Section D:** Preparation for Trinity ISE III (C1) **Speaking**
- **Self-study edition** available (with answers and audio CD).



- Student's book - ISBN: 9781781643549
- Overprinted edition with answers - ISBN: 9781781643556
- Self-Study Edition - ISBN: 9781781643563 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781643570



Revised
edition



Practising for Trinity ISE I (B1) Reading - Writing

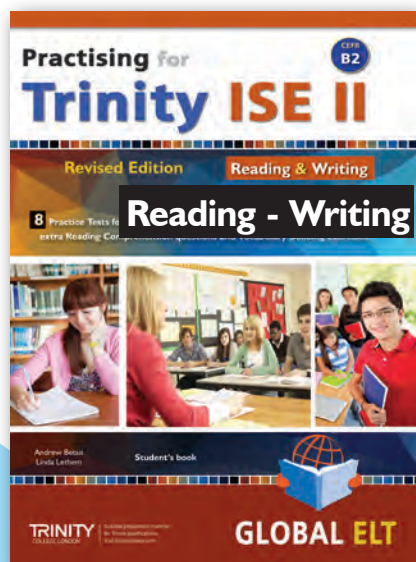
Practising for Trinity College London ISE I (B1)

- 8 complete Practice Tests for the **Reading & Writing** Module
- Extra Reading Comprehension questions for each practice test
- Vocabulary Building exercises on all the reading texts
- **Self-study edition** available that includes:
 - Answers for all the Reading Tasks and the Revision exercises
 - Justification of the answers of the Reading Tasks
 - Model writings for all the Writing Tasks
- **Glossary** available to download for free

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- Overprinted edition with answers - ISBN: 978-1-78164-501-7
- Self-Study Edition - ISBN: 978-1-78164-500-0 (including the Answers Self-Study Guide)

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Practising for Trinity ISE II (B2) Reading - Writing

Practising for Trinity College London ISE II (B2)

- 9 complete Practice Tests for the **Reading & Writing** Module
- Extra Reading Comprehension questions for each practice test
- Vocabulary Building exercises on all the reading texts
- **Self-study edition** available that includes:
 - Answers for all the Reading Tasks and the Revision exercises
 - Justification of the answers of the Reading Tasks
 - Model writings for all the Writing Tasks
 - Sample writings for all the Writing Tasks followed by a brief justification of the mark awarded
- **Glossary** available to download for free

- Student's book - ISBN: 9781781643778
- Overprinted edition with answers - ISBN: 9781781643785
- Self-Study Edition - ISBN: 9781781643792 (including the Answers Self-Study Guide)



- Student's book - ISBN: 9781781646298
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- Student's book - ISBN: 9781781646762
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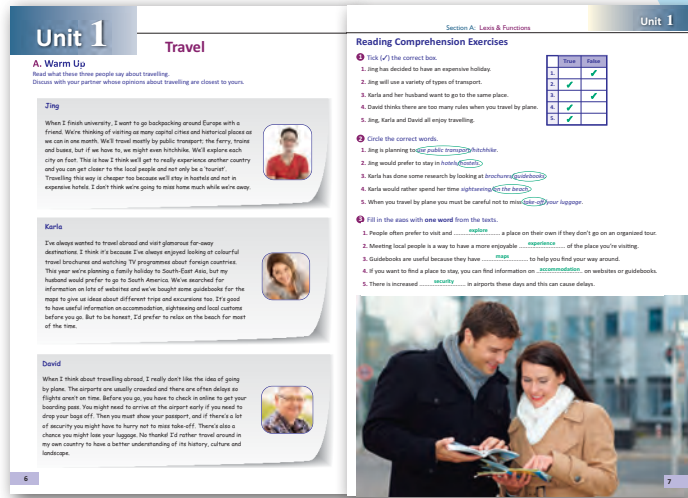
Special ISE in Trinity ISE I B1 Speaking & Listening

Section A: Lexis & Functions: 6 Units with Vocabulary, Speaking and Listening Activities for Trinity ISE I.

Section B: Language Functions & Grammar: The Language Functions and Grammar required for Trinity ISE I.

Section C: Topic Development: The Topic Task - Some important points to remember. Example topic forms to help you develop your own topic.

Section D: Trinity ISE I Listening Tasks: Examples of Listening Tasks for Trinity ISE I.



Special ISE in Trinity ISE II B2 Speaking & Listening

Section A: Lexis: 5 Units with Vocabulary, Speaking and Listening Activities for Trinity ISE II.

Section B: Language Functions & Grammar: The Language Functions and Grammar required for Trinity ISE II.

Section C: Topic task: Mind maps to help you plan your topic.

Section D: The Collaborative task (an integrated speaking & listening task): Example tasks and exam preparation.

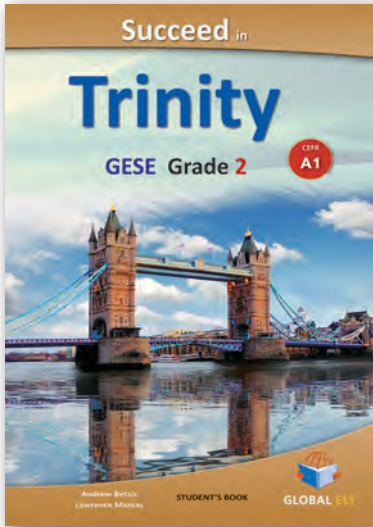
Section E: The Independent listening task: Examples of Listening tasks for Trinity ISE II.



Trinity College London GESE

GESE Graded Examinations in Spoken English

Covering the **Lexis**, the **Grammar** and the **Language Functions** for all the **Trinity GESE** exams.

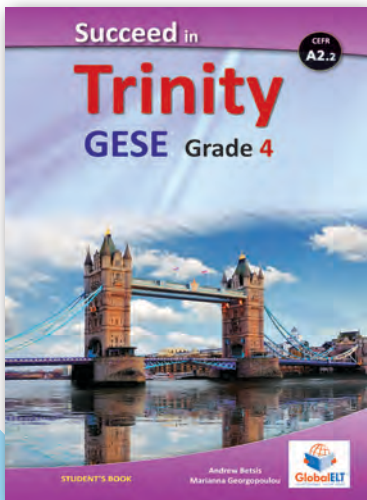


Common European Framework

A1 **A2** **B1** **B2** **C1** **C2**

Grade 2

- Student's book - ISBN: 9781781642108
- Overprinted edition with answers - ISBN: 9781781641460
- Self-Study Edition - ISBN: 9781781642115 (including the Answers & Audio CD MP3)
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Grade 4

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- Self-Study Edition - ISBN: 9781781643341 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781643358

Common European Framework

A1 **A2** **B1** **B2** **C1** **C2**

Unit 2 My home

Rooms in the home & household objects

This is Fahima's home:

Correct English

- in/on/under
- between/in
- is a big room. (Singular)
- There are two rooms. (Plural)
- There is a photo on the desk. (Singular)
- They have three photos on the desk. (Plural)
- She has got a nice kitchen. (Singular)
- They have got nice kitchens. (Plural)

Singular	Plural
room	rooms
chair	chairs
table	tables
box	boxes
boy	boys
child	children

ABOUT YOU:
What's your favourite room?
Describe your room.

Section C: Lexis & Functions Unit 2

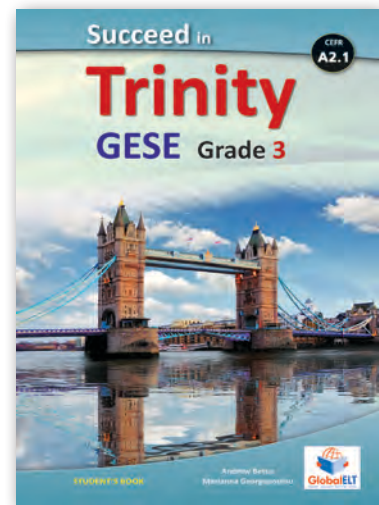
Vocabulary Exercises

1. Match the correct words in the box with the blank spaces. There is also an example:

wardrobe _____ armchair _____ washing machine _____ bookcase _____
bathub _____ sofa _____ cupboard _____

2. Match the words with their definitions:

a. bright	1. not wide
b. large	2. big
c. floor	3. tables, chairs, beds, etc. we have in a house
d. lovely	4. light
e. narrow	5. beautiful
f. furniture	6. part of the room we walk on



Grade 3

- Student's book - ISBN: 9781781642139
- Overprinted edition with answers - ISBN: 9781781641477
- Self-Study Edition - ISBN: 9781781642146 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781642153

Common European Framework

A1 **A2** **B1** **B2** **C1** **C2**

Unit 1 Holidays

A. Warm Up

Travelling around Europe!
Atsuko's blog

Thursday, 17th June

Hello everyone! I'm having a great time on this trip! I'm travelling around Europe.

I'm in Lisbon in Portugal. I came here on Monday. I went shopping and I visited the the Jardim Zoologico de Lisboa. That's the Lisbon Zoo. It was great. There were 2,000 animals, plants and trees. Lisbon was hot but I liked it.

Today I'm going to travel to Madrid in Spain by train. The train is better and faster than the car. I'm going to stay at a hostel. It's cheaper than a hotel. I want to visit the Royal Palace. It is Madrid's most beautiful building and the largest palace in Western Europe.

After that, my next step is Paris in France. I'm going to fly to Paris on Sunday. I want to visit the Eiffel Tower and then I want to go to a café to eat a real french croissant. I'm also going to see the Louvre. It's the most popular museum in the world.

Comprehension Exercises

① Choose the city. Tick (✓) the correct box.

	Lisbon	Madrid	Paris
1. Atsuko is going there today.		✓	
2. Atsuko was there yesterday.	✓		
3. There is a palace there.		✓	
4. There is a zoo there.	✓	✓	
5. Atsuko is going to eat something there.			✓
6. Atsuko is going to travel there by plane.			✓

② Fill in the gaps with one word.

- Atsuko is going to Madrid by train.
- In Lisbon it was hot, but Atsuko liked it there.
- Atsuko arrived in Lisbon on Monday.
- The Royal Palace in Madrid is the largest in Western Europe.
- Atsuko is going to travel to Paris on Sunday.

Section A: Lexis & Functions Unit 1

B. Vocabulary

1. A. Match the expressions (1-6) to the pictures (a-f).

- by plane
- by car
- by bus
- by train
- by boat
- on foot

1. bus bus stop 3. train station
2. plane airport 4. ship port

1. B. Where do you go to take these? Fill in the gaps with one word from the box.

airport bus stop port station

- city port
- village port
- mountain port
- beach port

2. Match the places (1-4) to what you usually find or do there (a-d).

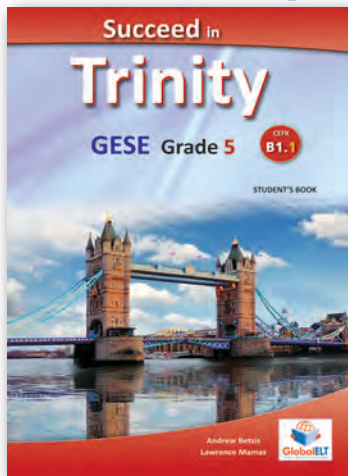
1. city	a. sea, sand, water sports, hotels
2. village	b. carpools, forest, walking, views
3. mountain	c. countryside, some small houses, some small shops
4. beach	d. many schools, hospitals, police stations, supermarkets

3. What is it? Fill in the gaps with one word from the box.

passport ticket suitcase postcard guide book

- You send this to your friends/family and it usually has a picture of a place. postcard
- You use this to find out more information about a place. guide book
- You have this to enter a museum. ticket
- You put your clothes and other things in this to go on holiday. suitcase
- You need this to get on a plane and fly to another country. passport

Trinity College London GESE



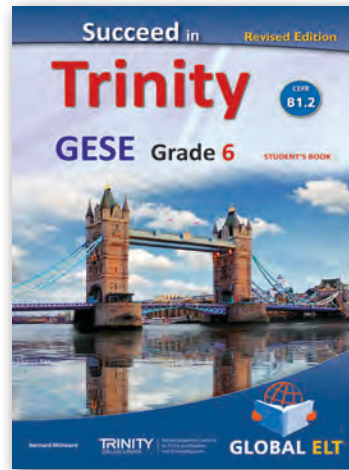
Common European Framework



Grade 5

- Student's book - ISBN: 9781781643457
- Overprinted edition with answers - ISBN: 9781781643488
- Self-Study Edition - ISBN: 9781781643464 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781643471

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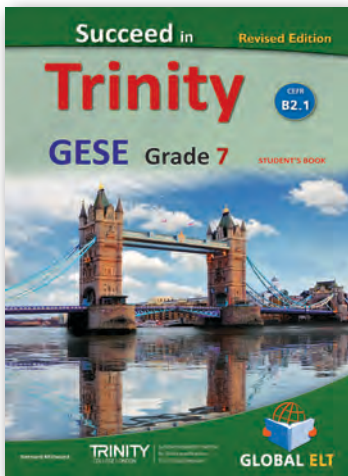
Common European Framework



Grade 6

- Student's book - ISBN: 9781781646076
- Overprinted edition with answers - ISBN: 9781781646106
- Self-Study Edition - ISBN: 9781781646083 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781646090

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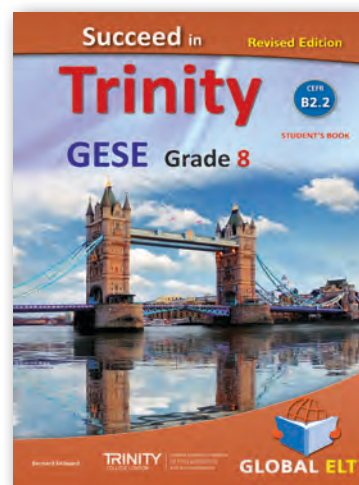
Common European Framework



Grade 7

- Student's book - ISBN: 978-1-78164-495-9
- Overprinted edition with answers - ISBN: 978-1-78164-498-0
- Self-Study Edition - ISBN: 978-1-78164-496-6 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 978-1-78164-497-3

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Common European Framework



Grade 8

- Student's book - ISBN: 9781781646809
- Overprinted edition with answers - ISBN: 9781781646830
- Self-Study Edition - ISBN: 9781781646816 (including the Answers & Audio CD MP3)
- Audio CDs - ISBN: 9781781646823

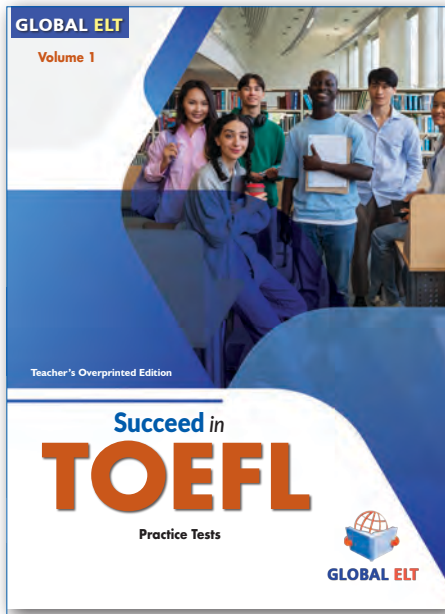
TOEFL

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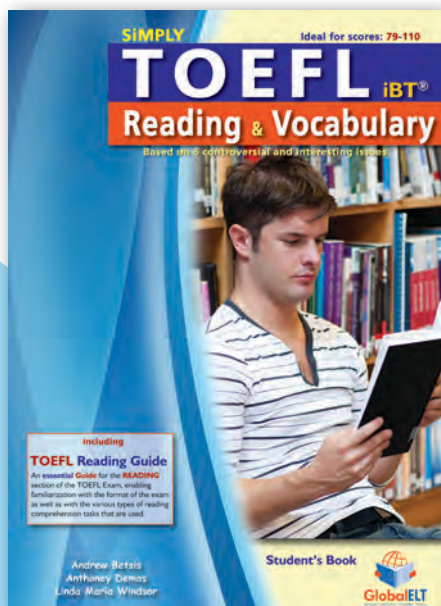
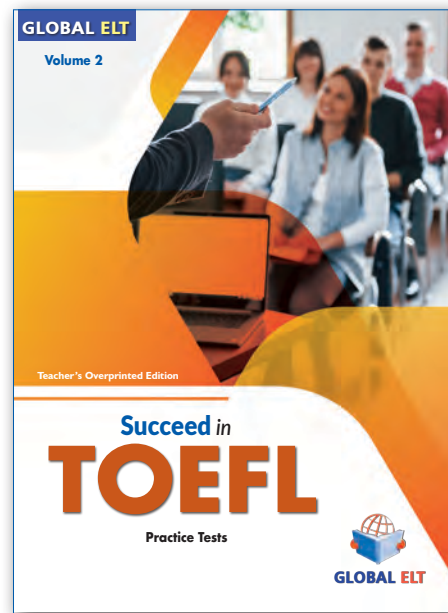
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Format
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Succeed in TOEFL Practice Tests:

- Two new books (Volume 1 & Volume 2) for the **NEW July 2023 TOEFL iBT® format** with **4 complete** Practice Tests each
- **Self-Study Edition that includes:**
 - Writing Supplement with Sample Answers for all the writing tasks
 - Answer Explanations for the Listening and the Reading parts of each test
 - Audioscripts & Answer Key
 - Audio MP3 Audio QR codes for the Listening sections
- **Audio CDs** with complete audio track transcripts



**Available
May
2024**



Simply TOEFL Reading TOEFL iBT Score: 80-100

This book aims to help learners become familiar with the format of the TOEFL iBT Reading section and at the same time, gradually, increase their vocabulary and improve their reading comprehension skills. It provides students with plenty of reading texts and exam practice questions similar to the ones they will encounter in the actual TOEFL test.

Components:

- Student's Book - ISBN: 9781781640647
- Teacher's Book - ISBN: 9781781640654
- Self-Study Edition - ISBN: 9781781640661

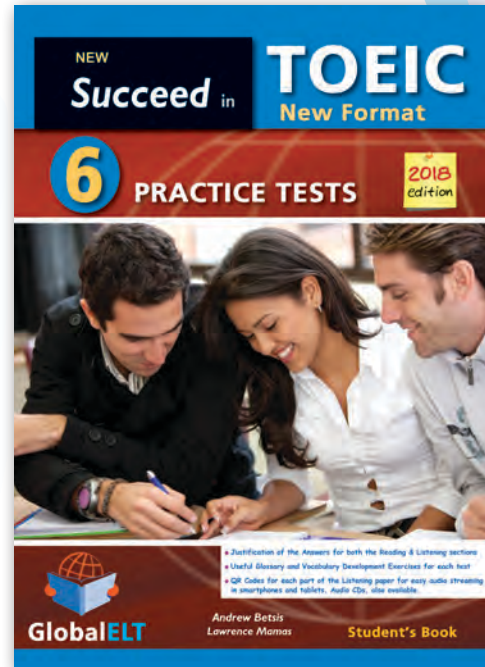
TOEIC

Succeed in TOEIC Levels B1- B2 - C1

- 6 TOEIC new format **Practice Tests** (Listening & Reading)
- **Audio CD** with all the Recordings for the Listening Section
- **Glossary & Vocabulary development Exercises** before Reading sections 5 & 6 and before Reading section 7.
- **QR Codes** for each part of the Listening paper, for easy audio **streaming** in smartphones and tablets. Audio CD also available.
- Recordings reflect a **variety of accents**
- **Self-Study Edition** available that includes:
 - Audio MP3 CD
 - Self-study Guide with detailed explanations for all the exam items in the Listening and the Reading Sections with **Justification** for **ALL** the **answers**, the **Audioscripts** and the **Answer Key**.

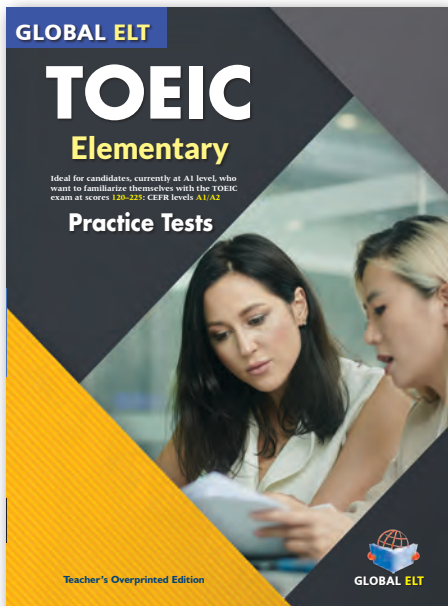
Components:

- Student's Book - ISBN: 9781781646113
- Overprinted Edition - ISBN: 9781781646120
- Audio CDs - ISBN: 9781781646144
- Self-Study Edition - ISBN: 9781781646137
(including the Self-study Guide & Audio CD MP3)



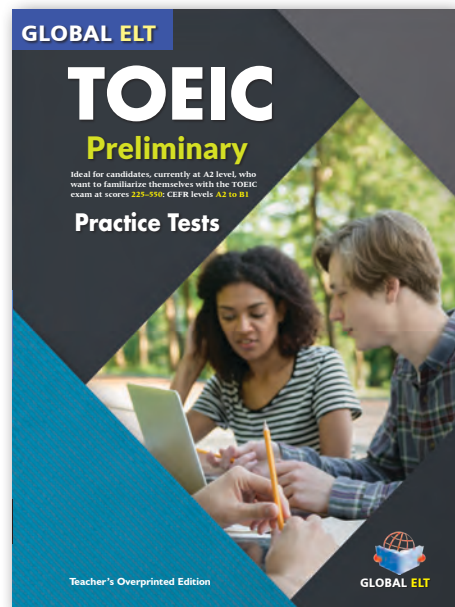
TOEIC Elementary: Target Level: A2/A2+

Ideal for candidates, currently at A1 level, who want to familiarize themselves with the TOEIC exam at scores 120–225: CEFR levels A1/A2



TOEIC Preliminary: Target Level: B1

Ideal for candidates, currently at A2 level, who want to familiarize themselves with the TOEIC exam at scores 225–550: CEFR levels A2 to B1



TOEIC Elementary & TOEIC Preliminary Practice Tests:

- This 2-level series is designed to help students take the first step toward mastering the TOEIC exam! The first exam preparation book in the series, **TOEIC Elementary**, with 4 Practice Tests, has been meticulously crafted for candidates aspiring to familiarize themselves with the format of the TOEIC exam.
- In both books the test length has been condensed and the level of English has been adjusted accordingly, while ensuring the comprehensive coverage of essential language skills.
- Users of this book will embark on their TOEIC journey with confidence and make the most of this tailored practice test book.

Linguaskill

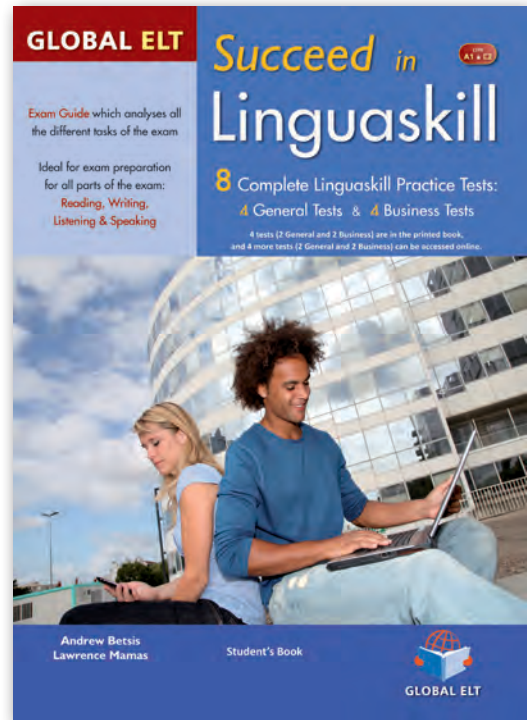
Succeed in Linguaskill: Exam preparation for the Linguaskill exam

- 2 Linguaskill General & 2 Linguaskill Business Practice Tests in the printed book.
- Candidates can access online 2 more General & 2 more Business Practice Tests using the PASSCODE on page 1 of the printed book.
- All the exam task types of the Linguaskill exam are included in each of the 8 Practice Tests.
- A practical Exam Guide presents all the different tasks of the exam, step by step.
- QR codes are included, in order to help students listen to the audio files using their mobile phones. Audio CDs are also available
- Self-Study edition available with a Self-Study Guide that includes: the Audioscripts and a full Answer Key.

Model Answers for the Writing & Speaking tasks, and explanations for the answers (Reading & Listening tasks), can also be found online.

Components:

- Student's book - ISBN: 9781781646908
- Overprinted Edition with answers - ISBN: 9781781646915
- Self-Study Edition - ISBN: 9781781646922
- Audio CDs - ISBN: 9781781646939



Linguaskill

- CEFR level:** Below A1 to C1 or above
Test format: Online modular test
Skills tested: Reading & Listening (combined), Writing, Speaking

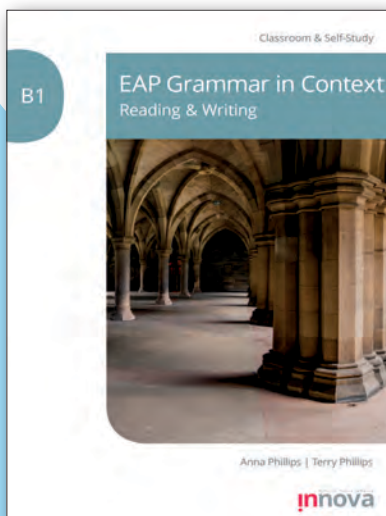
Linguaskill General

It tests general everyday English. It is more suitable for university/school admission.

Linguaskill Business

It tests English used in business. It is more suitable for companies that might use it for recruiting employees.

EAP Grammar of English for Academic Purposes



This book, improves the basic Grammar of English for Academic Purposes.

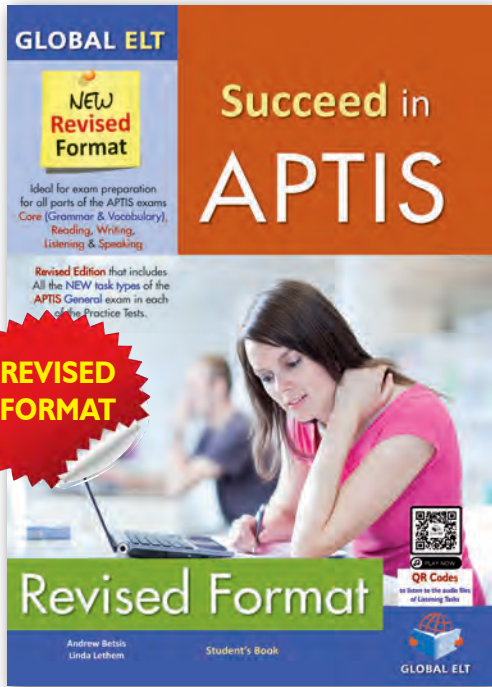
It has 30 double-page spreads which can be used

- in class
- in the flipped classroom
- for self-study

and includes full answer keys to help the teacher and the self-study student.

- EAP Grammar in Context: Listening & Speaking B1 - ISBN: 9781787680432

Aptis



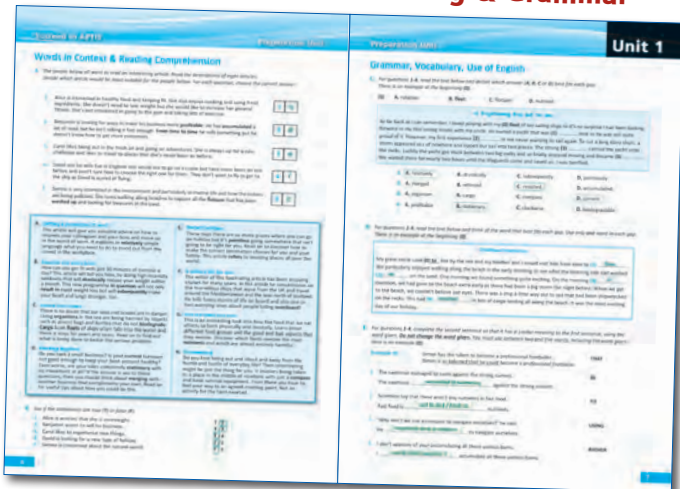
**REVISED
FORMAT**

- **6 Preparation Units** & 6 complete **Practice Tests**
- **Revised Edition** that includes all the NEW task types of the **APTIS General** exam in each of the **Practice Tests**.
- Each of the Preparation Units introduce new **Vocabulary** with an illustration, a definition (*in easy to understand language*) and an example sentence. Easy Vocabulary Exercises follow each set of the Key Words.
- A reading text in each unit gives the students the chance to see how the Key Words are used **in context**, and also to practise answering **Reading Comprehension** questions.
- **Grammar** activities and more Vocabulary exercises (*which cover all the Key Words*) follow the reading text in each unit.
- **QR codes** are included, in order to help students listen to the audio files using their mobile phones.
- **Self-Study edition** with a Self-Study Guide that includes: the Audioscripts and a full Answer Key.

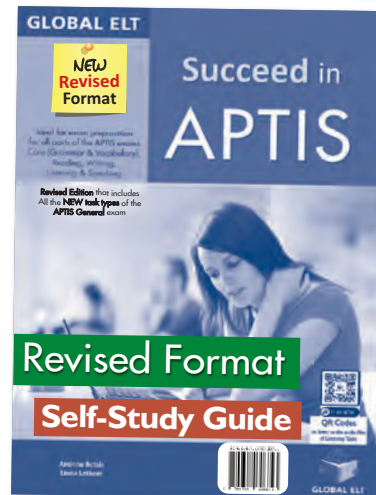
Vocabulary Building



Words in context and Reading & Grammar



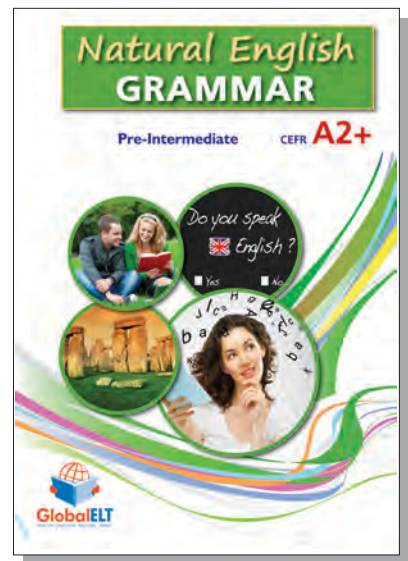
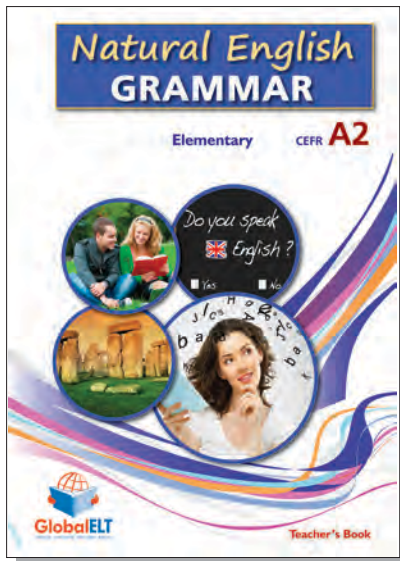
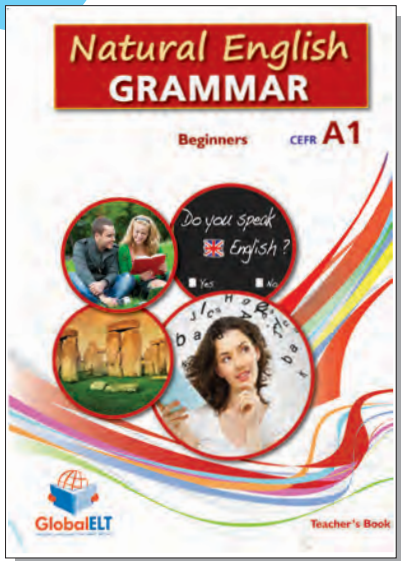
Speaking Section



Components:

- Student's book - ISBN: 9781781648629
- Overprinted Edition with answers - ISBN: 9781781648636
- Self-Study Edition - ISBN: 9781781648643
- Audio CDs - ISBN: 9781781648650

Natural English Grammar - Levels: A1 to A2+



Unit 2b

used to / would - be / get used to

Samantha: Oh, look! I used to be so athletic when I was at school. I used to exercise two hours a day and I never got tired.

Tammy: Well, I never used to care about my appearance back then!

Kimberly: Look at me! I would spend hours in front of the mirror. I put on so much make-up that I looked funny.

Samantha: Who took that picture?

Tammy: Mitch, did.

Kimberly: Really? I used to go out with him. We would go dancing on Tuesdays and Saturdays.

Tammy: Are you sure? Because I used to date him as well. We would meet at a pub every Monday and Thursday.

Samantha: You must be joking. Mitch was my boyfriend. We would meet on Wednesdays and Fridays and go roller-skating together.

Kimberly: I wonder what he used to do on Sundays!

used to / would

We often use **used to + infinitive** to talk about a situation or habit in the past:
I used to be an athlete when I was at school. I used to date him.

We use **didn't use to + infinitive** to form questions and negative sentences:
Did she use to be athletic? She didn't use to be athletic.

We can use **would + infinitive** instead of **used to + infinitive** to talk about a habit or a repeated action in the past:
We would meet at a pub every Monday.

Warning Note Never use **would + infinitive** to talk about states in the past.
(She would be fat when she was young.)

be/get used to

We use **be used to + noun/gerund** to talk about a situation or habit we have become accustomed to:
I am used to exercising two hours a day.

We use **get used to + noun/gerund** to talk about the process of becoming accustomed to a new situation or habit:
I've got used to eating less.

Unit 2b

used to / would - be / get used to

Exercise A
Fill in the blanks with **used to** and a verb from the box.

work - be - meet - live - bring - drive

- Marion used to be very sociable when she was in college.
- Gary and Heather used to live in Prague.
- My uncle used to drive fast and dangerously when he was young.
- We used to meet every afternoon and play tennis together.
- When I met her, she used to work very long hours.
- You used to bring me flowers but you don't any more.

Exercise B
Use the correct form of **used to** to write sentences.

- she - not travel - abroad - a lot? Didn't she use to travel abroad a lot?
- Hilda - not speak English - so well. Hilda didn't use to speak English so well.
- John - not be - so rude. John didn't use to be so rude.
- we - live - in this neighbourhood. We used to live in this neighbourhood.
- it - rain - so often - in this area? Did it use to rain so often in this area?
- Estelle - work - for her uncle. Estelle used to work for her uncle.
- you - not exercise - every morning? Didn't you use to exercise every morning?
- I - never - go out - on weekdays. I never used to go out on weekdays.

Exercise C
Fill in the blanks with **used to** or **would**. In some cases both choices are possible.

- My parents used to/would give a party on their anniversary every year.
- My neighbour used to be rich and famous.
- When I was a child, I used to believe in ghosts.
- Grandpa used to/would bring us presents every Christmas.
- The Fords used to have a dog when they lived in the cottage.
- Bradley used to/would call me every day when he was in the army.
- I never used to like sweets, but I do now.
- We used to/would spend the whole summer on the island when we were

- **PRESENTATION:** Colourful illustrations and humorous situations or dialogues are used to present each new grammatical item.
- **REFERENCE TABLES:** Grammatical points are presented in clearly laid out tables highlighting each new structure.
- **EXERCISES:** There is a wide range of exercises giving students ample opportunity to practise the grammatical point presented in each unit.
- **WARNING NOTES:** Notes draw students' attention to any exceptions, or clarify any troublesome areas.
- **GRAMMAR THEORY:** There is a special section at the end of each book, explaining all of the grammatical structures and functions.
- **REVISION TESTS:** Revision Exercises and Progress Tests are available, providing further consolidation of the grammar taught.

Unit 5

much - many - a lot of/lots of - plenty of - little/a little - few/a few

Exercise A
Fill in the blanks with **much** or **many**.

- There aren't many apples in the basket.
- Are there many gifts in your bag?
- They eat much spaghetti in the canteen.
- They aren't many people left in the world.
- There aren't much traffic on the road this morning.
- There isn't much milk in the bottle.

Exercise B
Look at the picture and write sentences with a lot of, a little, a few and the words in the box.

cherries - lemons - white - eggs - butter - grapes - apples - cheese - bananas

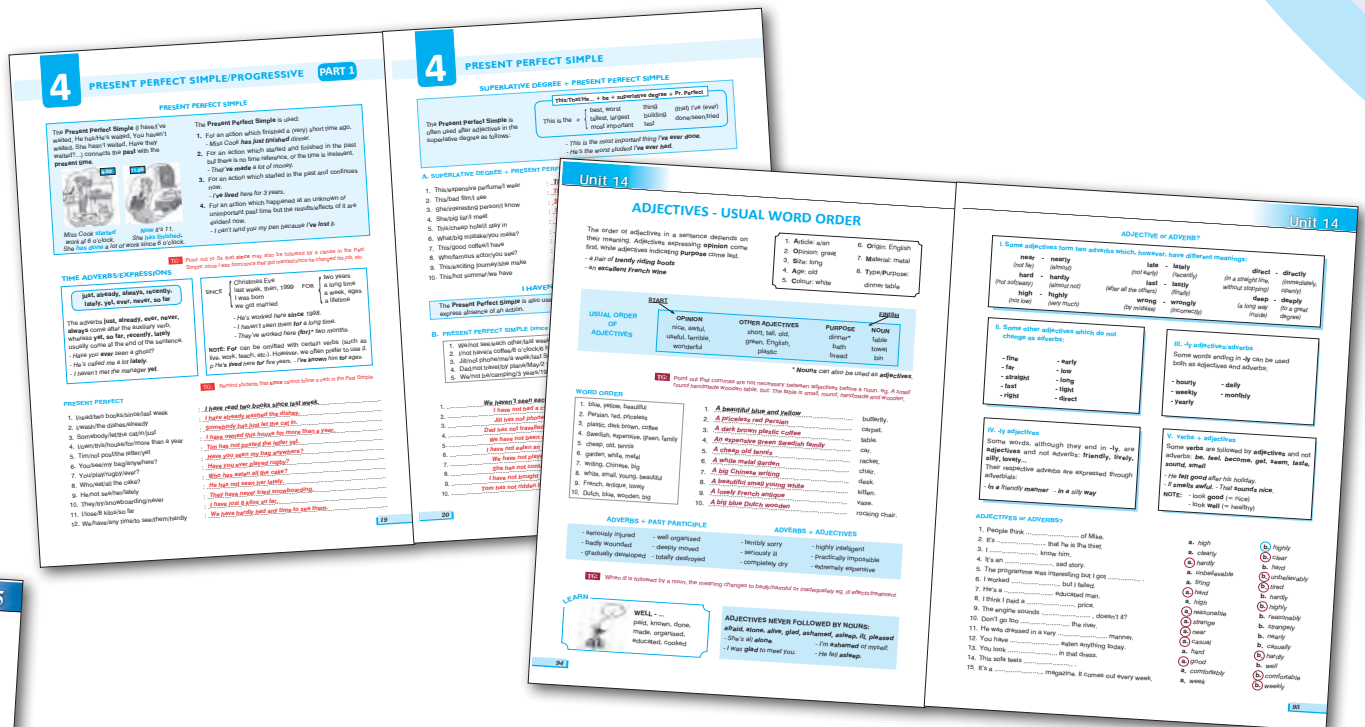
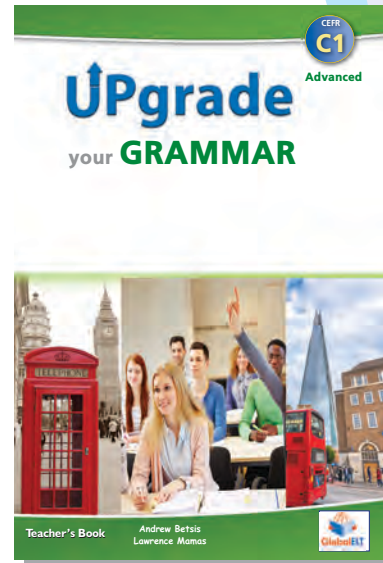
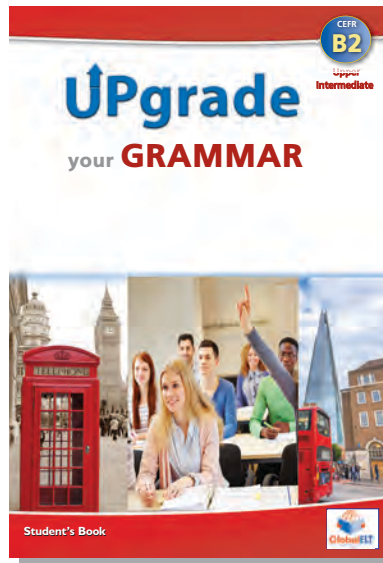
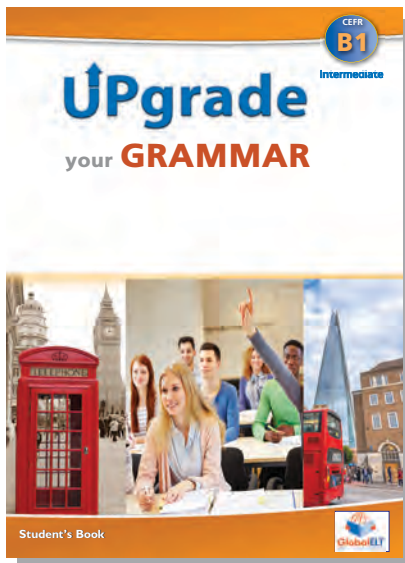
Exercise C
Match the questions to the answers.

- How many eggs did you buy? B
- Did you have a good time at the park? A
- How much pepper did you put in that soup? C
- Did he make many mistakes in the test? D
- How much money have you got? E
- How many people were there at the concert? F

Components:

- Natural English Grammar **Beginners** Student's Book - ISBN: 9781781640043
- Natural English Grammar **Beginners** Teacher's Book - ISBN: 9781781640050
- Natural English Grammar **Beginners** Self-study edition - ISBN: 9781781641064
- Natural English Grammar **Elementary** Student's Book - ISBN: 9781781640067
- Natural English Grammar **Elementary** Teacher's Book - ISBN: 9781781640074
- Natural English Grammar **Elementary** Self-study edition - ISBN: 9781781641071
- Natural English Grammar **Pre-intermediate** Student's Book - ISBN: 9781781640081
- Natural English Grammar **Pre-intermediate** Teacher's Book - ISBN: 9781781640098
- Natural English Grammar **Pre-intermediate** Self-study edition - ISBN: 9781781641088

Upgrade your Grammar - Levels: B1 - B2 - C1



● **Upgrade your Grammar** is a 3-level Grammar series (Levels: **B1 - B2 - C1**).

● All three books in the series provide thorough practice on grammatical structures through a wide variety of popular task types, including exam-format exercises and oral drills.

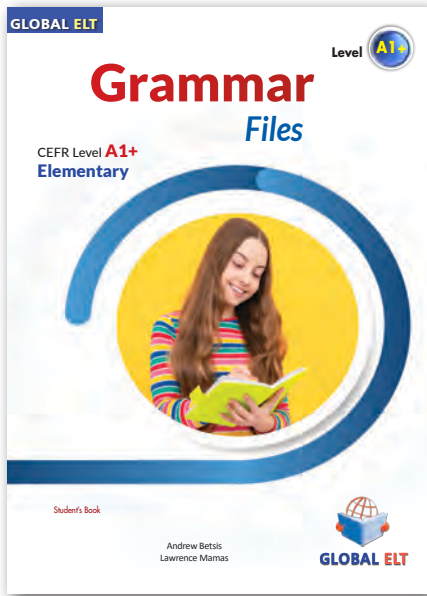
● Clear, concise presentation of grammar is designed to reflect new teaching methods and takes into serious consideration the age, learning ability and cognitive level of students. The language used is simple and comprehensible and the presentation of the theory is graded in difficulty.

● In addition to grammar, attention has been given to systematic **vocabulary building** through related word groups.

Components:

- Upgrade your Grammar - Level B1 - Student's Book - ISBN: 9781781642641
- Upgrade your Grammar - Level B1 - Teacher's Book - ISBN: 9781781642658
- Upgrade your Grammar - Level B2 - Student's Book - ISBN: 9781781642665
- Upgrade your Grammar - Level B2 - Teacher's Book - ISBN: 9781781642672
- Upgrade your Grammar - Level C1 - Student's Book - ISBN: 9781781642801
- Upgrade your Grammar - Level C1 - Teacher's Book - ISBN: 9781781642818

Grammar Files Levels: A1+ - A2 - B1 - B2 - C1



Key Features:

- The Grammar Files series consists of 5 Books, 64 pages each, for CEFR Levels: A1+ Elementary, A2 Pre-Intermediate, B1 Intermediate, B2 Upper Intermediate, C1 Advanced
- Each unit starts by briefly introducing a new Grammar point. Then students have to practise through a variety of grammatical exercises.
- These books can also be used as Time Fillers; ideal for these extra minutes when teachers have some time at the end of a lesson, or want to revise a specific Grammar point.
- All books in this series have also been designed to meet the requirements of any ELT exam at the appropriate level. Although Grammar is not tested directly or explicitly in most exams, it is, however, tested indirectly throughout, in the Reading, Listening, Speaking and Writing sections of any exam. Students can gain or lose points based on their command of English grammar; therefore, it would help to undertake a general review of English grammar while preparing for any English language exam.




Grammar Files: A2

UNIT 1
REFLEXIVE PRONOUNS I

We use reflexive pronouns when the object is the same person or thing as the subject of the verb in the same clause.
E.G. The boy taught himself to play chess.
The boy is both subject (He taught...) and object (... taught himself)
Reflexive pronouns are also used after prepositions.
E.G. Are you talking to yourself?



SUBJECT PRONOUNS	REFLEXIVE PRONOUNS
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves



EXERCISE 1

Fill the gaps with the correct pronouns from the box above.

1. He saw _____ on television.
2. I cut _____ with a knife.
3. Did you hurt _____, Jane?
4. The fridge switches _____ on and off automatically.
5. She's looking at _____ in the mirror again.
6. Did they enjoy _____?
7. You all must learn to look after _____.
8. We bought some new clothes for _____.

4 THE GRAMMAR FILES

UNIT 1
REFLEXIVE PRONOUNS I

(a) Martina made herself a sandwich.
(b) Martina made the sandwich by herself / on her own.
(c) Martina made the sandwich while she was on her own in the kitchen.
In the first sentences, (a), Martina made the sandwich and she is also the person who will eat the sandwich.
In the second sentence, (b), it is clear that Martina made the sandwich without help from anyone.
In sentence (c), the meaning is that Martina was alone when she made the sandwich.

EXERCISE 2

Rewrite the following sentences, using *by* and a reflexive pronoun, as in the example.
E.G. I made this jumper on my own. I made this jumper by myself.

1. We put up the tent on our own.

2. The dog sleeps on its own in the kitchen.

3. My baby daughter can now climb the stairs on her own.



4. I think the boys should cook dinner on their own.

5. You and your friends should go and play on your own.

6. I don't need your help; I'll fix the car on my own.

7. Did you really make this bread on your own?

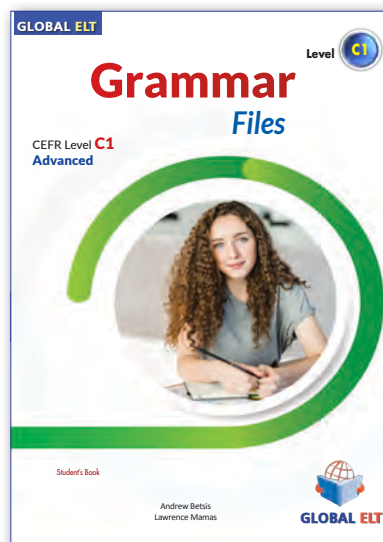
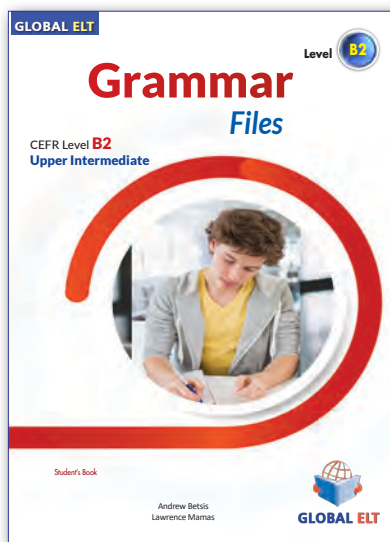
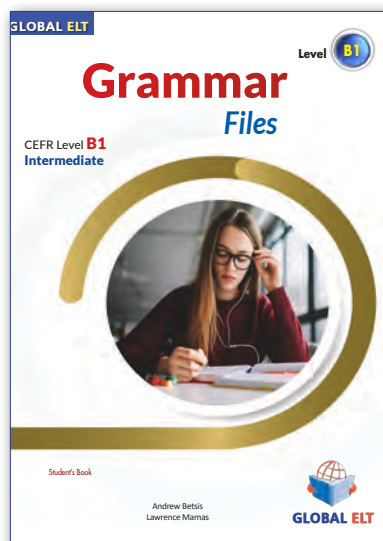
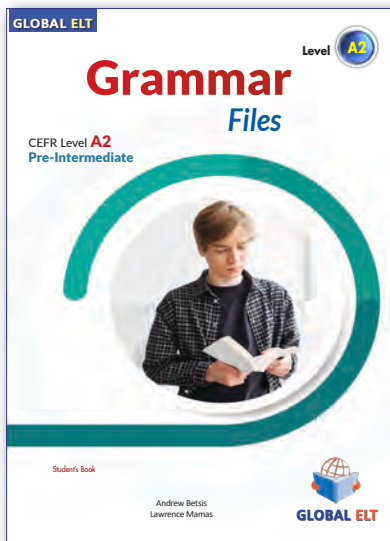
8. When he gets older, he'll be allowed to go shopping on his own.

5 THE GRAMMAR FILES

Grammar Files

Levels: **A1+ - A2 - B1 - B2 - C1**



Grammar Files: B1

**NEW
2024**

UNIT 1 ADJECTIVES


EXERCISE 1

We often use the verb *get* + adjective to mean *become*.
E.G. 'I get **tired**' as in 'I get **tired** when I stay up late.'

Complete the sentences below by filling the gaps with the correct word from the list.

embarrassed old angry used to annoyed bored fed up sleepy hungry wet

- She gets **bored** when she's got nothing to do.
- They get **hungry** when it's nearly dinner-time.
- I know I'm getting **old** when I start to forget things easily.
- I got **fed up** with stamp collecting, so I found a new hobby.
- You get **sleepy** after a heavy meal.
- I got **used to** my new haircut after a while.
- He gets **embarrassed** if he has to talk in front of a group of people.
- I get **annoyed/angry** when my brother rides my bicycle.
- She gets **angry/annoyed** if people are rude to her.
- I will get **wet** if I don't take my umbrella.




EXERCISE 2 | ADJECTIVES AND PREPOSITIONS

Which of the following adjectives are followed by *with* and which by *of*? Sort them into two groups.

crowded ashamed proud fed up terrified fond disappointed jealous friendly tired pleased angry


adjective + with	adjective + of
crowded	ashamed
fed up	proud
disappointed	terrified
friendly	fond
pleased	jealous
angry	tired



UNIT 1 ADJECTIVES

Now complete these sentences with the appropriate adjective and preposition combination.

- Everyone is **jealous** of Mandy because she's rich, good-looking and successful.
- I'm **ashamed** of my car. Everyone in my street has got a Porsche, but I've only got a Mini.
- Shelley got an 'E' for her composition. She was **disappointed** with the result.
- He's been **friendly** with Jonathan for years. They used to play in the same rugby club.
- The bus was **crowded** with people, so I walked to work instead.
- Heather was **fed up** with her natural hair colour, so she dyed her hair bright green.
- The footballers were very **pleased** with their away win.
- The man refused to climb the stairs as he was **proud** of heights.
- I'm very **fond** of animals. That's why I keep so many pets.
- She was very **angry** with her husband when she discovered he had been telling lies.
- The woman said that she was very **pleased** with the work done by the house painters.
- I'm **tired** of doing all the work and James getting all the credit for it.



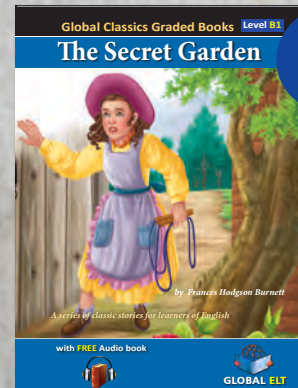
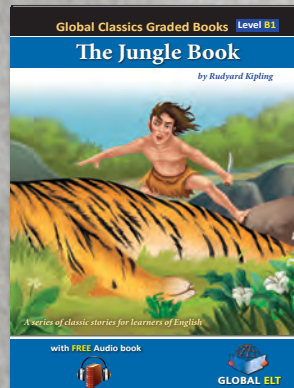
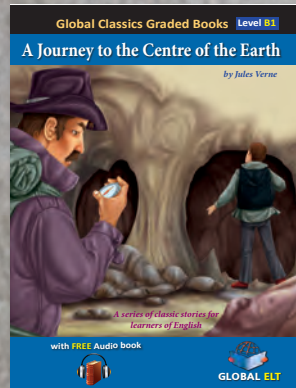
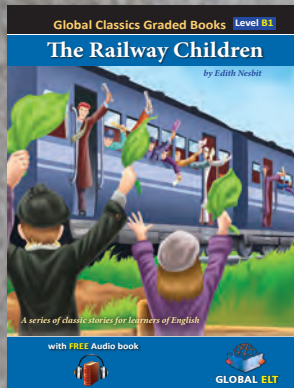
Components:

- 978-1-80537-137-3 Grammar Files A1 - Student's Book
- 978-1-80537-138-0 Grammar Files A1 - Teacher's Book
- 978-1-80537-139-7 Grammar Files A2 - Student's Book
- 978-1-80537-140-3 Grammar Files A2 - Teacher's Book
- 978-1-80537-141-0 Grammar Files B1 - Student's Book
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- 978-1-80537-146-5 Grammar Files C1 - Teacher's Book

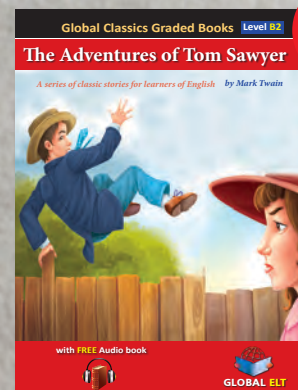
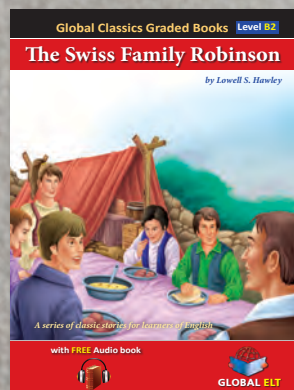
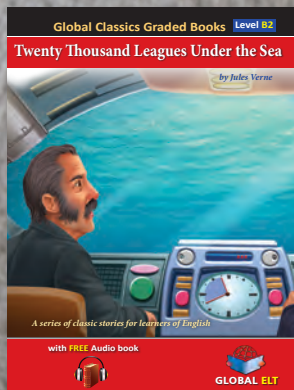
Classic Graded Readers

Key Features

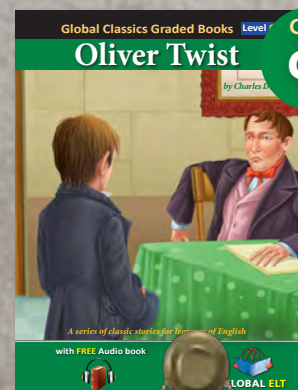
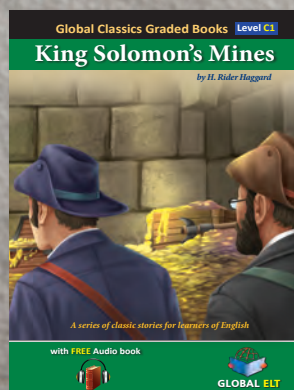
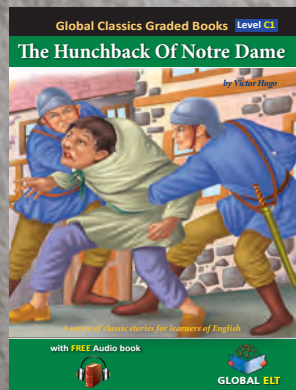
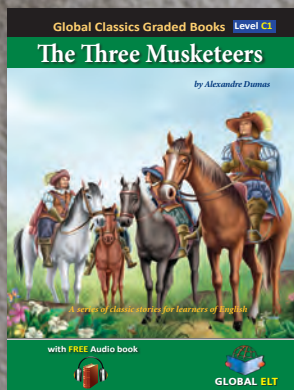
- Beautifully illustrated scenes for each chapter
- Carefully graded levels from Intermediate to Advanced (B1 to C1)
- Pre-reading and post-reading questions for each chapter that can function as suggested discussion topics (Preview and Review)
- Reading Comprehension questions
- Glossaries in simple English
- Revision Vocabulary exercises
- Theatre time section in which the story of the book is presented in a script form
- Audio recordings of the story (free online download)



CEFR
B1



CEFR
B2



CEFR
C1

A series of **classic stories for learners of English**. The stories have been written by **specialist ELT authors** to ensure that the level of the language is **carefully graded** to match the language ability of the learners.

NEW
B1 - B2 - C1
Classic Graded
Readers

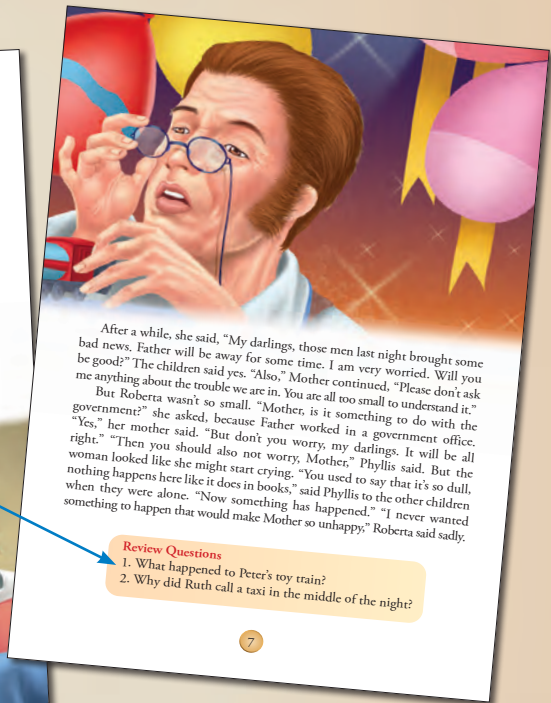
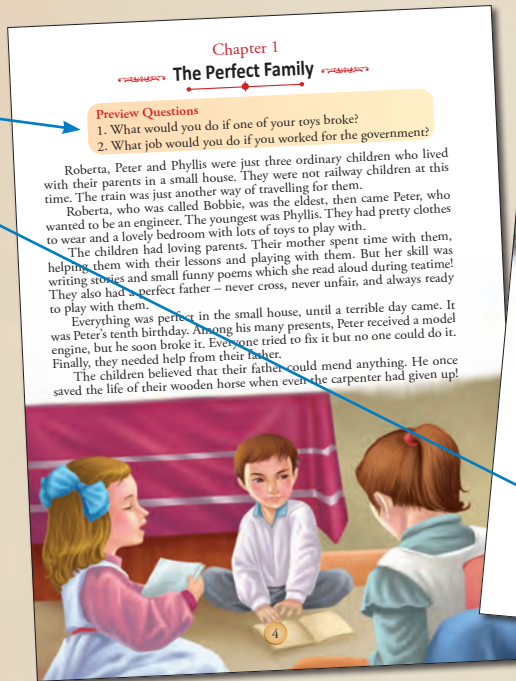
Classic Graded Readers

Global ELT Classic Graded Readers provide English language learners accessible adaptations of the greatest works of literature. English language learners of all ages will enjoy developing their vocabulary and reading fluency as they read these exciting classic stories. They are carefully designed to retell the stories using vocabulary and sentence structure appropriate for each grade level.

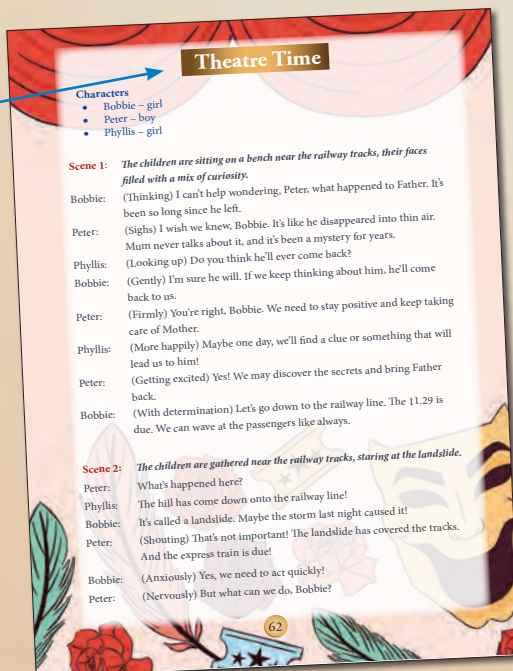
Each reader includes:

- **discussion questions** before (preview) and after (review) each chapter
- a **Glossary** of key vocabulary words
- a short **Playlet** for classroom performance
- an **MP3 CD** with the recordings in British English
- a **Workbook** with Reading Comprehension questions, Vocabulary exercises and a **Reading Journal**
- Extra: online **teachers' tips**

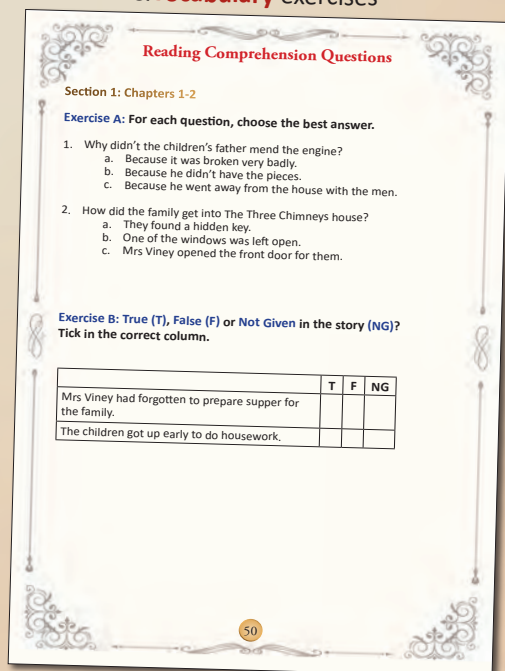
Preview and Review discussion questions at the beginning and the end of each chapter



Theatre time for classroom performance



Reading Comprehension questions & Vocabulary exercises

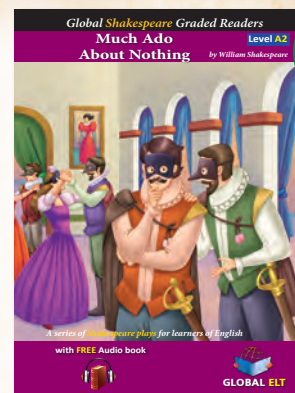
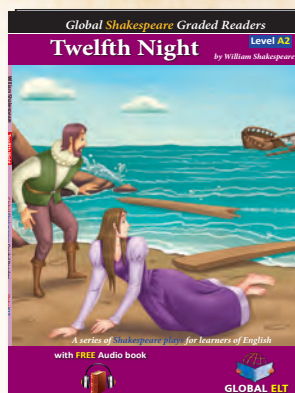
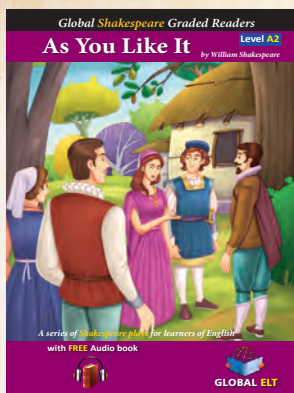


Shakespeare Graded Readers

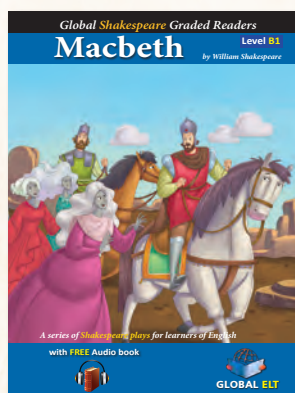
A series of Shakespeare plays for learners of English. The stories have been written by specialist ELT authors to ensure that the level of the language is carefully graded to match the language ability of the learners.

Each title offers:

- Beautifully illustrated scenes for each chapter
- Carefully graded levels from Elementary to Upper Intermediate (**A2 to B2**) so that learners get the right reading material for their ability
- Pre-reading and post-reading questions for each chapter that can function as suggested discussion topics (Preview and Review)
- Reading Comprehension questions and Glossaries in simple English
- Revision Vocabulary exercises
- Theatre Time section in which the story of the book is presented in a script form
- Audio recordings of the story that help learners improve their understanding and fluency. When readers scan the QR code included in their books, they're directed to the audiobook version.



CEFR
A2



CEFR
B1



CEFR
B2

Shakespeare Graded Readers

Each reader includes:

- **discussion questions** before (preview) and after (review) each chapter
- a **Glossary** of key vocabulary words
- a short **Playlet** for classroom performance
- an **MP3 CD** with the recordings in British English
- a **Workbook** with Reading Comprehension questions, Vocabulary exercises and a **Reading Journal**
- Extra: online **teachers' tips**

Global Shakespeare Graded Readers

MP3 QR CODES
for the narration
of the story

Review questions
at the end of
each chapter

Section 1: Chapter 1

Marry Demetrius ... or Die!

In the city of Athens a long time ago, Egeus lived with his daughter Hermia, a beautiful woman in her early twenties. In those days in Athens, a father chose the man that he wanted his daughter to marry. Egeus had chosen a young man called Demetrius.

However, Hermia did not love Demetrius. In fact, she was deeply in love with another young man called Lysander. She met him every day without her father knowing in a beautiful place with flowers and trees near her house.

One day, they were sitting together in their special place under an old tree when Lysander said to Hermia, 'Have you spoken to your father yet? About us getting married, I mean.'

Hermia looked at him sadly. 'I have,' she said. 'Then she told him about her conversation with her father ...'

'I said, "I don't want to marry Demetrius, Father."
'But he's in love with you!' my father said.
'But I'm not in love with him!' I replied.
'I knew my father would be angry, but I was not expecting his reply.
'You will marry Demetrius or you will die!'" he said.'

Lysander was shocked. 'Does your father really mean it?'

'At first,' said Hermia, 'I thought he was just saying something silly because he was angry. But he was serious. He told me there is an old law in Athens. If a daughter refuses to follow her father's wishes, she can be put to death. He said he had checked with Duke Theseus, who rules Athens.'

'What did you say to that?' asked Lysander.

'I said, "Then you must kill me!"' Hermia said.

'This is terrible!' said Lysander.

'I know,' said Hermia. 'He has given me four days to change my mind.'

Review Question
Who did Egeus want his daughter to marry?

4

Global Shakespeare Graded Readers
with **FREE** Audio book

Scan the QR code to listen to the narration of the story

A QR code is a two-dimensional barcode that can be 'read' using a special **FREE** app on any tablet or smartphone. It looks like the tablet, and hold it over the QR code, lining up the corners of the reader should direct you to a webpage where the narration of the story can be listened to, via a web-based player.

SCAN ME

Scan the QR code to listen to the narration of the story

Published by GLOBAL ELT LTD 2024
www.globeelt.co.uk
email: orders@globeelt.co.uk

A Midsummer Night's Dream - Global Shakespeare Graded Readers - Level B1 - ISBN: 978-1-80537-116-8

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2

Theatre time
for classroom
performance

Theatre Time

Scene 2: The Mistake

Puck is flying around looking for someone. He sees Lysander asleep on the ground.

Puck: (to himself) Where is he? Where is he?
(seeing Lysander)

Ah, here's a young man. He must be Demetrius. There is only one human male in the forest tonight.

(Puck pours juice into Lysander's eyes.)

Puck: Now he'll fall in love with Hermia. She is the only female human in the forest tonight.

(Puck flies to the side of the stage as Helena enters.)
(Helena enters quietly, seeing Lysander asleep.)

Helena: (quietly) Ah. There he is. I don't want him to see me.
(Helena turns to leave, but Lysander wakes up suddenly.)

Lysander: (waking up and seeing Helena) Stop! Who are you?
Helena: (turning slowly) It's only me ...

Lysander: Wow! I've never seen anyone so beautiful!

Helena: What? Are you joking? It's me, Helena!

Puck: (to himself) Oh, no! I've made a mistake!

Lysander: I love you!

Helena: (to herself) This is very strange.

Puck: (to himself) I must tell my master immediately!

51

Reading Comprehension questions
& Vocabulary exercises

Vocabulary Exercises

Section 4 Chapters 13-16

A. Circle the correct word for each space.

- Bottom looked ... with a donkey's head.
a. horrified b. dreadful c. embarrassed
- Titania fell under the ... of Oberon's spell.
a. affection b. reputation c. influence
- Finally, Oberon decided to ... Titania from the spell.
a. release b. clear c. allow

B. Write the correct word from the box in each space.

destroyed entertained law situation stared success

- Titania _____ at Bottom with love in her eyes.
- Titania's fairies _____ Bottom with songs, dances, food and drink.
- Oberon was delighted with the _____ of his trick.
- Theseus told Egeus that he would not apply the old _____ of Athens.

49

Motivating!

Engaging!

Fun!

Colourful!

Graded Readers for Young Learners
Levels: 1-5
(CEFR: Pre A1, A1, A1+, A2, A2+)

- For classwork or for one-to-one
- Detailed teacher & parent notes
- Free audio

Graded Readers for Young Learners

From CEFR A1 start...



Most common words in English

Repetition of common words

The Fox and the Grapes
The fox climbs the wall.
He thinks, "I can climb the wall."

He gets very close to the grapes.

What happens next? Read and choose.
1. The fox gets the grapes.
2. The fox falls down.
Look at the next page. Check.

...to CEFR A2 finish



Clear font

Simple sentence patterns

Repetition of information in different ways

The Boy and the Wolf
A boy is in a field.
He is looking after the sheep.
He is bored.
He thinks, "I'm bored."

He has an idea.
He thinks, "I have an idea."

What happens next? Read and choose.
1. The boy says, "Sheep! Sheep!"
2. The boy says, "Wolf! Wolf!"
Look at the next page. Check.

Dramatised audio: free MP3 downloads

Captions for new words

Graded Readers for Young Learners Levels: Pre A1 to A2+

Title	ISBN
The Frog	978-1-78768-000-5
The Lion and the Mouse	978-1-78768-001-2
The Boy and the Wolf	978-1-78768-002-9
The Chicken and the Bread	978-1-78768-003-6
The Bird and the Glass	978-1-78768-004-3
The Fox and the Grapes	978-1-78768-005-0
The Fox and the Bird	978-1-78768-006-7
The Chicken and the Sky	978-1-78768-007-4
The Rabbit and the Tortoise	978-1-78768-008-1
The Dog and the Meat	978-1-78768-009-8
The Dog and the Fox	978-1-78768-010-4
The Town Mouse and the Country Mouse	978-1-78768-011-1
The Three Pigs	978-1-78768-012-8
The Clever Horse	978-1-78768-013-5
The Man, the Boy and the Donkey	978-1-78768-014-2

Title	ISBN
The Princess and the Frog	978-1-78768-015-9
The Piper of Hamelin	978-1-78768-016-6
The Three Goats	978-1-78768-017-3
The Princess and the Pea	978-1-78768-018-0
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The Gingerbread Man	978-1-78768-021-0
The Ugly Duckling	978-1-78768-022-7
Sleeping Beauty	978-1-78768-023-4
Cinderella	978-1-78768-024-1
The King's New Clothes	978-1-78768-025-8
Jack and the Beanstalk	978-1-78768-026-5
Little Red Riding Hood	978-1-78768-027-2
Beauty and the Beast	978-1-78768-028-9

Loveable characters do silly and funny things

Perforated characters included so children can retell the story

Recurrent sentences

Children are challenged to predict "What happens next?"

Which of these sentences will start the next page?

Speech and thought bubbles = short version of story

Picture dictionary at end of story

- Detailed teacher & parent notes
- Free audio download

Picture dictionary

- a chicken
- a dog
- a pig
- a horse
- a cat
- a field
- sky
- snow
- fall
- walk
- run
- laugh
- cry

The Chicken and the Sky

The chicken and the pig run to the village.
The pig sees a dog.
He says, "Look! A dog!"
The chicken sees a cat.
She says, "Look! A cat!"
The chicken says, "Let's tell them!"

What happens next? Read and choose.
1. The chicken says, "The sky's falling!"
2. The chicken and the pig say, "The sky's falling!"
Look at the next page. Check.

Look! A dog!

Look! A cat!

Let's tell them!

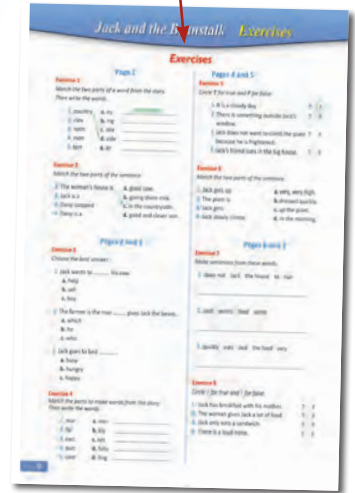
Global ELT Fairy Tales Graded Readers

Global ELT Fairy Tales is a graded reading series specifically written for children who learn English as a foreign language. The series is **aligned** to the **Common European Framework** (CEFR) and takes children from level **pre-A1** to level **A2**. This carefully structured series has been designed based on the **Cambridge Assessment English: Young Learners (YLE)** exams requirements and follows the official Wordlists and Syllabus of the **pre-A1-Starters**, **A1-Movers** and **A2-Flyers** exams.

There are **3 levels** in the **Global ELT Fairy Tales** series:

- Level 1 is pre-A1 (Starters)
- Level 2 is A1 (Movers)
- Level 3 is A2 (Flyers)

Reading Comprehension & Vocabulary Exercises carefully graded for the correct level



GRADE	TITLE
Level 1 Pre-A1 Starters	The Ugly Duckling
	The Frog Prince
	Rumpelstiltskin
	Snow White and the Seven Dwarfs
Level 2 A1 Movers	Beauty and the Beast
	Jack and the Beanstalk
	Little Red Riding Hood
	Thumbelina
Level 3 A2 Flyers	The King's New Clothes
	The Wizard of Oz
	Goldilocks & The Three Bears
	Alice in Wonderland

Components:

Print:

- Story Book
- Picture Glossary
- Reading Comprehension questions & Vocabulary Exercises

Online:

- The story as a downloadable audio book (British English) in MP3 format. Audio files for each Reader are available to download from www.globalelt.co.uk.
- Answer Keys

Wonderful illustrations and carefully **Graded Stories** appropriate for young learners' level of English and interests!



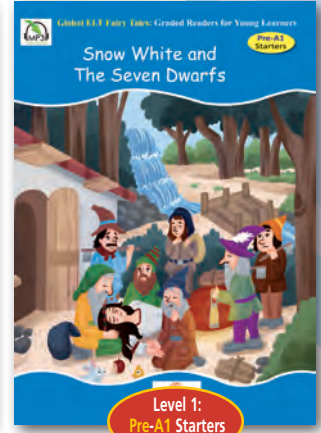
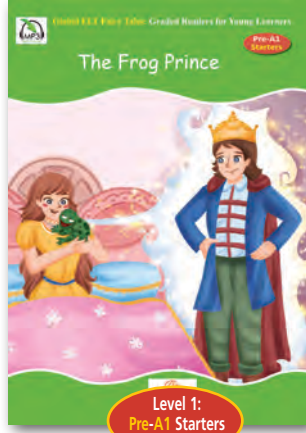
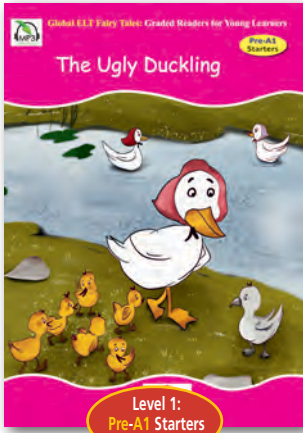
Picture Dictionary for the difficult words



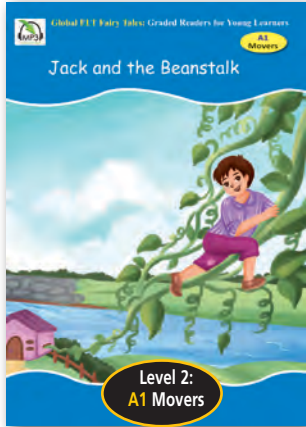
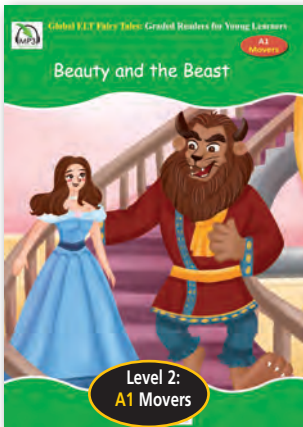
Global ELT Fairy Tales Graded Readers

This new series uses some of the most popular fairy tales of world literature that have been carefully adapted for English language learners, to bring English to life. The stories are beautifully illustrated with engaging illustrations, accompanied by a picture glossary which is followed by very simple **Reading Comprehension questions** and easy **Vocabulary Exercises**.

Level: pre-A1-Starters



Level: A1-Movers



Level: A2-Flyers



Christmas Graded Readers Levels: A1 to C1

A1

A1 Movers



- Santa Claus Loses His Clothes - Level A1 Movers - ISBN: 9781781648995

Christmas Graded Readers

A series of classic stories for learners of English. The stories have been carefully graded to match the language ability of the learners.

Each title offers:

- A beautifully illustrated scene of each chapter
- Carefully graded - Levels: (A1 to C1)
- pre-reading & post-reading questions for each chapter
- Glossaries in simple English
- Revision Vocabulary exercises and Reading Comprehension questions
- Audio CD with the Audio recordings of the story
- Free Guides with extra background information and Answer Keys

A2

A2 Flyers



- The Christmas List - Level A2 Flyers - ISBN: 9781781648988



Santa Claus is Kidnapped!

An adaptation of L. Frank Baum *A Kidnapped Santa Claus* Often called "one of Baum's most beautiful stories"



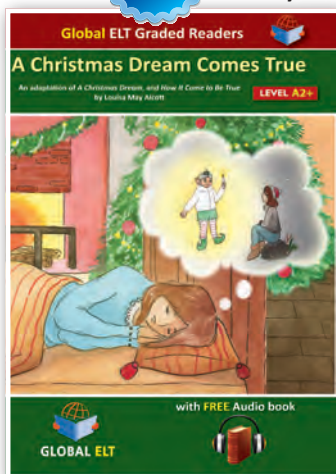
- Santa Claus is Kidnapped! - Level A2 - ISBN: 9781781648971



Graded Readers Levels: A2-B1-B2-C1

A2+

A2 Key



• **A Christmas Dream Come True - Level A2+**
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B1

B1 Preliminary



• **Scrooge: A Christmas Story - Level B1**
- ISBN: 9781781648957

B2

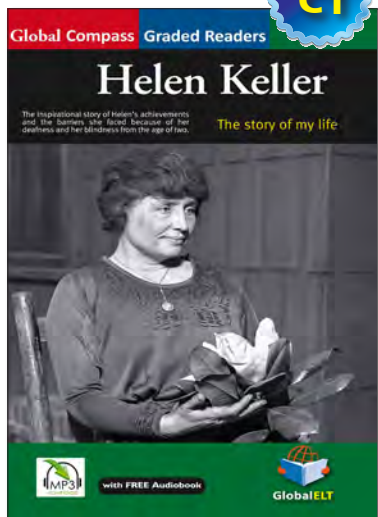


Two Christmas Short Stories at level B2

1. **A Story of Christmas Kindness** by Harriet Beecher Stowe
2. **Christmas in America in 1776** by Ann Hollingsworth Wharton

• **Christmas Short Stories - Level B2**
- ISBN: 9781781649015

C1

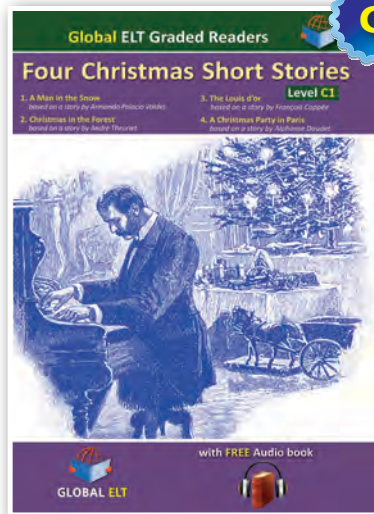


Graded Reader Level C1 Helen Keller 'The Story of my Life'

This biography of Helen Keller is a truly inspiring read for all English language learners. Keller's story is remarkable as she was left deaf and blind at the age of two. Thanks to her amazing teacher, Anne Sullivan, she learned not only to communicate, but to live a full and active life too. She even became known worldwide as a specialist educator and leading humanitarian figure and was co-founder of the ACLU (American Civil Liberties Union). Helen Keller received many awards for her lifelong achievements.

• **Graded Reader Level C1 Helen Keller - 'The Story of my Life'**
ISBN: 9781781647196

C1



Four Christmas Short Stories Level C1

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2. **Christmas in the Forest** by André Theuriet
3. **The Louis d'or** by François Coppée
4. **A Christmas Party in Paris** by Alphonse Daudet

• **Four Christmas Stories - Level C1**
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LanguageCert Exam Preparation Levels: A1 - A2 - B1 - B2 - C1 - C2

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There are **two different series** of exam preparation books for the LanguageCert Exams:

1) Succeed in LanguageCert:

Practice Tests for all levels of the exams. The tests replicate the LanguageCert exams in level, content, and format. They also include helpful guidance for the Writing tasks with Model answers and exam tips.

2) Simply LanguageCert exams:

Each book in this series consists of topic-based units that give students the chance to encounter all the different tasks of the exam and develop the skills and test techniques they need, in order to do well at the exam. **Extra** complete **Practice Tests** are also included in each book for further practice.



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B1



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B1

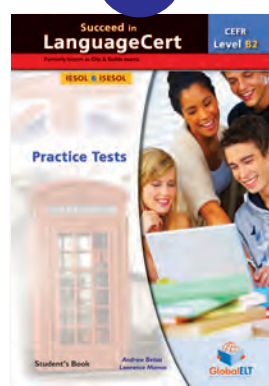


Simply Level CEFR B1

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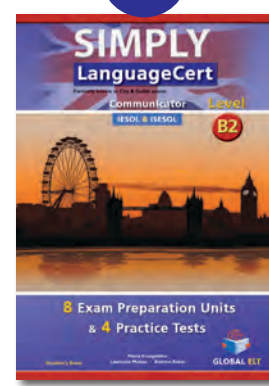
B2



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B2



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C1



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C1



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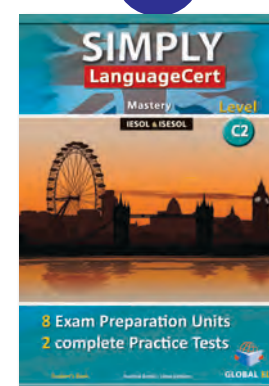
C2



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- Self-study Edition - ISBN: 9781904666376

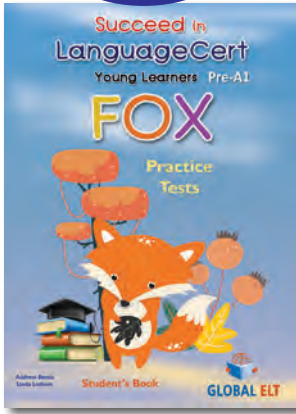
C2



Simply Level CEFR C2

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Pre-A1



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Young Learners ESOL Fox & Owl

Fox (at approximately pre-A1 level)
Owl (at approximately A1 level)

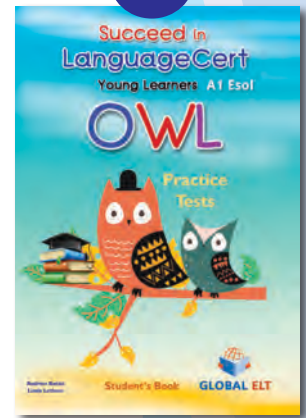
Exam Format

LanguageCert Young Learners ESOL Fox & Owl include 2 separate Written and Spoken exams:

The **Written Exam** consists of Listening, Reading and Writing sections and is available in Paper-based format.

The **Spoken Exam** is a short conversation with an interlocutor on topics of interest to children, such as their family, hobbies or daily-life situations.

A1



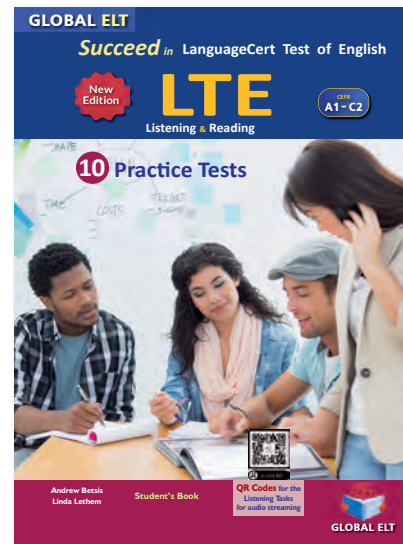
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Succeed in

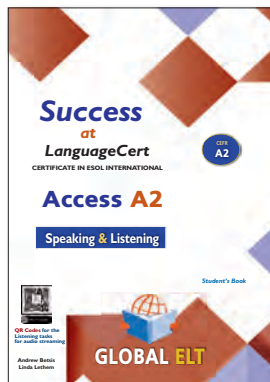
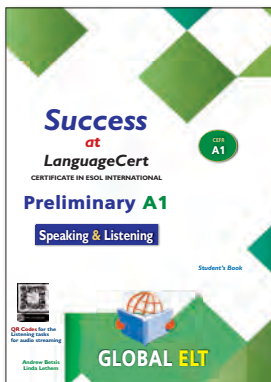
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LanguageCert International ESOL SELT (Speaking & Listening) Exam preparation



Online interactive version available.

LanguageCert International ESOL SELT (*Speaking & Listening*) exams are Ofqual regulated two-skill language tests designed specifically for UK visa and immigration purposes, available at levels A1, A2, B1.

Skills for English™ Practice Tests Levels: A1 - A2 - B1 - B2 - C1



LRN Global (Learning Resource Network) Practice Tests Levels: B1 - B2 - C1 - C2



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- Audio CDs - ISBN: 9781781645574
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Level CEFR B2

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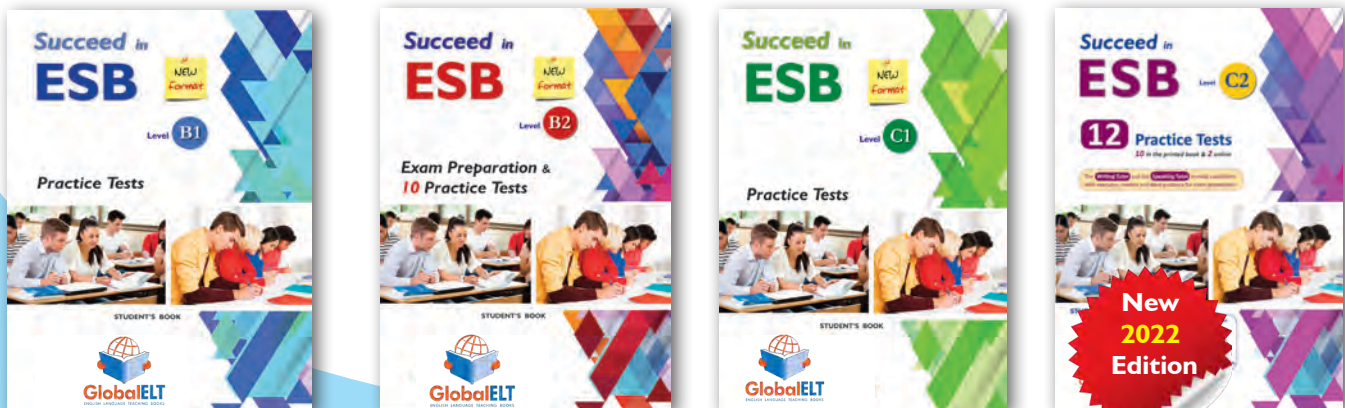
Level CEFR C1

- Student's Book - ISBN: 9781781645512
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Level CEFR C2

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ESB (English Speaking Board) Practice Tests Levels: B1 - B2 - C1 - C2



Level B1

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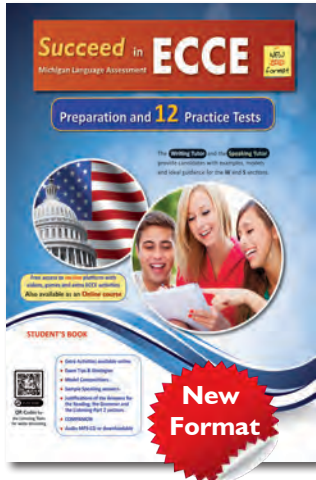
Level C1

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Level C2

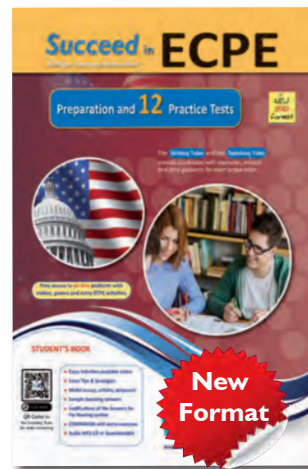
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MICHIGAN Language Assessment: ECCE - ECPE - MET

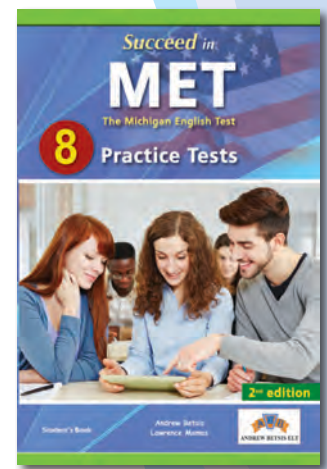


- Extra Activities online
- Exam Tips & Strategies
- Writing Tutor with Model Compositions
- Speaking Tutor with Sample answers
- QR Codes for the Listening section
- Justifications of the answers for Reading, Grammar & Listening

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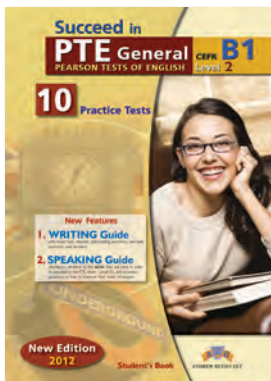


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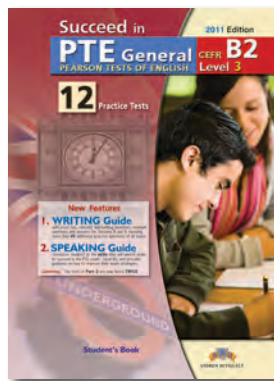


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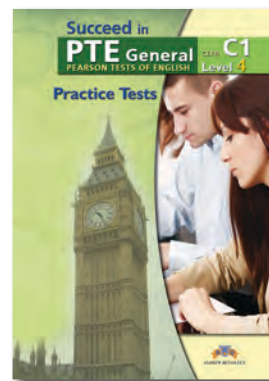
PTE General (Pearson Tests of English) Levels: B1 - B2 - C1 - C2



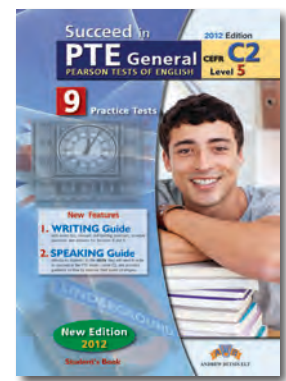
- Level 2 CEFR B1**
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- Level 3 CEFR B2**
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 - Teacher's Book - ISBN: 9789604135257
 - Audio CDs - ISBN: 9789604135264
 - Self-study Edition - ISBN: 9781904663751

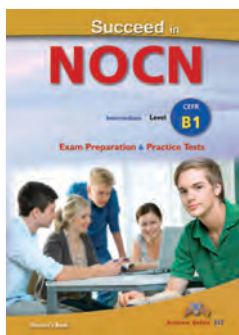


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 - Teacher's Book - ISBN: 9789604135011
 - Audio CDs - ISBN: 9789604135028
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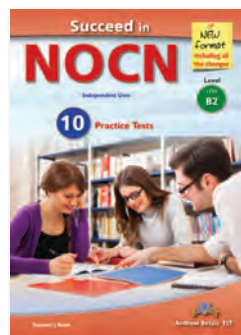


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 - Audio CDs - ISBN: 9789604134991
 - Self-study Edition - ISBN: 9781781640197

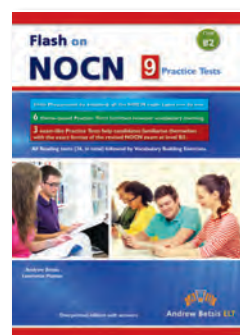
NOCN ESOL International Qualifications Levels: B1 - B2 - C1 - C2



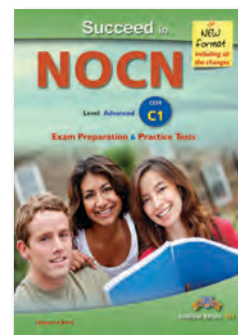
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The screenshot shows the Global ELT Learning Platform website. At the top, there is a navigation bar with links for Home, All Courses, Portal Guide, Additional E-Books, and Book Store. A search bar and a 'Sign in' button are also present. The main content area features a banner for 'Cambridge Exams Online courses' with a background image of a student studying. Below the banner, there is a section titled 'Our Featured Courses' which displays four course cards:

- Simply A2 Key for Schools - 8 Practice Tests**: 25 Modules, A2 Key, 2020 Format, B1 Preliminary.
- Smart Skills A2 Key - Exam Preparation for Schools**: 50 Modules, A2 Key.
- Smart Skills B1 Preliminary - Exam Preparation for Schools**: 56 Modules, B1 Preliminary.
- Succeed in A2 Key - 8 Practice Tests**: 25 Modules, A2 Key.

Idioms & Phrasal Verbs



Illustrated Phrasal Verbs

Levels **B1 & B2**

- This book aims to build up students' knowledge of Phrasal Verbs through full-colour illustrations. The Phrasal Verbs are recycled in each unit through a variety of exercises.
- It consists of 10 Unit and 2 Review Units (for units: 1-5, and 6-10)
- It is intended for intermediate/upper-intermediate level students (B1 and B2) who want to practise or revise their knowledge of this area of the language. It can be used in the classroom, or for self-study purposes.

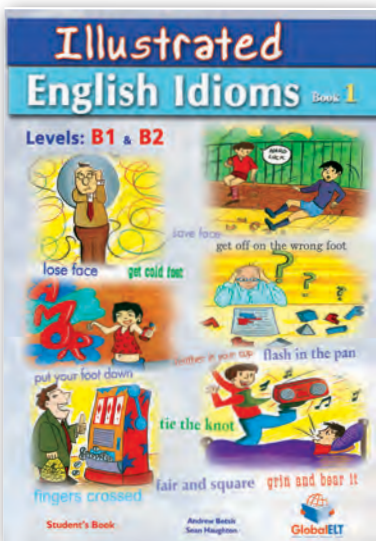


Common European Framework

A1 A2 **B1 B2** C1 C2

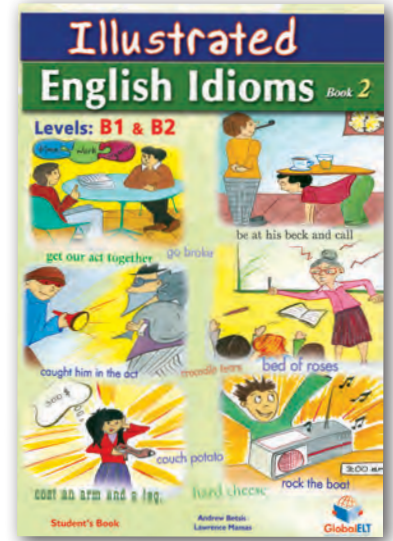
Components:

- Student's Book - ISBN: 9781904663041
- Teacher's Book - ISBN: 9781904663058



Illustrated Idioms BOOKS 1 & 2: B1- B2

- The most commonly used **Idioms** for Levels **B1** and **B2** have been selected to be included in these books and they are presented with the use of full-colour illustrations that show what each **Idiom** means and how it is used **in context**.
- The Idioms in each book are recycled in each unit through a variety of exercises such as matching, gap-filling, multiple choice etc.
- The books consist of 10 Units each, with **12** new Idioms in each unit, and 2 Review Units (for units: 1-5, and 6-10).



Illustrated Idioms - Book 2

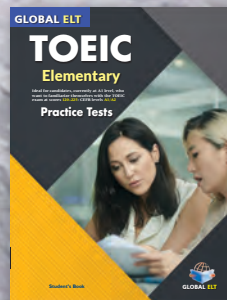
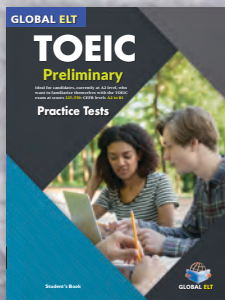
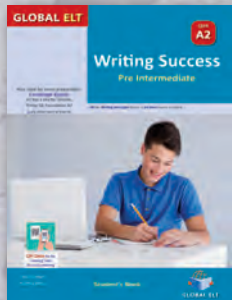
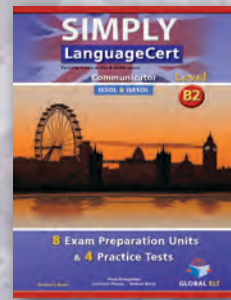
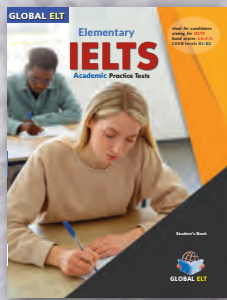
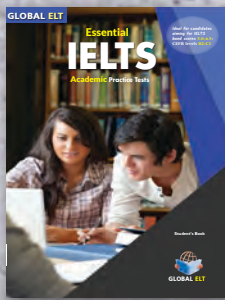
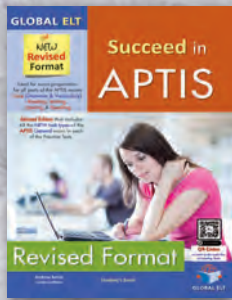
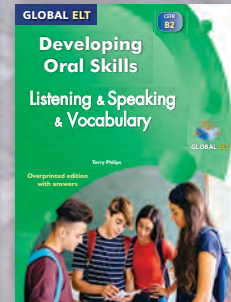
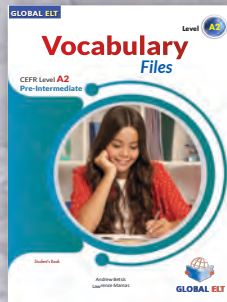
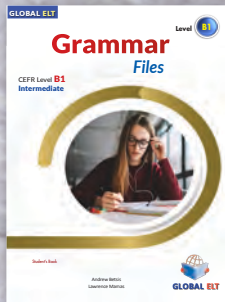
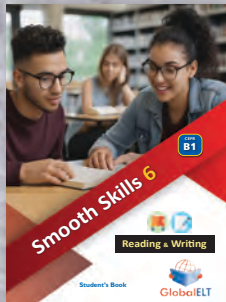
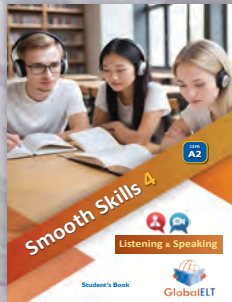
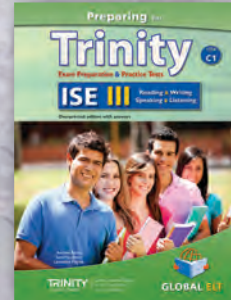
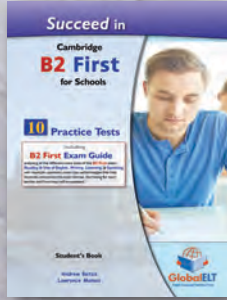
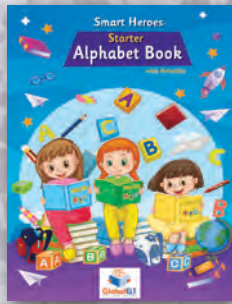
- Student's Book - ISBN: 9781781640982
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- Self-Study Edition - ISBN: 9781781641002

Illustrated Idioms - Book 1

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- Teacher's Book - ISBN: 9781904663324
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Common European Framework

A1 A2 **B1 B2** C1 C2



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