



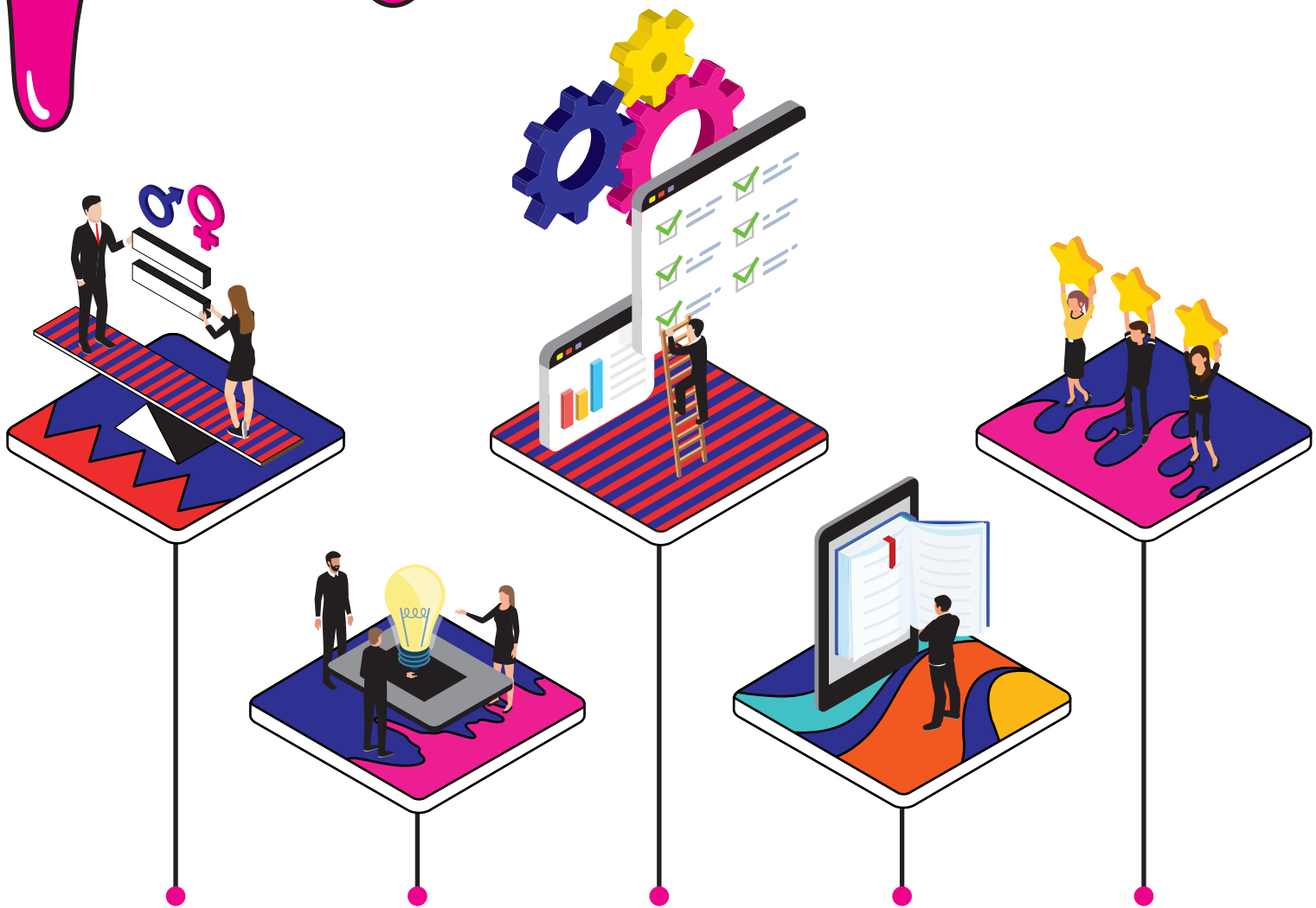
Express Publishing



2024



EXPRESS PUBLISHING AND THE LOMLOE



GENDER EQUALITY

- Maximum opportunity and involvement for all members of society
- Tasks to provoke spirited debate and discussion

MEDIATION

- From 1st of Primary right up to 2nd of Bachillerato
- Real-life, interpersonal communicative activities

LEARNING SITUATIONS

- Learning how to learn
- Real-world experiences which lead to real-world answers

COMPETENCES

- Cross-curricular skills for a complete learning experience
- Communicative approach
 - Cultural awareness and sensitivity

ASSESSMENT

- Guiding teachers on their assessments
- Useful rubrics to evaluate language knowledge & skills



CONTENTS

PRE-SCHOOL

PAGES: 08–15

PRIMARY

PAGES: 16–33

SECONDARY (ESO & BACHILLERATO)

PAGES: 34–51

YOUNG ADULTS & ADULTS

PAGES: 52–61

GRAMMAR

PAGES: 62–65

SKILLS

PAGES: 66–69

EXAMS

PAGES: 70–79

ESP

PAGES: 80–87

RESOURCE BOOKS

PAGES: 88–94

Key to symbols



Titles in accordance with the Common European Framework of Reference (CEFR)



Digital resources available on edebeON



LMS on edebeON+



Express DigiBooks:
Educational learning platform



Augmented Reality Application



Interactive Whiteboard Software /
DigiWB Software



ieBook: Interactive eBook



MULTI-ROM (Audio CD/DVD Video):
Video and audio material



DVD Video:
Video accessible by DVD players



CD-ROM/DVD-ROM:
Video, audio and exercises, accessible
by computers



Audio CD: Audio material



Teacher's CD-ROM:
Audio material and additional exercises
or tests



Flashcards / Story Cards



Digital Material:
Cross-platform application

Contact us



inquiries@expresspublishing.co.uk



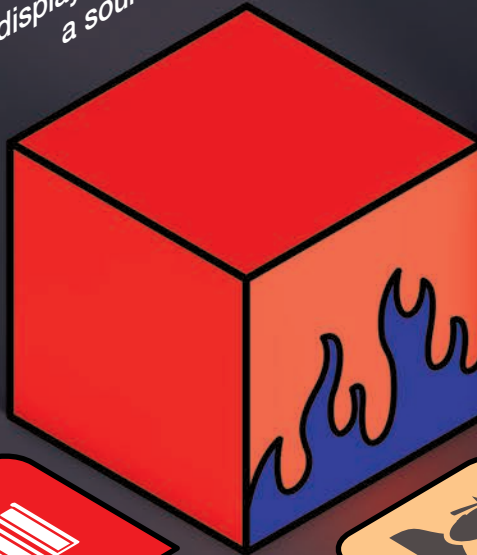
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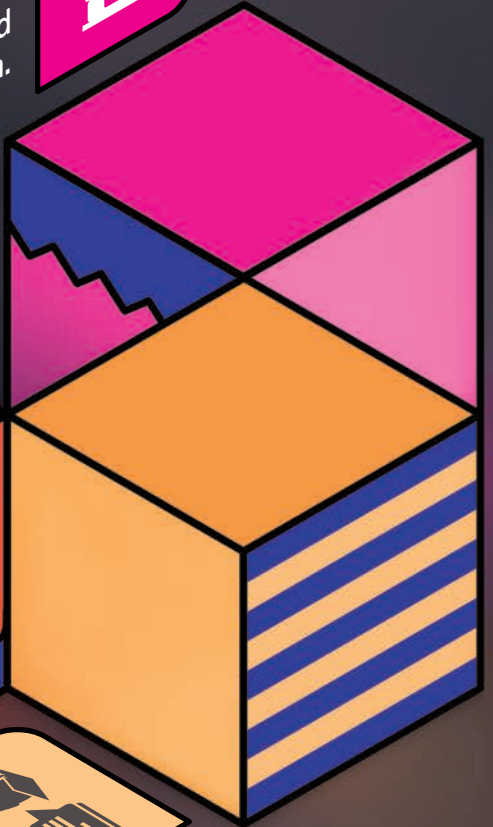
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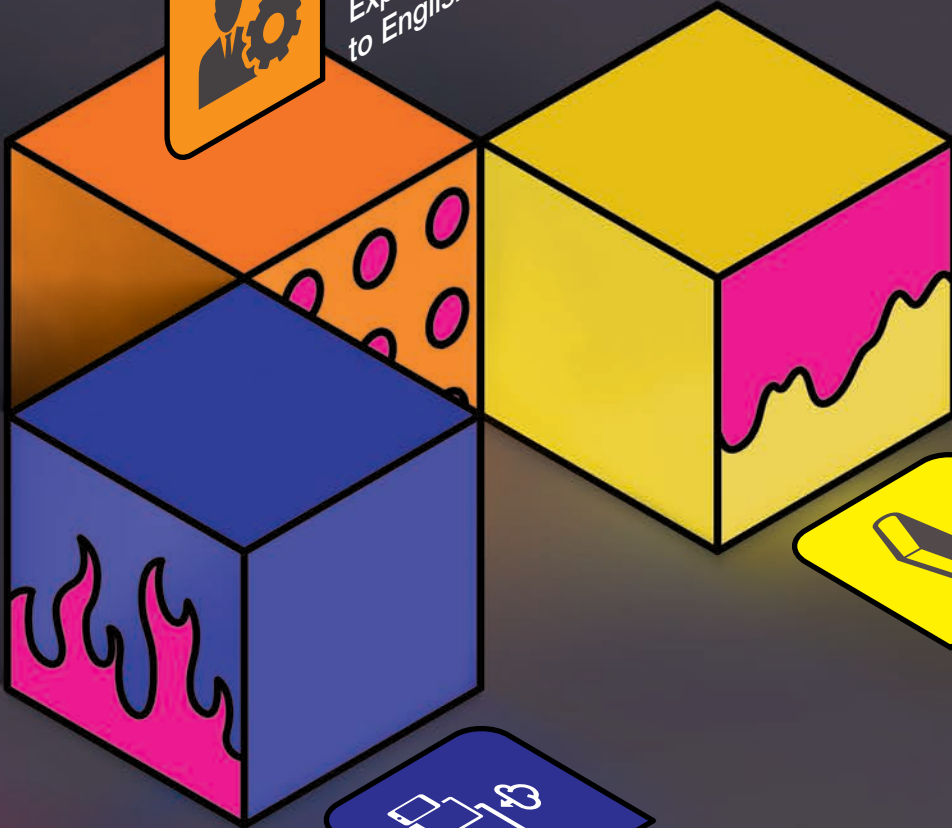
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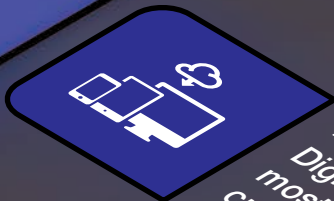
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FOCUS ON WHAT REALLY MATTERS!

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THERE'S MORE TO LEARNING WHEN TECHNOLOGY BECOMES AN ALLY—AND WE CAN HELP.

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IWB SOFTWARE

Display tasks and activities on the class's interactive whiteboard or share your screen during online lessons.

EXPRESS DIGIBOOKS

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RESOURCES

Tests, audio material, reinforcement activities and festivities sections, all available for **free download from our website.**

FOR
TEACHERS





EXPRESS DIGIBOOKS

Promote autonomous learning in a gamified environment! Instant feedback and progress-checking features empower and reward learners.



IEBOOKS

Here's your students' offline interactive self-study partner for extra language exposure!



ENGAGING MATERIAL

Foster engagement and provide a holistic learning experience with our Student's Books, Workbooks, Grammar Books and Readers.



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Teacher's Books, Workbooks, Grammar Books and supplementary resources cover your teaching needs and your students' learning goals.

FOR STUDENTS



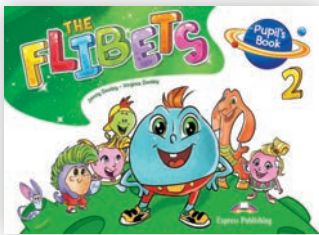
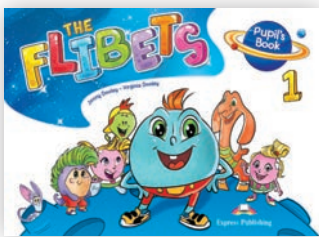
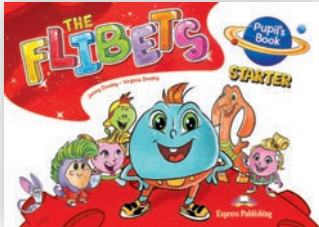
PRE-SCHOOL



LEVEL CHART

TITLE	CEFR LEVEL
The Flibets	PRE A1
Happy Hearts	PRE A1
Big Story Books	PRE A1





The Flibets

PRE-PRIMARY LEVEL
JENNY DOOLEY – VIRGINIA DOOLEY

The Flibets is a three-level course designed for pre-primary children. Zac and his friends introduce pupils to their fantasy world through English, engaging them with exciting stories and stimulating activities. It contains a combination of elements which fully support teachers in the classroom and make learning fun for pupils.

- ▶ CLIL lessons help learners explore the language learnt through familiar concepts from other subject areas, such as art, science, maths, etc.
- ▶ Values lessons develop pupils' social and interpersonal skills.
- ▶ Phonics pages (optional) introduce pupils to literacy skills and ensure correct pronunciation.
- ▶ Picture Flashcards, story cards, stickers, games, craftwork, songs & chants, and extra activity worksheets complete the course.
- ▶ Zac the puppet and banners accompany the course.

FOR THE PUPIL

- ▶ Pupil's Book with Stickers
- ▶ Activity Book
- ▶ Certificate
- ▶ AR application

FOR THE TEACHER

- ▶ Teacher's Book (with extra photocopyable resources)
- ▶ IWB Software
- ▶ Class Audios
- ▶ Teacher's Extended Resource Pack (for all three levels) with: Banners, Poster, Stamp, Magnetic indicators, Zac Puppet, Flashcards, Story cards, Stickers/Reward stickers, Big Story Books (one story per level)

EXTRA RESOURCES ON

edebé On

THE FLIBETS	STARTER	LEVEL 1	LEVEL 2
Pupil's Book	978-1-4715-8985-0	978-1-4715-8986-7	978-1-4715-8987-4
Activity Book	978-1-4715-8934-8	978-1-4715-8941-6	978-1-4715-8948-5
Teacher's Pack	978-1-4715-9999-6	978-1-3992-0012-7	978-1-3992-0013-4
Teacher's Extended Resource Pack	978-1-4715-9761-9		

HOW TO DOWNLOAD THE AR APP:

1 Search for The Flibets AR application.

2 Download the application.

3 Open the application and select "Book Activation".

4 Input the last 6 digits of the ISBN to activate your book.

5 Scan pages and learn with Zac.



*watch the AR installation guide on YouTube

A WORLD OF FUN. A WORLD OF LEARNING.
THE FLIBETS' WAY!

1 FLASH CARDS



4 STAMP



2 STORY CARDS



5 MAGNETIC INDICATORS



3 BIG STORY BOOKS



6 BANNERS



8 ZAC PUPPET



7 POSTERS



Visit The Flibets microsite,
www.theflibets.co.uk
 for extra resources!





Happy Hearts

PRE-PRIMARY LEVEL
JENNY DOOLEY – VIRGINIA EVANS

Happy Hearts is a three-level course for children aged 3+ to engage their imagination and stimulate learning.

- ▶ Tear-out activity worksheets to develop pre-reading and pre-writing skills
- ▶ Character press outs to consolidate the new language and help perform the songs
- ▶ Showtime & Across the Curriculum: optional lessons in the Teacher's Book to help children explore and understand the world around them
- ▶ 'Kenny's basket' poster, an interactive poster to introduce new language Songs and chants based on traditional tunes to encourage active participation through TPR and other circle-time activities
- ▶ Story cards, Flashcards, posters, IWB Software, puppet stamps, and a Teacher's Resource CD-ROM complete the course.



HAPPY HEARTS	STARTER	LEVEL 1	LEVEL 2
Pupil's Pack (Pupil's Book with Stickers & Press outs, Songs CD/DVD PAL)	978-1-4715-0731-1		
Pupil's Pack (Pupil's Book with Stickers & Press outs, Extra optional units, Songs CD/DVD PAL)		978-1-4715-0222-4	978-1-78098-901-3
Teacher's Bag (Pupil's Book with Stickers & Press outs, Teacher's Book, Teacher's Resource CD-ROM, Story Cards, Flashcards, Class CD, Songs CD/DVD PAL, Interactive Poster, Posters, Kenny the Puppet, Stamps)	978-1-4715-0733-5		
Teacher's Bag (Pupil's Book with Stickers & Press outs, Extra optional units, Activity Book, Teacher's Book, Teacher's Resource CD-ROM, Story Cards, Flashcards, Class CD, Songs CD/DVD PAL, Interactive Poster, Posters, Kenny the Puppet, Stamps)		978-1-4715-0224-8	978-1-78098-903-7
Activity Book		978-1-84862-576-1	978-1-84862-652-2
Guía Didáctica (interleaved)	978-1-84862-917-2	978-1-84862-734-5	978-1-84862-834-2
Llibre del Professor (interleaved)	978-1-84862-924-0	978-1-84862-833-5	978-1-84862-923-3
Interactive Whiteboard Software (downloadable)			

FIND OUT MORE: www.expresspublishing.co.uk/assets/microsites/happyhearts

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





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





Big Story Books

(EARLY) PRIMARY LEVEL

JENNY DOOLEY



These **Big Story Books** aim to build pupils' early literacy skills, stimulate pupils' imagination and help them learn about the world around them. Pupils get familiar with sounds and language while they enjoy the stories. The lively illustrations help pupils understand the story while they increase engagement.

The audios and videos (downloadable) bring the stories to life.

The **Big Story Books** can be used with *The Fibets* series as they recycle vocabulary and structures presented in each unit.



BIG STORY BOOKS	MARY'S ADVENTURES	THE BEAR FAMILY	DRAGON TALES
Pupil's Book	978-1-4715-9607-0	978-1-4715-9608-7	978-1-4715-9609-4

For Class Audios please contact expresspublishing@edebe.net





Then, Mary sees a fish in the pond.
 The fish looks at Mary. Mary is very happy.
 "Look, William! Mary says. "It's a fish!"
 "Bloop!" says the fish.
 Then, it goes away.
 "Goodbye, little fish!" says Mary.



Let's play!

Bruno and Bella go to play with Ricky Rabbit and Rita Rabbit.
 "We've got lots and lots of toys!" says Rita Rabbit.
 "Come and play!" says Ricky Rabbit.
 "Oh, thank you!" say Bruno and Bella.



"Now this time," says Daddy Dragon,
 "we run, hop, jump and then we FLY!"
 "Can you try?" says Mummy Dragon.
 "Let's go! One, two, three - RUN! HOP!
 JUMP! Then FLY!"
 Daddy Dragon, Mummy Dragon, Dara
 and Duncan all run and hop and jump.
 Then, they FLY!
 "WHEEE! I'm flying!" says Dara.
 "WHEEE! I'm flying, too!" says Duncan.
 They all fly around the garden.
 They are all having a lot of fun.



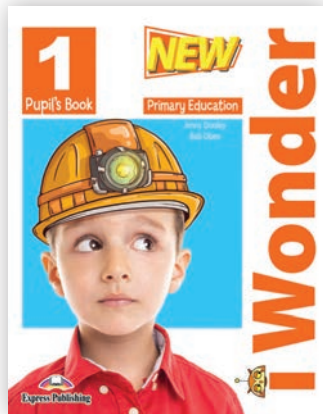
PRIMARY



LEVEL CHART

TITLE	CEFR LEVEL
i Wonder New	A1–A2+
Smiles	A1–A1+
New Fairyland	A1–A2
Word Games and Puzzles	PRE A1–A2
Star Kids	A1–B1





i Wonder NEW

PRIMARY LEVEL
JENNY DOOLEY – BOB OBEE

i Wonder NEW is a six-level series that teaches English alongside other school subjects, in line with the new LOMLOE requirements. It brings the wonder and excitement of the real world into the language classroom and motivates young learners to develop a lifelong love of learning.

- ▶ Cross-curricular Language Learning extending and enriching the pupils' language experience
- ▶ Mediation activities to help pupils process and transmit information
- ▶ Reflective Learning Evaluation for pupils to consolidate what and how they learn and become more autonomous learners
- ▶ Learning Situations allow pupils to assume active roles and find solutions to challenging real-world situations
- ▶ Focus on 21st-Century Skills (critical thinking, communication, collaboration, creativity and innovation) that promote global citizenship
- ▶ Development of Social and Emotional Skills (role play, mediation tasks, craftwork, games, songs and values)
- ▶ Circle-time activities providing low-stress yet highly effective learning opportunities
- ▶ Cross-curricular projects boost creativity while enabling pupils to develop public speaking skills (Show and Tell)
- ▶ Wonder Tales sections with stories from around the world that educate and teach values and respect for others
- ▶ Activities that challenge gender stereotypes and promote gender equality
- ▶ A World of Wonder sections that embrace diversity, cultivate young learners' natural curiosity, raise intercultural awareness and support inclusive classrooms
- ▶ Winning combination of print and digital resources
- ▶ Plenty of extra resources, including authentic documentary-style videos and video animations, downloadable Teacher's Resource material, IWB and a Digital Platform enhance digital competence and literacy.

edebé On+

More Reading, Writing, Listening
Activities and Extra Tests



I WONDER NEW	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Pupil's Book	978-1-3992-0573-3	978-1-3992-0599-3	978-1-3992-0603-7	978-1-3992-0607-5	978-1-3992-0611-2	978-1-3992-0615-0
Activity Pack (Activity Book, My ABC Wonder Book)	978-1-3992-0633-4					
Activity Pack (Activity Book, Vocabulary & Grammar Practice)		978-1-3992-1268-7	978-1-3992-0634-1	978-1-3992-1269-4	978-1-3992-0635-8	978-1-3992-1270-0
Teacher's Pack	978-1-3992-0636-5	978-1-3992-1271-7	978-1-3992-0637-2	978-1-3992-1272-4	978-1-3992-0638-9	978-1-3992-1273-1
Interactive Whiteboard Software (downloadable)						

4 Toys



44

1 **Time to Wonder** Look at the picture. Point to the toys with wheels. What's your favourite toy?

2 Listen, point and repeat.



3 **Think** Which toys are **soft**? Which toys are **hard**? Point and say.

5 The teddy bear is soft.

4 **Game** Let's play!



• Sing the **Come and play** song!

What have I got? You've got a ...!

Activity Book, pages 42-43 45

sample pages from *i Wonder 1* New Pupil's Book

WONDER Skills Listening and Speaking

1 What does Vicky do at home every Saturday? Listen and choose.

In the morning

- a walk the dog
- b make breakfast

In the afternoon

- a help in the garden
- b wash the car

In the evening

- a tidy her room
- b help with dinner

At night

- a walk the dog
- b read to her little brother

2 How do you help in the house? Tell the class.



2 **Time jokes!** Choose and complete. Then listen and check.

- time window asleep hands new late

- 1 Why does the girl always sit on her watch? She wants to be on **time!**
- 2 What time is it when an elephant sits on your clock? Time to get a(n) ... clock.
- 3 Why does the boy usually put an alarm clock in his shoe? He doesn't want his foot to fall ...
- 4 It's a sweet and it is never on time. What is it? Choco ...
- 5 Why is the clock sick? Because it never washes its ...!
- 6 How can you make time fly? Throw the clock out of the ...!

• Choose a joke and draw a picture. Can your friend guess the joke?

44

WONDER Skills Reading and Writing

My Caring, Sharing Family! by Karen

I live with my mother and father. We have a caring and sharing family!

My mother ...

- takes me to school.
- takes care of me when I am ill.
- plays with me and helps me with my homework.

My father ...

- cooks for the family.
- goes to the supermarket.
- reads stories to me at night.

- I ...
- make my bed.
 - wash the dog.
 - help my father in the garden.
 - do the dishes after dinner.

3 Listen and read. Answer the questions.

- 1 Is Karen's family a nuclear or an extended family?
- 2 What does her mother do?
- 3 What does her father do?
- 4 What does she do?

4 Tell the class.

- Which duties are easy to do?
- Which duties are fun to do?
- Which duties are difficult to do?

5 **Make your own My Caring, Sharing Family! project.** Present it to the class.

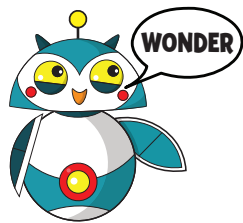
Activity Book, pages 36-37 45

sample pages from *i Wonder 3* New Pupil's Book

The Wonder AR app



Take selfies



Learn new words



Watch animated stories and songs



Interact

HOW TO USE THE AR APP

1 Search for the iWonder AR application

2 Download the application

3 Open the application and select "Book Activation"

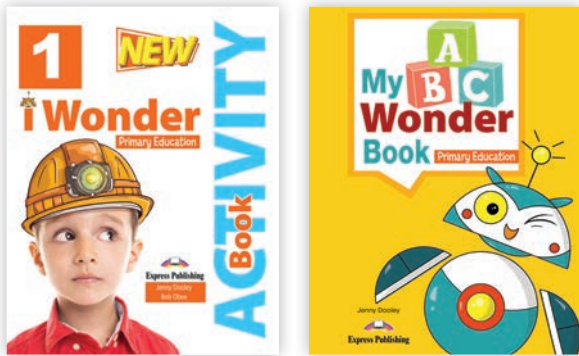
4 Input the last 6 digits of the ISBN to activate your book

5 Scan pages and learn with ROLO



Activity Pack for Pupils

► Full colour Activity Book ► My ABC Wonder Book



► Full colour Activity Book ► Vocabulary & Grammar Practice



► Full colour Activity Book ► Vocabulary & Grammar Practice



► Full colour Activity Book ► Vocabulary & Grammar Practice



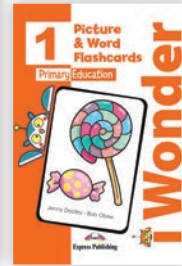
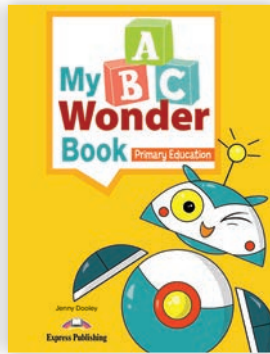
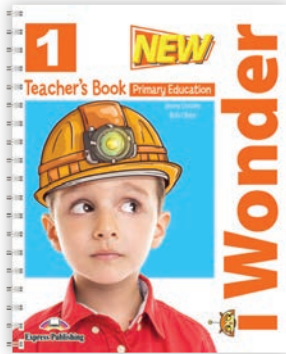
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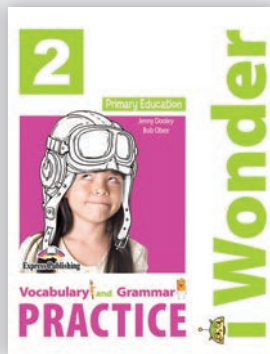
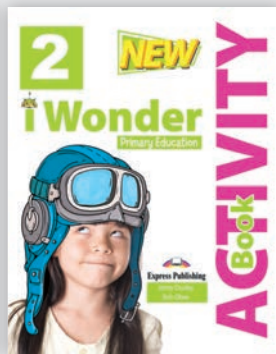
► Full colour Activity Book ► Vocabulary & Grammar Practice



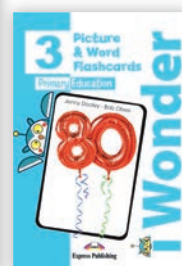
Teacher's Resources



DOWNLOADABLE



DOWNLOADABLE

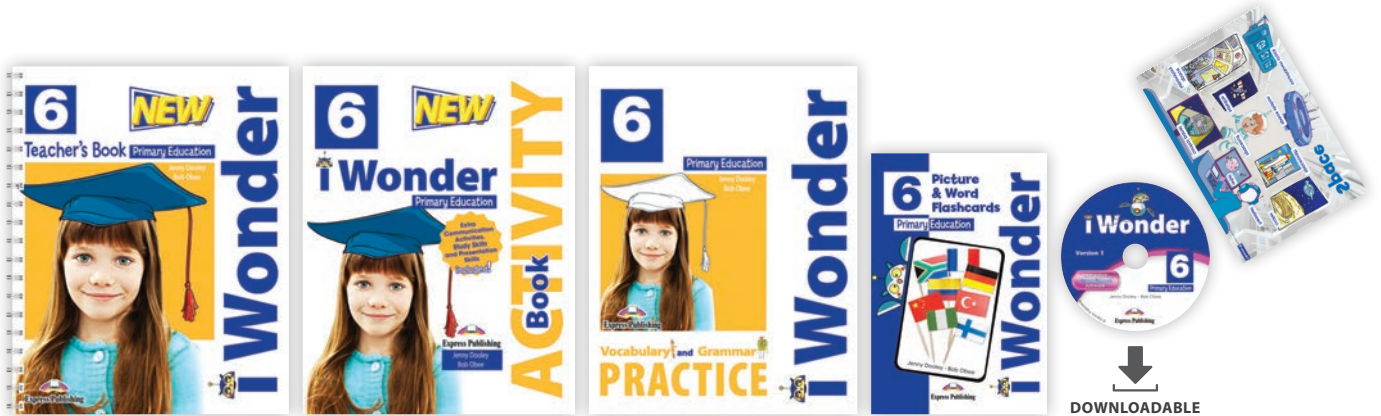


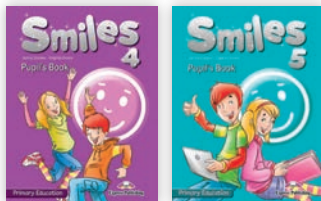
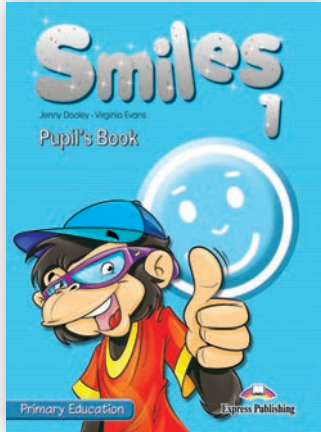
DOWNLOADABLE

- ▶ Teacher's Book (Interleaved)
- ▶ Activity Book
- ▶ Pupil's Book
- ▶ Picture & Word Flashcards

- ▶ My ABC Wonder Book (for level 1)
- ▶ Vocabulary & Grammar Practice (for levels 2-6)
- ▶ Class Audio, Teacher's Resource Material & Tests Downloadable

- ▶ Posters / Cross-Curricular Posters
- ▶ Interactive Whiteboard Software downloadable
- ▶ Augmented Reality (AR) Application





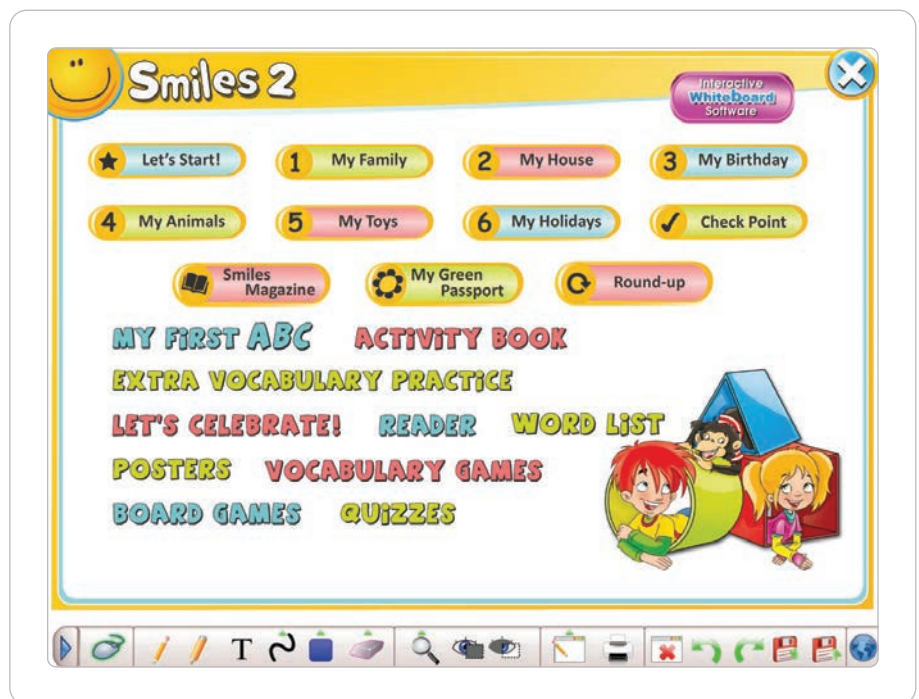
Smiles

PRIMARY LEVEL

JENNY DOOLEY – VIRGINIA EVANS

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

- ▶ Carefully graded development of all four skills
- ▶ Specially designed material to promote environmental, social and emotional awareness
- ▶ Lively songs and chants
- ▶ Learning activities which boost pupils' language development and their desire to learn
- ▶ Cross-curricular and cross-cultural material to awaken pupils' natural curiosity for the world around them
- ▶ Stories from around the world to promote reading for pleasure as well as teach values



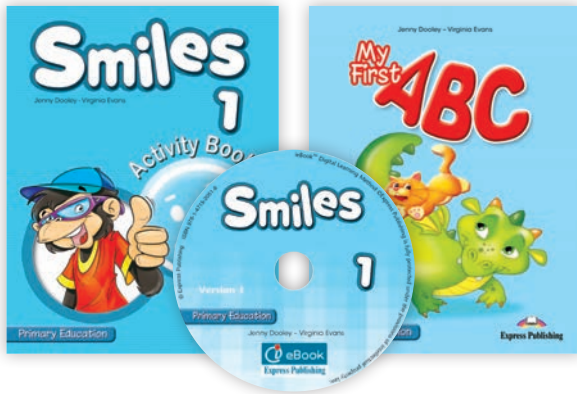
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More Reading, Writing, Listening Activities and Extra Tests on edebeOn!
edebé-on.com

SMILES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Pupil's Pack (Pupil's Book, Explore & More Pupil's Book)	978-1-3992-1525-1	978-1-3992-1535-0	978-1-3992-1536-7	978-1-3992-1537-4	978-1-3992-1538-1	978-1-3992-1539-8
Guía Didáctica	978-1-4715-2045-7	978-1-4715-2055-6	978-1-4715-2064-8	978-1-4715-2073-0	978-1-4715-2082-2	978-1-4715-2091-4
Llibre del Professor	978-1-4715-2046-4	978-1-4715-2056-3	978-1-4715-2065-5	978-1-4715-2074-7	978-1-4715-2083-9	978-1-4715-2092-1
Teacher's Pack	978-1-4715-2098-3	978-1-4715-3435-5	978-1-4715-2102-7	978-1-4715-2104-1	978-1-4715-2106-5	978-1-4715-2108-9
Activity Pack (Activity Book, My First ABC, ieBook)	978-1-4715-2097-6					
Activity Pack (Activity Book, Vocabulary & Grammar Practice, ieBook)		978-1-4715-2099-0	978-1-4715-2101-0	978-1-4715-2103-4	978-1-4715-2105-8	978-1-4715-2107-2
Interactive Whiteboard Software (downloadable)						

Activity Pack for Pupils

► Full colour Activity Book ► eBook ► My First ABC



► Full colour Activity Book ► eBook ► Vocabulary & Grammar Practice



► Full colour Activity Book ► eBook ► Vocabulary & Grammar Practice



► Full colour Activity Book ► eBook ► Vocabulary & Grammar Practice



► Full colour Activity Book ► eBook ► Vocabulary & Grammar Practice



► Full colour Activity Book ► eBook ► Vocabulary & Grammar Practice



Teacher's Resources



- ▶ Teacher's Book (interleaved)
- ▶ Explore and more!
- ▶ Pupil's Book & Key
- ▶ Activity Book
- ▶ Flashcards

- ▶ Story cards (Levels 1 & 2)
- ▶ My First ABC (Level 1)
- ▶ Class Audios, Teacher's Resource Material and Tests downloadable

- ▶ Vocabulary & Grammar Practice (Levels 2-6)
- ▶ Posters
- ▶ IWB Software downloadable
- ▶ eBook

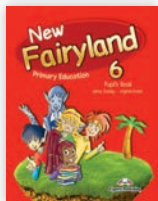
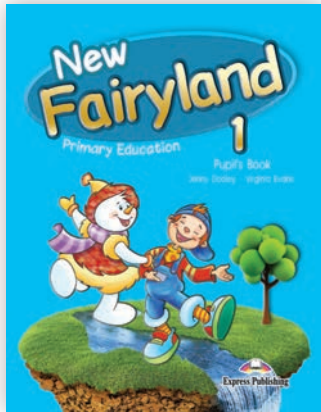




New Fairyland

PRIMARY LEVEL

JENNY DOOLEY – VIRGINIA EVANS



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

- ▶ Captivating dialogues that motivate and intrigue pupils
- ▶ Presentation of vocabulary through posters and flash cards
- ▶ Catchy songs and chants
- ▶ Carefully graded development of all four skills
- ▶ Inspiring texts and contextualised activities that promote active learning
- ▶ Craftwork, projects and portfolio activities
- ▶ Cross-curricular & cross-cultural sections
- ▶ Green sections promoting respect for the environment
- ▶ Myths & Legends: a fascinating section where learners are immersed in a world of fantasy and mystery
- ▶ Cartoon strips to promote reading for pleasure
- ▶ Activity Book in full colour
- ▶ Step-by-step interleaved Teacher's Book
- ▶ Teacher's Resource Pack with reinforcement and extension activities



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More Reading, Writing, Listening
Activities and Extra Tests on edebeOn!
edebé-on.com

NEW FAIRYLAND	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Pupil's Pack (Pupil's Book, Explore & More Pupil's Book, Explore & More Pupil's Multi-ROM)	978-1-4715-2525-4	978-1-4715-2528-5	978-1-4715-2531-5	978-1-4715-2534-6	978-1-4715-2537-7	978-1-4715-2540-7
Guía Didáctica	978-1-84679-737-8	978-1-84679-741-5	978-1-84679-803-0	978-1-84679-816-0	978-1-4715-2566-7	978-1-4715-2568-1
Llibre del Professor	978-1-84679-738-5	978-1-84679-742-2	978-1-84679-804-7	978-1-84679-817-7	978-1-4715-2567-4	978-1-4715-2569-8
Teacher's Pack	978-1-4715-2527-8	978-1-4715-3433-1	978-1-4715-2533-9	978-1-4715-3434-8	978-1-4715-2539-1	978-1-4715-2542-1
Activity Pack (Activity Book, ieBook)	978-1-4715-2526-1	978-1-4715-2529-2				
Activity Pack (Activity Book, Vocabulary & Grammar Practice, ieBook)			978-1-4715-2532-2	978-1-4715-2535-3	978-1-4715-2538-4	978-1-4715-2541-4
Interactive Whiteboard Software	978-1-84679-748-4	978-1-84679-752-1	978-1-84679-810-8	978-1-84679-823-8	978-1-4715-2403-5	978-1-4715-2570-4

Activity Pack for Pupils

► Full colour Activity Book ► ieBook



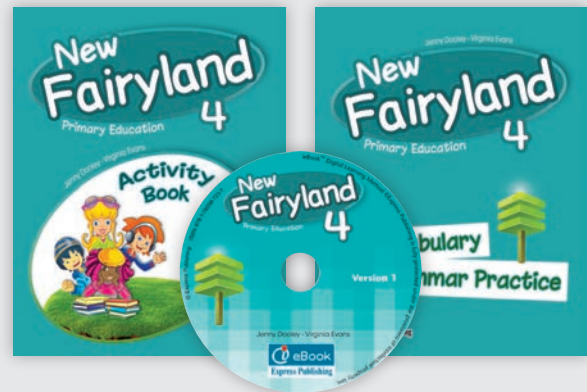
► Full colour Activity Book ► ieBook



► Full colour Activity Book ► Vocabulary & Grammar Practice
► ieBook



► Full colour Activity Book ► Vocabulary & Grammar Practice
► ieBook



► Full colour Activity Book ► Vocabulary & Grammar Practice
► ieBook



► Full colour Activity Book ► Vocabulary & Grammar Practice
► ieBook



Teacher's Resources



- ▶ Teacher's Book (interleaved)
- ▶ Explore and more! Pupil's Book & Key
- ▶ Class audio CDs

- ▶ DVDs
- ▶ Vocabulary & Grammar Practice(Levels 3-6)
- ▶ Teacher's Resource Pack

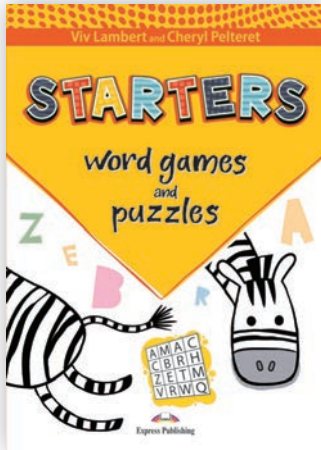
- ▶ Posters
- ▶ Interactive Whiteboard Software
- ▶ ieBook



Word Games and Puzzles

Starters, Movers, Flyers

PRIMARY LEVEL
VIV LAMBERT – CHERYL PELTERET



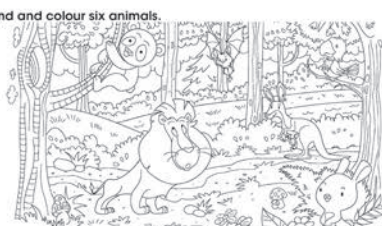
Word Games and Puzzles is a three-level series of stand-alone puzzle books that are packed with fun activities. Each level is aligned to the vocabulary syllabus of **Starters**, **Movers** and **Flyers** (Cambridge Young Learners English Test). Appealing activities encourage children to practise key vocabulary while having fun, from cracking codes and completing crosswords, to telling jokes, navigating mazes and solving logic puzzles. The series is designed to be used in many different situations - as classroom extension material, for home-school use, or holiday English activities.

- ▶ A variety of word games and puzzles, fun facts and challenges
- ▶ Reinforces vocabulary from Cambridge Young Learners English Test – Starters, Movers and Flyers
- ▶ Engaging topic-based units
- ▶ Attractive full-colour pages
- ▶ Opportunities for personalisation and self-assessment
- ▶ Flexible use – self-study, homework or free-time fun!
- ▶ Separate Answer Key (downloadable and photocopyable)
- ▶ The Express DigiBooks platform

WORD GAMES AND PUZZLES	STARTERS	MOVERS	FLYERS
Pupil's Book with DigiBooks app	978-1-3992-0966-3	978-1-3992-0967-0	978-1-3992-0970-0

1 Amazing animals!

4 Find and colour six animals.



- It's a pet, with two long ears. _____
- It can live in a cage, and it can fly. _____
- It's black and white. _____
- It can fly, but it isn't a pet. _____
- It can jump. It isn't a pet. _____
- It's brown. It's the king of the jungle. _____

5 Write the two missing letters.

tt pp rr bb oo ff pp

- pu__y 4 pa__ot 6 ki__en
- ra__it 5 kangar__ 7 gira__e
- hi__o

6 Circle the odd-one-out. They say why.

- whale dolphin fly shark
- parrot fly rabbit bat
- kitten puppy rabbit lion
- kangaroo panda lion kitten

It can't swim!

4

1 Amazing animals!


7 How many animal words can you make from these letters?

d i l t p a e i t p h w h i a k t n s h a r e
a r o n k b n d a l i a l e

dolphin: _____

Your score!
3/4 words - Good!
5/6 words - Very good!
7 words - Wow! Well done!


8 Whose pet is it? Complete and say.



Charlie	x			
Daisy				
Fred				x
Jane				

Charlie's pet lives in a cage. It can't fly.
Daisy hasn't got a puppy.
Fred's pet can run fast. It can't climb trees.
Jane's pet lives in a cage. It can fly.

9 Memory game. Remember the picture in activity 4. What's different?



5

Star Kids

PRIMARY LEVEL

VIRGINIA EVANS – JENNY DOOLEY



Star Kids is a six-level course at Primary level. It offers a friendly introduction to the English language for young learners. The series follows a clear, well-organised syllabus with extensive recycling ensuring that pupils quickly acquire the new language. The series is ideal for bilingual centres.

- ▶ Modular approach that sets the language targets
- ▶ Brief and clear grammar presentation as well as graded practice
- ▶ Development of communicative skills through situational dialogues and role-play activities
- ▶ Guided writing & project work that help learners develop their writing skills
- ▶ Study Skills to develop pupils' autonomy and give them extra help and support
- ▶ Cross-Cultural material to familiarise learners with the way of life of English and non-English speaking countries
- ▶ Cross-Curricular sections that use English as a means to explore other subject areas
- ▶ Go Green elements to raise pupils' environmental awareness
- ▶ ICT: self access tasks to develop learner independence

STAR KIDS	LEVEL 1	LEVEL 2	LEVEL 3
Pupil's Pack (Pupil's Book, ieBook)	978-0-85777-970-0	978-0-85777-971-7	978-0-85777-972-4
Activity Book	978-1-84974-924-4	978-1-84974-925-1	978-1-84974-927-5
Teacher's Book (with Posters)	978-0-85777-134-6	978-0-85777-135-3	978-0-85777-136-0
Alphabet Book	978-1-4715-1907-9		
Teacher's Resource Pack	978-0-85777-113-1	978-0-85777-114-8	978-0-85777-115-5
Vocabulary & Grammar Practice Book		978-0-85777-459-0	978-0-85777-460-6
Flashcards	978-0-85777-076-9	978-0-85777-107-0	978-0-85777-108-7

Interactive Whiteboard Software (downloadable)

For Class Audios please contact expresspublishing@edebe.net

STAR KIDS	LEVEL 4	LEVEL 5	LEVEL 6
Pupil's Pack (Pupil's Book, ieBook)	978-0-85777-043-1	978-0-85777-045-5	978-0-85777-047-9
Activity Book	978-1-84974-965-7	978-1-84974-968-8	978-1-84974-970-1
Teacher's Book (interleaved)	978-0-85777-072-1	978-0-85777-077-6	978-0-85777-078-3
Teacher's Resource Pack	978-0-85777-116-2	978-0-85777-117-9	978-0-85777-075-2

Interactive Whiteboard Software (downloadable)

For Class Audios please contact expresspublishing@edebe.net

EXTRA RESOURCES ON



STAR KIDS WORKBOOK



SECONDARY ESO & BACHILLERATO



LEVEL CHART

TITLE

CEFR LEVEL

Right On!

A2–B1+

Smart Time

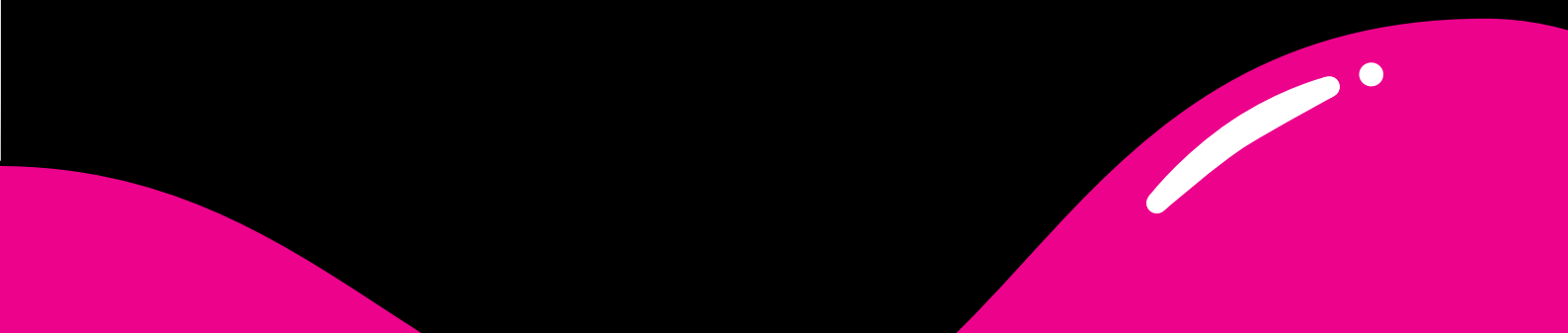
A1–B1+

Select

B1+–B2

New On Screen

B1+–B2





Right On!

ELEMENTARY TO INTERMEDIATE LEVEL

JENNY DOOLEY

Right on! Is an engaging four-level course that meets the requirements of the new curriculum at CEFR Levels A2-B1+. The series aims to develop the 21st century skills today's learners need to face the challenges of the modern world. It offers an effective combination of print and digital resources to enhance student autonomy and boost the development of real-life skills and competences.

- ▶ Mediation tasks (Speaking & Writing) aiming to facilitate mutual understanding and to process and transmit information
- ▶ Learning Situations offering learners scenarios for working both individually and in groups in order to develop competences
- ▶ Intercultural & Gender equality tasks to prepare students for living in diverse societies and respecting others
- ▶ Development of 21st century skills (critical thinking, cooperation, collaboration, creativity)
- ▶ Development of all four language skills
- ▶ Text-based, Topic-related and Grammar videos
- ▶ Communicative tasks activating new language
- ▶ Writing sections with models & development of writing skills
- ▶ ICT research activities
- ▶ Public speaking skills development tasks
- ▶ Culture Spots & CLIL sections
- ▶ Projects work & Values
- ▶ Fun elements (riddles, songs)
- ▶ Review sections
- ▶ Self- & Peer-evaluation sections to enhance students' understanding of their learning and encourage them to become autonomous learners
- ▶ Study tips to promote student autonomy
- ▶ Free reader app included in each Workbook pack
- ▶ IWB software & digital resources

edebé On+

 More Reading, Writing, Listening
 Activities and Extra Tests


RIGHT ON!	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book	978-1-3992-0555-9	978-1-3992-1122-2	978-1-3992-0562-7	978-1-3992-1130-7
Teacher's Pack	978-1-3992-0561-0	978-1-3992-1127-7	978-1-3992-0568-9	978-1-3992-1138-3
Workbook Pack (Workbook & Grammar, flipbook code)	978-1-3992-0556-6	978-1-3992-1124-6	978-1-3992-0563-4	978-1-3992-1132-1

Interactive Whiteboard Software Downloadable

For Students

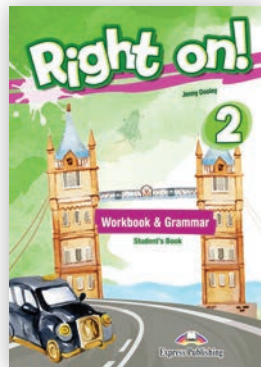
WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ Flipbook for the Classic Reader *White Fang* available on edebeOn



WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ Flipbook for the Classic Reader *Around the World in 80 Days* available on edebeOn



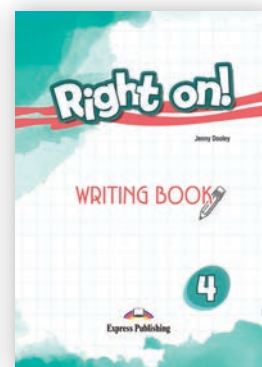
WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ Flipbook for the Classic Reader *David Copperfield* available on edebeOn



WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ Writing Book (downloadable)
- ▶ Flipbook for the Classic Reader *Mowgli* available on edebeOn





For Teachers

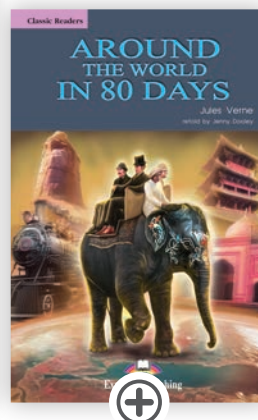
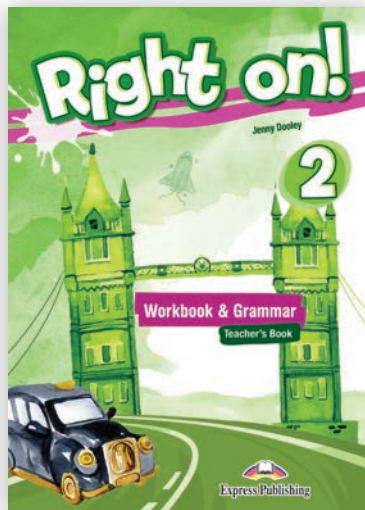
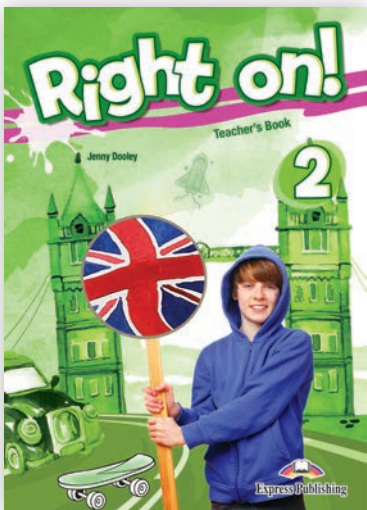


FLIPBOOK



TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Teacher's book
- ▶ **White Fang** Classic Reader with flipbook available on edebeOn
- ▶ Interactive Whiteboard Software (downloadable)

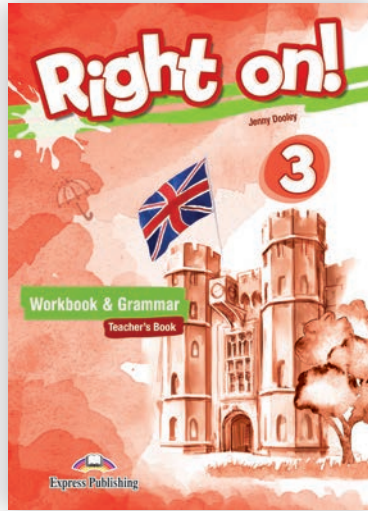


FLIPBOOK



TEACHER'S PACK CONTAINS:

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- ▶ Workbook & Grammar Teacher's book
- ▶ **Around the World in 80 Days** Classic Reader with flipbook available on edebeOn
- ▶ Interactive Whiteboard Software (downloadable)

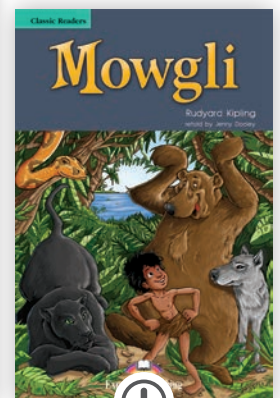
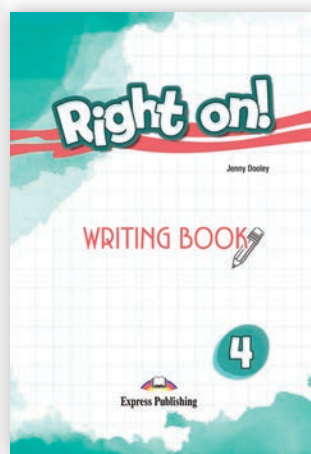


FLIPBOOK



TEACHER'S PACK CONTAINS:

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- ▶ Workbook & Grammar Teacher's book
- ▶ *David Copperfield* Classic Reader with flipbook available on edebeOn
- ▶ Interactive Whiteboard Software (downloadable)

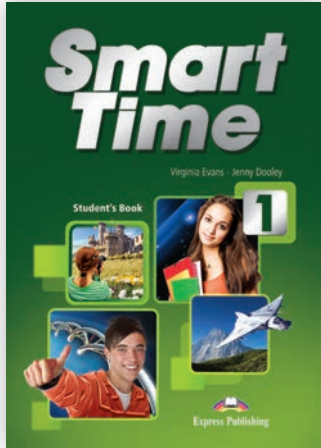


FLIPBOOK

TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Teacher's book
- ▶ Writing Book (downloadable)
- ▶ *Mowgli* Classic Reader with flipbook available on edebeOn
- ▶ Interactive Whiteboard Software (downloadable)





Smart Time

BEGINNER TO INTERMEDIATE LEVEL

VIRGINIA EVANS – JENNY DOOLEY

This series meets the requirements of the new curriculum and has been designed to engage and motivate learners. **Smart Time** is accompanied by IWB software and an eBook which integrate all the elements of the course in an engaging and entertaining way to enhance the learning process and facilitate learning.

- ▶ Presentation Skills Sections systematically help students become confident public speakers.
- ▶ Various resources included in the IWB Software – with videos, games, songs and Digi material.
- ▶ Free eBook included in each Workbook pack.
- ▶ Free CLIL Reader application included in each Workbook pack.
- ▶ Workbook and Grammar Book in full colour.
- ▶ Learning to Learn sections that help students become autonomous learners.

SMART TIME	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book	978-1-4715-3533-8	978-1-4715-3543-7	978-1-4715-3551-2	978-1-4715-3560-4
Teacher's Pack	978-1-4715-3537-6	978-1-4715-3550-5	978-1-4715-3559-8	978-1-4715-3570-3
Workbook Pack (Workbook & Grammar, eBook, Activation code)	978-1-4715-3541-3	978-1-4715-3549-9	978-1-4715-3558-1	978-1-4715-3569-7
Interactive Whiteboard Software (downloadable)				

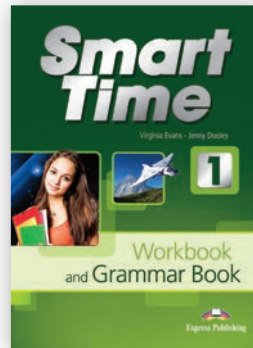
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 More Reading, Writing, Listening
Activities and Extra Tests


For Students

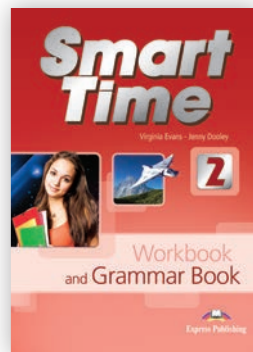
WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ eBook downloadable
- ▶ Activation code for the CLIL reader The Loggerhead



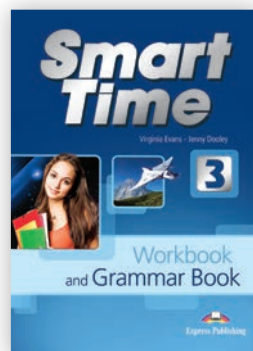
WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ eBook downloadable
- ▶ activation code for the CLIL reader The Octopus



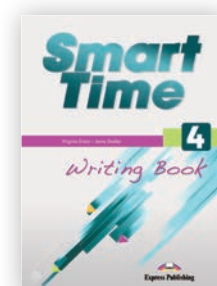
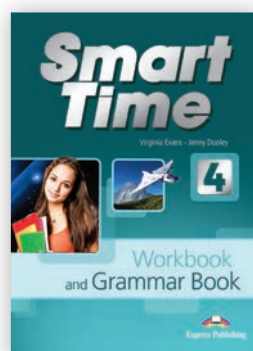
WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ eBook downloadable
- ▶ activation code for the CLIL reader Carnivorous Plants



WORKBOOK PACK CONTAINS:

- ▶ Workbook & Grammar Book
- ▶ eBook downloadable
- ▶ Writing Book
- ▶ activation code for the CLIL reader Aboriginal Australians



For Teachers



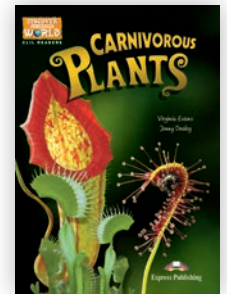
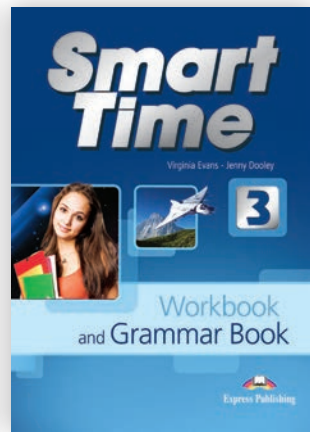
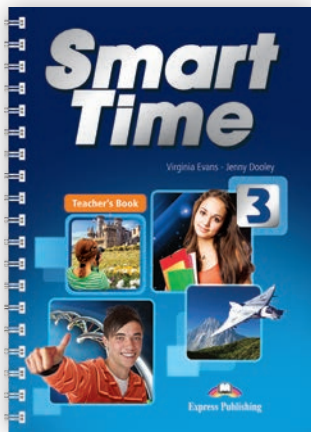
TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Book
- ▶ ieBook Downloadable
- ▶ Teacher's Resource Pack & Tests CD-ROM
- ▶ Interactive Whiteboard Software Downloadable
- ▶ The Loggerhead Reader with DigiBooks application



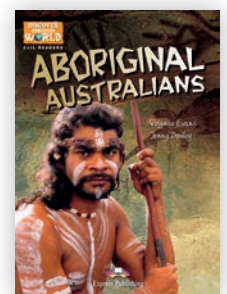
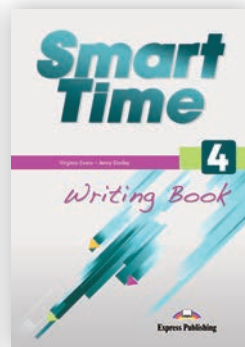
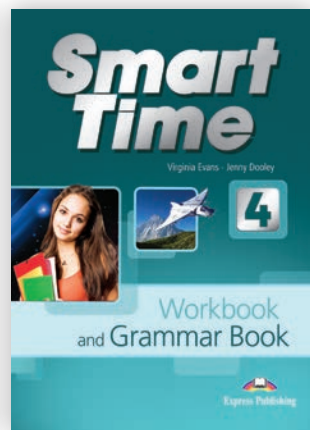
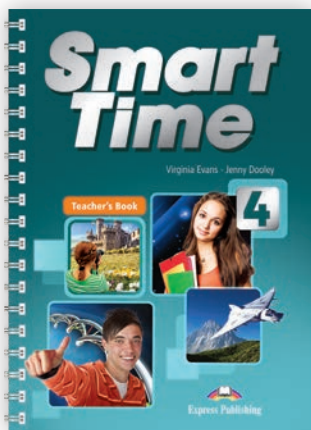
TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Book
- ▶ ieBook Downloadable
- ▶ Teacher's Resource Pack & Tests CD-ROM
- ▶ Interactive Whiteboard Software Downloadable
- ▶ The Octopus Reader with DigiBooks application



TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Book
- ▶ eBook Downloadable
- ▶ Teacher's Resource Pack & Tests CD-ROM
- ▶ Interactive Whiteboard Software Downloadable
- ▶ Carnivorous Plants Reader with DigiBooks application



TEACHER'S PACK CONTAINS:

- ▶ Teacher's Book Interleaved
- ▶ Workbook & Grammar Book
- ▶ Writing Book
- ▶ Writing Book Key
- ▶ eBook Downloadable
- ▶ Teacher's Resource Pack & Tests CD-ROM
- ▶ Interactive Whiteboard Software Downloadable
- ▶ Aboriginal Australians Reader with DigiBooks application



B1+-B2

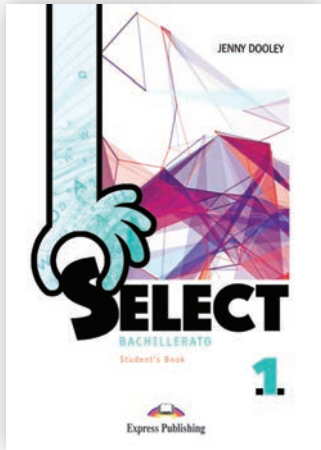


Select

INTERMEDIATE TO UPPER-INTERMEDIATE LEVEL

JENNY DOOLEY

Select is a challenging two-level course that meets the requirements of the new curriculum at CEFR Levels B1+-B2. The series is specially designed to prepare students sitting their final Bachillerato exam and aims to develop the 21st century skills today's learners need. It combines active English language learning with a variety of lively topics presented in themed units.

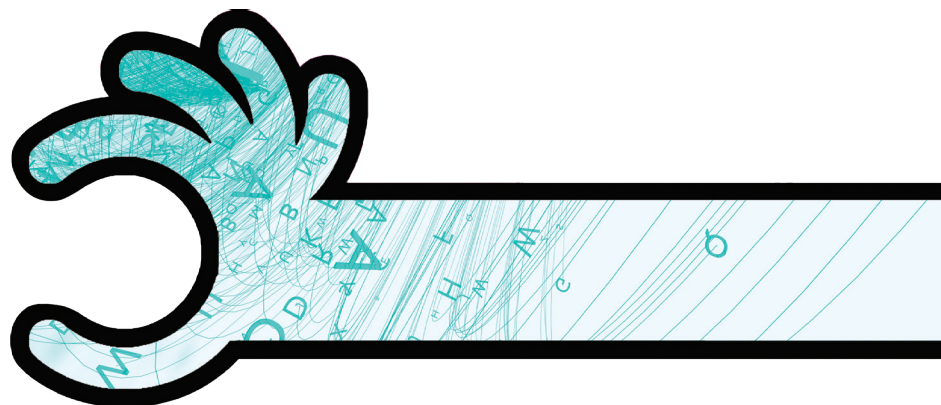


- ▶ Meets the LOMLOE requirements.
- ▶ Mediation tasks (Speaking & Writing) to help learners explain concepts and simplify messages in order to facilitate mutual understanding and transmit information
- ▶ Learning Situations aiming to motivate learners, promote active learning and help students develop their competences
- ▶ Gender equality tasks to help learners develop a sense of fairness and equity
- ▶ Development of real-life skills (critical thinking, cooperation, collaboration & creativity)
- ▶ Writing sections with rubric and model analysis & development of writing skills in a variety of writing genres
- ▶ Text-based and Grammar videos
- ▶ ICT research activities
- ▶ Culture sections and intercultural tasks to develop learners' intercultural competence
- ▶ Values & Public speaking sections to develop learners' thinking skills and help them become competent public speakers
- ▶ Review sections
- ▶ Self- & Peer-evaluation sections to help learners take responsibility for their learning
- ▶ Study tips to promote student autonomy
- ▶ CLIL sections
- ▶ Exam Practice sections
- ▶ Free reader app included in each Workbook pack
- ▶ IWB software & platform with digital resources

SELECT	LEVEL 1	LEVEL 2
Student's Book	978-1-3992-0621-1	978-1-3992-1140-6
Teacher's Pack	978-1-3992-0626-6	978-1-3992-1147-5
Workbook Pack (Workbook & Grammar, Book)	978-1-3992-0622-8	978-1-3992-1142-0
Interactive Whiteboard Software (downloadable)		



More Reading, Writing, Listening
Activities and Extra Tests



1a READING

1 Watch the video. What is the AT?

2 Listen to and read the text. What is the author's purpose?

STUDY SKILLS

Identifying author's purpose

Authors write to persuade (share opinions), to inform (present facts) or to entertain (amuse). Understanding the author's purpose helps us understand what the text is about.

THROUGH-HIKING THE APPALACHIAN TRAIL

The Appalachian National Scenic Trail, more usually known as the Appalachian Trail or the AT, is one of the oldest hiking trails in the world, and still the longest that is for hikers only. Stretching 2,000 miles (3,200 km) in a roughly north-east to south-west line, it passes through 14 states between Springer Mountain in Georgia and Mount Katahdin in Maine. Despite its length, it is not an extremely difficult walk, as the Appalachians are an old mountain range, low and covered in thick forests. This makes it a popular route, attracting 3-4 million people of all ages and abilities every year. Most people just walk parts of the trail, but some try to complete the entire length in a single hike, and the ones that succeed are called 'through-hikers'.

People have been doing the through-hike ever since Earl Shaffer completed the first one in 1948, but lately it has really been catching on, so that over 5,000 people are doing or planning a through-hike at the moment. Through-hikers generally begin at the south end of the trail in late spring, when the land has dried out a little. They spend the summer walking through mainly hot, humid states to reach Maine in autumn, before winter snow and ice make the final stage impossible. The record for completing the through-hike is a little over 41 days, but most through-hikers go far more slowly, taking 165 days on average. The majority don't reach the end at all, dropping out due to injury, exhaustion or illness. In fact, just 25% eventually complete the through-hike.

Hikers that manage to get to the end, however, have racked up some quite incredible statistics. The average through-hiker takes about five million steps, and passes 165,000 of the rectangular white blazes of paint that mark out the Appalachian Trail on trees along the route. They climb the equivalent of 16 Mount Everests. They wear out between four and five pairs of hiking boots and lose 30 pounds (13.6 kg) in weight, despite consuming 5,500 calories per day. They spend around \$5,000 on food, stays in hostels and on campsites, and on replacing worn-out equipment.

The only large animals on the trail are deer, moose and black bears, and these mostly avoid people. More dangerous by far are poisonous snakes such as rattlesnakes and copperheads, and more troublesome are biting insects like black flies and mosquitoes. There is also a lot of poison ivy. But for most hikers, encounters with nature range from pleasant to spectacular: walking through sunbeams in the ancient oak woods of Georgia; watching eagles soar above the pines from McAfee Knob on Catawba Mountain, Virginia; standing at the peak of Clingmans Dome, the highest on the trail, with 100 miles of Tennessee in every direction.

Reaching the end of the Appalachian trail gives the through-hiker a feeling of personal satisfaction and achievement that is hard to match. Some through-hikers, though, call that last mile the saddest mile on the Appalachian Trail, since they know their epic journey is coming to an end, and photographs never truly capture its magic.

CHECK THESE WORDS

mountain range, hazy, on average, majority, drop out, eventually, rack up, blaze, moose, encounter, sunbeam

6 | UNIT 1 ON THE MAP

1a

3 Read the article again and for questions 1-4, choose the best answer, A, B, C or D. Write in your notebook.

STUDY SKILLS

Multi-matching

- Read the text once quickly to see what it is about.
- Read the questions and possible options and find the key words/phrases.
- Read the text again and find the part in the text that answers each question.
- Remember that the questions follow the order of the text.
- Decide on the most appropriate answers.
- Remember that all of the options are mentioned in the text, but only one is correct.

MINI DEBATE

Through-hiking is for younger people only.

1 The Appalachian Trail is popular because of its:

- length.
- difficulty.
- geography.
- age.

2 What is true about through-hikers on the Appalachian Trail?

- There are few alive today.
- None are as fast as Earl Shaffer was.
- Most take the north-south route.
- There are more of them than ever.

3 The Appalachian Trail has:

- no extreme danger from large animals.
- many poisonous animals to avoid.
- mountains nearly as high as Everest.
- little organised accommodation.

4 What would make another good title for the article?

- The Fastest Through-Hiker
- The Oldest Trail of Them All
- The Challenge of a Lifetime
- The Appalachian Mountains

4 Answer the questions using your own words.

- Why isn't the Appalachian National Trail a very difficult walk?
- When is the best time of the year to walk the trail?
- Why don't most of the through-hikers get to the end of the trail?
- How do through-hikers find their way?
- Why do some through-hikers feel sad when they get close to the end of the trail?

DIRECTION

Direction is so much more important than speed.

Anonymous

5 Match the words in bold in the text to their definitions.

- finish • approximately • becoming popular
- a way from a starting point to a destination • causing problems • whole • tiredness
- mostly • fly high • amazing • show • the best performance • impressive
- a matching amount • accomplishment • no longer usable due to damage

6 Your Spanish friend is looking for an unusual holiday destination. You have read the text in Ex. 2. Write an email to him/her suggesting the trail and giving information about it. Use your own words.

7 **LISTENING** Collect information about a hiking trail in your country. Prepare and record a three-minute podcast about it. Include: name, route, geography, wildlife and places of interest along the route. Play your podcast to the class.

8 | UNIT 1 ON THE MAP

sample pages from **Select 1 Student's Book**

MEDIATION SPEAKING 1

You are studying English in Dublin City, Ireland and have seen quite a bit of the country. Your English-speaking friend Lars has never been to Ireland. He is planning to visit you there soon and wants to take in a day tour during his stay but he is on a tight budget. He is interested in history and enjoys nature, but he would also like to see something of his host city. He has sent you three day tours he has found online and asked you which tour is the best to go on. Call Lars and say which tour you think is the most suitable for him giving reasons.

STUDY SKILLS

Write mediating to the point and try to convey the ideas in a clear simple way.

The Giant's Causeway

The 12-hour tour takes you up to Ireland's north coast to see the spectacular six-sided rock formations, caused by an ancient volcano, that have become the stuff of legend. The fish giant Finn MacCool is said to have used the rocks as stepping stones across the sea! Set right on the edge of the Atlantic Ocean, the views from the Causeway are breathtaking. Also included is a trip to the nearby city of Belfast, where the Titanic Visitor Experience awaits you. Follow the story of the sinking of this historic ship in the amazing exhibition there, before a beautiful coastal ride back to Dublin.

€250

Glendalough

Set in the heart of the Wicklow Mountains just a short distance from Dublin, Glendalough is a must see. The ancient monastery dates back to the 6th century, when the monks built the iconic round towers to protect themselves from the Viking invasions. Amongst the seven churches you'll see, St Kevin's Kitchen is probably the best known. This is a fully guided tour, so feel free to ask any history questions! The old stone buildings are grouped together amidst the beautiful Glendalough lakes, with their lush green forests and waterfalls. Our 12-hour day will also allow us time to follow an exciting walking trail.

€100

In and Around Dublin

This tour packs a lot into 6 hours: we offer an introduction to the best of Dublin's old Georgian architecture and historic churches and cathedrals, plus a visit to the new neighbourhood Temple Bar district with its quaint cobble streets. Phoenix Park, just outside the city centre, is also a tour highlight. Once a royal hunting park, it's now the largest city park in Europe, its tree-lined avenues and rolling green fields make it an area of stunning natural beauty and there's a break for a picnic, weather permitting. Visitors should look out for the wild deer that roam the park.

€90

ON THE MAP UNIT 1 | 17

sample pages from **Select 1 Student's Book**

LEARNING SITUATION A

How can we be good volunteers?

ETHICAL voluntourism

1 Read the text. What is ethical voluntourism?

Voluntourism involves travelling to another country to work for free with communities that are struggling with poverty, hunger and illiteracy. Voluntourists experience life in another country, go sightseeing on their days off, and travel around after their placement. It's a great experience for the volunteer and for the people they help... or is it? **Ethical voluntourism** ensures the money that voluntourists pay reaches the local community. It doesn't take away jobs from local people. Instead, it helps them with jobs they can't do, or teaches them the skills they need to do those jobs themselves. Ethical voluntourism companies will never send volunteers to do work they aren't qualified to do, and they always have the interests of the local community in mind when designing voluntourism positions.

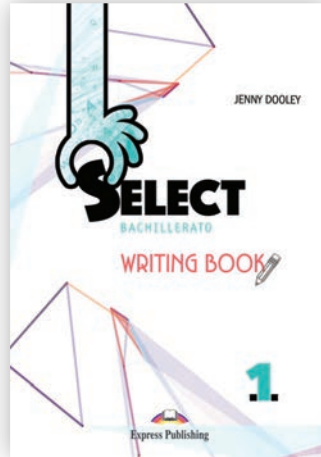
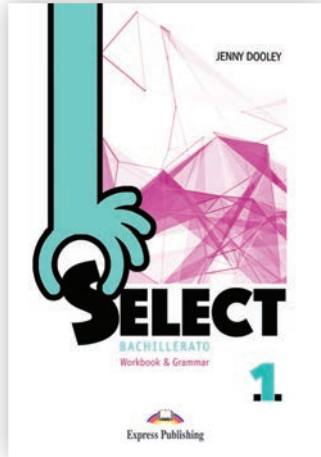
7 | MODULE 4 | 61

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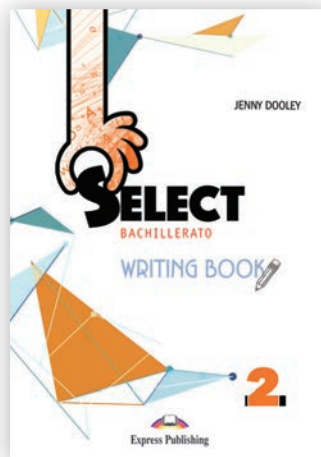
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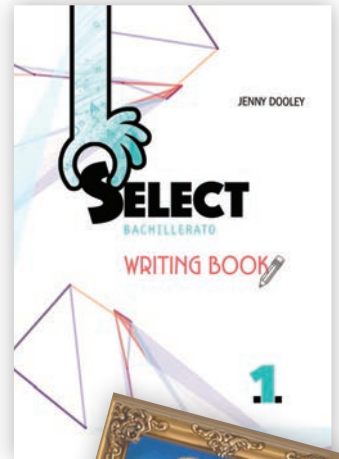
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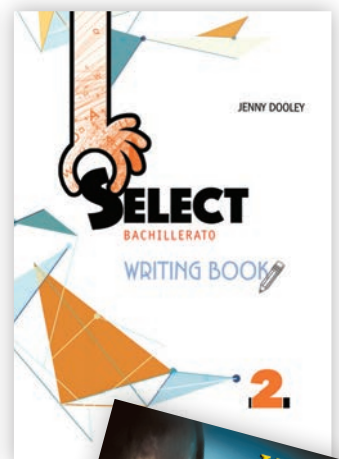
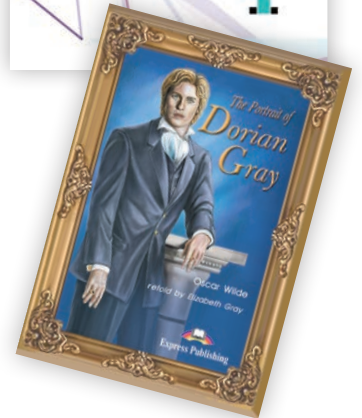
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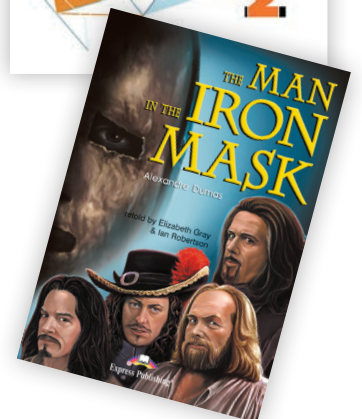
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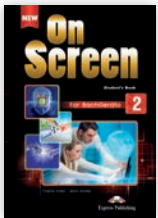
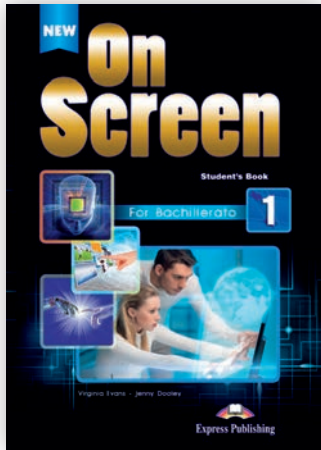
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More Reading, Writing, Listening
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2a Reading

UNIQUE

UNDERWATER CREATURES



Seahorses are beautiful and unusual fish that have captured the imagination of writers and artists for millennia, and which feature in the ancient mythology, legends and folklore of many countries. Seahorses seem so magical that, to this very day, many people still believe they only exist in children's stories. But the fact is, these delicate and shy little creatures are very real!

Scientists believe seahorses evolved at least 40 million years ago, and have survived from ancient times with only very small changes in their body structure and function. Seahorses have a peculiar appearance. They have a head like a horse, a pouch like a kangaroo, and a long, curved tail like a monkey. Their little bodies are covered in bony plates, not scales, and their tiny eyes resemble a chameleon's. Because of their confusing anatomy, for many years, people didn't know whether seahorses were a fish, an insect or a shellfish! Today, scientists know without a doubt that seahorses are fish because they have gills, a swim bladder and fins.

Seahorses live mostly in shallow, warm waters. They are not strong swimmers, using only a back fin and a pair of tiny fins behind their eyes to push them through the water. Seahorses spend a lot of time attached to seaweed or sea grass. They are able to hang on to sea grass and seaweed by wrapping their tails around the stems, which helps them to avoid being swept away by strong currents. While they hang from sea grass, their long, tube-like mouth, which has no teeth, acts like a hoover for food, sucking up plankton. Strangely, seahorses have no stomach so they can't store their food. This means they have to eat fairly continuously throughout the day.

Another unique characteristic of seahorses is that they (along with their cousins, the pipefish) are the only creatures in the animal kingdom where the male, not the female, becomes pregnant and gives birth to babies! The female produces eggs and places them in a pouch inside the male, where they are fertilised. The male gives birth to between 5 and 200 young. Amazingly, just a few hours after the male gives birth, the female will once again place eggs in the male's pouch. What's more, it will be the same female because seahorses mate for life!

Sadly, seahorses are in danger all over the world. Their habitats are being destroyed by human activities. People catch seahorses for pets and for souvenirs. In Asia, people believe seahorses have magical powers so they are used in traditional Chinese medicine. The most endangered seahorse in the world is the Krynsia seahorse, which is only found in South Africa. The reason it is in grave danger is that it has an exceptionally limited distribution range – it is only found in three estuaries in the whole of South Africa. Unless these estuaries are conserved, South Africa will lose its only seahorse species for good.

1 a) Look at the photograph. What is this fish? What do you know about it?
b) Check the words below in the Word List. Use them to describe the fish's peculiar appearance.

- horse-like head • tiny eyes
- long pointed nose • pouch
- sharp spikes • no limbs
- bony plates • no scales
- gills • long curved tail
- swim bladder • fins

Check these words

- capture imagination • millennia • feature • folklore • evolve • survive • body structure • function • peculiar • pouch • scales
- resemble • chameleon • shellfish • gills • shallow waters
- attached (to) • seaweed • wrap • stem • sweep (away) • current
- suck (up) • pipefish • pregnant • fertilise • mate • grave danger
- exceptionally limited • distribution range • estuary • conserve

STUDY SKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each paragraph helps us understand what the text is about.

2 Read the text quickly. What is the main idea in each paragraph?

2a

3 Choose the best answer according to the text. Give reasons for your answers.

- Some people are convinced that seahorses
 - A are too small and timid to survive.
 - B are imaginary creatures.
 - C should feature in more children's stories.
 - D have the ability to perform magic.
- Scientists believe modern-day seahorses
 - A look very similar to prehistoric seahorses.
 - B are able to change their body structure.
 - C may be related to the chameleon.
 - D have poor eyesight.
- Seahorses attach themselves to seaweed and sea grass
 - A in order to eat it.
 - B using their mouths and tails.
 - C to stay safe in rough waters.
 - D when they want to travel long distances.
- Eating for seahorses
 - A is difficult as they don't have teeth.
 - B takes up a lot of their time.
 - C involves storing plankton in their bodies.
 - D requires them to chew continuously.
- When it comes to reproduction, seahorses
 - A like to mate with as many different seahorses as possible.
 - B are the only fish where the males give birth.
 - C are pregnant more or less continuously.
 - D give birth to very small numbers of young.
- The Krynsia seahorse
 - A is the rarest of South Africa's three seahorse species.
 - B is used as medicine in some cultures.
 - C are found throughout South Africa.
 - D is in more danger than any other seahorse species.

5 Find words or phrases in the text that mean the opposite of:

- ordinary (para A)
- deep (para C)
- common (para D)

6 Find words in the text that mean:

- fragile (para A)
- strange (para B)
- non-stop (para C)
- pair off (para D)
- most serious (para E)

7 Complete the summary. Use these words: *curved, mate, bony, currents, gives, shallow, store, catch, peculiar, lost, attach, places, grave.*

Seahorses are fish with a 1) ... appearance. They have a 2) ... tail and 3) ... plates. They live in 4) ... warm waters. They can't swim well so they 5) ... themselves to seaweed so that strong 6) ... won't sweep them away. They eat most of the time because they have no stomach to 7) ... food. The male seahorse 8) ... birth to babies. The female 9) ... the eggs in the male's pouch. Seahorses 10) ... for life. Unfortunately, they are in danger because people 11) ... them for pets or souvenirs. The Krynsia seahorse is in 12) ... danger. If we don't protect it, this species will be 13) ... for good.

Did you Know?

Less than 1% of young seahorses make it to adulthood.

4 Listen and read the text. Answer the questions in your own words.

- What characteristics make seahorses fish?
- How do seahorses reproduce?
- Why is the Krynsia seahorse an endangered species?

Presentation Skills

Collect information about the pipefish. Use the key word: *pipefish*. Prepare a presentation for the class.

Speaking & Writing

What did you know about seahorses? What did you learn from the text? Write sentences or tell your partner. Write a few sentences about how to protect seahorses. Tell the class.

2f Writing

A report making suggestions

Writing Bank 2 p. WB2

Rubric analysis

1 Read the rubric. What do you have to write? What do you have to do in your writing? Choose the correct answer A, B or C.

You have had a class discussion about air pollution. Your teacher has asked you to write a report suggesting ways to reduce air pollution in your town. Think about: *public transport, trees, saving energy* (120-150 words).

- A give your opinion on a problem
- B provide solutions to a problem
- C explain what causes a problem

Model analysis

2 Read the model. Answer the questions.

1 Purpose
The aim of this report is to make suggestions on how we can reduce air pollution in our town.

2 Public transport
To begin with, a useful suggestion is to use public transport more. For example, drivers can leave their cars at home and use buses and trains instead. In this way, there will be less exhaust fumes in the atmosphere.

3 Trees
Secondly, we can plant more trees in the town. Trees absorb harmful gases and breathe out oxygen. By doing this, we make the air healthier to breathe and improve the town's appearance.

4 Saving energy
A final suggestion is to save energy. Power stations contribute to air pollution. By turning off lights and appliances when we do not need them, we will not need power stations as much.

5 Conclusion
To sum up, by using public transport, planting more trees and saving energy, we can reduce air pollution and have a town in which we can all breathe more easily.

STUDY SKILLS

Topic/Supporting sentences

Main body paragraphs should begin with topic sentences. A topic sentence introduces or summarises the main topic of the paragraph. Topic sentences should always be followed by supporting sentences which provide examples, results or reasons.

3 a) Find the topic sentences in the model report. Does each introduce a new topic? Do the rest of the sentences in each paragraph explain the topic sentence further?
b) Replace the topic sentences with other appropriate ones.

4 a) Put the sentences (a-c) in the correct order (1-3) to make paragraphs with topic sentences and supporting sentences.

- 1 a) As a result, we will have less packaging to get rid of and we will not need as many landfill sites.
- 2 One way is to reduce the amount of rubbish we throw away.
- 3 For instance, we can buy loose fruit and vegetables at the supermarket.

b) In particular, we can turn off the tap when running water is not necessary.

- 1 In this way, we help prevent water shortages.
- 2 To begin with, we can cut down on the amount of water we use at home.

b) Underline the linkers in paragraphs 1 and 2, then replace them with appropriate ones from the Useful Language box.

5 Expand the notes to form topic and supporting sentences.

- 1 encourage people/use public transport – reduce price/bus/train tickets – be fewer cars on streets
One possible solution is to encourage people to use public transport. For example, we can reduce the price of bus and train tickets. This means that there will be fewer cars on the streets.
- 2 start recycling – recycle paper, glass, aluminium – use/less natural resources
- 3 involve/community – organise clean-up days – raise awareness and keep local parks/beaches/clean

Useful Language

Introducing topic sentences making suggestions

- To begin with, .../Firstly, ...
- A useful/effective suggestion is .../ One (possible) suggestion is ...
- Another suggestion/way to solve the problem is ... • It is a good idea to ...
- It could help if ...

Introducing supporting sentences giving examples/reasons

- For example/instance, ...
- In particular, ...

Introducing supporting sentences giving results

- This way/in this way, ...
- Then, .../As a result, .../Consequently, ...
- If we do this, then, ...

Plan

Introduction
(Para 1) state topic of report

Main Body
(Para 2) first suggestion with example/reasons & results
(Para 3) second suggestion with example/reasons & results
(Para 4) third suggestion with example/reasons & results

Conclusion
(Para 5) summarise suggestions and closing comments

Checklist

When you finish your report, check it for the following:

- Have you stated the problem in the introduction?
- Have you included all the information from the rubric?
- Have you included sub-headings?
- Do your paragraphs have topic sentences which give suggestions as well as supporting sentences that give examples/reasons and results?
- Have you summarised your suggestions in the conclusion?
- Is your report within the word length?
- Are there any spelling/grammar/punctuation mistakes?

STUDY SKILLS


Writing a report making suggestions

Before you start writing a report making suggestions, think of how to organise your report. How many sections will it have? What sub-headings will you use? What suggestions/examples/results will you mention? Plan what you are going to write, makes notes, then expand them into complete paragraphs.

Your turn

6 Read the rubric. What problem are you going to write about?

You have had a class discussion on endangered species. Your teacher has asked you to write a report suggesting ways to help protect endangered species from extinction. Think about: *nature reserves, animal products, animal adoption* (120-150 words).



7 a) Look at the notes. Which are suggestions? Which are results?

A have special areas for endangered species

D pay for someone to care for an animal

B be able to live and breed in protected environment

E do not buy goods that are made from animal skins

C hunters will not make money from killing animals

F your animal will be more likely to survive

b) What examples/reasons could you use?

c) **PRESENTATION SKILLS** p. P58 Prepare and give a presentation about helping to protect endangered species.

8 Check the theory in the Writing Bank then write your report. Use ideas from Ex. 7 and phrases from the Useful Language box. Make sure each section of your report has a topic sentence with supporting sentences.

2f

1 How has the writer organised the report? Why?

2 Which paragraph states the topic of the report?

3 What suggestions does the writer make?

4 What is the result of each suggestion?

5 Which paragraph summarises all the writer's suggestions?

Curriculum/Culture 2 p. C2

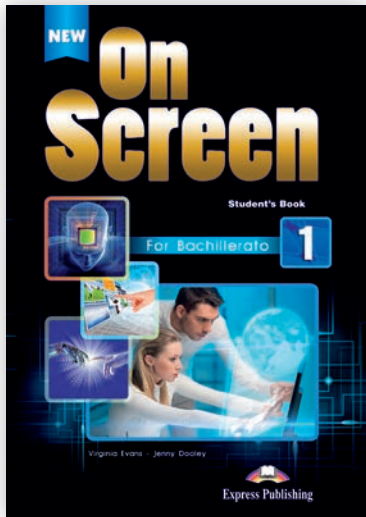
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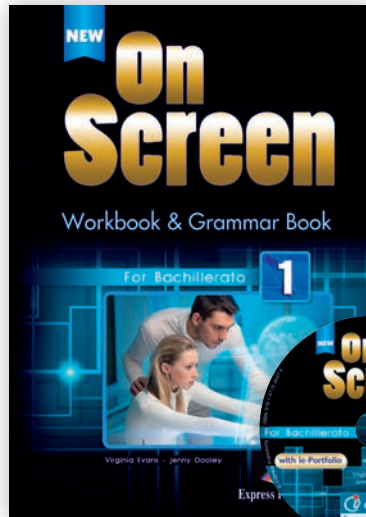
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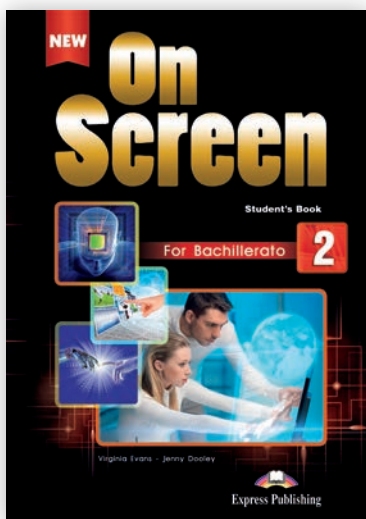
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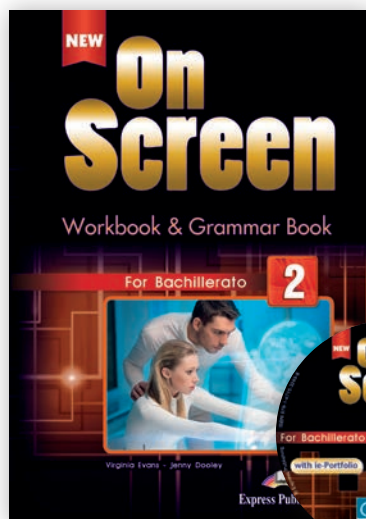
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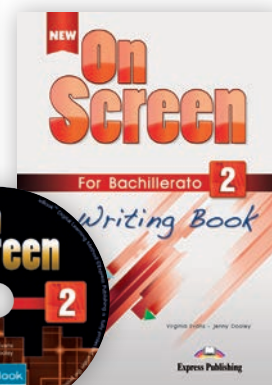
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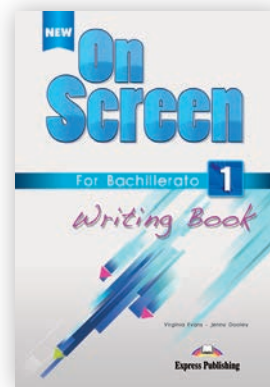
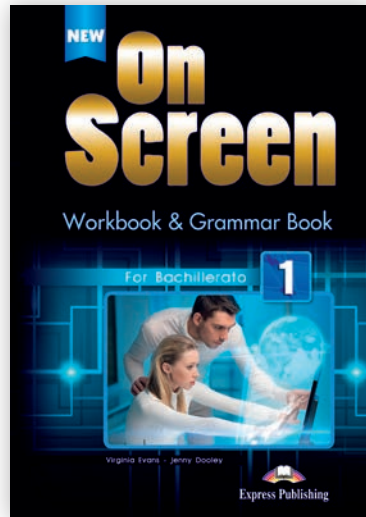
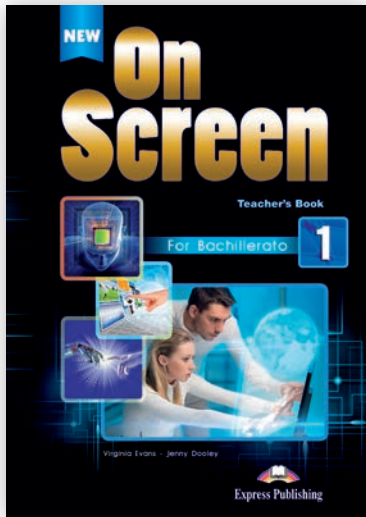
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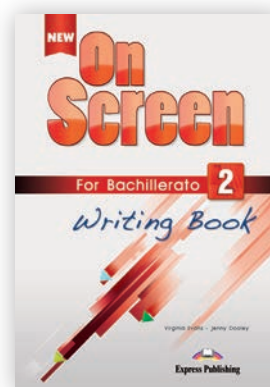
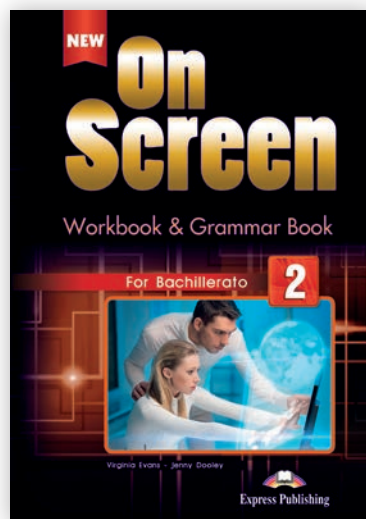
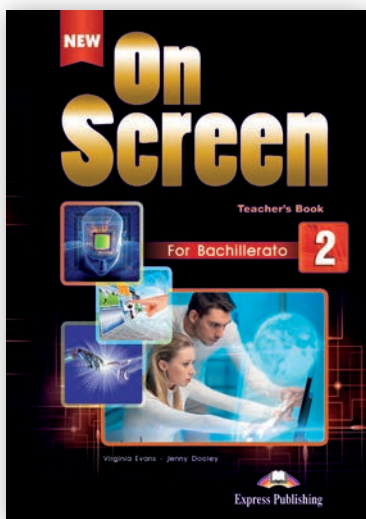
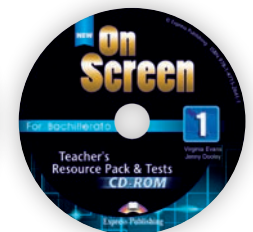
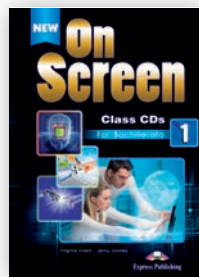
VOLCANOES

For Teachers



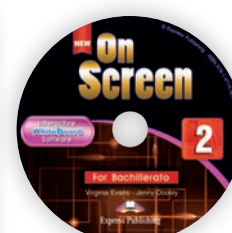
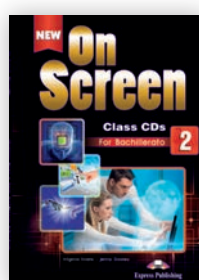
TEACHER'S COMPONENTS:

- ▶ Teacher's Book (interleaved) with Workbook Key
- ▶ Workbook & Grammar Book
- ▶ Teacher's Resource Pack & Tests CD-ROM
- ▶ Class Audio CDs
- ▶ IWB Software
- ▶ CLIL Reader *The Tundra Biome*
- ▶ Writing Book & Key



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- ▶ CLIL Reader *Volcanoes*
- ▶ Writing Book & Key



YOUNG ADULTS & ADULTS



LEVEL CHART

TITLE	CEFR LEVEL
On Screen	B1–C2
New Enterprise	A1–B2+/C1
Upload	A1–B2
Prime Time	A2–B2+
Upstream	A1+–C2
Wishes	B2–B2+





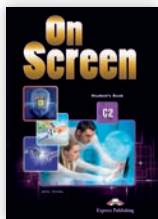
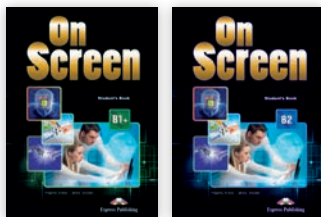
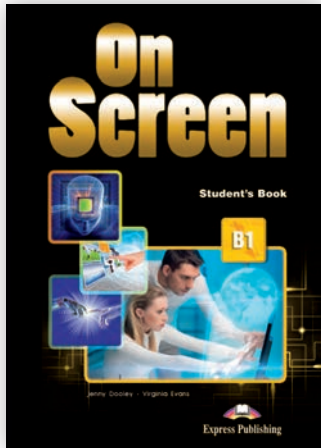
YOUNG ADULTS & ADULTS

B1-C2

On Screen

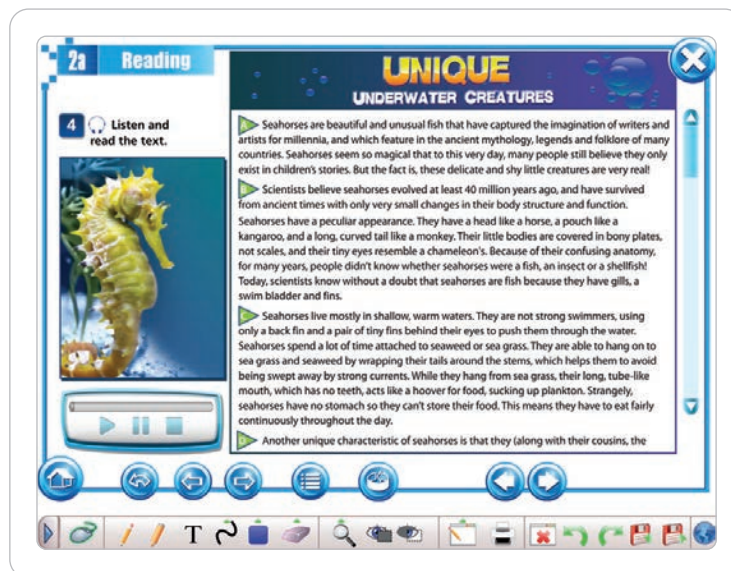
INTERMEDIATE TO PROFICIENCY LEVEL

VIRGINIA EVANS – JENNY DOOLEY



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- ▶ Notions and functions
- ▶ Variety of reading, listening and speaking tasks
- ▶ Grammar presentation in context
- ▶ Activities encouraging critical thinking as well as web research
- ▶ Writing sections & Writing bank containing models and development of writing skills
- ▶ Realistic pairwork and groupwork activities
- ▶ Pronunciation and Intonation sections
- ▶ Study Skills to help students become autonomous learners
- ▶ Practical English sections preparing students to use the language in real-life situations
- ▶ Culture sections & CLIL sections for each module
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- ▶ Public Speaking/Presentation Skills booklets to help learners become effective communicators and competent public speakers
- ▶ The Express DigiBooks Platform for the Student's, Workbook and Grammar and Test Booklet
- ▶ Debate guide for C2 level



EXTRA RESOURCES ON

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2a Reading

1 Look at the pictures and the title of the text. What do you think the text is about?

2 Check these words

- crew • manned mission • explosion
- plot • survival • doomed • landing
- lift-off • bang • flash • trail
- leaking • oxygen tank • meteor
- no time to lose • command module
- lunar module • lifeboat • enclosed
- cope with • adapter • carbon dioxide
- re-enter • splash down
- go down in history

Houston, we've had a problem here!

200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film *Apollo 13*, but it's also a true story of survival against the odds.

▶ Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, *Apollo 13* started its journey.

▶ Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas – the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston, we've had a problem here." At first, they thought that a meteor had hit them, but they later found out that a short circuit had caused an oxygen tank to explode. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module depended on that oxygen and pretty soon they would run out of both.

▶ The only solution was to conserve oxygen by moving from the command module into the lunar module – the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only built for two people. Now it had to cope with three. Amazingly, the crew managed to put together an adapter that reduced the carbon dioxide to a safe level.

▶ There was one final obstacle. The lunar module wasn't strong enough to re-enter Earth's atmosphere so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of *Apollo 13* splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would go down in history. Although the crew didn't land on the Moon, NASA still considers the mission a success. The *Apollo 13* disaster was proof that their highly-trained astronauts could deal with anything that could go wrong.

National Aeronautics and Space Administration – the organisation responsible for the US space programme

2a

3 Read the text and the questions below. For each question, choose the correct letter A, B, C or D.

- What is the writer's purpose?
 - A to give advice to astronauts
 - B to describe a mission to the Moon
 - C to persuade people to travel in space
 - D to explain how to travel to the Moon
- What does the writer say about the mission?
 - A There were some problems at the start
 - B They had planned the lift-off for a Friday.
 - C Scientists should believe in bad luck.
 - D The lift-off had been delayed.
- What was the astronauts' attitude towards the explosion?
 - A They didn't think it was a problem.
 - B They thought they would die.
 - C They realised they had to do something.
 - D They believed there was nothing they could do.
- How did the astronauts survive?
 - A They used the lunar module as a lifeboat.
 - B They created a new oxygen supply.
 - C They repaired the command module.
 - D They adapted to less oxygen.
- Which would be the most appropriate headline?
 - A APOLLO 13 CREW LOST IN SPACE
 - B LIFE AND DEATH DRAMA IN SPACE
 - C METEOR STOPS MOON LANDING
 - D ASTRONAUTS WALK ON MOON

4 Answer the questions in your own words.

- How did the astronauts get back to Earth?
- What does NASA believe about the mission?
- Were the astronauts lucky or unlucky? Why?

5 Match the words/phrases in bold in the text to their synonyms:

- Para A:** responsible for, believing in good/bad luck, although, arranged
- Para B:** disaster, relied, doing, blow up
- Para C:** save, lowered, made
- Para D:** difficulty, manage, regards, be remembered in the future

2 a) Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

- meteor • lift-off • re-enter • manned • leaking • landing • carbon dioxide

- Apollo 13*, with a crew of three people, was the third mission to the Moon.
- There were some problems during the even before the spacecraft got into space.
- They noticed the spacecraft was gas into space.
- They thought a had hit the spacecraft.
- The air in the lunar module contained
- The lunar module managed to Earth's atmosphere without on the Moon.

b) What do you know about *Apollo 13*? What do the sentences in Ex. 2a tell us about it? Listen, read and check.

Speaking

Imagine you were one of the scientists at Houston. Narrate the event from your point of view. Think about: the superstition, the problem, the success story.

Writing & Speaking

Imagine you are one of the crew of *Apollo 13* who came safely back on Earth. Describe how you felt when the accident happened. What did you think and how did you react? In three minutes write a few sentences. Tell the class.

sample pages from On Screen B1+ Student's Book

4a Reading

1 What do the pictures show: paintings? drawings? photographs? sculptures?

2 a) Check the words in bold in the Word List.

- Guido is a **Hyperrealist** artist.
- Guido Daniele paints portraits of animals.
- Guido started his career as a photographer.
- His works raise public awareness for WWF, helping to save **endangered** species.
- His models have to stay still for a long time.
- His work is exhibited worldwide.

b) What is Hand-imal Art? How are the sentences in Ex. 2a related to it? Read through to find out.

Check these words

- fur • stroke • portrait • outline
- advertising agency • promote
- research • transfer • bring to life
- carry on • creation • advertising campaign • public awareness
- environmental organisation
- endangered species
- Hyperrealist movement • realistic
- surprisingly • stay still • exhibit
- masterpiece • shower away
- bother • canvas • handheld gadget
- design • true-to-life • scales

Hand-imal Art

▶ The fur seems so real you want to stroke it. The eye shines like it's alive. **1** Guido Daniele's portraits of animals look exactly like photographs and it's true, they are. But look closer and you can see the outline of a thumb and maybe even a fingernail or two. Guido's 'hand-imals' are not photographs of eagles, birds, fish, and snakes, but photos of models' hands that have been painted to look exactly like different creatures!

▶ Guido became famous in the early seventies for his body-painting and photography. Then one advertising agency saw his work and had the hand-imals painted by Guido to promote their phones.

2 Guido remembers: 'I researched each animal to see how I could transfer it to a hand, and then began bringing it to life.' Guido is still very fond of the very first hand-imal he painted - a cheetah. He was so pleased with it that he was encouraged to carry on with his creations.

▶ Since then, he's worked on many other advertising campaigns and also helped raise public awareness for the World Wildlife Fund, the world's most famous environmental organisation working to save endangered species. **3** His paintings are part of the Hyperrealist movement: paintings that are so realistic that they look more like photographs than paintings. Surprisingly, each one is painted in just three or four hours! The only problem is, it's difficult to get models to stay still that long. **4** He says, "If you're spending hours holding someone's hand, I'd rather it's the hand of someone I love!"

▶ Guido's work has been exhibited around the world and he's now considered one of the world's best Hyperrealist artists. **5** At the end of a day, Guido's models wash themselves. His masterpieces are showcased away, but this doesn't bother Guido too much. "At least I start each day with a fresh canvas," he says.

4a

4 a) Listen and read the text. What is the author's intention?

b) In your own words and based on the information in the text, answer the questions.

- Why do people mistake Guido's images for real animals at first?
- What does Guido do before he creates a hand-imal?
- What does Guido find difficult? What does he do about it?
- How does Guido feel when his art is destroyed every day? Why?

5 Choose the correct words.

- Guido wants to **shine/raise/bring** awareness about animals in danger.
- You can see the **model/samples/outline** of people's fingers in Guido's photos.
- Guido uses a **design/pattern/combination** of art types to create his hand-imals.
- The animals in the portraits look like they're **true/alive/like**.
- Cats love their heads to be **stroked/encouraged/transferred**.

6 Find words or phrases in the text that mean:

- Para A:** same as
- Para B:** well-known, studied, persuaded
- Para C:** motionless
- Para D:** displayed, thought of as, worry, new

3 Read the text and fill in the gaps (1-5) with the correct sentence (A-F). One sentence is extra. Which words helped you decide?

- A The combination of hand-imals and handheld gadgets worked like a dream.
- B To begin with, he needs a design to work from.
- C His work has been successful mainly because it looks so true-to-life.
- D The scales look cold and wet, as if fresh from the sea.
- E There is another problem with Guido's hand-imals, though.
- F That's why Guido mostly uses his son and daughter.

Speaking

Imagine you are a radio presenter interviewing Guido Daniele. Your partner is Guido. Prepare questions and answers based on the text, then present your interview to the class.

Writing

What impresses you most about Guido's work? Write a few sentences on the topic, then read them to the class.

sample pages from On Screen B1+ Student's Book



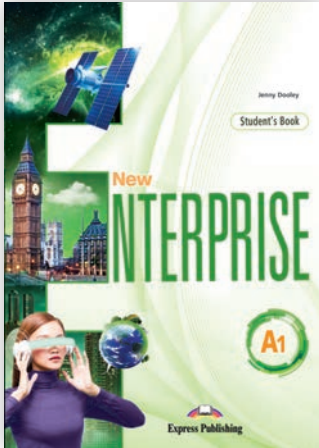
YOUNG ADULTS & ADULTS

A1-B2+/C1

New Enterprise

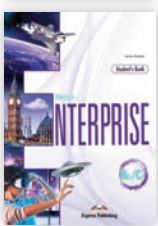
BEGINNER TO UPPER-INTERMEDIATE LEVEL

JENNY DOOLEY



New Enterprise is a six-level course for young adult and adult learners of English at CEFR Levels A1-B2+/C1. The series maintains and enriches the original approach adding a variety of new features to meet the demands of today's adults.

- ▶ A variety of reading texts accompanied by videos related to them
- ▶ Culture sections at the end of each unit
- ▶ Study Skills & Writing Tips to encourage autonomous learning
- ▶ Specially designed Writing sections for learners to develop their writing skills in a variety of writing genres
- ▶ Values & Public Speaking Skills every three units to develop learners' thinking skills and help them become competent public speakers
- ▶ CLIL section at the back of the book
- ▶ The Express DigiBooks platform for the Student's Book, Workbook and Grammar Book



8c Skills in Action

Vocabulary
Man-made landmarks & Materials

1 What is each landmark made of? Make sentences.

1 The Shard / glass

2 The Guggenheim Museum / concrete

3 The Parthenon / marble

4 The Golden Gate Bridge / steel

5 Stonehenge / stone

6 The Royal Albert Hall / brick

7 Trojan Horse statue / wood

8 The ancient city of Chan Chan / clay

1 The Shard is made of glass.

New Enterprise A2 - IWB software - Vocabulary Unit 8

EXTRA RESOURCES ON

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NEW ENTERPRISE	LEVEL A1	LEVEL A2	LEVEL B1	LEVEL B1+	LEVEL B2	LEVEL B2+/C1
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Interactive Whiteboard Software (downloadable)						

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Vocabulary: Geographical features, Man-made landmarks, Materials
Grammar: The passive

Everyday English: Ask for information
Writing: An article about a landmark

Landmarks



Vocabulary Geographical features

- 1 a) Look at the pictures of eight UNESCO World Heritage Sites and complete the gaps. Use: falls, lakes, mine, canyon, caves, mountains, rainforests, valley.

Listen to a podcast about them and check.



1 Grand _____ National Park, USA



2 Plitvice _____ National Park, Croatia



3 Viñales _____ Cuba



4 _____ of Ainsanana, Madagascar



5 Elephanta _____ India



6 The Greater Blue _____ Australia



7 Victoria _____ Zambia



8 Wieliczka Salt _____ Poland

A Hidden World of Wonders



The Wieliczka Salt Mine near Kraków is one of Poland's most famous attractions. It is visited by 1.2 million people every year!

The mine was first opened in the 13th century. Today it is a museum. Visitors can see how salt was mined long ago. Miners dug it out by hand and then carried it along mineshafts and up to the surface. After 1620, horses were used to carry the salt out. Visitors can now admire huge chambers, green underground lakes and 250 kilometres of tunnels and caves. These are decorated with natural salt crystals in strange shapes. There are also many interesting statues the miners carved out of rock salt. Even the beautiful lights that hang from the high ceiling in the main chamber are made out of salt crystals!

According to an ancient legend, a Hungarian princess called Kinga was travelling from Hungary to Poland. On her way, she threw her ring into a salt mine at Marmaró! Later, when she visited Wieliczka, her servants were told to dig a well. Instead of water, salt was found – and hidden in the first lump was Kinga's ring!

Even if you don't believe this story, you will be amazed by the mine's unforgettable sights. If you ever go to Kraków, don't miss the chance to visit it.



Check these words: mine, dig, surface, carve, well, lump

- b) Ask and answer questions about the places in Ex. 1a, as in the example.

A: Where is Grand Canyon National Park?
 B: It's in the USA.

- 2 Pictures A-E show parts of the Wieliczka Salt Mine in Kraków, Poland. Which picture shows:

- a statue carved from rock salt?
- an underground lake?
- a mineshaft?
- a light made out of huge salt crystals?
- a model of a miner carrying salt up to the surface?

Listening & Reading

- 3 What makes the Wieliczka Salt Mine unique?
 Listen, read and check.



Writing Tip

Learning new words

Learn new words together with their opposites. This helps you remember them.

- 6 Fill in the opposites from the list: ugly, modern, boring, unknown, tiny, low.

- 1 famous = _____ 4 interesting = _____
 2 huge = _____ 5 beautiful = _____
 3 high = _____ 6 ancient = _____

PREPOSITIONS

Choose the correct prepositions. Then make sentences based on the text using the completed phrases.

- 1 on/in the 13th century 5 hang off/from the ceiling
 2 dug out with/by hand 6 according on/to a legend
 3 decorated of/with salt crystals 7 at/on her way
 4 carve sth out/in of rock salt 8 amazed by/from sth

Speaking & Writing

- 8 a) List the phrases below under these headings: Place/Location – History – Things to see – Legend – Recommendation.

- Wieliczka Salt Mine
- natural salt crystals
- servants dug well
- horses used after 1620
- Hungarian princess Kinga
- underground lakes
- opened in 13th century
- beautiful lights
- near Kraków in Poland
- interesting statues
- threw ring into mine
- huge chambers
- ring was found
- tunnels & caves
- salt dug out by hand
- should visit it

- b) Imagine you are a tour guide. Use your notes in Ex. 8a to tell visitors about the Wieliczka Salt Mine.

Welcome to Wieliczka Salt Mine (near Kraków) in Poland.

THINK

- 9 Imagine you have visited the Wieliczka salt Mine. Write a blog entry about your visit there. Use ideas from Ex. 8.

There are a lot of famous attractions in Kraków.

- 4 Read the article and complete the sentences in your notebook. Then, explain the words in bold.
- The Wieliczka Salt Mine is located _____.
 - Nowadays, the mine is a _____.
 - The tunnels are decorated with _____.
 - The mine's statues were made by _____.
 - Kinga's servants found her ring while they _____.

- 5 Fill in: strange, ancient, high, famous, huge, underground, salt, rock. Then, make sentences using the completed phrases.
- _____ attractions 5 _____ shapes
 - _____ chambers 6 _____ salt
 - _____ lakes 7 _____ ceiling
 - _____ crystals 8 _____ legend





YOUNG ADULTS & ADULTS

A1-B2



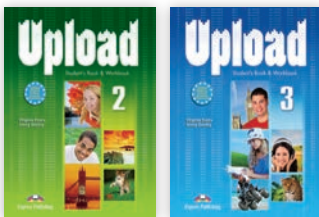
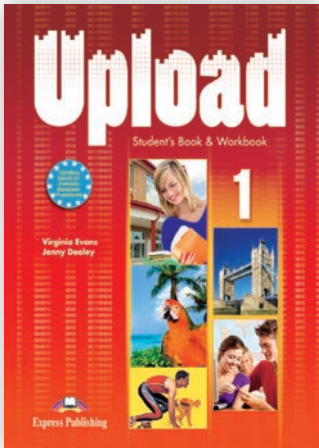
Upload

BEGINNER TO UPPER-INTERMEDIATE LEVEL

VIRGINIA EVANS – JENNY DOOLEY

Upload is a series of five courses in themed modules for young adult or adult learners of English at beginner to upper-intermediate level. The series aims to develop learners' language and thinking skills.

- ▶ Realistic dialogues featuring people in everyday situations
- ▶ Development of vocabulary and grammar skills through interactive tasks
- ▶ Activities encouraging critical thinking
- ▶ Writing sections containing models and project work
- ▶ ICT tasks to help students research a topic further
- ▶ Pronunciation and Intonation sections
- ▶ Study tips to help students become autonomous learners



UPLOAD	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SKILLS
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Teacher's Book	978-0-85777-681-5	978-0-85777-683-9	978-0-85777-685-3	978-0-85777-687-7	978-1-4715-2110-2
Interactive Whiteboard Software (downloadable)	978-1-4715-9401-4	978-1-4715-9402-1	978-1-4715-9403-8	978-1-4715-9404-5	978-1-4715-9405-2

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A2-B2+



Prime Time

ELEMENTARY TO UPPER-INTERMEDIATE LEVEL
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- ▶ Activities encouraging critical thinking as well as web research
- ▶ Writing sections containing models and development of writing skills
- ▶ Realistic pairwork and groupwork activities
- ▶ Pronunciation and Intonation sections
- ▶ Study tips to help students become autonomous learners
- ▶ Culture Corner and CLIL sections
- ▶ Text-related videos
- ▶ Public Speaking/Presentation Skills booklets to help learners become effective communicators and competent public speakers
- ▶ The Express Digibooks platform for the Workbook



PRIME TIME	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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Workbook & Grammar (with DigiBooks app)	978-1-4715-6585-4	978-1-4715-6586-1	978-1-4715-6587-8	978-1-4715-6588-5	978-1-4715-6589-2
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YOUNG ADULTS & ADULTS

A1+-C2



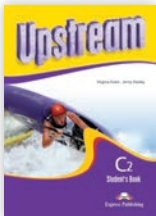
Upstream

BEGINNER TO PROFICIENCY LEVEL

VIRGINIA EVANS – JENNY DOOLEY – BOB OBEE – LYNDA EDWARD

This series is specially designed for students from absolute beginner to proficiency level. Each book provides systematic preparation in all four language skills – listening, speaking, reading and writing – required at these levels.

- ▶ A variety of cross-cultural and cross-curricular topics
- ▶ Lexical exercises practising and activating all essential vocabulary including collocations and everyday English
- ▶ Composition analysis and practice on all types of writing with full models
- ▶ Culture Clips & CLIL sections
- ▶ Literature sections
- ▶ Exam and Study Skills tips (for levels B2–C2)



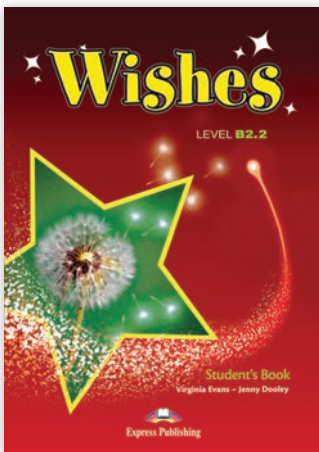
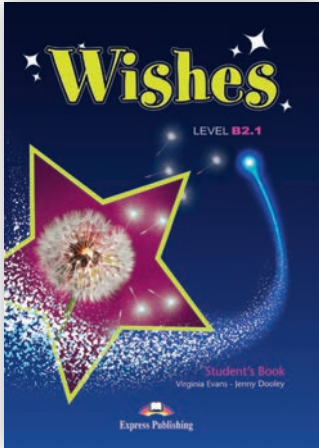
UPSTREAM	LEVEL A1+	LEVEL A2	LEVEL B1	LEVEL B1+
Student's Book	978-1-84466-571-6	978-1-84466-572-3	978-1-84466-573-0	978-1-84679-266-3
Teacher's Book	978-1-84558-800-7	978-1-84558-760-4	978-1-84466-599-0	978-1-84679-267-0
Workbook (Student's Book)	978-1-84558-761-1	978-1-84558-758-1	978-1-84558-409-2	978-1-84679-268-7
Workbook (Teacher's Book - overprinted)	978-1-84558-836-6	978-1-84558-759-8	978-1-84558-167-1	978-1-84679-313-4
Interactive Whiteboard Software (downloadable)	978-1-4715-9411-3	978-1-4715-9412-0	978-1-4715-9413-7	978-1-4715-9414-4

UPSTREAM	LEVEL B2	LEVEL B2+	LEVEL C1	LEVEL C2
Student's Book	978-1-4715-2344-1	978-1-4715-2380-9	978-1-4715-2970-2	978-1-4715-0264-4
Teacher's Book	978-1-4715-2346-5	978-1-4715-2382-3	978-1-4715-2975-7	978-1-4715-0265-1
Workbook (Student's Book)	978-1-4715-2345-8	978-1-4715-2381-6	978-1-4715-2976-4	978-1-4715-0266-8
Workbook (Teacher's Book - overprinted)	978-1-4715-2364-9			
Interactive Whiteboard Software (downloadable)		978-1-4715-9415-1	978-1-4715-94116-8	978-1-4715-9417-5

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B2-B2+



Wishes

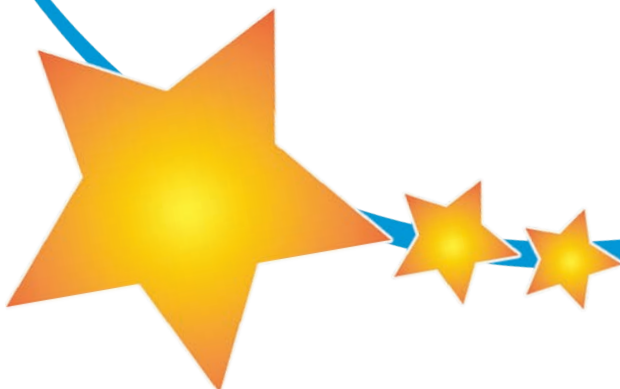
UPPER-INTERMEDIATE LEVEL
VIRGINIA EVANS – JENNY DOOLEY

Wishes Level B2.1 and **Wishes Level B2.2** effectively combine language development and extensive training for all language skills. **Wishes Level B2.1** and **B2.2** are designed to meet the requirements of any B2 level examination.

- ▶ Lexical exercises practising and activating vocabulary, as well as collocations, idioms, prepositions and phrasal verbs
- ▶ Speaking sections which aim to develop speaking skills
- ▶ Grammar sections covering all major grammatical areas, plus a Grammar Reference section with exercises
- ▶ Detailed composition analysis and models for all types of writing tasks, designed to develop the learners' writing skills
- ▶ Further practice sections on key word transformations, word formation, multiple-choice and cloze texts
- ▶ Culture Clips, CLIL and Green Issues sections

WISHES	LEVEL B2.1	LEVEL B2.2
Student's Book with iebook	978-1-4715-3415-7	978-1-4715-3416-4
Teacher's Book (overprinted)	978-1-4715-2368-7	978-1-4715-2372-4
Workbook (Student's)	978-1-4715-2369-4	978-1-4715-2373-1
Workbook (Teacher's - overprinted)	978-1-4715-2370-0	978-1-4715-2374-8
Interactive Whiteboard Software	978-1-4715-3344-0	978-1-4715-3345-7

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GRAMMAR



LEVEL CHART

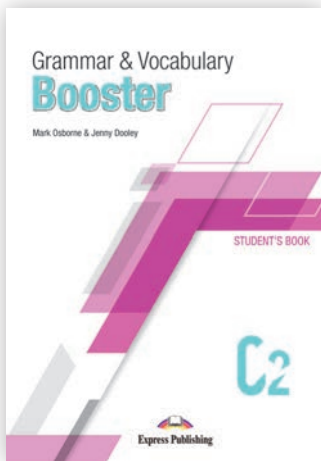
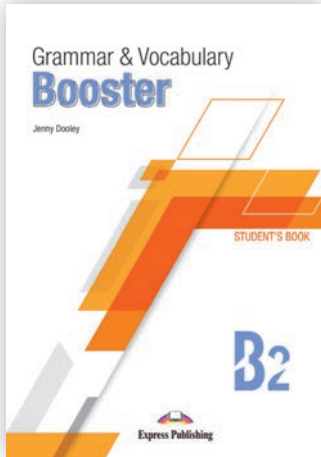
TITLE	CEFR LEVEL
Grammar and Vocabulary Booster	B2–C2
It's Grammar Time	A1+–B1+
Grammarway	A1+–B2





Grammar & Vocabulary Booster

JENNY DOOLEY / JENNY DOOLEY – MARK OSBORNE



Grammar & Vocabulary Booster is intended for learners at CEFR levels B2 and C2. It consists of 14 units and it aims to help learners understand and use English grammar and vocabulary at B2 and C2 levels through structurally graded material, realistic texts and full-colour pictures.

- ▶ Condensed presentation of grammar structures followed by a variety of exercises and a revision section at the end of each unit
- ▶ Vocabulary presentation and practice by topic as well as practice on phrasal verbs, prepositions and words often confused
- ▶ English in Use sections consisting of key word transformations, word formation, open cloze texts and multiple-choice cloze texts and sentences
- ▶ Regular review sections that revise the grammar and vocabulary of the preceding units
- ▶ Appendices on prepositions and prepositional phrases in alphabetical order
- ▶ Reinforces the knowledge needed for the FCE and CPE Cambridge examinations

GRAMMAR & VOCABULARY BOOSTER	LEVEL B2	LEVEL C2
Student's Book with DigiBooks app	978-1-3992-0748-5	978-1-3992-0985-4
Teacher's Book with DigiBooks app	978-1-3992-0749-2	978-1-3992-0986-1

4 Grammar

ADJECTIVES/ADVERBS/COMPARISONS

Order of adjectives

When there are two or more adjectives, they normally go in the following order:

Opinion	size	age	shape	colour	origin	material	type	purpose	noun
great	big	old	round	red	French	leather	table	chair	table

• **Opinion adjectives:** (great, wonderful, fantastic, nice, beautiful, lovely, etc.) are never followed by a noun.
 • **Size adjectives:** (big, small, tiny, etc.) are never followed by a noun.
 • **Age adjectives:** (old, young, ancient, etc.) are never followed by a noun.
 • **Shape adjectives:** (round, square, etc.) are never followed by a noun.
 • **Colour adjectives:** (red, blue, green, etc.) are never followed by a noun.
 • **Origin adjectives:** (French, Italian, etc.) are never followed by a noun.
 • **Material adjectives:** (leather, wood, etc.) are never followed by a noun.
 • **Type adjectives:** (table, chair, etc.) are never followed by a noun.
 • **Purpose adjectives:** (study, dining, etc.) are never followed by a noun.

1 Identify the adjectives in the sentences. Which are factual? Which are opinion?

- What a gorgeous party we had!
- Did you see that strange house? Why did they paint it such an odd colour?
- An old wooden fishing boat pulled out of the harbour.
- That new French film doesn't sound very interesting.
- I bought a pair of comfortable black leather shoes during the sales.
- Isn't George a powerful intelligent young man?
- The meal we had at the Italian restaurant was absolutely delicious.
- Sophia is a good-looking girl with long dark hair.
- We had such a great trip. The people were so friendly and the countryside was beautiful.
- Henry was given a great black leather puppy for his birthday.

2 Rewrite the sentences putting the adjectives into the correct place. Identify what kind of adjectives they are.

- He was carrying a briefcase. (leather, nice, black, new)
- He gave her a scarf. (dark, fantastic, French, red)
- I bought three chairs from an antique shop. (American, oak, old)
- She is an actress. (English, intelligent, young, dramatic)
- The table lamp was broken by the children. (metal, white, small)
- She bought a carpet. (Persian, antique, wonderful)
- He crashed his car yesterday. (sports, brand new, yellow)
- It was a dress. (handmade, gorgeous, wedding, lace)
- I saw a film on TV last night. (Italian, exciting, detective)
- They live in a house. (big, lovely, country, old-fashioned, brick)

4 Vocabulary

HOUSES & HOMES

ROOMS & FURNITURE

1 Look and write the correct number (1-12).



• dining room • attic • kitchen
 • roof • garage • child's bedroom
 • library • front door • master bedroom
 • living room • garden • bathroom

2 PLACES OF RESIDENCE

Label the photos. villa, detached house, cottage, mansion, block of flats, semi-detached house, stable, semi-detached house, tenement.



3 xi Match the opposites.

1 spacious	a old-fashioned
2 modern	b cramped
3 tidy	c quiet
4 noisy	d basic
5 bright	e noisy
6 luxurious	f dark

3ii Complete the sentences using adjectives from Ex. 3a.

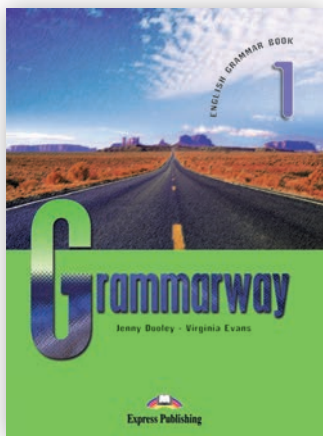
- Sorry the house is so _____ I haven't had time to clean up today.
- The kitchen is very _____ in the morning because it's from the sun.
- The living room was so _____ that we had enough room to fit two sofas in it.
- Luís looked so very _____ so she wants to move into a bigger flat in January.
- My neighbours often play loud music at night, they're very _____.
- The flat we looked at was quite _____ it had only one bedroom and wasn't furnished.

4 Tracy is looking for a flatmate and has attached a notice to the college noticeboard. Fill in the gaps with suitable adjectives. (magnificent, dingy, modern, copper, ornate).

I'm looking for a flatmate to share my flat in Clarendon Street. It's a cosy flat with 11 _____ heating for the winter and 2 _____ for the summer. My kitchen has a large _____ table and includes a big _____ oven and a cooker. You will have your own bedroom, which has a big _____ on the floor and a large _____ wardrobe for your clothes. I've also bought a new _____ for the bath. If you're interested please call me on 087-9557963.

5 Compare the house in Ex. 1 to your house.

A1+-B2



Grammarway

BEGINNER TO UPPER-INTERMEDIATE LEVEL
JENNY DOOLEY – VIRGINIA EVANS

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

- ▶ Clear, simple presentation of grammar structures through functional examples
- ▶ Comprehensive theory boxes
- ▶ A variety of exercises to reinforce the language learned
- ▶ Exercises designed to help the learner use correct and appropriate patterns in everyday situations
- ▶ Error correction exercises
- ▶ Speaking and writing activities at the end of each unit using the structures presented
- ▶ Picture flashcards

GRAMMARWAY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book	978-1-84466-594-5	978-1-84466-596-9	978-1-903128-94-7	978-1-903128-97-8
Student's Book with answers	978-1-84216-365-8	978-1-84216-366-5	978-1-84216-367-2	978-1-84216-368-9
Teacher's Book	978-1-84466-595-2	978-1-84466-597-6	978-1-903128-95-4	978-1-903128-98-5

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A1+-B1+



It's Grammar Time

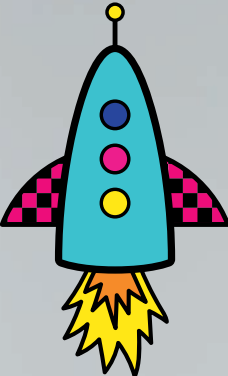
BEGINNER TO INTERMEDIATE LEVEL
VIRGINIA EVANS – JENNY DOOLEY

It's Grammar Time is a series of four grammar books in full colour designed for learners of English at beginner to intermediate level. The series systematically presents and provides practice of English grammar structures in context and can be used to supplement any main coursebook. It is suitable both for self-study and classroom use.

- ▶ Clear, simple, situational presentation of grammar structures, in context through pictures and jokes
- ▶ Comprehensive theory boxes with examples
- ▶ A variety of graded exercises where students practise grammar structures taught in context
- ▶ Speaking and writing activities at the end of each unit aiming to activate grammar structures taught in context
- ▶ Levels 3 & 4 contain sections on Phrasal Verbs, Prepositions & Word Formation
- ▶ The Express DigiBooks platform for each level

IT'S GRAMMAR TIME	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book with DigiBooks app	978-1-4715-6346-1	978-1-4715-6348-5	978-1-4715-6349-2	978-1-4715-6350-8
Key	978-1-4715-3803-2	978-1-4715-3806-3	978-1-4715-3809-4	978-1-4715-3811-7
Test Booklet	978-1-4715-3804-9	978-1-4715-3807-0	978-1-4715-3635-9	978-1-4715-3812-4

SKILLS



LEVEL CHART

TITLE

CEFR LEVEL

The Art of Writing

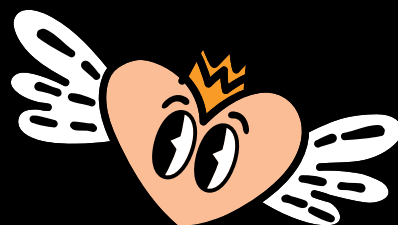
B2–C2

Reading & Writing Targets

A1–B1

Successful Writing

B1+–C1/C2





The Art of Writing

JENNY DOOLEY



The Art of Writing is a series of three books that aims to develop the skills necessary for effective writing at advanced levels.

Each book presents and analyses the most commonly used genres at CEFR levels B2, C1 and C2, and most international exam boards, divided in sections.

Each section starts with a warm-up activity to introduce learners to the concepts of each writing genre (such as emails/letters, stories, essays, letters to the editor, articles, reports, proposals, reviews, etc) followed by an introduction that presents all the key elements that characterise it. The units that follow, two pages each, contain rubric and model analyses of specific writing tasks as well as Useful notes and tasks that aim to improve learners' writing skills. Each unit ends with a plan that learners can follow when preparing their own pieces of writing.

At the end of each section, there is a Reflection and Evaluation page that aims to help learners develop self-awareness. Learners reflect on what they have learnt, such as necessary elements to be included in their writing pieces, how they fit together coherently, and if language has been used appropriately in order to evaluate their progress and identify their strengths and weaknesses, as well as those of their classmates'.

The Introduction for the Teacher explains how teachers can assess learners' writing pieces and how to provide feedback sessions so that problems can be explained and corrected together with the learner (formative assessment).

THE ART OF WRITING	LEVEL B2	LEVEL C1	LEVEL C2
Student's Book with DigiBooks app	978-1-3992-0690-7	978-1-3992-0977-9	978-1-3992-0934-2
Teacher's Book with DigiBooks app	978-1-3992-0691-4	978-1-3992-0978-6	978-1-3992-0935-9



3rd person narrative (beginning given)

1 Read the rubric. Underline the key words. Answer the questions.

You have seen this announcement in a new English-language magazine for young people.

Stories wanted

- We are looking for stories for our new English language magazine for young people. Your story must begin with the sentence: **Larry had never seen anything like it: the music and colours were absolutely incredible.**
- Larry had never seen anything like it: the music and colours were absolutely incredible.

Write your story (140-190 words).

- What are you going to write?
- Who is going to read it?
- Will it be a first- or third-person narrative?
- How should you start your piece of writing?
- How many words should you write?

2 Read the model and put the verbs in brackets into the correct tense.

Larry **1)** _____ (never/see) anything like it: the music and colours were absolutely incredible. Lots of people on the street **2)** _____ (dance) in the bright sunshine. The delicious smell of barbecued food **3)** _____ (fill) the air. He was at the Notting Hill Festival in London for the first time and he was really enjoying it.

People were passing through the streets in spectacular costumes covered in anything from glitter to feathers. As he **4)** _____ (stare) happily along with the crowd, he suddenly **5)** _____ (feel) a pain in his foot. He **6)** _____ (bleed) through his flip-flops.

"Are you OK?" **8)** _____ (ask) a deep voice from behind him. His **9)** _____ (bark) around nervously and Larry **11)** _____ (see) one of the vibrant dancers standing over him. Larry **11)** _____ (show) him his foot. The dancer quickly **12)** _____ (help) Larry onto one of the decorated floats that were part of the parade and **13)** _____ (take) care of his foot.

Larry and his new friend spent the rest of the afternoon **14)** _____ (ride) the float around having fun. It was the best day of the summer. He had never felt so happy before!

3 Put the events in the order they happened. Which is the climax event?

- A dancer asked if Larry was OK.
- Larry and the dancer rode the float around Notting Hill.
- The dancer took care of Larry's foot.
- Larry danced with the crowd.
- Larry felt a pain in his foot.
- Larry went to the Notting Hill Festival.
- Larry bled through his flip-flops.
- The dancer took Larry to a decorated float.

4 Read the model again and answer the questions.

- How has the writer set the scene?
- What techniques has the writer used to start/end the story?
- Which adjectives and adverbs has the writer used?

5 Has the writer used the senses in the story? Give examples.

6 Read the extract. Underline the phrases that relate to the use of the senses.

As I was walking through the forest, I felt completely relaxed. I took a deep breath, enjoying the fresh scent of flowers. The warm breeze ruffled the leaves on the trees - otherwise I was quiet. As along the pathway I could see the boldness of deer and rabbits. I could feel the sun warming the top of my head. I passed a blackberry bush and stopped to sample some of the small sweet fruit. They were delicious.

7 Read the rubric. Underline the key words. Answer the questions.

You have seen this announcement in a new English-language magazine for young people.

Stories wanted

- We are looking for stories for our English language magazine short story competition. Your story must begin with the sentence: **Jared was walking back home when a young woman stopped him and asked for his name.**
- Jared was walking back home when a young woman stopped him and asked for his name.
- The best ones will be published.

Write your story (140-190 words).

- What are you going to write?
- Who is going to read it?
- Will it be a 1st or 3rd person narrative?
- How should you start your piece of writing?
- How many words should you write?

8 BRAINSTORMING Make notes under the headings below in your notebook. Use your notes to write your story for Ex. 7. Follow the paragraph outline on p. 40.

STORY

Who — When — Where — Weather

Climax event — Main events — What (activities)

What happened in the end — Feelings

9 Swap stories with your partner. Give your partner's story a different ending.



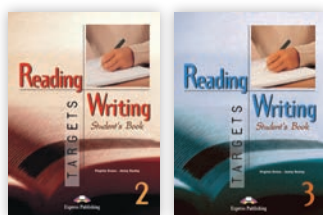
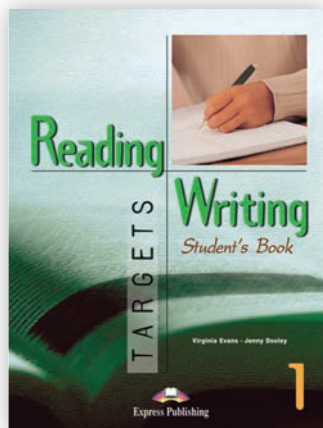
Reading & Writing Targets

BEGINNER TO PRE-INTERMEDIATE LEVEL

VIRGINIA EVANS – JENNY DOOLEY

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

- ▶ A variety of texts, based on real-life situations, which develop reading skills and provide models for the learners' own written work
- ▶ Lexical and grammatical exercises which familiarise learners with all the vocabulary and grammatical structures necessary to produce a successful piece of writing
- ▶ Useful writing tips and paragraph plans which give the learners step-by-step guidance
- ▶ The Teacher's Books provide useful notes for the teacher and a full key to the exercises in the Student's Books



READING & WRITING TARGETS	LEVEL 1	LEVEL 2	LEVEL 3
Student's Book	978-1-78098-253-3	978-1-78098-226-7	978-1-78098-371-4
Teacher's Pack (Student's Book, Teacher's Book)	978-1-78098-909-9	978-1-78098-910-5	978-1-78098-911-2



Successful Writing

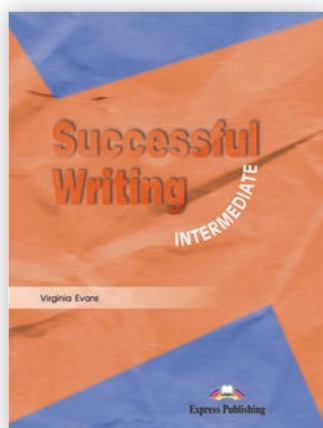
INTERMEDIATE TO PROFICIENCY LEVEL

VIRGINIA EVANS

These three books consist of well-structured units which develop the skills necessary for effective writing at intermediate to advanced levels. The books prepare students to write all types of composition, including descriptive, discursive, narrative, reports, articles, letters, emails, transactional letters/emails and reviews.

Each unit starts with a listening activity to stimulate the students' interest. The lead-in is followed by theory, plans and full-length model compositions which help students produce successful pieces of writing. The Revision and Extension section includes a full range of composition types for students to analyse.

The books can be used alongside a main course, reinforcing students' writing skills.



SUCCESSFUL WRITING	INTERMEDIATE	UPPER-INTERMEDIATE	PROFICIENCY
Student's Book	978-1-903128-50-3	978-1-84216-878-3	978-1-84216-880-6
Teacher's Book	978-1-903128-51-0	978-1-84216-879-0	978-1-84216-881-3

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EXAMS



LEVEL CHART

TITLE	CEFR LEVEL
Skills Builder for Young Learners (Starters, Movers, Flyers)	PRE A1 – A2
Triple Jump	PRE A1–A2
Practice Tests A2 Key	A2
Practice Tests A2 Key for Schools	A2
Practice Tests B1 Preliminary	B1
Practice Tests B1 Preliminary for Schools	B1
FCE Practice Exam Papers	B2
FCE for Schools Practice Tests	B2
FCE Use of English	B2
CPE Use of English	C2
CAE Practice Tests	C1
CPE Listening & Speaking Skills	C2
CPE Practice Tests	C2
Practice Tests for Cambridge IGCSE ESL BOOK 1	C1/C2
OET Occupational English Test Nursing & Medicine Speaking & Writing Skills Builder	B2–C2
OET Occupational English Test All Professions Reading & Listening Skills Builder	B2–C2
Core Computer Science	B2–B2+/C2
Advanced Computer Science	B2–B2+/C2

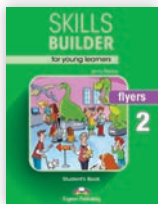
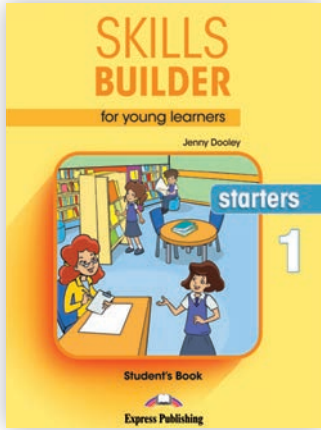


Skills Builder

for young learners

JENNY DOOLEY

This exciting series is designed to develop all four language skills at Pre A1, A1 and A2 (CEFR) levels. The syllabus reflects the language covered in primary courses and material taught around the world. The tasks and activities provide excellent practice in listening, speaking, reading and writing. The series is an ideal supplement to any course at primary level. The books can also be used by pupils who are preparing for the Cambridge English: Young Learners exams, as well as other examinations at the same level.



SKILLS BUILDER FOR YOUNG LEARNERS	STARTERS 1	STARTERS 2
Student's Book	978-1-4715-5930-3	978-1-4715-5935-8
Teacher's Book	978-1-4715-5931-0	978-1-4715-5936-5

SKILLS BUILDER FOR YOUNG LEARNERS	MOVERS 1	MOVERS 2
Student's Book	978-1-4715-5940-2	978-1-4715-5945-7
Teacher's Book	978-1-4715-5941-9	978-1-4715-5946-4

SKILLS BUILDER FOR YOUNG LEARNERS	FLYERS 1	FLYERS 2
Student's Book	978-1-4715-5950-1	978-1-4715-5958-7
Teacher's Book	978-1-4715-5954-9	978-1-4715-5959-4

For Class Audios please contact contacta@edebe.net


Unit 1

Reading & Writing


Part 1
5 questions

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples




This is a ball.




These are apples.

Questions




1 This is a box.


Reading & Writing




2 These are carrots.



3 This is a jacket.



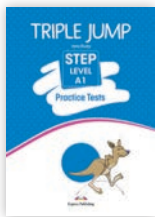
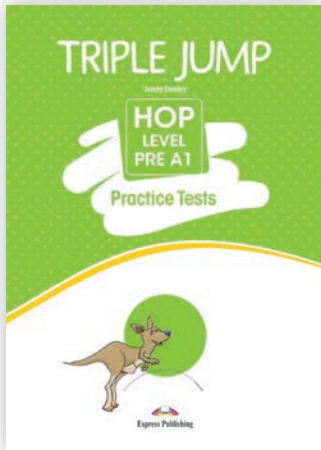
4 This is a bird.



5 These are frogs.

sample pages from **Starters 1** Pupil's Book

PRE A1-A2



TRIPLE JUMP PRACTICE TESTS



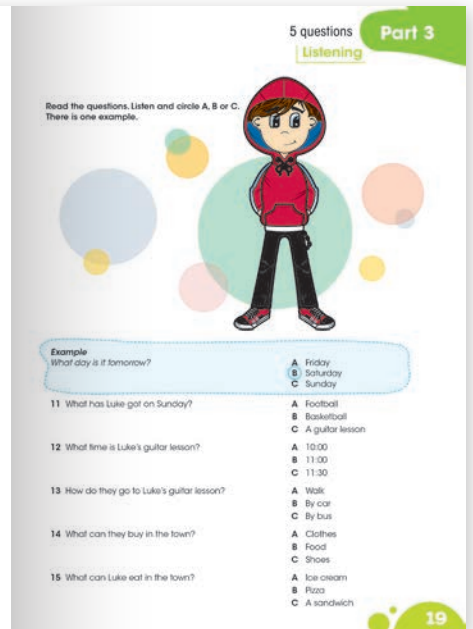
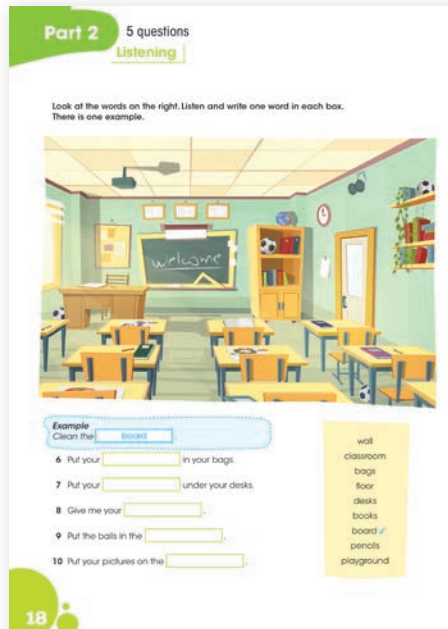
HOP LEVEL PRE A1, STEP LEVEL A1, JUMP LEVEL A2

JENNY DOOLEY

Triple Jump Practice Tests is an exciting series that aims to develop young learners' skills in primary and lower-secondary education. The series provides excellent practice in listening, reading and writing and can supplement any course at Pre-A1-A2 CEFR levels.

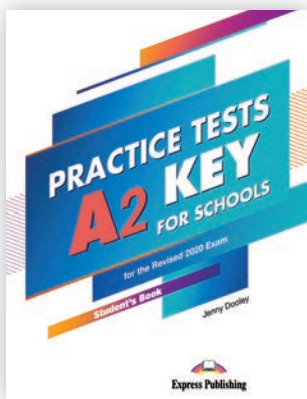
TRIPLE JUMP PRACTICE TESTS	HOP LEVEL PRE A1	STEP LEVEL A1	JUMP LEVEL A2
Student's Book with DigiBooks app	978-1-3992-1397-4	978-1-3992-1403-2	978-1-3992-1400-1

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sample pages from *Triple Jump Practice Tests Hop level Pre-A1*

A2



Practice Tests A2 Key & A2 KEY for Schools

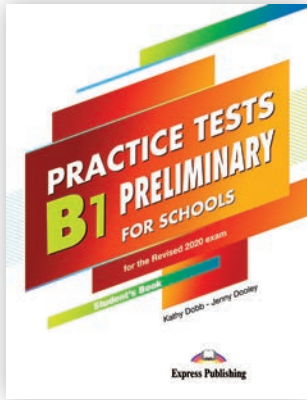
JENNY DOOLEY

Each of these practice test books is a collection of ten complete practice tests and provides excellent preparation for the Cambridge English Qualifications A2 Key & A2 Key for Schools examinations for the Revised 2020 Exam. The books are also appropriate for any other examinations at the same level.

PRACTICE TESTS A2 KEY & A2 KEY FOR SCHOOLS	A2 KEY	A2 KEY FOR SCHOOLS
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B1



Practice Tests B1 Preliminary & B1 Preliminary for Schools

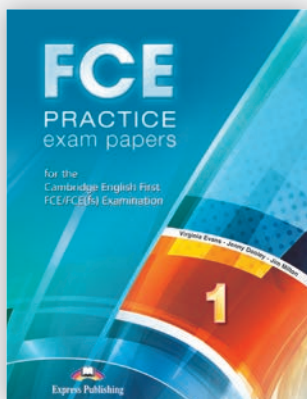
KATHY DOBB - JENNY DOOLEY / PETER FULLAGAR - JENNY DOOLEY

Each of these practice test books is a collection of ten complete practice tests and provides excellent preparation for the Cambridge English Qualifications B1 Preliminary & B1 Preliminary for Schools examinations for the Revised 2020 Exam. The books are also appropriate for any other examinations at the same level.

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B2



FCE Practice Exam Papers

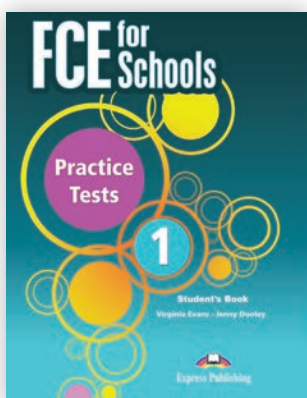
VIRGINIA EVANS – JENNY DOOLEY – JAMES MILTON

This series consists of two practice test books and provides systematic practice and development of students' reading, use of English, speaking, listening and writing skills at upper-intermediate level. The series offers excellent preparation for the B2 First Cambridge English Qualifications (formerly known as Cambridge English: First (FCE)) examination, as well as any other examinations at the same level.

FCE PRACTICE EXAM PAPERS	BOOK 1	BOOK 2
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B2



FCE for Schools Practice Tests

VIRGINIA EVANS – JENNY DOOLEY – BOB OBEE

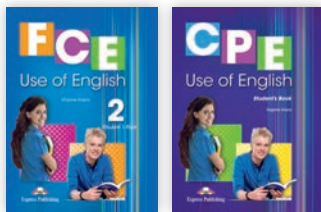
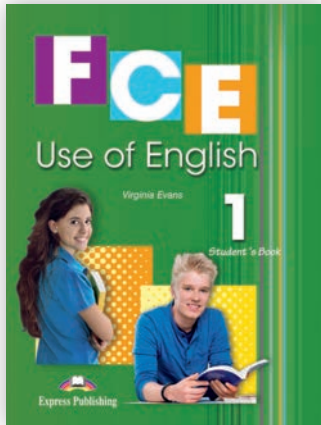
These books are aimed at learners of the English language at CEFR level B2 preparing for the B2 First for Schools Cambridge English Qualifications (formerly known as Cambridge English: First (FCE) for Schools) examination or any other examinations at the same level.

PRACTICE TESTS A2 KEY & A2 KEY FOR SCHOOLS	A2 KEY	A2 KEY FOR SCHOOLS
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FCE & CPE Use of English



INTERMEDIATE TO PROFICIENCY LEVEL
VIRGINIA EVANS

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- ▶ Condensed presentation of grammatical structures in theory boxes, followed by graded exercises on each structure
- ▶ Units consisting of cloze texts, phrasal verbs, prepositions, idioms, key word transformations, collocations, word formation and 'words often confused' exercises
- ▶ Practice material for the Use of English paper
- ▶ Consolidation units
- ▶ Useful appendices containing phrasal verbs, prepositions, word formation and idioms
- ▶ Further practice sections to help students revise
- ▶ The overprinted Teacher's Book provides a full key to all the exercises in the Student's Book

FCE & CPE USE OF ENGLISH	FCE USE OF ENGLISH 1	FCE USE OF ENGLISH 2	CPE USE OF ENGLISH
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FCE

9 Add question tags and short answers to the statements below.

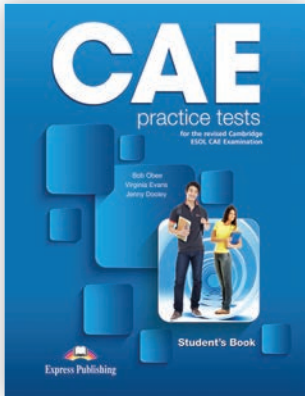
- There's room for me in your car, ...*isn't there...?* "Yes, ...*there is...*"
- He's got a friendly face,? "Yes,"
- Leave me more space,? "No,"
- You will help me with my suitcases,? "Yes,"
- They are still in France,? "No,"
- This is the way to Brian's house,? "Yes,"
- They had a holiday in Florida last year,? "Yes,"
- You won't ask for my opinion,? "No,"
- He used to have a moustache,? "Yes,"
- You went to Crete last month,? "No,"

Oral Development 16

Look at the pictures, then make sentences with question tags and short answers.

Three images are shown: a skier, three girls talking, and a fire.

C1



CAE Practice Tests

BOB OBEE – VIRGINIA EVANS – JENNY DOOLEY

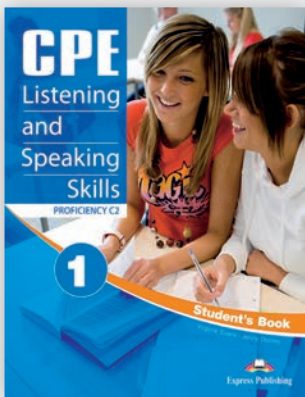
This book consists of a collection of six complete practice tests for the C1 Advanced Cambridge English Qualifications (formerly known as Cambridge English: Advanced (CAE)) examination. The tests have been designed to reflect the exam task types according to the Advanced specifications and provide excellent preparation for this examination as well as any other examinations at the same level.

CAE PRACTICE TESTS

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C2



CPE Listening and Speaking Skills

VIRGINIA EVANS – JENNY DOOLEY

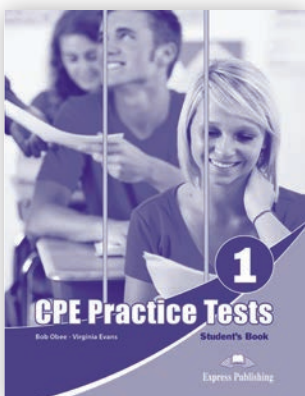
These books are aimed at learners of the English language at CEFR level C2 preparing for the C2 Proficiency Cambridge English Qualifications (formerly known as Cambridge English: Proficiency (CPE)) examination or any other examinations at the same level of difficulty.

CPE LISTENING AND SPEAKING SKILLS

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C2



CPE Practice Tests

BOB OBEE – VIRGINIA EVANS

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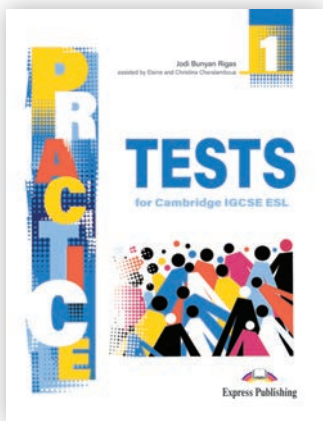
C1



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JODI BUNYAN RIGAS

PRACTICE TESTS FOR CAMBRIDGE IGCSE ESL BOOK 1 contains five practice tests designed to help students prepare for the new Cambridge International General Certificate of Secondary Education in English as a second language. The tests are closely aligned to the new revised format for Papers 1, 2 and 3 for students to practise on the reading, writing, listening and speaking components allowing for better preparation prior to taking the aforementioned examination.



PRACTICE TESTS FOR CAMBRIDGE IGCSE ESL BOOK 1

Student's Book with DigiBooks app

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For key, audios, audio transcripts & samples for all writing tasks please contact expresspublishing@edebe.net

PAPER 2 | Listening

Question 6
How will the woman get to the airport?

Question 7
What is the man planning to wear to his work function?

Question 8
Why did the man leave work early yesterday?

Exercise 2
You will hear five short recordings. For each question, choose the correct answer, A, B or C, and put a tick (✓) in the appropriate box. You will hear each recording twice.

Question 9
What does the girl think about the current teacher?

Question 10
What kind of lesson does the boy like?

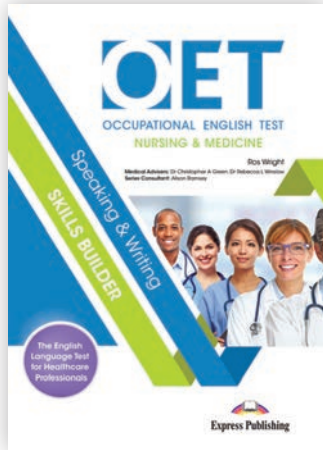
Question 11
What should the students take with them?

Question 12
What will the students do first once they have arrived?

68 Test 3 [Total: 8] Test 3 69

sample pages from *Practice Tests For Cambridge IGCSE ESL Book 1*

B2–C2



OET Occupational English Test Nursing & Medicine Speaking & Writing Skills Builder

THE ENGLISH LANGUAGE TEST FOR HEALTHCARE PROFESSIONALS

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- ▶ Real-world scenarios and authentic dialogues
- ▶ Medical topics including type 2 diabetes, depression and cardiovascular disease
- ▶ Grammar reference
- ▶ Medical abbreviations and acronyms list

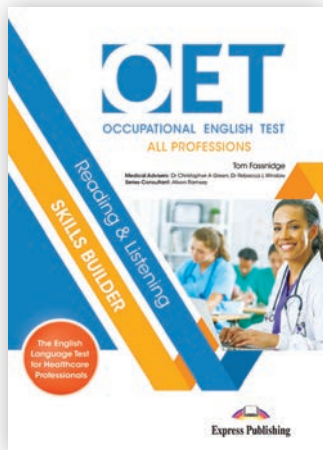
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B2–C2



OET Occupational English Test All Professions | Reading & Listening Skills Builder

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- ▶ 10 units (introductory unit plus three units for each of Reading & Listening A, B and C)
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- ▶ Grammar and vocabulary exercises focusing on key language for OET
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- ▶ Audio recordings designed to replicate OET Listening tasks
- ▶ Full-colour photos, illustrations and diagrams
- ▶ Test tips for every part of the reading and listening tests
- ▶ OET Reading & Listening Skills Builder is suitable for members of all 12 professions eligible for OET and can be used in the classroom or for self-study. It is also a valuable resource for any healthcare professional wishing to improve the standard of their medical English.

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Core Computer Science

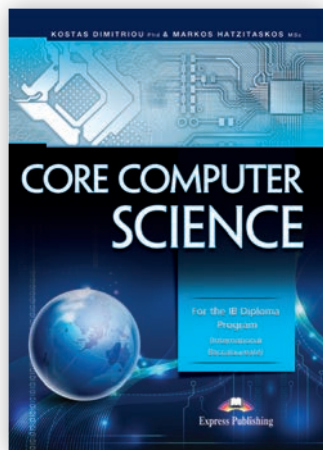
FOR THE IB DIPLOMA PROGRAM (INTERNATIONAL BACCALAUREATE)
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A new educational resource for all students who need to understand the core themes of Computer Science.

The book references the assessment statements in the 2014 IB Computer Science subject guide, while remaining flexible enough to be used in any educational setting, including programming courses. The book comprehensively presents all Core Computer Science aspects in plain English, allowing native and non-native English language users to gain maximum benefit.

This book allows both students and teachers to follow the wide-ranging IB Computer Science syllabus, confident that all aspects of theory and practice have been covered.

- ▶ Diagrams and illustrations for key concepts
- ▶ More than 200 examination-style questions with answers
- ▶ Use of flowcharts, pseudocode, as well as the creation of actual working code in the Java Programming Language
- ▶ References to the assessment statements in the IB Computer Science subject guide



CORE COMPUTER SCIENCE

Student's Book

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LEVEL CHART English for Specific Purposes (CEFR LEVEL A1–B1)

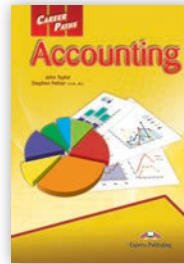
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- Agricultural Engineering
- Agriculture
- Air Force
- Architecture
- Art & Design
- Au Pair
- Automotive Industry
- Banking
- Beauty Salon
- Business English
- Call Centers
- Chemical Engineering
- Cinematography
- Civil Aviation
- Civil Engineering
- Command & Control
- Computer Engineering
- Computing
- Construction I - Buildings
- Construction II - Roads & Highways
- Cooking
- Criminology
- Dental Hygienist
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- Electrician
- Electronics
- Emergency Management
- Engineering
- Environmental Engineering
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- Fishing & Seafood Industry
- Fitness Training
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- Mechanics
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- Navy
- Nuclear Engineering
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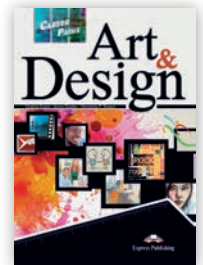
Agriculture



Air Force



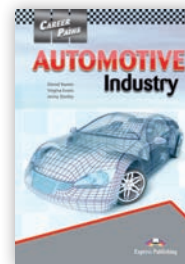
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Art & Design



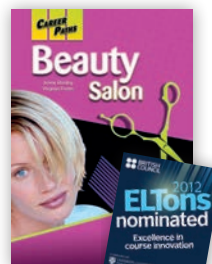
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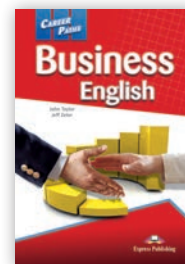
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Banking



Beauty Salon

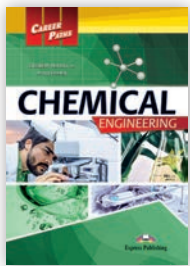


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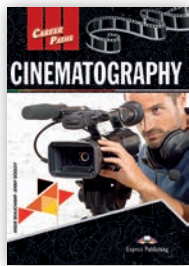


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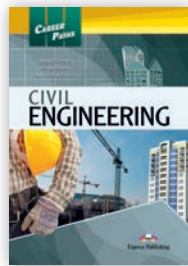
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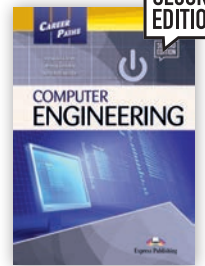
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Civil Engineering



Command & Control



Computer Engineering

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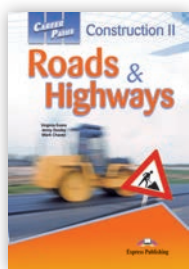


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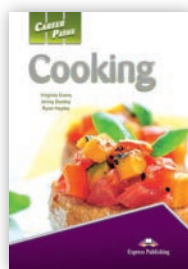
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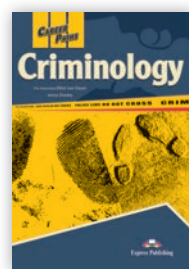
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Construction II - Roads & Highways



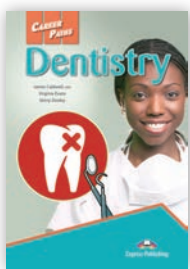
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Criminology



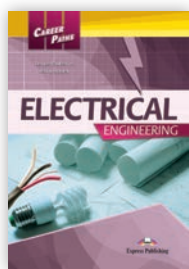
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Dentistry



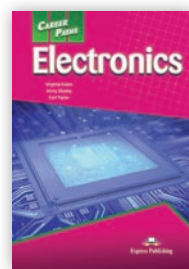
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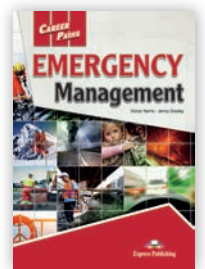
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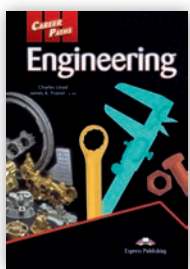
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Environmental Engineering



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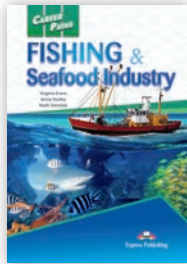
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Facilities Maintenance	978-1-3992-0100-1	978-1-3992-0101-8
Fast Food	978-1-4715-8287-5	978-1-3992-0366-1
Finance	978-1-4715-6262-4	978-1-3992-0367-8



Firefighter



Fishing & Seafood Industry



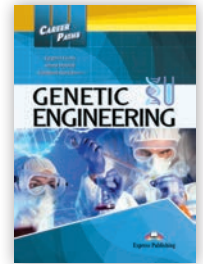
Fitness Training



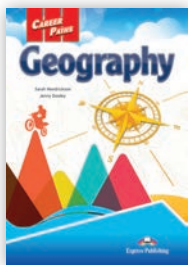
Flight Attendant



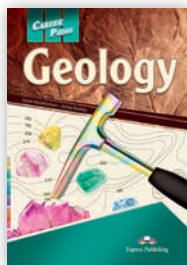
Food Service Industries



Genetic Engineering



Geography



Geology



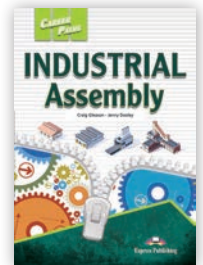
Healthcare Management



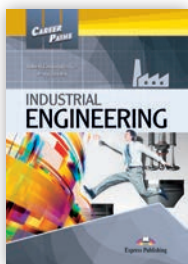
Hotels & Catering



Human Resources



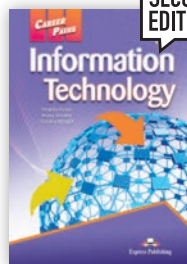
Industrial Assembly



Industrial Engineering



Industrial Safety



Information Technology

SECOND EDITION



Insurance



Journalism



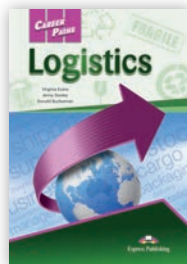
Kindergarten Teacher



Landscaping



Law



Logistics



Management I - II



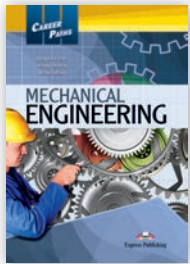
Marine Engineering



MBA English

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS APP)
Firefighter	978-1-4715-7211-1	978-1-3992-0368-5
Fishing & Seafood Industry	978-1-4715-6263-1	978-1-3992-0369-2
Fitness Training	978-1-4715-6264-8	978-1-3992-0326-5
Flight Attendant	978-1-4715-6265-5	978-1-3992-0370-8
Food Service Industries	978-1-4715-6266-2	978-1-3992-0371-5
Genetic Engineering	978-1-4715-7065-0	978-1-3992-0372-2
Geography	978-1-3992-0323-4	978-1-3992-0324-1
Geology	978-1-3992-0092-9	978-1-3992-0093-6
Healthcare Management	978-1-3992-0209-1	978-1-3992-0210-7
Hotels & Catering	978-1-4715-6268-6	978-1-3992-0373-9
Human Resources	978-1-4715-6269-3	978-1-3992-0374-6
Industrial Assembly	978-1-4715-9445-8	978-1-3992-0375-3
Industrial Engineering	978-1-4715-8353-7	978-1-3992-0376-0

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS)
Industrial Safety	978-1-4715-8765-8	978-1-3992-0377-7
Information Technology [2nd Edition]	978-1-3992-0578-8	978-1-3992-0378-4
Insurance	978-1-4715-6271-6	978-1-3992-0382-1
Journalism	978-1-4715-7639-3	978-1-3992-0383-8
Kindergarten Teacher	978-1-4715-6272-3	978-1-3992-0384-5
Landscaping	978-1-4715-6063-7	978-1-3992-0385-2
Law	978-1-4715-6273-0	978-1-3992-0386-9
Logistics	978-1-4715-6274-7	978-1-3992-0387-6
Management I	978-1-4715-6275-4	978-1-3992-0388-3
Management II	978-1-4715-6277-8	978-1-3992-0389-0
Marine Engineering	978-1-4715-6830-5	978-1-3992-0390-6
MBA English	978-1-4715-6278-5	978-1-3992-0391-3



Mechanical Engineering



Mechanics



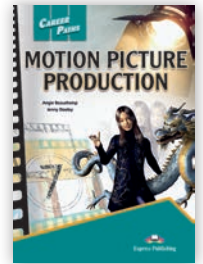
Medical



Medical Equipment Repair



Merchant Navy



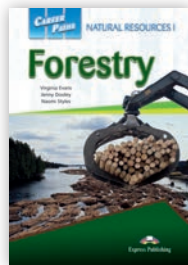
Motion Picture Production



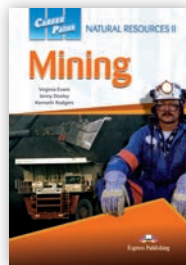
Museum Management & Curatorship



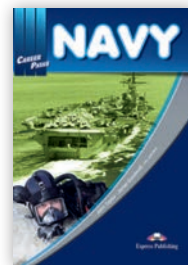
Natural Gas I - II



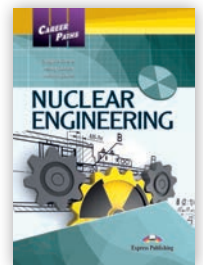
Natural Resources I - Forestry



Natural Resources II - Mining



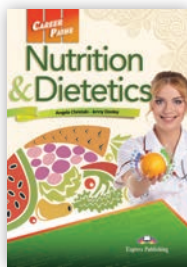
Navy



Nuclear Engineering



Nursing



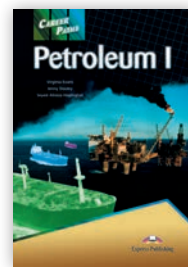
Nutrition & Dietetics



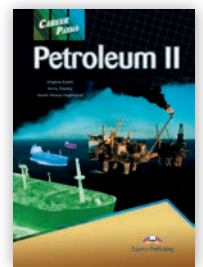
Paramedics



Pet Care



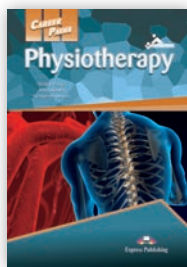
Petroleum I



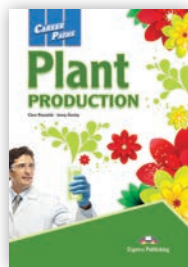
Petroleum II



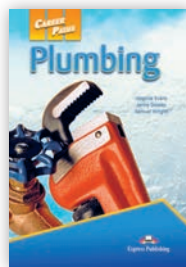
Physician Assistant



Physiotherapy



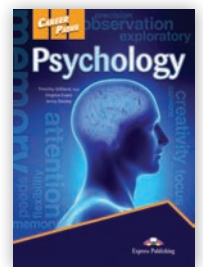
Plant Production



Plumbing



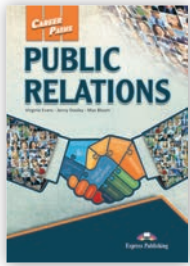
Police



Psychology

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS APP)
Mechanical Engineering	978-1-4715-6279-2	978-1-3992-0392-0
Mechanics	978-1-4715-6280-8	978-1-3992-0393-7
Medical	978-1-4715-6281-5	978-1-3992-0394-4
Medical Equipment Repair	978-1-4715-7148-0	978-1-3992-0395-1
Merchant Navy	978-1-4715-6283-9	978-1-3992-0396-8
Motion Pictures Production	978-1-4715-9989-7	978-1-3992-0397-5
Museum Management & Curatorship	978-1-4715-7075-9	978-1-3992-0398-2
Natural Gas I	978-1-4715-6284-6	978-1-3992-0399-9
Natural Gas II	978-1-4715-7066-7	978-1-3992-0400-2
Natural Resources I – Forestry	978-1-4715-6285-3	978-1-3992-0401-9
Natural Resources II – Mining	978-1-4715-6286-0	978-1-3992-0402-6
Navy	978-1-4715-6287-7	978-1-3992-0403-3
Nuclear Engineering	978-1-4715-7067-4	978-1-3992-0404-0

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS)
Nursing	978-1-4715-6288-4	978-1-3992-0405-7
Nutrition & Dietetics	978-1-4715-7227-2	978-1-3992-0406-4
Paramedics	978-1-4715-7068-1	978-1-3992-0407-1
Pet Care	978-1-4715-8735-1	978-1-3992-0408-8
Petroleum I	978-1-4715-6289-1	978-1-3992-0409-5
Petroleum II	978-1-4715-6290-7	978-1-3992-0410-1
Physician Assistant	978-1-4715-6291-4	978-1-3992-0411-8
Physiotherapy	978-1-4715-6292-1	978-1-3992-0412-5
Plant Production	978-1-4715-6798-8	978-1-3992-0413-2
Plumbing	978-1-4715-6293-8	978-1-3992-0414-9
Police	978-1-4715-6294-5	978-1-3992-0415-6
Psychology	978-1-4715-6649-3	978-1-3992-0419-4



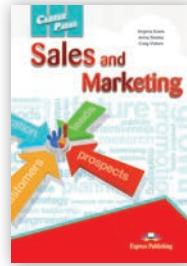
Public Relations



Rail Transportation



Real Estate



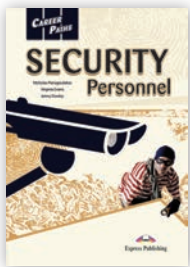
Sales and Marketing



Science



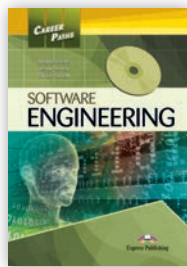
Secretarial



Security Personnel



Social Media Marketing



Software Engineering



Sports



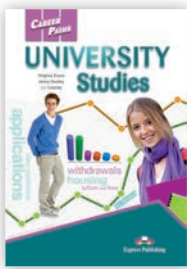
Taxi Drivers



Tourism



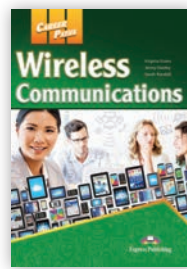
Travel Agent



University Studies



Waste Management



Wireless Communications



World Cup



Worldwide Sports Events

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS APP)
Public Relations	978-1-4715-7070-4	978-1-3992-0420-0
Rail Transportation	978-1-4715-7071-1	978-1-3992-0421-7
Real Estate	978-1-4715-7706-2	978-1-3992-0422-4
Sales and Marketing	978-1-4715-6295-2	978-1-3992-0423-1
Science	978-1-4715-6296-9	978-1-3992-0424-8
Secretarial	978-1-4715-6297-6	978-1-3992-0425-5
Security Personnel	978-1-4715-6298-3	978-1-3992-0426-2
Social Media Marketing	978-1-4715-8583-8	978-1-3992-0427-9
Software Engineering	978-1-4715-6299-0	978-1-3992-0417-0

ESP	STUDENT'S BOOK (WITH DIGIBOOKS APP)	TEACHER'S PACK (STUDENT'S BOOK, TEACHER'S GUIDE, DIGIBOOKS)
Sports	978-1-4715-6300-3	978-1-3992-0416-3
Taxi Drivers	978-1-4715-6301-0	978-1-3992-0428-6
Tourism	978-1-4715-6302-7	978-1-3992-0429-3
Travel Agent	978-1-4715-8081-9	978-1-3992-0430-9
University Studies	978-1-4715-6303-4	978-1-3992-0418-7
Waste Management	978-1-3992-1156-7	978-1-3992-1157-4
Wireless Communications	978-1-4715-6562-5	978-1-3992-0431-6
World Cup	978-1-4715-6304-1	978-1-3992-0432-3
Worldwide Sports Events	978-1-4715-6305-8	978-1-3992-0433-0

IN PROGRESS



Aerospace Engineering



Biology



Cargo & Freight Transportation



Physics



Telecommunications & Network Engineering

CAREER PATHS APPS

CAN BE USED
ANYTIME
ANYWHERE
ANYHOW



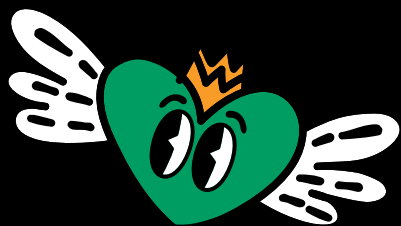
- ◀ Complete digital version of book
- ◀ Subject-specific videos
- ◀ Instant feedback on all tasks
- ◀ Progress-monitoring reports
- ◀ Career-specific dialogues preparing students to use the language in real-life situations
- ◀ Glossary of terms and phrases with pictures, definitions, examples and audio

RESOURCE BOOKS



LEVEL CHART

TITLE	CEFR LEVEL
Teaching Happiness in the Language Classroom	
My Edutainment World	PRE-A1
Brain Friendly Grammar Neurolanguage Coaching	
English for 21st Century Skills	
Topics into Tasks: English communication for real	A2-C2
Communicative Business English Activities	A1-C1
Game On!	A1-B2
Teaching Young Learners: Action Songs, Chants & Games	A1
Education, Learning & Training in a Digital Society	A1-C2
The Teacher's Basic Tools: EFL Methodology Updated	
Presentation Skills	A2-C2





Teaching Happiness in the Language Classroom

DESPINA MALLIDOU

Teaching Happiness in the Language Classroom aims to equip language teachers with specific tasks, the implementation of which will expose students to a rich educational experience. Students are encouraged to think more deeply with their minds and cultivate positive habits that will make them happier and more resilient people. The need for such material to be included in our teaching is even more in demand nowadays, due to the isolated learning environment many children experienced during the COVID pandemic. This book can be used as a reference since the tasks in this book can supplement any other educational material. Most of the tasks can be adapted to meet the linguistic needs of any level. It is up to you to decide when to use it and how often, according to your syllabus design.

The tasks should be done repeatedly, allowing your students to get used to the positive thinking. Don't forget that being positive is a habit!



TEACHING HAPPINESS IN THE LANGUAGE CLASSROOM		BOOK 1
Teacher's Resource Book		978-1-3992-0933-5

Appendix downloadable from www.expresspublishing.co.uk/resources

PRE-A1



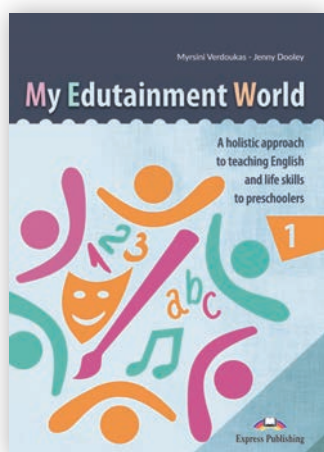
My Edutainment World

MYRSINI VERDOUKAS – JENNY DOOLEY

My Edutainment World is a holistic approach to teaching the English alphabet and life skills to preschoolers. It provides a hands-on curriculum to teachers who teach English as a second language to children aged 4-6.

Pupils are exposed to the English language and the phonetic sounds of the alphabet through play and involvement in fun and creative activities in an informal and enjoyable way. In other words, children are subconsciously acquiring language through entertainment and engagement.

The activities have been specifically designed to focus on developing pupils socially, physically, intellectually, creatively and emotionally.



MY EDUTAINMENT WORLD	BOOK 1	BOOK 2
Teacher's Resource Book	978-1-3992-0026-4	978-1-3992-0318-0

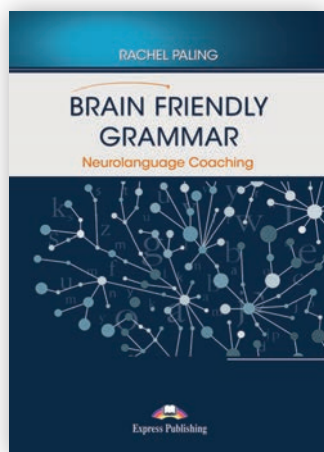
Brain Friendly Grammar

Neurolanguage Coaching

RACHEL PALING

Brain Friendly Grammar Neurolanguage Coaching introduces grammar in an exciting new way. It distils neuroscience into a simple spoken coaching conversation that harnesses the ideal conditions for absorbing and retaining information. In this way, grammar is discussed and explored with the learner in a quiet brain friendly conversation.

By using the versatile Neurolanguage Coaching PACT PQC model, language educators will gain more confidence and be more motivated to deliver grammar, transforming language learning into stimulated, curiosity arousing conversations that may impact learners in an extremely positive way.



BRAIN FRIENDLY GRAMMAR

Teacher's Resource Book with Demo Recordings

978-1-4715-9120-4

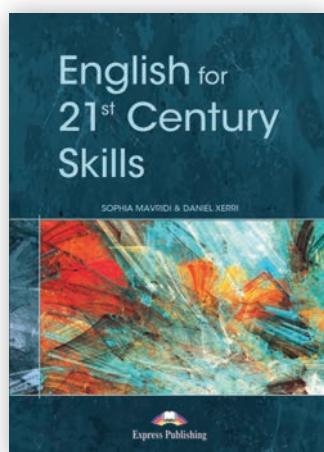
Digi Ebook

978-1-4715-9119-8

English for 21st Century Skills

SOPHIA MAVRIDIS & DANIEL XERRI

English for 21st Century Skills showcases cutting-edge theory and practice in the development and integration of 21st century skills in the language classroom. Well-known ELT experts as well as teacher educators, practitioners and leaders from around the world explore how creativity, collaboration, critical thinking, inclusion, well-being, leadership and other key new literacies can be developed in both formal and informal learning contexts. The book brings seasoned and novice teachers, trainers, researchers and policy makers up to date with developments in this increasingly important field in language education.



ENGLISH FOR 21ST CENTURY SKILLS

Teacher's Resource Book

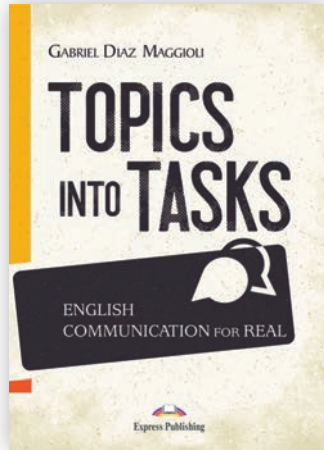
978-1-4715-8956-0

Digi Ebook

978-1-4715-9667-4



A2–C2



Topics into Tasks: English communication for real

DR GABRIEL DIAZ MAGGIOLI

Topics into Tasks: English Communication for Real is a multi-level resource book that brings the benefits of authentic communication into the language classroom. Built around 10 popular topics that appear in most English language textbooks, the resource book offers a collection of task sequences at each of the levels of the Common European Framework of Reference. Each task sequence comes complete with teachers' notes and examples of students doing the task. A sequence comprises the following stages:

- ▶ Task preparation activities
- ▶ Pre-task activity
- ▶ The task
- ▶ Instructions for the Planning moment of the cycle
- ▶ Ideas for the Report moment of the cycle
- ▶ An example of students doing the task for awareness raising
- ▶ Expansion tasks

Audios can be downloaded from the Express Publishing website. The benefits of task-based learning have been documented extensively through writing and research. This hands-on resource book helps teachers infuse their lessons with a stronger communicative element by focusing on high interest topics around which tasks are built.

TOPICS INTO TASKS: ENGLISH COMMUNICATION FOR REAL

Teacher's Resource Book

978-1-4715-8974-4

A1–C1



Communicative Business English Activities

MARJORIE ROSENBERG

This collection of interactive photocopiable activities can be used with a wide range of students and can be adapted to a variety of classroom and one-to-one teaching situations. Topics include business correspondence, telephoning, presentations, meetings, job applications, cross-cultural awareness, and social English. The activities are designed for different learner types and levels ranging from beginners to advanced and can be used on their own to introduce an area of business English or as supplementary material along with a coursebook. The digital app offers more practice and further exploits the topics in the course.

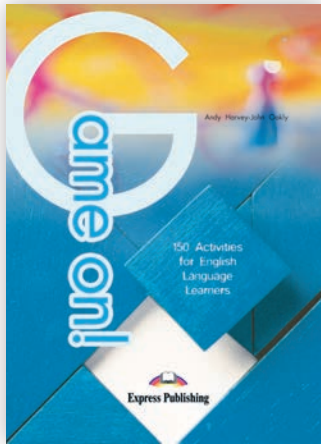
COMMUNICATIVE BUSINESS ENGLISH ACTIVITIES

Teacher's Resource Book

978-1-4715-6860-2

Teacher's Resource Book with DigiBooks app

978-1-4715-7932-5



Game On!

ACTIVITY-BASED RESOURCE BOOK
ANDY HARVEY – JOHN OAKLEY

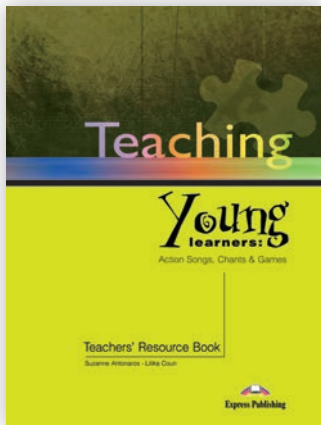
Game On! presents an exciting approach to using lively, enjoyable game-based language activities in the classroom. It is an indispensable aid for every teacher, giving ideas and examples of motivating interactive activities which can be adapted for use at any level and with any age group.

The book follows the principle of fitting activities to students' needs and involving students in the preparation of activities. There are six sections in the book, covering classroom space, warm-up and extension, vocabulary, grammar, pronunciation, reading and writing, and speaking.

GAME ON!

Teachers' Resource Book

978-1-84466-341-5



Teaching Young Learners: Action Songs, Chants & Games!

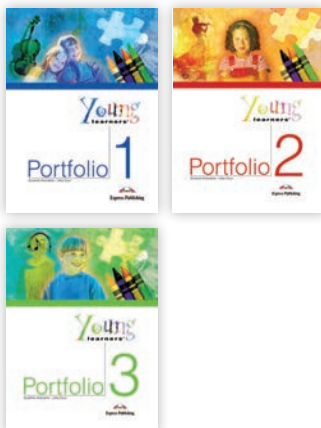
PRIMARY LEVEL
SUZANNE ANTONAROS – LILIKA COURI

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

Each activity in the Teachers' Resource Book is followed by an activity in the corresponding Young Learners' Portfolio. These activities are designed for further consolidation practice, encouraging learner creativity and independence.

TEACHING YOUNG LEARNERS:	ACTION SONGS, CHANTS & GAMES	YOUNG LEARNERS' PORTFOLIO 1	YOUNG LEARNERS' PORTFOLIO 2	YOUNG LEARNERS' PORTFOLIO 3
Student's Book		978-1-84466-170-1	978-1-84466-147-3	978-1-84466-145-9
Teachers' Resource Book	978-1-84466-345-3			

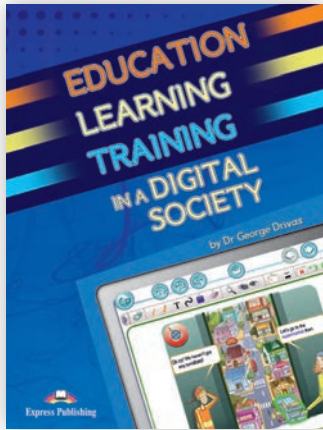
For Class Audios please contact expresspublishing@edebe.net





RESOURCE BOOKS

A1-C2



Education, Learning & Training in a Digital Society

DR GEORGE DRIVAS

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

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

EDUCATION, LEARNING & TRAINING IN A DIGITAL SOCIETY

Teacher's Resource Book

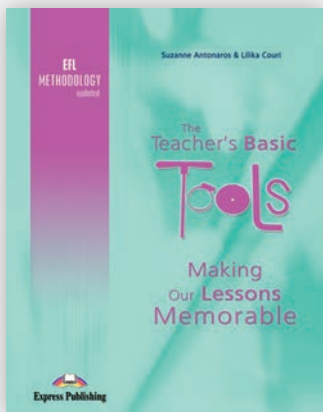
978-0-85777-931-1

The Teacher's Basic Tools: EFL Methodology Updated

SUZANNE ANTONAROS – LILIKA COURI

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

- The Teacher as Manager
- Making Our Lessons Memorable



THE TEACHER'S BASIC TOOLS

Teacher's Resource Book

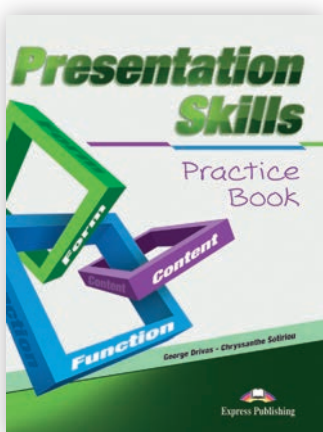
THE TEACHER AS MANAGER

978-1-84679-763-7

MAKING OUR LESSONS MEMORABLE

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A2-C2



Presentation Skills

DR GEORGE DRIVAS – CHRYSANTHE SOTIRIOU

Presentation Skills Practice Book offers a wide range of training tips and practice activities that provide learners with explicit guidelines on how to structure and convey their messages effectively, efficiently and creatively.

Presentation skills are an integral part of 21st century skills, a fundamental requirement of skills for learners and professionals of all levels.

PRESENTATION SKILLS

Practice Book

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For the Key please contact expresspublishing@edebe.net

PRE-SCHOOL & YOUNG LEARNERS

TITLE	CEFR LEVEL							
	PRE A1	A1	A1+	A2	A2+	B1	B1+	B2
The Flibets	■							
Happy Hearts	■							
Big Story Books	■							
i Wonder NEW		■	■	■	■			
Smiles		■	■	■	■			
New Fairyland		■	■	■	■			
Star Kids		■	■	■	■	■	■	



SECONDARY (ESO & BACHILLERATO) / ADULT COURSES

TITLE	CEFR LEVEL							
	A1	A2	B1	B1+	B2	B2+	C1	C2
Right On! - ESO		■	■	■	■			
Smart Time - ESO	■	■	■	■	■			
Select - Bachillerato		■	■	■	■			
New On Screen - Bachillerato		■	■	■	■			
On Screen		■	■	■	■	■	■	■
New Enterprise	■	■	■	■	■	■	■	
Upload	■	■	■	■	■	■	■	
Prime Time		■	■	■	■	■	■	
Upstream	■	■	■	■	■	■	■	■
Wishes		■	■	■	■	■	■	

SYLLABUS BASED ON THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES



Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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& VIRGINIA DOOLEY**


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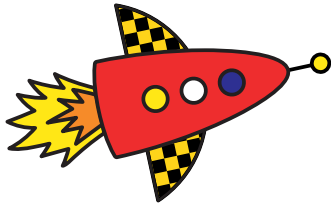


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