



# Primary

## What's New in Primary?



### Primary Correlation Chart

Cambridge Young Learners Exams		STARTERS	MOVERS	FLYERS	PET	FCE	Page
CEFR levels			A1	A2	B1	B2	
Tracks							5
My First English Adventure							6
English Adventure							7
Pockets 2nd Ed							8
Little Pockets							8
Backpack 2nd Ed							9
Hip Hip Hooray! 2nd Ed							10
Longman Cornerstone							11
TOPS							12
SuperKids							12
Beeno							12
Grammar Time							14
New Round-Up							14
Boost! Skills Series							14

Sample units – check out the DVD-ROM

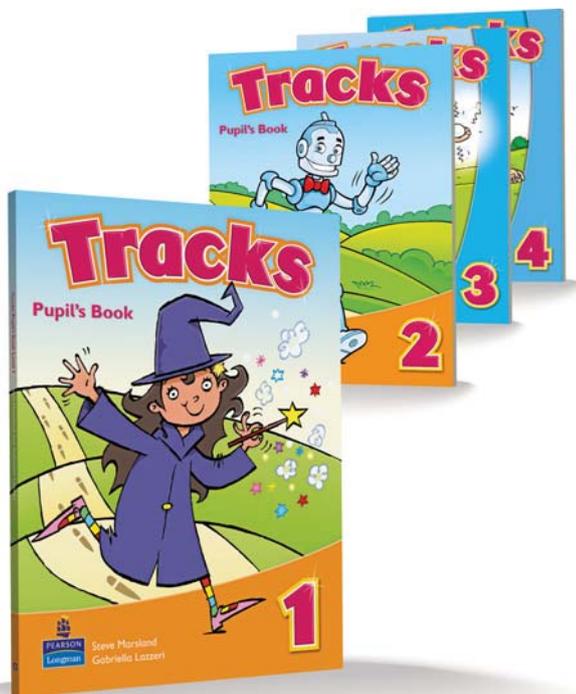
# Tracks



Beginner – Elementary

Steve Marsland and Gabriella Lazzari

Primary



**6 This is my home**

**1** Listen and point.

**2** Chant. Then find and say.

This is the garden. This is the living room.  
This is the kitchen. This is the bathroom.  
This is my bedroom. This is my home!

home, garden, living room, kitchen, bathroom, bedroom  
This is the (garden). This is my (bedroom).

Reference bar for teachers identifies key lesson objectives

*Tracks* offers an innovative combination of original stories and real-life topics that are set to spark your pupils' imagination and hold their attention. With both ongoing stories and adventure episodes, *Tracks* will appeal to your pupils' diverse interests, and keep them motivated lesson after lesson. Responding to the changes which occur in children as they develop and mature, each level of *Tracks* offers the appropriate combination of fantasy and factual content. Cross-curricular lessons, personalised activities and project work ground the course in the here-and-now, giving pupils the opportunity to bring their real-world experiences into the classroom.

Developed by teachers for teachers, *Tracks* offers

- ✓ a **crystal-clear** format that reduces preparation time and **enhances** pupils' success
- ✓ ample opportunities for **recycling** and **assessment** activities which help track progress
- ✓ **full-colour** teacher's book with pupils' book pages, surrounded by **easy-to-use** teaching notes

[www.pearsonlongman.com/young\\_learners](http://www.pearsonlongman.com/young_learners)

Tracks Level 1	
Students' Book	978 1 405 87536 3
Activity Book	978 1 405 87537 0
Teacher's Book	978 1 405 87549 3
CD-ROM	978 1 405 87544 8
DVD (levels 1 & 2)	978 1 405 87542 4
Class CD	978 1 405 87546 2
Posters	978 1 405 87548 6
Flashcards	978 1 405 87547 9

Tracks Level 2	
Students' Book	978 1 405 87555 4
Activity Book	978 1 405 87557 8
Teacher's Book	978 1 405 87556 1
CD-ROM	978 1 405 87550 9
Class CD	978 1 405 87552 3
Posters	978 1 405 87554 7
Flashcards	978 1 405 87553 0

Tracks Level 3	
Students' Book	978 1 405 87565 3
Activity Book	978 1 405 87568 4
Teacher's Book	978 1 405 87566 0
CD-ROM	978 1 405 87560 8
DVD (Levels 3 & 4)	978 1 405 87558 5
Class CD	978 1 405 87562 2
Posters	978 1 405 87564 6
Flashcards	978 1 405 87563 9

Tracks Level 4	
Students' Book	978 1 405 87574 5
Activity Book	978 1 405 87576 9
Teacher's Book	978 1 405 87575 2
CD-ROM	978 1 405 87569 1
Class CD	978 1 405 87571 4
Posters	978 1 405 87573 8
Flashcards	978 1 405 87572 1



Don't forget – check out the DVD-ROM

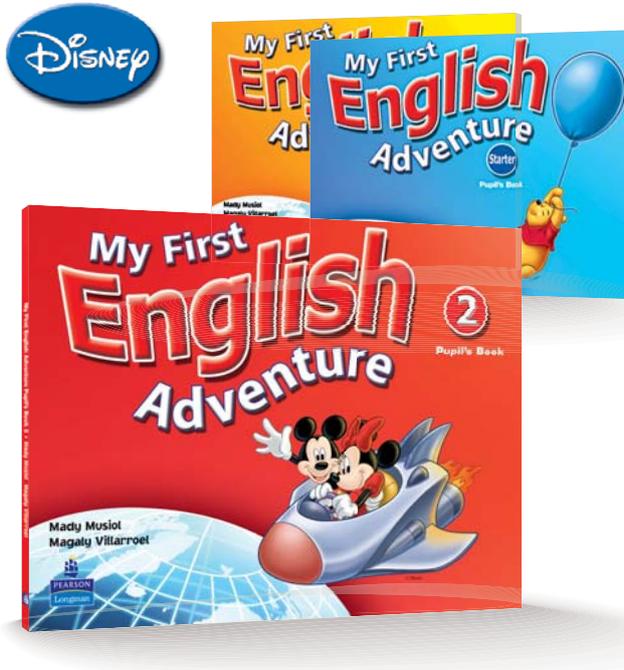


# My First English Adventure

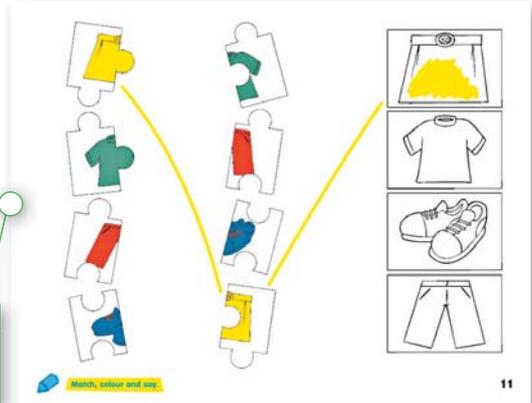
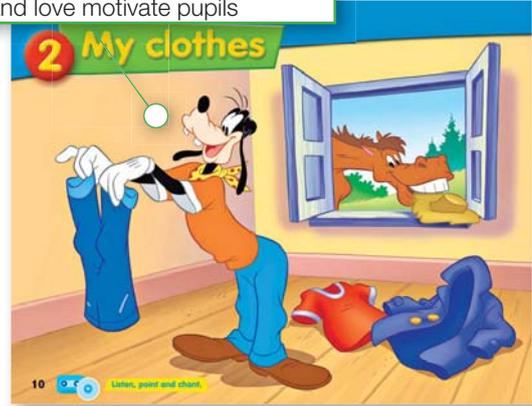


Mady Musiol and Magaly Villarroel

Pre-Primary



Characters that children know and love motivate pupils



A wide variety of activities promote communication and interaction

© Disney

**My First English Adventure** combines the magic of Disney with the expertise of Pearson Longman to give you and your pupils a **joyful learning experience**.

Specially designed to meet the learning needs of **very young pupils**, **My First English Adventure** offers **three levels** with the appropriate amount of material and support to help you create fun, dynamic and memorable lessons.

- ✓ Superb illustrations that **capture** pupils' attention
- ✓ Original **songs** and **chants** that are easy to sing and remember
- ✓ Transparent and **consistent methodology** designed to save preparation time

With puppets, board games, stickers, activity mats, posters, flashcards, CD-ROMs and DVDs, **My First English Adventure will make every lesson a success!**

**International editions also available\***

[www.english-adventure.net](http://www.english-adventure.net)

My First English Adventure Starter	
Pupils' Book	978 0 582 79378 1
Teacher's Book	978 0 582 79380 4
Class CD	978 0 582 79375 0
Posters	978 0 582 79377 4
Flashcards	978 0 582 79376 7

My First English Adventure 1	
Pupils' Book	978 0 582 77822 1
Activity Book	978 0 582 79352 1
Teacher's Book	978 0 582 79361 3
Class CD	978 0 582 79354 5
Songs CD	978 0 582 79360 6
DVD	978 1 405 81901 5
Posters	978 0 582 79357 6
Flashcards	978 0 582 79355 2

My First English Adventure 2	
Pupils' Book	978 0 582 79368 2
Activity Book	978 0 582 79363 7
Teacher's Book	978 0 582 79371 2
Class CD	978 0 582 79365 1
Songs CD	978 0 582 79370 5
DVD	978 1 405 81902 2
Posters	978 0 582 79367 5
Flashcards	978 0 582 79366 8

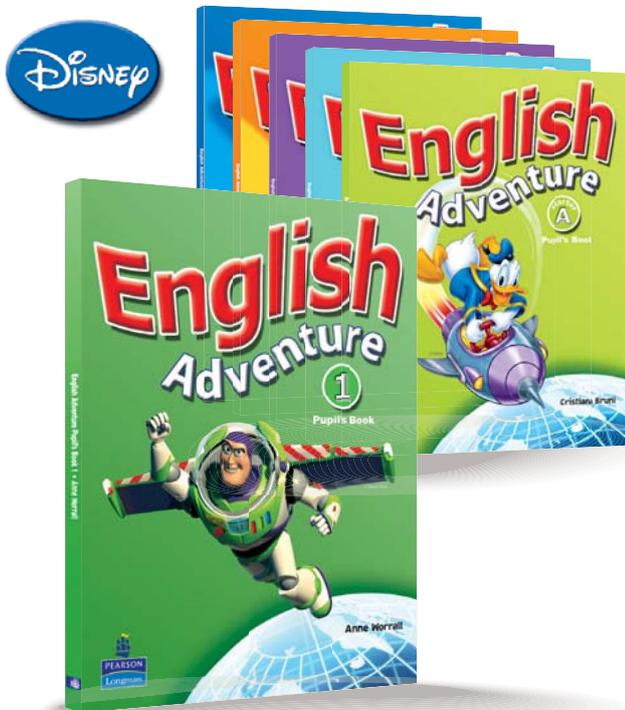
# English Adventure

Beginner – Elementary

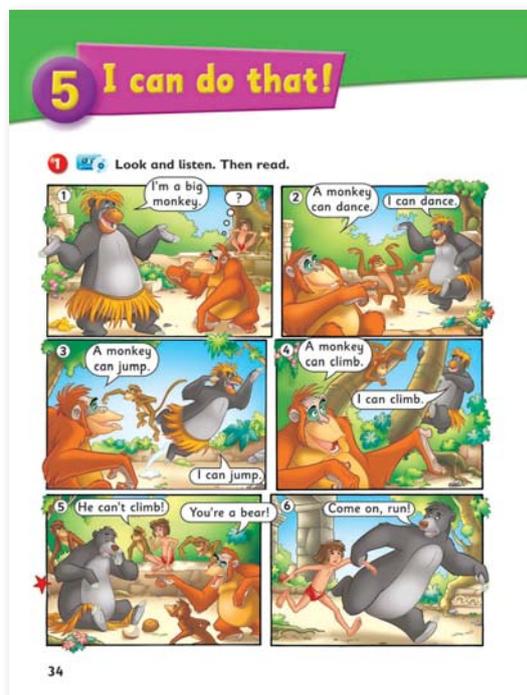


Christiana Bruni (Starter A & B), Anne Worrall (Levels 1 & 2), Izabella Hearn (Levels 3 & 4)

Primary



© Disney/Pixar



## Motivate to educate!

With over 3 million copies sold in more than 50 countries, **English Adventure** has brought magic and joy to **thousands of primary teachers and students** around the world.

- ✓ **Gently-paced and well-structured syllabus** with strong recycling and revision to ensure maximum retention
- ✓ Extensive range of activities that cater to **different learning styles and contexts**
- ✓ Carefully balanced content that **grows** with your students and their changing interests

**English Adventure** offers a generous range of supplementary materials to support teachers through lesson preparation, teaching and assessment – interleaved Teacher's Book, puppets, posters, flashcards and much more.

\*International editions are available in some countries and are tailored to suit your local needs. Please visit [www.english-adventure.net](http://www.english-adventure.net) and select your country from the list, or contact your local Pearson Longman office for more information.

[www.english-adventure.net](http://www.english-adventure.net)

<b>English Adventure Starter A</b>	
Pupils' Book	978 0 582 79146 6
Activity Book	978 0 582 79140 4
Teacher's Book	978 0 582 79149 7
Class CD	978 0 582 79142 8
Songs CD	978 0 582 79148 0
DVD	978 1 405 81899 5
Multi-ROM	978 0 582 79351 4
Posters	978 0 582 79144 2
Flashcards	978 0 582 79143 5
Interactive Whiteboard Software	978 1 408 20645 4
<b>English Adventure Starter B</b>	
Pupils' Book	978 0 582 79157 2
Activity Book	978 0 582 79152 7
Teacher's Book	978 0 582 79160 2
Class CD	978 0 582 79154 1
Songs CD	978 0 582 79159 6

DVD	978 1 405 81900 8
Multi-ROM	978 0 582 82834 6
Posters	978 0 582 79156 5
Flashcards	978 0 582 79155 8
Interactive Whiteboard Software	978 1 408 20646 1
<b>English Adventure 1</b>	
Pupils' Book	978 0 582 79168 8
Activity Book	978 0 582 79163 3
Teacher's Book	978 0 582 79171 8
Class CD	978 0 582 79165 7
Songs CD	978 0 582 79170 1
DVD	978 1 405 81895 7
Multi-ROM	978 0 582 82835 3
Posters	978 0 582 79167 1
Flashcards	978 0 582 79166 4
Interactive Whiteboard Software	978 1 408 20647 8

<b>English Adventure 2</b>	
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Activity Book	978 0 582 79174 9
Teacher's Book	978 0 582 79180 0
Class CD	978 0 582 79176 3
Songs CD	978 0 582 79179 4
DVD	978 1 405 81896 4
Multi-ROM	978 0 582 82836 0
Posters	978 0 582 79384 2
Flashcards	978 0 582 79177 0
Interactive Whiteboard Software	978 1 408 20648 5
<b>English Adventure 3</b>	
Pupils' Book	978 0 582 79187 9
Activity Book	978 0 582 79183 1
Teacher's Book	978 0 582 79190 9
Class CD	978 0 582 79185 5
Songs CD	978 0 582 79189 3

DVD	978 1 405 81897 1
Multi-ROM	978 0 582 82837 7
Posters	978 0 582 79186 2
Interactive Whiteboard Software	978 1 408 20643 0
<b>English Adventure 4</b>	
Pupils' Book	978 0 582 79197 8
Activity Book	978 0 582 79193 0
Teacher's Book	978 0 582 79347 7
Class CD	978 0 582 79195 4
Songs CD	978 0 582 79199 2
DVD	978 1 405 81898 8
Multi-ROM	978 0 582 82838 4
Posters	978 0 582 79196 1
Interactive Whiteboard Software	978 1 408 20644 7



# Pockets

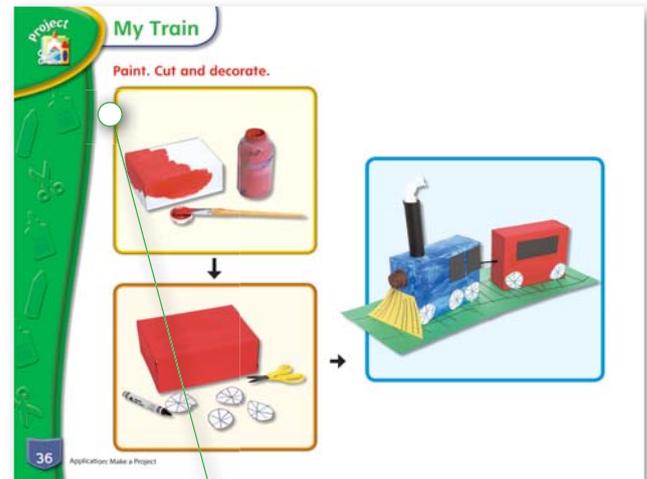
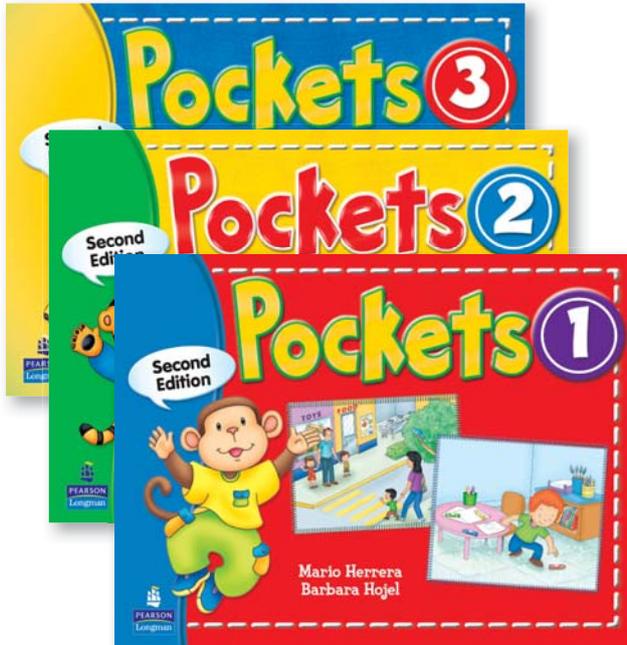
Second Edition

Pre-Kindergarten – Kindergarten



Mario Herrera and Barbara Hojel

Pre-Primary



New projects pages encourage children to use English as they consolidate learning and produce crafts related to the theme of the unit

**Pockets**, Second Edition, introduces exciting new features to the very popular three-level English course for children ages three to five. This series continues to use the successful five-step pedagogy of **Warm Up, Presentation, Practice, Application, and Assessment**, while developing language and developmental skills through fun hands-on activities.

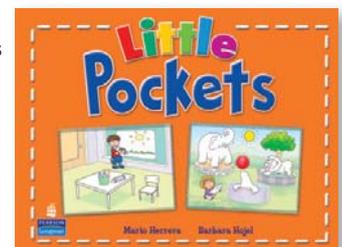
Student Book units include creative **Projects, Values Curriculum**, and an **enhanced numbers curriculum**. Photographs add a real-life connection. Assessments have been enhanced by the addition of dialogues. The Numbers curriculum has been extended. An innovative Reading and Writing Workbook can be used to accelerate learning in Level 2 or to extend practice and advance further in Level 3. New songs and chants will again motivate children to reach into **Pockets**, second edition to learn English!

### New Features include:

- ✓ Game-filled CD-ROMs with Student Books 2 and 3
- ✓ Projects and values pages
- ✓ Catchy songs and chants
- ✓ Reading and Writing Workbook
- ✓ Large format Student Books, Workbooks, and all-new photo Picture Cards

### Now for even younger learners...

**Little Pockets** uses the same five-step pedagogy as the **Pockets** course, with its own games, songs, chants, and activities for very young children to provide a strong foundation for successfully learning English!



[www.pearsonlongman.com/pockets](http://www.pearsonlongman.com/pockets)

Pockets 1	
Student Book	978 0 136 03898 6
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Teacher's Edition	978 0 136 03899 3
Class Audio CD	978 0 136 03900 6
Picture Cards	978 0 136 03908 2
Big Book	978 0 136 13622 4
Posters	978 0 136 03911 2
DVD	978 0 136 13466 4
Puppet (Monkey)	978 0 131 24654 6

Pockets 2	
Student Book w/ CD-ROM	978 0 136 03878 8
Workbook w/ Audio CD	978 0 136 03853 5
Teacher's Edition	978 0 136 03880 1
Class Audio CD	978 0 136 03881 8
Big Book	978 0 136 13623 1
Picture Cards	978 0 136 03851 1
Posters	978 0 136 03850 4
DVD	978 0 136 13647 1
Puppet (Tiger)	978 0 131 24663 8

Pockets 3	
Student Book w/ CD-ROM	978 0 136 03885 6
Workbook w/ Audio CD	978 0 136 03929 7
Teacher's Edition	978 0 136 03886 3
Class Audio CD	978 0 136 03888 7
Picture Cards	978 0 136 03931 0
Big Book	978 0 136 13620 0
Posters	978 0 136 03893 1
DVD	978 0 136 13465 7
Puppet (Giraffe)	978 0 131 24672 0
Reading and Writing Book	978 0 136 03980 8
Bonus Pocket for entire series	978 0 138 12781 7

Little Pockets	
Student Book	978 0 132 45831 3
Teacher's Edition	978 0 132 45848 1
Audio CD	978 0 132 45798 9

# Backpack

Second Edition

Beginner – Pre-intermediate



Mario Herrera and Diane Pinkley

Primary



The new edition of the world's favorite primary series is now even more colourful and richer! Packed with opportunities to learn through songs and chants, stickers, games, stories, hands-on projects, and TPR activities, **Backpack** guarantees your students will learn while having fun. The **Backpack** approach promotes deep learning through systematic integration of vocabulary, grammar, and the four-skills within levels, across levels, and across components.

**Features of the new edition:**

- ✓ Beautifully illustrated vocabulary tips, presentations that captivate learners
- ✓ Values lesson incorporated into each unit
- ✓ A complete assessment programme that includes testing tips and techniques as well as test generator software
- ✓ **Little Books** (Starter-3), **Magazines** (4-6), and **Content Readers** (1-6) with **Teacher's Manuals** motivate readers.
- ✓ Interleaved Teacher's Edition includes step-by-step lessons and a wealth of teaching options
- ✓ Workbooks, large format Posters and Picture Cards reinforce and extend language and grammar
- ✓ Phonics and Writing handbooks in Levels 1-3; Grammar Handbooks in Levels 4-6
- ✓ The Teacher's Resource Book provides pedagogical information for the teacher and many reproducible activities for students
- ✓ CD-ROMs and a Companion Website provide variety and additional ideas and activities

**NEW** British English version in Second Edition coming soon!

[www.pearsonlongman.com/backpack](http://www.pearsonlongman.com/backpack)

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Student Book	978 0 132 45201 4
Workbook	978 0 132 08483 3
Teachers Edition	978 0 132 08482 6
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DVD	978 0 132 08478 9
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Workbook	978 0 132 45125 3
Teacher's Edition	978 0 132 45124 6
Interactive Whiteboard	
Software	978 0 13 246163 4
Class Audio CD	978 0 132 45117 8
Posters	978 0 132 45122 2
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Workbook	978 0 132 45130 7
Teacher's Edition	978 0 132 45131 4
Interactive Whiteboard	
Software	978 0 132 46164 1
Class Audio CD	978 0 132 45126 0
Poster	978 0 132 45097 3
DVD	978 0 132 45128 4
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Student Book w/ CD-ROM	978 0 132 45083 6
Workbook	978 0 132 45104 8
Teacher's Edition	978 0 132 45105 5
Interactive Whiteboard	
Software	978 0 132 45136 9
Class Audio CD	978 0 132 45142 0
Posters	978 0 132 45141 3
DVD	978 0 132 45103 1
Picture Cards (Levels 3 to 4)	978 0 132 45132 1

Backpack 4 American English	
Student Book w/ CD-ROM	978 0 132 45084 3
Workbook	978 0 132 45167 3
Teacher's Edition	978 0 132 45146 8
Interactive Whiteboard	
Software	978 0 132 46165 8
Class Audio CD	978 0 132 45148 2
Posters	978 0 132 45144 4
DVD	978 0 132 45149 9
Backpack 5 American English	
Student Book w/ CD-ROM	978 0 132 45086 7
Workbook	978 0 132 45016 4
Teacher's Edition	978 0 132 45153 6
Interactive Whiteboard	
Software	978 0 13 246167 2
Class Audio CD	978 0 132 45154 3
Posters	978 0 132 45157 4
DVD	978 0 132 45156 7
Picture Cards (Levels 5 to 6)	978 0 132 45139 0

Backpack 6 American English	
Student Book w/ CD-ROM	978 0 132 45087 4
Workbook	978 0 132 45152 9
Teacher's Edition	978 0 132 45166 6
Interactive Whiteboard	
Software	978 0 132 46168 9
Class Audio CD	978 0 132 45160 4
Posters	978 0 132 45163 5
DVD	978 0 132 45162 8
Test Generator	978 0 132 45137 6
Additional Teacher Resources	
Teacher's Resource Book (Starter – Level 6)	978 0 132 45180 2
Assessment Book (Starter – Level 3)	978 0 132 45133 8
Assessment Book (Levels 4 – 6)	978 0 132 46147 4

A complete list of ISBNs is available on the website and DVD-ROM in the front of the catalogue



# Hip Hip Hooray!

Second Edition

Beginner – Pre-intermediate



Beat Eisele, Catherine Yang Eisele, Rebecca York Hanlon, Stephen M. Hanlon

Primary



## Success with stories



Children are engaged in the stories and develop a foundation in grammar and vocabulary.

**Hip Hip Hooray! Second Edition** features classic stories to motivate young learners and provide a familiar context to make grammar easy-to-teach and fun-to-learn. Practice pages are interleaved to provide a 4-skills step-by-step sequence that prepares students for success.

The **NEW** Active Teach Interactive Whiteboard software and an Online Learning Center with assessment program, supports teachers and students in and out of class, and provides parents with the ability to engage with and check their child's learning.

### Online Learning Center includes:

- ✓ Online student activities for extended practice of every unit
- ✓ Customisable curriculum and lesson plans to match different programmes
- ✓ Art and activity bank for creating further practice options
- ✓ Videos of author presentations and demonstration lessons to provide a teaching model

### Assessment package includes:

- ✓ Placement Tests for appropriate entry levels
- ✓ Unit Tests for continuous assessment
- ✓ Mid-term and Final Tests for tracking progress
- ✓ Entry and exit test for promoting students success

**Hip Hip Hooray!** Second Edition is a primary English course with a comprehensive assessment programme that saves teachers time and improves students' results.

[www.HipHipHoorayOnline.com](http://www.HipHipHoorayOnline.com)

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Student Book w/CD	978 9 880 02931 8
Workbook w/CD	978 9 880 02937 0
Audio CD	978 9 880 02943 1
Activity Cards	978 9 880 02955 4
Picture Cards	978 9 980 02961 5
Poster Pack	978 9 880 02925 7
Teacher's Edition	978 9 880 05615 4
Active Teach	978 9 880 02949 3
<b>Hip Hip Hooray! 2</b>	
Student Book w/CD	978 9 880 02932 5
Workbook w/CD	978 9 880 02938 7
Audio CD	978 9 880 02944 8
Activity Cards	978 9 880 02956 1
Picture Cards	978 9 880 02962 2
Poster Pack	978 9 880 02926 4
Teacher's Edition	978 9 880 05616 1
Active Teach	978 9 880 02950 9

<b>Hip Hip Hooray! 3</b>	
Student Book w/CD	978 9 880 02933 2
Workbook w/CD	978 9 880 02939 4
Audio CD	978 9 880 02945 5
Activity Cards	978 9 880 02957 8
Picture Cards	978 9 880 02963 9
Poster Pack	978 9 880 02927 1
Teacher's Edition	978 9 880 05617 8
Active Teach	978 9 880 02951 6
<b>Hip Hip Hooray! 4</b>	
Student Book w/CD	978 9 880 02934 9
Workbook w/CD	978 9 880 02940 0
Audio CD	978 9 880 02946 2
Activity Cards	978 9 880 02958 5
Picture Cards	978 9 880 02964 6
Poster Pack	978 9 880 05618 5
Teacher's Edition	978 9 880 02928 8
Active Teach	978 9 880 02952 3

<b>Hip Hip Hooray! 5</b>	
Student Book w/CD	978 9 880 02935 6
Workbook w/CD	978 9 880 02941 7
Audio CD	978 9 880 02947 9
Activity Cards	978 9 880 02959 2
Picture Cards	978 9 880 02965 3
Poster Pack	978 9 880 02929 5
Teacher's Edition	978 9 880 05619 2
Active Teach	978 9 880 02953 0
<b>Hip Hip Hooray! 6</b>	
Student Book w/CD	978 9 880 02936 3
Workbook w/CD	978 9 880 02942 4
Audio CD	978 9 880 02948 6
Activity Cards	978 9 880 02960 8
Picture Cards	978 9 880 02966 0
Poster Pack	978 9 880 02930 1
Teacher's Edition	978 9 880 05620 8
Active Teach	978 9 880 02954 7
Phonics Book A w/CD	978 9 880 05621 5
Phonics Book B w/CD	978 9 880 05622 2

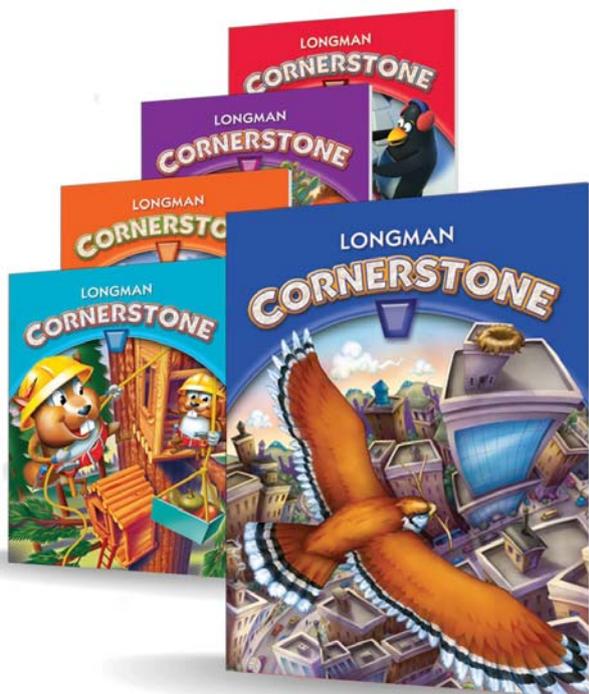
# Longman Cornerstone



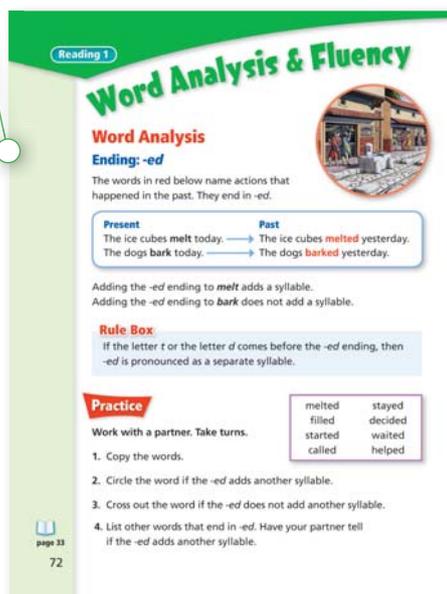
Kindergarten – Grade 5

Anna Uhl Chamot, Jim Cummins, Sharroky Hollie

Primary



Organised sequence of phonics/word analysis skills build word knowledge



**Longman Cornerstone** is a multi-level program designed for elementary English learners and struggling readers. The program blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories.

### Program Includes:

- ✓ Practice Book – contains extension activities for each skill taught
- ✓ Assessment Book – provides progress monitoring, unit, and summative assessments
- ✓ Teaching Resources and Transparencies – model daily language practice and vocabulary development exercises
- ✓ Student technology resources include: Audio CD, DVD, and Interactive Student e-book
- ✓ Teacher technology resources include: Examview® Assessment Suite
- ✓ Companion Website has additional student and teacher resources

### Program Highlights:

- ✓ Accelerates academic vocabulary acquisition through explicit instruction
- ✓ Develop transferable academic skills through Understanding by Design and connected learning
- ✓ Provides an easy-to-use road map

[www.longmancornerstone.com](http://www.longmancornerstone.com)

Longman Cornerstone 1	
Student Book (Softcover)	978 0 135 04799 6
Practice Book	978 0 132 35693 0
Teacher's Edition	978 0 137 13159 4
Assessment	978 0 138 13640 6
Posters	978 0 138 13313 9
Audio CD	978 0 137 13091 7
Video Program DVD	978 0 138 13663 5
Teacher CD-ROM	
w/ExamView®	978 0 137 13118 1
Longman Cornerstone 2	
Student Book (Softcover)	978 0 135 04800 9
Practice Book	978 0 132 35694 7
Teacher's Edition	978 0 137 13125 9
Assessment	978 0 137 13092 4

Posters	978 0 138 13314 6
Audio CD	978 0 138 13671 0
Video Program DVD	978 0 132 45021 8
Teacher CD-ROM	
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Longman Cornerstone A	
Student Book (Softcover)	978 0 135 04801 6
Practice Book	978 0 132 35695 4
Teacher's Edition	978 0 137 13158 7
Assessment	978 0 137 13123 5
Posters	978 0 138 13315 3
Audio CD	978 0 132 45000 3
Video Program DVD	978 0 132 45037 9
Teacher CD-ROM	
w/ExamView®	978 0 132 45036 2

Longman Cornerstone B	
Student Book (Softcover)	978 0 135 04802 3
Practice Book	978 0 132 35692 3
Teacher's Edition	978 0 137 13156 3
Assessment	978 0 137 13119 8
Posters	978 0 138 13316 0
Audio CD	978 0 132 45050 8
Video Program DVD	978 0 132 45054 6
Teacher CD-ROM	
w/ExamView®	978 0 132 45053 9

Longman Cornerstone C	
Student Book (Softcover)	978 0 135 04803 0
Practice Book	978 0 132 35691 6
Teacher's Edition	978 0 137 13155 6
Assessment	978 0 137 13121 1
Posters	978 0 138 13311 5
Audio CD	978 0 132 45033 1
Video Program DVD	978 0 132 45073 7
Teacher CD-ROM	
w/ExamView®	978 0 132 45072 0

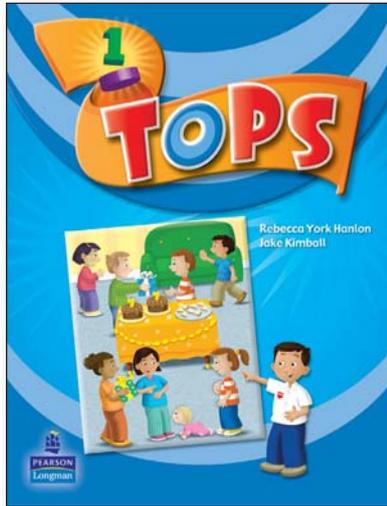
A complete list of ISBNs is available on the website



# TOPS

Beginner –  
Pre-intermediate

Rebecca York Hanlon and  
Jake Kimball



**TOPS** is a six-level primary course that builds enthusiasm for learning English, and ensures success for both students and teachers through motivating exercises and activities. Creative lessons present thematically linked vocabulary, the four-skills, a values curriculum, as well as songs, chants, and games.

**TOPS** motivates students with interesting readings and a thought-provoking values curriculum. **TOPS** supports teachers with step-by-step lesson plans including extra activities, a ready-to-use assessment programme, and an end-of-unit game that encourages students to have fun with language.

[www.pearsonlongman.com/tops](http://www.pearsonlongman.com/tops)

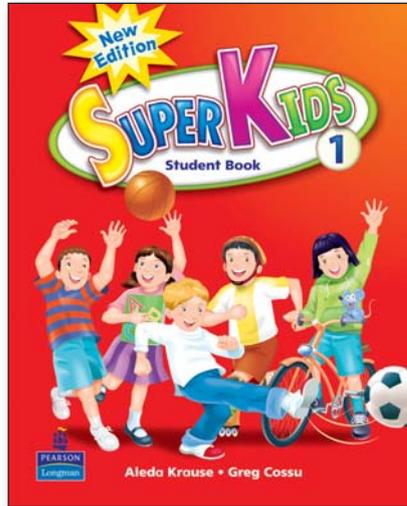
<b>TOPS 1</b>	
Student Book with Songs CD	978 0 136 12778 9
Teacher's edition	978 0 132 05096 8
Homework Book	978 0 132 05099 9
<b>TOPS 2</b>	
Student Book with Songs CD	978 0 136 12779 6
Teacher's edition	978 0 132 05081 4
Homework Book	978 0 132 05083 8
<b>TOPS 3</b>	
Student Book with Songs CD	978 0 136 12777 2
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Picture Cards, Posters and Audio CDs also available for every level

# SuperKids

Beginner –  
Pre-intermediate

Aleda Krause and Greg Cossu



## SuperKids for super teachers

Create confident and independent language learners – and have fun at the same time! **SuperKids** takes the best techniques from proven language teaching methodologies and turns them into a programme that your students will love!

- ✓ Fun songs, chants and TPR activities
- ✓ 3 Discover it! units for cross-curricular topics

[www.superkidsseries.com](http://www.superkidsseries.com)

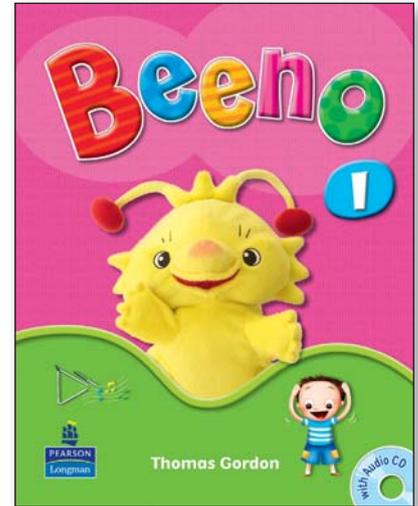
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A Class Audio CD and Picture Cards are also available for each level

# Beeno

Kindergarten

Thomas Gordon



## Bring the fun of English home with Beeno

**Beeno** is an exciting, 6-level course for young learners. Utilising the lovable character of **Beeno**, the course develops communication skills through fun, engaging and interactive activities. **Beeno** introduces everyday, oral language emphasising active listening and full classroom participation, and comes with a complete set of learning resources for the kindergarten class.

- ✓ True Parental involvement
- ✓ Measureable progress

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Big Book	978 9 880 02870 0
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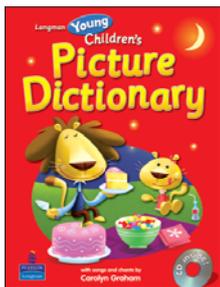
A Korean Parent's Guide, Picture Cards and Posters are also available for each level

A complete list of ISBNs is available on the DVD-ROM in the front of the catalogue



# Longman Young Children's Picture Dictionary

Pre-Kindergarten - Kindergarten



Carolyn Graham and Karen Jamieson



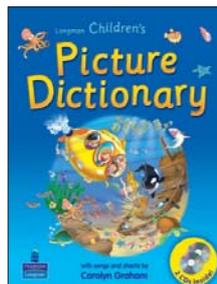
This stunning dictionary presents words through a variety of appealing illustrations and photographs. The words have been especially chosen to help young children describe the world as they see it and are presented in context through age-appropriate topics with engaging songs and chants, and simple, child-centered dialogues.

[www.childrenspicturedictionary.com](http://www.childrenspicturedictionary.com)

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# Longman Children's Picture Dictionary

Beginner - Elementary



Carolyn Graham, Karen Jamieson, Aleda Krause, Keiko Abe-Ford, and Greg Cossu



Designed especially for primary-aged children, this attractive dictionary provides creative and original settings for vocabulary to excite and motivate your students.

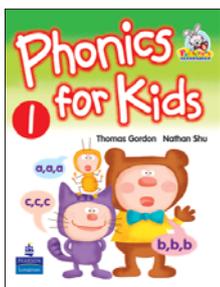
With over 950 photocopiable flashcards, and a complete bank of game ideas, you will never run short of ideas again!

[www.childrenspicturedictionary.com](http://www.childrenspicturedictionary.com)

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Teacher's Resource Book	978 9 620 05316 0
Workbook1	978 9 620 05317 7
Workbook2	978 9 620 05318 4

## Phonics for Kids

Beginner - Elementary



Thomas Gordon and Nathan Shu



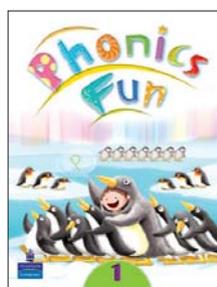
*Phonics for Kids* is ideal for young children. Its gentle pace introduces phonic skills in a systematic way – each unit deals with one letter or a phonic feature. Phonics helps children learn reading and writing quickly and is a useful self-help tool for them to rely on when they come across new words in listening, speaking, reading, and spelling.

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## Phonics Fun

Beginner - Elementary



Jean Bunton



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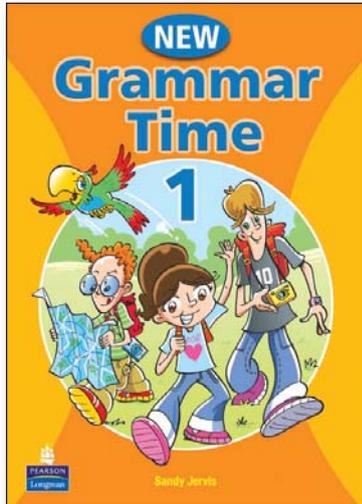
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Phonics Fun 6	
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# Grammar Time

Beginner – Elementary

Rebecca York Hanlon and  
Jake Kimball



A grammar course that is truly flexible and engaging for younger learners! **New Grammar Time** guides and motivates students, the perfect partner to their coursebook. Great for classroom use or home study.

### For the students

- ✓ Humorous cartoons and appealing characters
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- ✓ Fun role plays help bring grammar to life

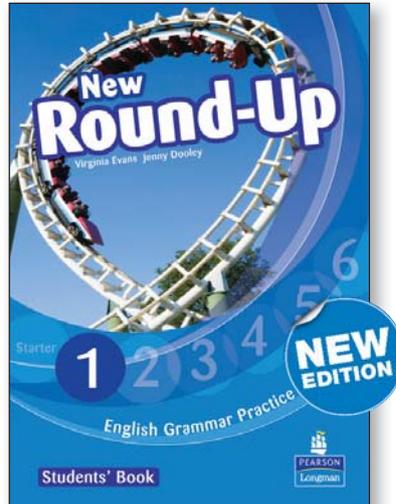
### For the teachers

- ✓ Clear grammar presentations for reinforcement or extension
- ✓ Extra photocopiable activities in the Teacher's Book

# New Round-Up

Beginner – Pre-intermediate

Virginia Evans and Jenny Dooley



Students will find grammar practice enjoyable with **New Round-Up**. A colourful book with plenty of pictures as well as clear grammar tables and explanations combined with lots of practice, make understanding the language easy for young learners.

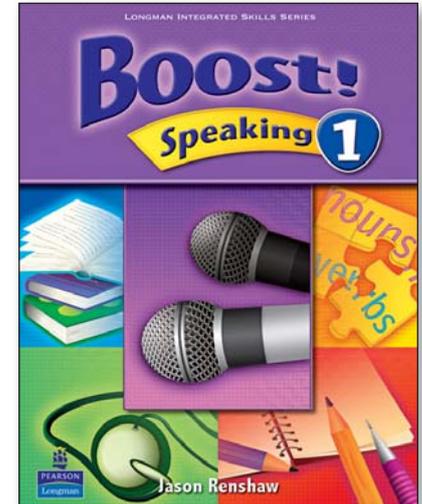
### Features

- ✓ Lessons contain a variety of traditional grammar exercises as well as pronunciation practice and listening tasks
- ✓ Student's Book comes with an Interactive CD-ROM with additional practice
- ✓ Teacher's Book has an audio CD
- ✓ This course can be used in class, for homework and for revision

# Boost! Skills Series

Elementary – Pre-intermediate

Jason Renshaw



**All the skills you need to succeed**

The definitive and comprehensive series of skills books for young English learners. Developed around age-appropriate, cross-curricular topics that develop student's critical thinking and examination techniques, the series follows an integrated skills approach with each of the skills brought together at the end of every unit.

- ✓ Age-appropriate themes and cross-curricular topics
- ✓ Flexibility

A full list of ISBNs is available on the website and the DVD-ROM in the front of the catalogue.

[www.boostskillseries.com](http://www.boostskillseries.com)

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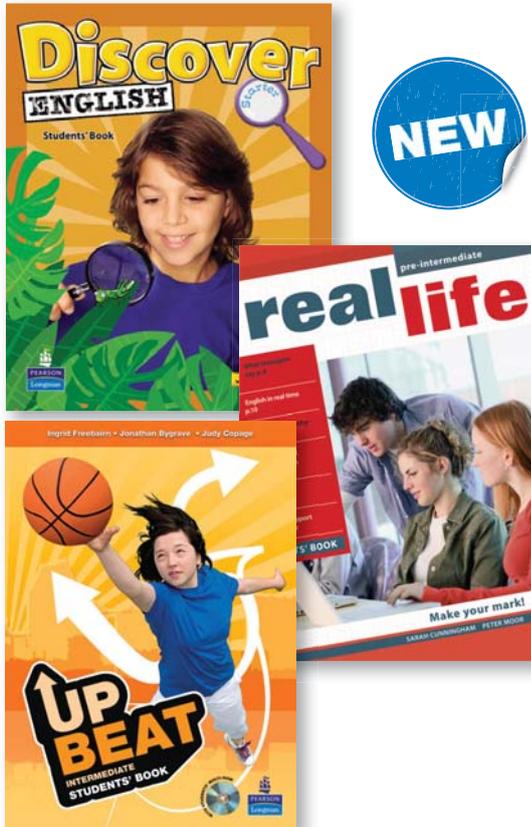


[www.pearsonlongman.com/primaryplace](http://www.pearsonlongman.com/primaryplace)



# Secondary

## What's New in Secondary?



### Interactive Whiteboard Software

*Save time and improve classroom management!*



Software for any IWB or simply use with a projector and a computer.

## Secondary Correlation Chart

Cambridge ESOL Exams			KET	PET	FCE	CAE		PAGE
CEFR levels		A1	A2	B1	B2	C1	C2	
ALTE		Breakthrough	Level 1	Level 2	Level 3	Level 4	Level 5	
TOEFL iBT (totalscore)				57-86	87-109	110-120		
Look!								17
Discover English <b>NEW</b>								18
New Sky								20
Energy								21
Upbeat <b>NEW LEVEL</b>								22
New Snapshot								24
Postcards								24
Hey There!								25
Longman Keystone								26
Challenges								27
New Opportunities								28
Success								29
Real Life <b>NEW</b>								30

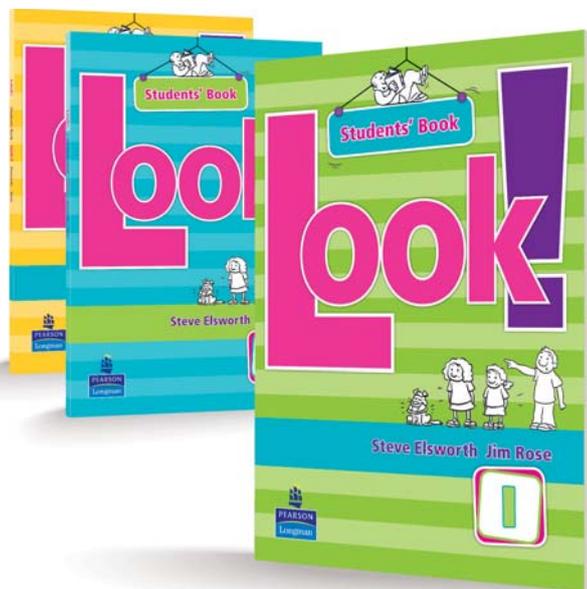
# Look!



Starter – Pre-intermediate

Steve Elsworth and Jim Rose

Lower Secondary



## Language Learning made easy!

How many ingenious ways of teaching the present simple tense have you tried during your teaching career? Have you used drawings, colours, repetition, drills and all things in between to help your students with that elusive final -s?

Research shows that visualising can help students **learn and retain more**. Nowhere is an image worth more than a thousand words than in **Look!** – our new course for young teens with a fun, natural approach to grammar and vocabulary that will boost your students' innate ability to make strong, memorable visual connections.

**Look!** will consistently support your students in those areas that are guaranteed to make a difference to their learning experience.

Taking students from starter to intermediate level, **Look!** offers enjoyable and easy-to-follow lessons designed to engage learners right from the start.

- ✓ **Visual** – A team of delightful 'Graphic Grammar' characters shows how grammar and vocabulary work making lessons fun and memorable
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Students' Book	978 1 405 88575 1
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Teacher's LiveBook Pack	978 1 408 21799 3
Workbook	978 1 405 88579 9
Test Book	978 1 405 88577 5
Class CD	978 1 405 88572 0

Look! 3	
Students' Book	978 1 405 88584 3
Students' LiveBook Pack	978 1 408 21800 6
Teacher's LiveBook Pack	978 1 408 21801 3
Workbook	978 1 405 88588 1
Test Book	978 1 405 88586 7
Class CD	978 1 405 88581 2



Active Teach samples available on the DVD-ROM

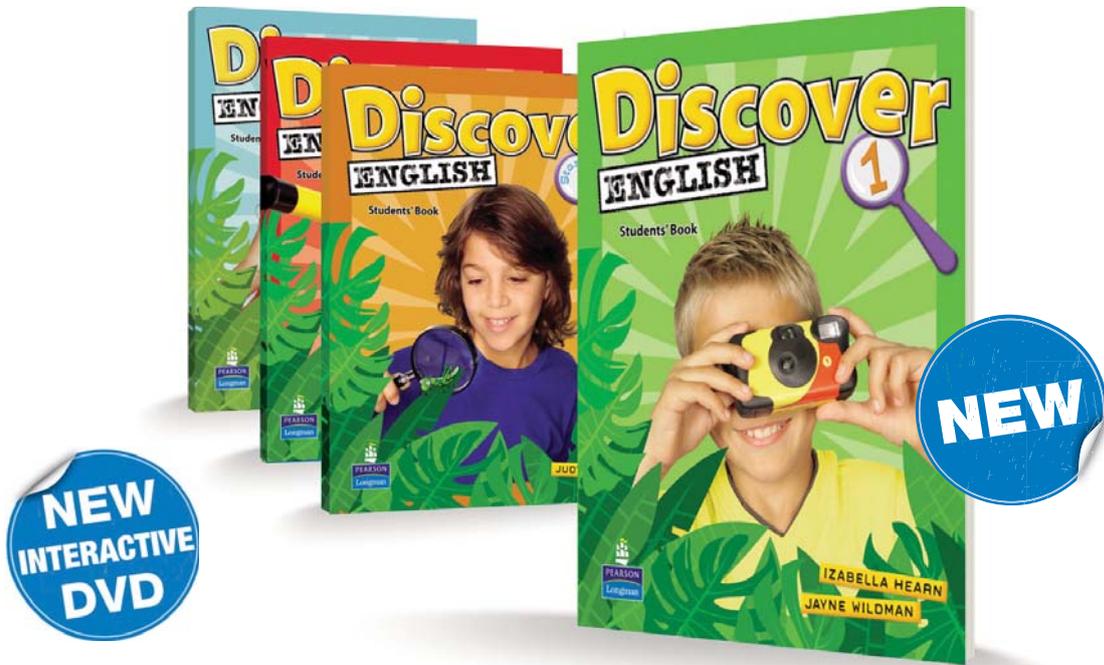


# Discover English

Starter – Pre-intermediate

Izabella Hearn, Jayne Wildman and Judy Boyle

*Discover English – The journey begins...*



*Discover the world from your classroom with Discover English.*

*Expand your students' knowledge along with their English.*

*Learn, Discover, Enjoy!*

Learn more about the world **and** English with *Discover English*. With **four levels** and **two possible starting points**, *Discover English* provides a **solid grammar and lexical syllabus** with the right amount of **variety and challenge** to **motivate young learners**.

- ✓ **Texts and dialogues** present new language in **meaningful contexts**
- ✓ **Culture Sections** encourage students to reflect on the **differences between their own culture and others**
- ✓ **Cartoon stories and hidden codes** add a **truly fun aspect** coupled to **improving students processing skills**
- ✓ **Comprehensive Teacher support** including **Active Teach** for computer and/or IWB, with DVD and all your resources at a simple click
- ✓ **CYLETS-style tasks** provide students with practise of these types of activities **as a natural part of learning**

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Active Teach	978 1 408 23379 5
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Test Book	978 1 405 86661 3

## Lower Secondary

Cross-curricular content provides basis for real English

Example taken from Discover English 2 Students' Book

### 8<sup>a</sup> Danger Zone

Some people have never seen a hurricane and they've never been near a volcano. Other people live with these dangers every year. Do you live in a danger zone?

#### Hurricane Season!

Hi! I'm Sammy. I live on an island called Jamaica in the Caribbean. I've lived here with my mum and dad for two years. It's a beautiful place with fantastic beaches, but from June to November we have 'hurricane season'. Sometimes the hurricanes are very bad.

It's hurricane season at the moment. There's a big storm outside. The emergency services are helping people, but it's dangerous. We have to stay in our homes because it's very windy. I haven't been to school since Thursday. I haven't seen my friends since Friday. And I haven't watched TV for two days - there's no electricity! I'm bored and lonely. I can't use the phone or the computer and I can't play with my dog, Toto. He's been under my bed since Wednesday. He's scared of storms!

**Grammar** present perfect with *for* / *since*  
*for*: years, hours, minutes  
*since*: Friday, one o'clock, last year  
*I've lived here for two years.*  
*I haven't seen my friends since Friday.*

**3** Circle the expressions we use with *for*. Tick the expressions we use with *since*.

Monday week three minutes five years  
 six o'clock a long time two days 2003  
 last weekend August

**True or false?**  
 1 There are hurricanes in Jamaica in March. *false*  
 2 It isn't dangerous at the moment.  
 3 People can't go outside.  
 4 Sammy went to school today.  
 5 At the moment he's watching TV.  
 6 His dog is very scared.

**Fun Facts**  
 Hurricanes always have names. One of the strongest hurricanes ever was **Hurricane Hugo**.

**4** Complete the text. Use the present perfect, then circle *for* or *since*.

My name's Gisele and I live in a small town in the Alps. I have lived (live) here for (since) nine months. The Alps are beautiful, but they're dangerous too. My dad works (work) as a helicopter rescue pilot for (since) January. He rescues (rescue) thirty people! In my free time I learn English - I study (study) English for (since) three years. I also go skiing with my brother Marc. We have (have) lessons for (since) December. We don't go (not go) skiing very much for (since) February because of bad weather. I love playing basketball with my friends too. I play (play) in the school team for (since) eight months. It's my favourite sport!

**7** Work with a friend. Ask and answer.  
 A How long have they lived in the Alps?  
 B They've lived there for nine months.

**Functions:** asking about past experiences  
**5** **3.18** Listen and repeat.  
 A How long have you lived here?  
 B I've lived here for four years. / I've lived here since March.

**6** **3.19** Match the questions about Gisele and her family. Listen, check and repeat.

How long...  
 1 have they lived a English?  
 2 has her dad worked as b skiing lessons?  
 3 have Gisele and c in the school basketball team?  
 Marc had d a rescue pilot?  
 4 has Gisele played e in the Alps?  
 5 has she studied

**Listening**  
**3.20** Write the questions. Listen and tick the three questions you hear.  
 1 How long / the weather / be bad?  
 How long has the weather been bad? ✓  
 2 How long / you / have your skis?  
 3 How long / you / play football?  
 4 How long / you and Gisele / have skiing lessons?  
 5 How long / your dad / want a snowboard?  
**3.22** Listen again. Match the three questions in Exercise 8 with these answers.  
 for four weeks for three months since January

Clear grammar boxes

Improves general world knowledge

Integrated Skills lessons for staged development

Modern and up-to-date themes

Regular work on Functions and Speaking

CYLETS-style tasks

### 3<sup>a</sup> The Blue Diamond

**Reading**  
**1** Work with a friend. Look at the picture and answer the questions.  
 1 What type of story is it?  
 2 Where are the children?  
 3 What are they doing?

**2** **3.13** Read and listen. Check your ideas for Exercise 1.  
**3** True or false?  
 1 Professor Spark, Bianca and Joe live on the same street. *true*  
 2 Professor Spark's house is small.  
 3 The people at Professor Spark's house didn't talk.  
 4 The President was with Professor Spark.  
 5 Bianca and Joe stayed outside Professor Spark's house.

Joe and his sister Bianca are spy kids. Let's have an adventure tonight," said Joe one day. "Let's go to Professor Spark's house." Professor Spark was a strange scientist. He lived in a big, spooky house on their street.

That night Joe and Bianca climbed out of the bathroom window. They went to Professor Spark's house and hid behind some trees. There was a light in a window.

They saw lots of people in a room. The people didn't move and they didn't speak. "That's strange," said Bianca.

Professor Spark came into the room and stopped next to a man. "Good evening, Mr President," he said. "Tomorrow is your big day!" The President had a blue diamond in his ear. "Is that the real President?" asked Bianca. "I don't think it is," said her brother.

Suddenly, Professor Spark looked out of the window. He saw the children. Bianca and Joe were scared and hurried home.

**Speaking**  
**1** Work with a friend. Look at the picture, then ask and answer.

**2** Now write the red letters. Complete Joe's sentence.  
 The President is a r.....!

**Listening**  
**3.14** Listen to the next part of the story. Which two places did the children go to?

**3.15** Listen again. Write the verbs.  
 1 The children went to the Professor's house.  
 2 They hid the real President.  
 3 They climbed out of a window.  
 4 They hurried to the police station.  
 5 The robots scared them.  
 6 The police officer took them to a room.

**Try this!**  
 • Before you speak, repeat what you need to say in your head first. This will give you more confidence when you speak.

**Writing**  
**1** Write the end of the story. Use your answers to the questions in Exercise 8.  
 It was night. Bianca, Joe and the President were in a room at the police station...

Example taken from Discover English 2 Students' Book

'Tips' help improve student's learning



# New Sky



Starter – Intermediate



Brian Abbs and Ingrid Freebairn

Lower Secondary



Example taken from Students' Book Level 2

**9** Across the curriculum  
**Is fast food bad for you?**

**1** Read

**What do you eat?**

My mum makes my lunch box every day. I always know what's in it – healthy food! There are always things like fruit juice, yoghurt, an apple or a banana, some nuts and a brown bread sandwich with some cheese in it. I really like my lunch and I know it's good for me. I usually do sport after school so I have a banana at 4 o'clock to give me energy. We have dinner at 7 o'clock and my favourite meal is fish with a lot of vegetables.

**Joe**

I often eat things like hamburgers and chips, crisps, chocolate biscuits and ice cream. What do I drink? Cola. After school I have jam or honey on white bread and a cup of tea with a lot of sugar. I don't eat much fruit or many vegetables but I like peas and potatoes.

**Katie**

**Dr. Fox Says...**

Young people need a balanced diet with different sorts of healthy food. For example, they need carbohydrates from bread, pasta and rice for energy. Fruit and vegetables are important too – they contain vitamins and minerals and these keep you healthy. Protein makes you strong and you get it from things like meat, fish and eggs. Dairy fat – for example, milk and cheese – is good because it makes your teeth strong. But remember too much fat is very unhealthy so fast food is bad for you – and it contains a lot of sugar which is also unhealthy.

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# Energy

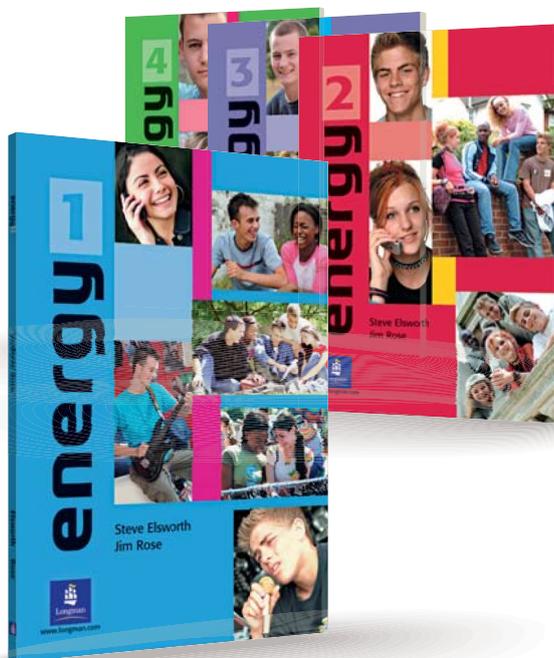


Beginner – Intermediate

Steve Elsworth and Jim Rose

Secondary

Example taken from Students' Book Level 3



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Starter – Intermediate

Ingrid Freebairn, Jonathan Bygrave, Judy Copage and Liz Kilbey



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# Secondary

Language objective box: Clear signpost for teacher and student

Extra practice sections for fast finishers and catch-up work

Use your English sections activate communicative language

Key grammar highlighted in presentation dialogues

Example taken from Students' Book Starter Level

**10B Where did you go?**

Grammar Past simple of irregular verbs questions  
Vocabulary Holiday activities  
Function Talk about holidays

**Get started**  
1 What's your favourite place for a holiday?

**Dialogue**  
2 Listen and read. Complete the dialogue with the correct phrases from the box.

Sam is returning from a school trip.  
Dad: Hello Sam! ... How was your holiday?  
Sam: It was '... But it wasn't a holiday. Dad, it was a Geography school trip!  
Dad: OK, OK! Did you have a good time?  
Sam: Yes, I did, thanks.  
Dad: How was the youth hostel?  
Sam: It was great, thanks.  
Dad: OK, OK! Did you go sightseeing?  
Sam: Sightseeing? ... We went climbing.  
Dad: Did you buy me a present?  
Sam: No, I didn't. I spent my money on chips.  
Dad: The food at the hostel wasn't a great part of the holiday!  
Sam: ... You said it wasn't a holiday!

**Phrases**  
• Just a minute! • No way!  
• Welcome back! • (really) good fun.

**Comprehension**  
3 Tick (✓) the good things and cross (✗) the bad things about Sam's trip.  
• the trip in general (✓)  
• the youth hostel (✓)  
• climbing the mountain (✓)  
• the food at the hostel (✗)




**Vocabulary: Holiday activities**  
4 Listen and repeat. Then write the activities in three groups.  
• go climbing/climb • go mountain biking  
• go shopping/shop • go sightseeing/sightsee  
• go skiing/ski • go swimming/swim  
• go to a museum • go to the beach  
• go windsurfing/windsurf • sunbathe  
• play beach volleyball • sunbathe

In a town In the mountains By the sea  
go sightseeing

**Grammar**  
Past simple of irregular verbs: questions  
Questions Answers  
Did you have a good time? Yes, I did.  
What did you do? No, I didn't.  
We went climbing.

5 Cover the dialogue with the red bookmark and remember the missing words.

**Practice**  
6 Read the postcard from Sam to his grandmother. Then ask and answer questions about Sam's trip.  
1 Have a good time?  
A: Did they have a good time in Scotland?  
B: Yes, they did.  
2 What do? 5 Which mountain/climb?  
3 go to Edinburgh? 6 see the top?  
4 Where go? 7 When get home?

**Use your English: Talk about holidays**  
7 Listen and repeat the questions and answers below. Then practise the conversation in pairs.  
Holidays in general  
• How was your holiday?  
• It was good fun/great/a bit boring.  
Place  
• Where did you go?  
• We went to Scotland.  
Accommodation  
• Where did you stay?  
• We stayed in a hotel/hostel/on a campsite.  
Weather and food  
• What was the weather/hotel/food like?  
• It was brilliant/great/OK/not bad/awful.  
Activities  
• What did you do?  
• We went to the beach/went sightseeing/sunbathed every day.

8a Look at the postcard below. Imagine the holiday. Make notes about the place, accommodation, weather, food and activities. Then roleplay conversations.



A: Hi Andy. Welcome back! How was your holiday?  
B: It was great.  
A: Where did you go ...?  
B: ...

8b Now ask your partner about his/her last holiday.

**Extra practice**  
For more practice, go to page 127.

**10c Three days ago we saw the waterfalls.**

Grammar Past simple with ago  
Vocabulary Landscape

**Open World trip**  
Robert Sands reports



**Three months ago Rachel Ford travelled across South America from Ecuador to Argentina. Why was her trip special? Because Rachel and the other twenty teenagers on the trip are disabled. Here is an extract from Rachel's diary.**

**July 5th**  
Today we left Quito in Ecuador and travelled north to Lake Cuicocha. We went by boat across the lake past a big island. It wasn't easy to get my wheelchair on the boat, but it was OK.

**July 10th**  
Three days ago we took a train to Machu Picchu, the lost city of the Incas in Peru. It's very high in the mountains. I took lots of photos!

**July 16th**  
Three days ago we saw the Iguazu waterfalls. They're between Argentina and Brazil. We got very wet! We arrived here in Rio de Janeiro in Brazil six hours ago.

**July 27th**  
Yesterday we went in a small plane from Rio to Buenos Aires, the capital of Argentina. Last night we saw some amazing tango dancers. I did a great wheelchair dance!

**Get started**  
1 How many countries in South America can you name in one minute?

**Read**  
2 Read about a special trip for young people across South America. How many countries does Rachel mention in her diary?

**Comprehension**  
3a Read Rachel's diary and write the correct day for each photo.  
Photo A - July 13th  
b Answer the questions.  
1 How many teenagers were there altogether in the group?  
2 How did they travel?  
a) across Lake Cuicocha? b) to Machu Picchu?  
c) to Buenos Aires?  
3 What did they do or see:  
a) at Lake Cuicocha? b) at Machu Picchu?  
c) in Buenos Aires?

**Solve it!**  
4 Look at the article opposite and answer the questions.  
1 In which month did Robert Sands write it?  
2 What date did Rachel see the Iguazu waterfalls?

**Vocabulary**  
5a Listen and repeat. Then look at the photos opposite and find the items. Which items are not in the photos?  
• coast • forest • hill • island • lake  
• mountain • ocean • river • rock • sea  
• tree • valley • waterfall

b Name an island, lake, mountain, river, sea or waterfall in your country.  
Island: Sardinia ...

**Grammar**  
Past simple with ago  
Three days ago we saw the Iguazu waterfalls. We arrived in Brazil six hours ago.

6 Cover the text with the red bookmark and remember the missing words.

**Practice**  
7 Ask and answer about Harry's trip using the past simple and ago.  
Harry is on a long rail trip in Europe. It is now 2 p.m. on Tuesday 25th May.  
A: When did Harry buy the tickets for the trip?  
B: He bought the tickets four months ago.

**Write**  
8 You are Rachel. It's July 27th. Write a postcard to your family.  
Hi everyone! I'm writing this from Rio. About two weeks ago, I was ...

**Speak**  
9 Talk about you. Ask and answer.  
1 When did you last make a long journey?  
2 Where did you go?  
3 How did you travel?  
4 What did you do?

**Extra practice**  
For more practice, go to page 000.

Instructions for use of unique magic bookmark – to conceal key language to aid memorisation

Key grammar highlighted in presentation texts

Solve it! puzzles encourage cognitive development



# New Snapshot

# Postcards

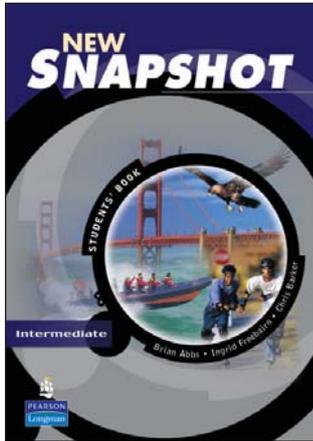
Second Edition

Beginner – Intermediate

Beginner – Intermediate

Brian Abbs, Ingrid Freebairn and Chris Barker

Brian Abbs, Chris Barker and Ingrid Freebairn



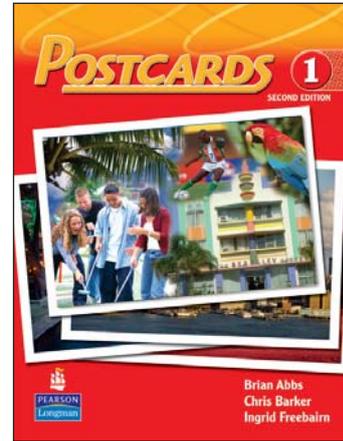
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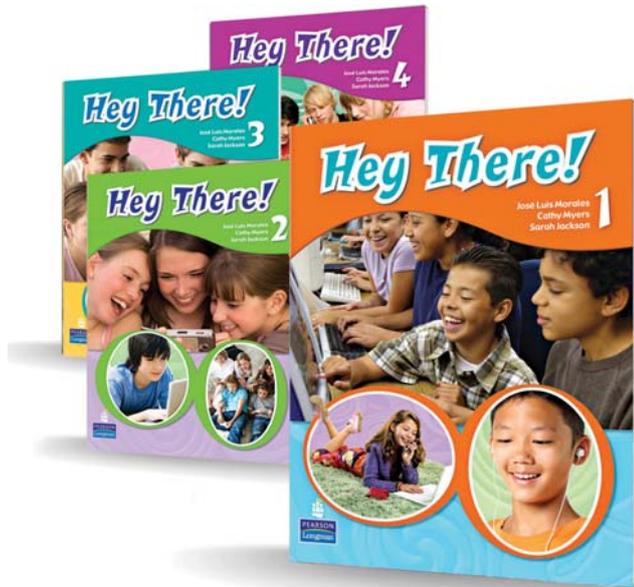
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# Hey There!



## False Beginner – Low Intermediate

Jose Luis Morales, Cathy Myers and Sarah Jackson



Example taken from Students' Book Level 2

**UNIT 8 > Art**

**Communication**

- Talk about plans

**Grammar**

- We going to for plans and intentions
- The present continuous for future plans
- Will for predictions and for spontaneous decisions
- The first conditional

**Vocabulary**

- Talents
- Word building: Nouns and adjectives

**1** Check (✓) the performers you see in the pictures.

a clown <input checked="" type="checkbox"/>	a musician <input type="checkbox"/>	a ballet dancer <input type="checkbox"/>
an acrobat <input type="checkbox"/>	a comedian <input type="checkbox"/>	an artist <input type="checkbox"/>
a magician <input type="checkbox"/>		

**2** Match the sentences with the pictures.

1. She can dance on her toes.  
 2. He paints beautiful pictures.  
 3. He can pull a rabbit out of his hat.  
 4. He plays the piano.  
 5. They make you laugh.

93

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- ✓ allows teachers and students to actively assess and monitor progress
- ✓ enables students to learn and practice English using real-life experiences that keep them constantly engaged and motivated

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# Longman Keystone



Grade 6 – 12

Anna Uhl Chamot, John DeMado and Sharroky Hollie



**Longman Keystone** is a six-level flexible reading and language development programme that accelerates students' academic achievement. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving academic success.

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# Challenges



Beginner – Intermediate

Michael Harris, David Mower and Anna Sikorzynska

Secondary



Example taken from Students' Book Level 1

**9 The Amusement Park**

**Warm-up**  
1 Read the information about Alton Towers. Are the rides exciting?

**Alton Towers** Have a great day out at the UK's top amusement park. Our exciting attractions are water rides like **Katanga Canyon**, roller coasters like **Scarabeus** and a fantastic new ride called **Storm** with a vertical drop!

**2** → Picture Dictionary, page 125. Look at the key words and the photos (1–5). Guess the people's feelings.

**Key Words: Feelings**  
bored, excited, happy, nervous, relaxed, scared, unhappy

**Example**  
In photo 1 Alex is scared. In photo 2 she is relaxed.

**Reading and Listening**  
3 Read and listen to the dialogues. Check your guesses from Exercise 2.

It's Saturday morning. Lucy, Alex, Rajiv and Tom are at Alton Towers.

Alex: Okay, what do we want to do?  
Lucy: I want to go on the Katanga Canyon. I like water rides.  
Tom: Yeah, I love going on them.  
Alex: Man, I don't mind them but they're not very exciting.  
Rajiv: Yes, they're boring. Wow! Look at that. It's fantastic!  
Alex: What? What are you excited about?  
Rajiv: Over there. That's amazing. I want to go on that!  
Alex: Obvious!!  
Lucy: I'm not sure. I don't like heights.  
Alex: And you, Tom? You look nervous.  
Tom: Well, I hate heights!  
Rajiv: Oh, come on. It's great.  
Tom: Well, I ...  
Rajiv: Don't be scared, Tom!  
Tom: Oh, all right.  
After the ride  
Alex: Are you okay, Raj? You don't look very well.  
Rajiv: I'm fine.  
Tom: Do you want to go on it again?  
Alex: No, I don't.  
Tom: You're scared!  
Rajiv: No, I'm not.

Packed with **achievable tasks** that help students build their confidence and ability in all four skills, **Challenges** supports teachers and students in their quest for meaningful and enjoyable lessons.

- ✓ Topic-based approach that enables students to **learn about the world through English** and to learn the language at the same time
- ✓ Each level is hosted by a group of teenagers that provide positive role models as they overcome their limitations to achieve something worthwhile as a group
- ✓ A unique teaching package that includes over 50 teacher development workshops covering topics such as CLIL, crisis management, discipline, citizenship and dyslexia

**“A book full of life, energy and knowledge, Challenges meets the needs of our teenagers today and gives them the opportunity to grasp the English language in a fun and interactive way. Try it!”**

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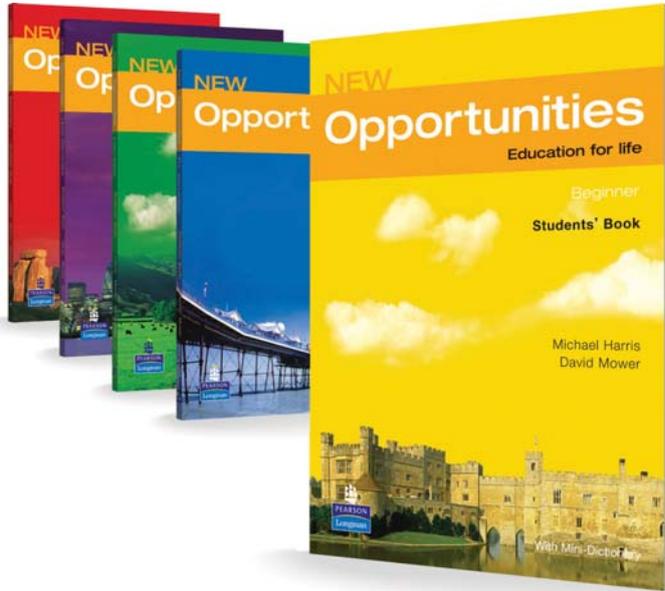
# New Opportunities



Beginner – Upper Intermediate

Michael Harris, David Mower and Anna Sikorzynska

Upper Secondary



Example taken from Pre-intermediate Students' Book

**29 Virtual Tourism**

**Skills Focus**

**AUCKLAND • New Zealand • a guide**

**Before you start**

- Look at the photos and guess four things about Auckland.  
Example: Auckland is a city by the sea.
- Read the Internet page quickly and check your guesses.

**Reading**

1 Auckland is the largest city in New Zealand. It has a population of just over a million people and is located in the North Island. This harbour city is an important business centre for New Zealand's economy. It is also the most dynamic and multicultural city in New Zealand.

2 The history of the city goes back approximately 650 years when the Maori settled in the area. European settlement in Auckland began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to Wellington, because it was more central. Since 1945, the city of Auckland has grown and today has the largest Polynesian population in the South Pacific. In 1997, the Sky Tower was completed. At 328 metres it is the tallest tower in the southern hemisphere. In 1985, the New Zealand government made the whole country a nuclear free zone and since then Auckland has been a centre for protest against nuclear testing in the Pacific.

3 Famous sights include Mt Eden, one of many large, volcanic hills, as well as the Auckland Harbour Bridge. At Funnell Village you can visit some of the first European settlers' houses. In the city is the beautiful Auckland Domain which is famous for its large palm trees, exotic plants as well as native trees. You can see traditional Maori dance performances at the Auckland Museum.

4 Auckland boasts wonderful views of the sea from many parts of the city. Auckland's nickname is 'the City of Sails' because of the number of yachts that sail in and around the harbour. It has a warm climate with plenty of sunshine – the average temperature in January (summer) is 23.4°C and in July (winter) it is 14.4°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and windsurfing.

5 It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. Flights to Australia are cheap but flights to Europe take over twenty-four hours and are expensive.

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Media and advertising, Australian society, cross-cultural communication, Mount Everest, modern-life gadgets, people's attitude towards money, solar energy, virtual tourism, dream houses... The list goes on.

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- ✓ **learner training sections and components** that equip students with transferable learning skills and test-taking strategies

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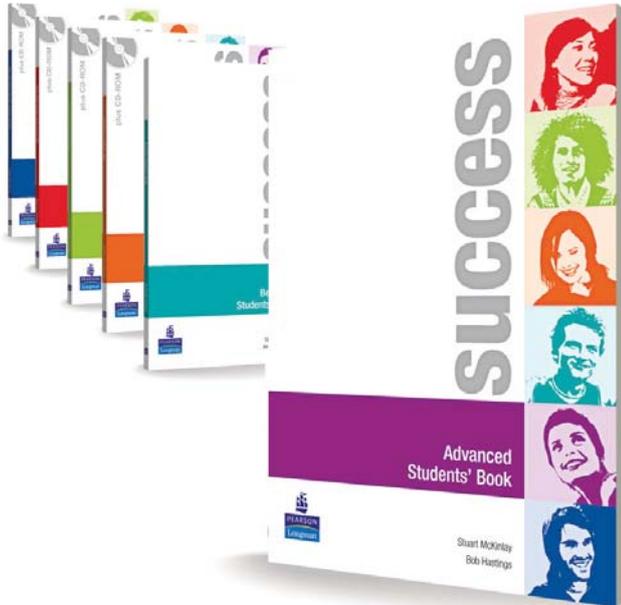
# Success



Beginner – Advanced

Jane Comyns-Carr, Bob Hastings, Stuart McKinlay and Jenny Parsons

Upper Secondary



Example taken from Elementary Students' Book



What do you get when you ask a group of top-class and experienced teachers and teacher trainers to write a course for young adults?

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## Elementary – Advanced

Sarah Cunningham, Peter Moor, Martyn Hobbs, Julia Keddle and Jonathan Bygrave



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# Upper Secondary

Interesting and relevant topics

Clear objectives

Key grammar highlighted in Grammar2Know

Quizzes

## cool tech

**Vocabulary & Listening**  
Operating machines

3 Check you understand the Words2know. Match the gadgets with the photos.

4 **Words2know** 3.31 an MP3 player an answering machine a games console an alarm clock a hairdryer a digital camera a mobile phone a flat screen TV

2 **WORD RACE** Work in pairs. How many more gadgets can you add to the list in exercise 1 in two minutes?

3 **Match 2 know** 3.32 Check the meaning of the words in blue. Match the gadgets in exercise 1 to the descriptions, 1-8.

1 You have to plug batteries in.  
2 You have to plug it in.  
3 You charge the battery using a charger.  
4 You switch it on and off with a remote control.  
5 You press a button to turn the volume up or down.  
6 You select from the menu.  
7 It can record messages.  
8 You have to use the time.

4 **Read Active Study.** Then find other two-word verbs in exercise 3. Learn the verbs and test your partner.

**Notice two-word verbs**  
Notice the prepositions in two-word verbs:  
switch the TV on  
plug the phone in

**ACTIVE STUDY**

5 **3.33** Use the Words2know in exercise 3 to complete the explanations of how two gadgets work. What are the Listers and check.

First of all, you need to plug it into the battery for about twelve hours. You just plug the charger into the battery and press this button to switch it on. Then you need to wait for about 10 minutes if you have any messages, you press this button to listen to them. Before you use it for the first time, you need to charge it for about twelve hours. You just plug the charger into the battery and press this button to switch it on. Then you need to wait for about 10 minutes if you have any messages, you press this button to listen to them.

6 **Think of a machine you often use.** Describe how to use it but do not say what it is. Use the Phrases2know. Can other students guess what it is?

**Phrases2know** 3.34

**Giving instructions**  
First of all, you switch it on. Then you select from the menu. You have to charge the battery. Just follow the instructions. Don't forget to switch it off.

MINI WORKBOOK exercises 1-6 page 117

Clear labelling

Key lexical sets highlighted in Words2know

## GoGreen!

**Grammar Focus**  
Relative clauses

7 Read the brochure and discuss these questions.

- What two advantages of GoGreen! products are mentioned in the introduction?
- One of the gadgets does not belong in the GoGreen! brochure. Which one is it?
- Would you like to own any of these gadgets? Why?

8 Read Grammar2know. Find more examples of relative clauses with which, that, who and where in the article.

**Grammar2know** 2.29

**Relative clauses**  
Who is a relative pronoun to add extra information:  
The latest gadget is a fridge. The fridge can show you a drink.  
The latest gadget is a fridge which can show you a drink.

which, that, who, where

- Use which or that for things: It's a fridge which/that serves lazy drinkers.
- Use who or that for people: John Cornwall is the student who/invented the fridge.
- Use where for places: He had a few accidents in the college room where he leaves the fridge.

9 **3.33** Complete the quiz with where, which, that or who. Then choose the correct definition, a or b, for each word. Listen and check.

### vocabulary quiz

1 Photocopiers are machines which make copies of documents. It people do the photocopying in an office.

2 Drycleaners are people who clean schools and offices. It shops they clean your clothes for you.

3 Cookers are people who cook professionally. It kitchen appliances they cook food.

4 Stationers are people who sell paper, pens, etc. It people who work at a railway station.

10 What gadget would you like to invent? Think of three ideas and compare answers with the class.

*It's like to invent a robot that follows your wishes for you.*

MINI WORKBOOK exercise 1 page 116

**THE BICYCLE THAT CHARGES YOUR PHONE!**  
Save money, get healthy AND charge your mobile! The Pedalcharger is a small gadget which you attach to your bike. Then you plug in your phone and start cycling. After thirty minutes, your phone is fully charged and it costs nothing!

**THE ALARM CLOCK THAT USES WATER!**  
The new H2O Multi-charge is unique. It has an amazing water battery which produces electricity. You don't plug it in, you just fill it with water! It has a thermometer and a radio, too!

**THE FRIDGE THAT SERVES LAZY DRINKERS!**  
The latest must-have gadget is a fridge which shows you a drink! Press the remote control and the drink flies across the room to you. John Cornwall, the student who invented the fridge, explains. "One day, I thought, 'I'm tired of going to the fridge for a drink... why don't the drinks come to me?' He had a few accidents in the college room where he keeps his fridge but he says, 'The fridge is 99% safe... there's only a small danger that a drink will hit you!'"

cool tech

mini workbook at the back of the Students' Book

Real Time photo story with related exercises using functional language and real contexts with characters of the same age group

## REAL TIME

**COMPLAINING**

1 Look at the photos and answer the questions.  
What are Zack and Grace doing in the photos?  
Why do you think Zack is unhappy in Photo B? Think of three possible reasons.  
*Maybe... he's had bad value.*

2 **3.41** Listen to Zack and Grace's conversation.

- What three problems does Zack mention?
- Tick the best summary of the situation with the camcorder:
  - Zack wants to change it because it doesn't work properly.
  - It doesn't work properly and Zack has discovered that it is available more cheaply.
  - Zack has found a better model on the internet.

3 **3.42** Check the words in blue below and then listen to Zack's conversation at the shop. Tick (✓) true and cross (X) false.

- Zack hasn't got his receipt.
- The assistant refuses to exchange the camera.
- The manager refuses to give him a refund.
- The manager gives Zack the address of the manufacturer.

4 **3.43** Listen and complete the Phrases2know with the words below. Then listen again and practice the intonation.

refund nothing exchange happy  
receipt manager properly give

**Phrases2know**

**Complaints**  
What the customer says  
It doesn't work...  
Could I speak to the... please?  
It's really not... about this.  
It'd like a... please.  
What the shop assistant says  
Have you got the...?  
What... is the problem?  
We can... if you like.  
I'm afraid we can't... refunds.  
I'm sorry, there's... I can do.

**Customer:** I'm sorry, I didn't keep a receipt. I've bought this CD here yesterday and it's scratched. It'd like a refund, please.  
Can I help you?  
Yes, just a moment.  
I'm really not happy about this. Could I speak to the manager, please?  
Have you got the receipt?  
I'm afraid we can't give refunds if you don't have the receipt. We can exchange it if you like.

**Shop assistant:** You can't give a refund because: the customer bought it three months ago  
the customer hasn't got a receipt  
the customer bought it in a sale

5 **3.44** Put the dialogue in order, then listen and check. In pairs, act out the dialogue.

6 In pairs, take turns to act out the dialogues below. Follow the chart and use the Phrases2know in exercise 4.

**Customer:** I'm sorry, I didn't keep a receipt. I've bought this CD here yesterday and it's scratched. It'd like a refund, please.  
Can I help you?  
Yes, just a moment.  
I'm really not happy about this. Could I speak to the manager, please?  
Have you got the receipt?  
I'm afraid we can't give refunds if you don't have the receipt. We can exchange it if you like.

**Shop assistant:** You can't give a refund because: the customer bought it three months ago  
the customer hasn't got a receipt  
the customer bought it in a sale

**Can you do it English?**

**A LETTER OF COMPLAINT**

7 Read Zack's letter to the manufacturer. Match what he says, 1-3 with paragraphs in the letter, a-c.

- He says what he expects to happen.
- He explains the problem.
- He explains why he is writing.

8 a Which addresses does Zack write at the beginning of the letter and where? Where does he write the date?  
b Add the phrases underlined in the letter to the correct section of the Phrases2know.

**Phrases2know**

**A letter of complaint**  
Opening  
Dear Sir/ Madam,  
Reasons for writing  
I am writing because I would like to make a complaint.  
Saying what you expect  
Could you send me a replacement as soon as possible?  
I think you should send me a refund.  
Showing that you expect a reply  
Closing  
Yours sincerely,  
Name

Customer Service, Megatron Electronics, Kitchale Industrial Estate, Kitchale KD2 7TP, 25 Masogate Road, London NW10 2PQ, 30 August 2010

Dear Sir or Madam,  
I am writing to complain about an Ultrasonic 780X camcorder that I bought from Digital Superstore on 21 August.  
There are two problems with the camcorder. Firstly, the battery does not work properly: I have to recharge it every time I use it. According to the instruction book, it only needs recharging after sixty minutes of recording time. Secondly, there is a problem with the volume: sometimes it is very loud and sometimes there is no volume. I returned the camcorder to Digital Superstore, but they refused to give me a refund and advised me to contact you.  
Could you please give me a refund as soon as possible? I look forward to hearing from you.  
Yours faithfully,  
Zachery Garber  
Zachery Garber

9 Write a letter of complaint about one of the items in exercise 6. In the letter:  
explain the reason for your complaint  
give details of the problem  
tell the company that you are returning it together with the receipt  
say what you expect the company to do.

Key functional language highlighted in Phrases2know

Exam type tasks



# Adult

## Adult Correlation Chart

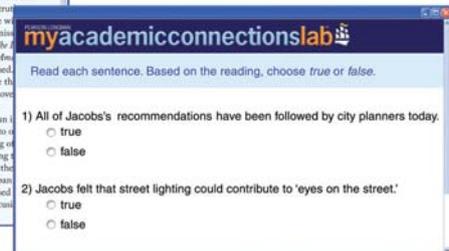
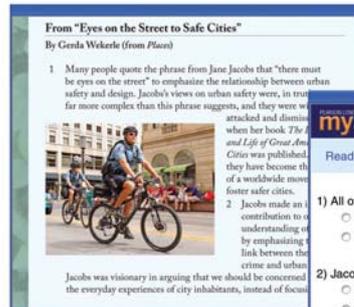
Cambridge ESOL Exams			KET	PET	FCE	CAE		PAGE
CEFR levels		A1	A2	B1	B2	C1	C2	
ALTE		Breakthrough	Level 1	Level 2	Level 3	Level 4	Level 5	
TOEFL® IBT (totalscore)				57 – 86	87 – 109	110 – 120		
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## Beginner – Intermediate

Graeme Todd and Roger Palmer



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\*Audio for the quizzes & tests is both online and on the Test Audio CD



Adult

MyiZoneLab Summary provides a brief overview of what was studied online making it easy to link up with classroom lessons

Examples taken from iZone 1, pages 1&2

**01 Small Talk**

**Goals**

- Start small talk conversations
- Choose appropriate small talk topics
- Understand and use tag questions

**myizonelab**

Teacher: Assign activities **Part A** Students: Record your score **Gradebook score** 100%

**1 Prepare**

**1 Video clip**

**Part A Meet the characters.**  
Emma has invited some friends to a party. She is talking to Jay.

**Part B**  
Notice how they use the language.

**2 Language zone**

**Part A Part B Part C**

weather beautiful day out for a walk  
 food delicious food on my way home  
 music sounds good have a good night  
 work take care check out a new place  
 travel  
 sports

**3 Strategy**

**Part A Part B Part C**

Small talk is those short, friendly, everyday conversations we have with anybody—friends, as well as people we are meeting for the first time—about nothing very much at all. You can use questions like these to start a small talk conversation.

Busy today, isn't it?  
 Looking forward to the weekend?  
 Beautiful day, isn't it?  
 Nice place, isn't it?

A question tag is a short question that is added (tagged on) to the end of a sentence. The tone goes down on the tag.  
 Hot today, isn't it?

**4 Role play**

**Part A Part B Part C**

Do you want to be Rita or Sophie?  
 Choose a role and interact with the other person online.

**Completed**

Rita Sophie

Listen & respond/Read & respond sections present interesting listening/reading extracts and include communicative practice tasks to motivate students

Strategy in action provides students with options for listening and practising the communication strategy

**iZone in class**

**01**

**Listen and respond**

**A 04-02** Listen to Lisa making small talk throughout her day. Number the events in the correct order and write down the topic for each conversation.

the season the weather a busy day the weekend

**B 04-02** Listen again. What questions does Lisa ask in each conversation? Fill in the blanks.

how about ... got ... special ... year wants ... work busy today looking forward time ... year sure ... mind this weather

1 How about \_\_\_\_\_? Who \_\_\_\_\_ to \_\_\_\_\_ on a day like this?  
 2 \_\_\_\_\_ to the weekend? \_\_\_\_\_ anything \_\_\_\_\_ planned?  
 3 \_\_\_\_\_, isn't it? Are you \_\_\_\_\_ you don't \_\_\_\_\_?  
 4 \_\_\_\_\_ you? It's nice this \_\_\_\_\_ of \_\_\_\_\_, isn't it?

**C** What can you make small talk about and who can you make small talk with? Interview three of your classmates and complete the table. Use the words in the box to help you or come up with your own ideas.

	Name	What can you make small talk about?	Who can you talk to about this topic?
hair stylist	Ann	travel	neighbor
neighbor			
sports shop clerk			
taxi driver			
fashion			
travel			
work			
free time			

**Strategy in action**

**Communication strategy**

Small talk conversation usually starts with questions or statements about a simple topic. Here is some language to help you.

Are you having fun? How long have you been waiting? Nice place, isn't it?  
 Do you live near here? What do you think of the music? This food is delicious, isn't it?  
 Busy, isn't it? The food smells good, doesn't it? The music sounds great, doesn't it?

**A 100-11** Listen to each conversation. Write the correct questions in the speech bubbles.

1 It's awesome!  
 2 Too long.  
 3 Yeah, it's so crowded.  
 4 I sure am.

**B** Look at the situations below. Write a question or statement for each one to help you start a conversation. Then practice starting a conversation with a partner.

at a party waiting for the train at the hair salon in a cafe

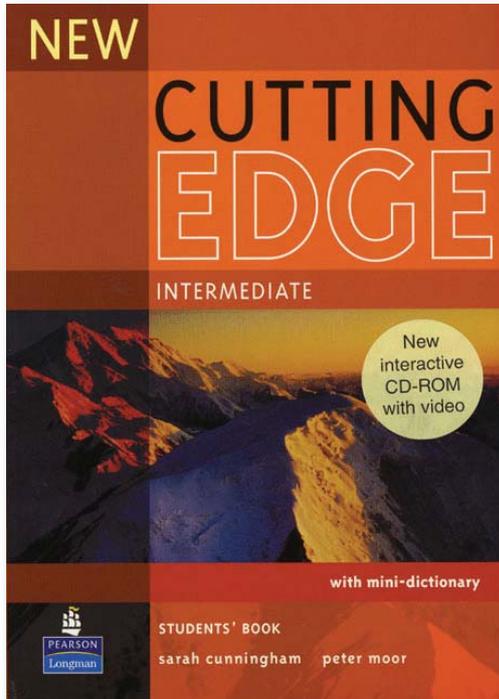


# New Cutting Edge



Starter – Advanced

Sarah Cunningham and Peter Moor with Jane Comyns Carr, Frances Eales and Chris Redston



**module 3 Around the world**

**Task: Design a tour**  
Preparation: listening

1 What do you know about Australia? Think about:  
- the capital and main cities  
- the climate  
- the language and culture  
- the scenery and wildlife.  
Compare ideas with other students.

2 **RECEIVE** Marco is going to Australia for two weeks on holiday. He is asking his Australian friend Elaine to recommend places to visit. Listen and number the four places on the map that Elaine suggests. How long do they decide he should spend in each place?

3 Work in pairs. In which places does Elaine mention the following?  
Rock and caves:  Adelaide  
beaches:  Perth  
shopping:  Melbourne  
companion:  Sydney  
the Opera House:  Brisbane  
the Parliament building:  Canberra  
Aboriginal culture:  Alice Springs  
wine tasting:  Adelaide

Listen again and check.

4 **RECEIVE** Listen and complete the phrases Elaine uses.  
a I think you'll really like  Melbourne.  
b I don't think  Perth is a good idea.  
c Personally, I think  Melbourne is a better choice.  
d I'd like to go to  Sydney for a few days.  
e I'd like to go to  Sydney for a few days.  
f I'd like to go to  Sydney for a few days.  
g I'd like to go to  Sydney for a few days.  
h I'd like to go to  Sydney for a few days.  
i I'd like to go to  Sydney for a few days.  
j I'd like to go to  Sydney for a few days.

5 Would you like to visit Australia? Which of the places described would you most like to see? Why?

**Task: speaking**

1 Either in pairs or individually, you are going to design a tour similar to the following groups. (You will be - other students in your class - a family with young children - a group of students on a budget - a foreign film star, singer, sports star...)

2 Design a tour of either Canberra or Melbourne at the back of the book for students in your class.

3 Design a 'hotter tour' of a region you would like to visit (for example, 'Go of the USA', etc.).

**Useful language**

a Recommending places, food, etc.  
You must see...  
You should definitely visit...  
I'd recommend...  
Personally, I'd...  
...is really worth seeing.  
Recommending not to do things  
I wouldn't recommend...  
Personally, I wouldn't...  
It's too far / too crowded, etc.  
b Describing places  
It's famous for...  
It's one of the most beautiful (beaches) in...  
It's on the way to...  
c Responding  
It sounds amazing / really interesting!  
So how long should we stay in...?

**Follow up: writing**

1 Write an itinerary for your tour describing what will happen on each day. Day one... day two... Read each other's tours. Whose sounds the most interesting?

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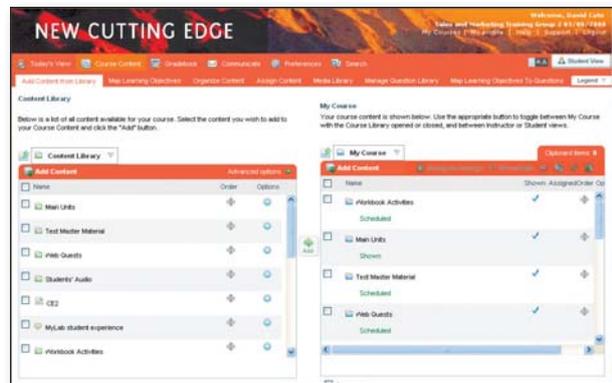
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Elementary – Upper Intermediate



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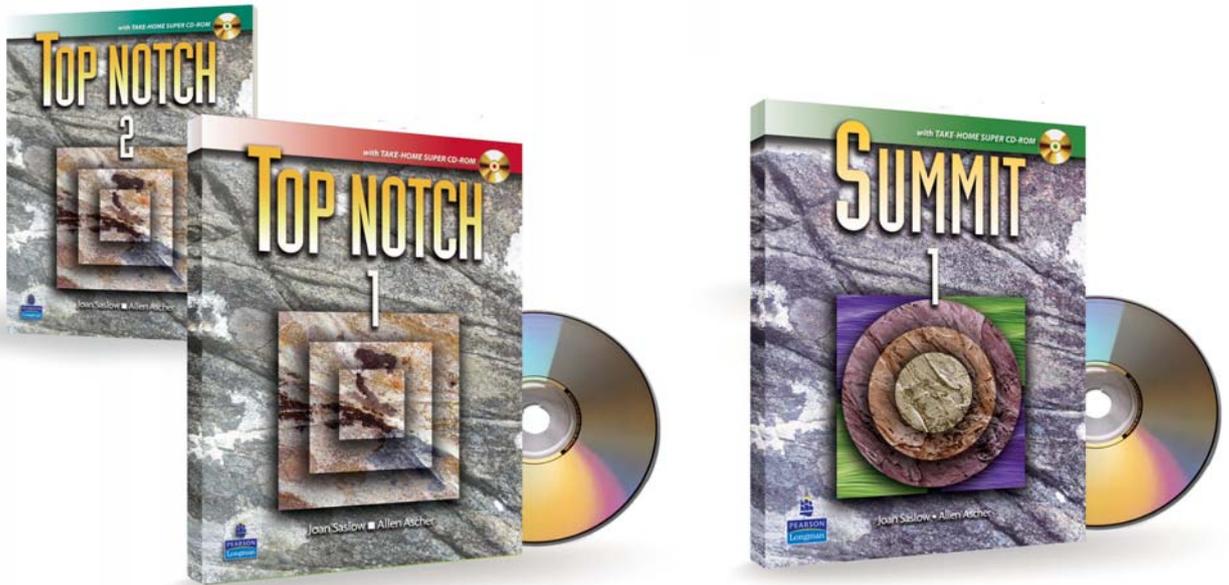
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Starter - Advanced



Joan Saslow, Allen Ascher



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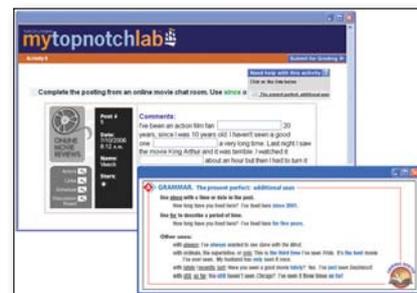
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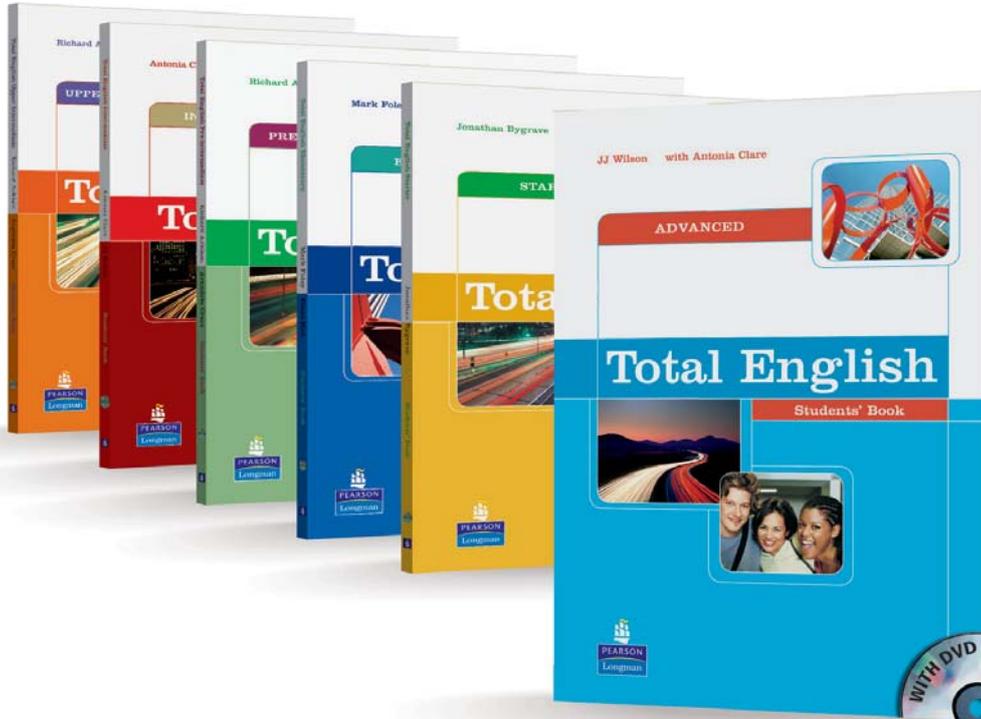
# Total English



Starter – Advanced



Jonathan Bygrave / Mark Foley and Diane Hall / Richard Acklam and Araminta Crace / Antonia Clare and JJ Wilson



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# Total English Digital

Elementary – Upper Intermediate



Adult

'Can Do' objectives are linked to the CEF and give students a clear purpose

**2.1 Media first**

**Can do:** the passive  
give opinions and agree/disagree

**Speaking and reading**

**1 Discuss.**

- In what order were the things in the box invented? (See page 145 for answers.)
- Which of them have been the most important for a) the world? b) you personally? and c) your country?

TV newspapers the internet radio video

**2 Do the quiz in pairs.**

- What is the world's most popular reality TV show?
- Which country makes the most films?
- Which search engine is the most popular?
- Which film is often voted the greatest ever?
- Which quiz show is the most popular?
- Which country watches most TV?
- Which newspaper sells the most copies?

Read the text to check your answers.

**ON TOP OF THE MEDIA**

'The mass media is a combination of information, entertainment and complete rubbish.' D. Yandel!

You may or may not agree with psychologist David Yandel, but most people agree that the media has one key characteristic: it keeps growing and growing. These days, few people can remember life before television. And most of us have been influenced by the constant flow of words and images from screens or newspapers. Some of it is 'complete rubbish' and some of it is wonderful. Here are some of the 'firsts' and 'bests' of the media world.

**The No.1 film industry:** the Indian film industry (nicknamed Bollywood). More films are made in India than in any other country.

**The No.1 search engine:** Google. Lots of information can be found by searching Google. In fact, it is used for over 250 million searches in 182 languages every day. It was named after Google, which is the number represented by one – one hundred zeros.

**The No.1 film:** Citizen Kane. In lists of great films it usually comes first. It was made by Orson Welles in 1941 and tells the story of a media tycoon!

**The No.1 quiz show of recent years:** Who wants to be a millionaire? It started in the UK in 1998 but has now been broadcast all over the world.

**And some firsts ...**

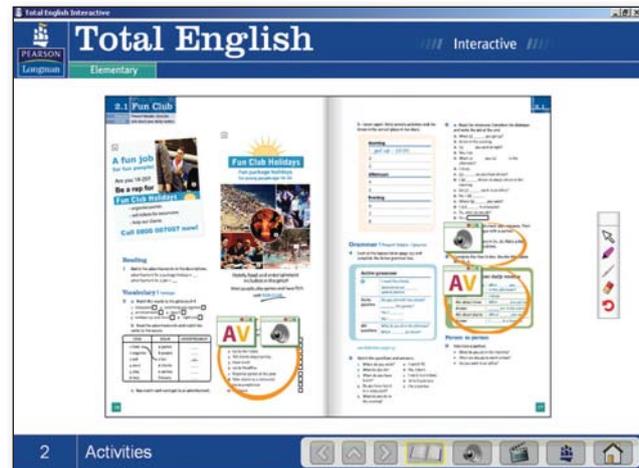
- The TV was invented by John Logie Baird. He gave the first public demonstration in 1926.
- 36 years later there were still only 100 TV sets in the world.
- The first TV 'ad' was for a clock, in New York in 1941. They paid nine dollars for the ad.
- The first video recorder (1956) was 1.1 metres high and weighed 665 kilograms, as much as a small car.

**Glossary**

media tycoon = a person who owns newspapers, TV stations, etc. They are rich and powerful.

Example taken from Intermediate Students' Book 1

Authentic reading texts are taken from magazines, newspapers and advertisements



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# Language Leader

Elementary – Advanced

David Cotton, David Falvey and Simon Kent / Ian Lebeau and Gareth Rees



*Language Leader* provides a thought-provoking and purposeful approach to learning English. It is ideal for contemporary students who need communication skills for the 21st century. The course includes topic areas that stimulate discussion and debate and go beyond the lifestyle topics found in most ordinary coursebooks. It also provides clear structure and progression and a solid **study and writing skills syllabus**.

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Adult

Grammar is clearly defined and regularly practised in each unit – students gain a solid sense of progress

Meaningful speaking activities which encourage students to communicate

**8 Education**

**In this unit** 8.1 EDUCATION ISSUES

**Grammar**

- defining relative clauses
- non-defining relative clauses

**Vocabulary**

- education and studying
- word combinations

**Scenario**

- Irishable at Lakeside

**Study skills**

- reading strategies

**Writing skills**

- a formal letter

*Education is what remains when you have forgotten everything learned in school.*  
Albert Einstein, 1879–1955, German-Swiss-US scientist

**8.1**

**READING**

3a Read the messages in an Internet chat room. Which messages in the chat room are for mixed-sex schools, which are against, and which are neither for nor against?

3b Read the messages again and find nouns which mean the following.

- sets of numbers which represent a fact (Fans)
- the subjects at a school, college, etc. (Martin)
- the activity of staying away from school without permission (Martin)
- upsetting and frightening someone smaller and weaker, especially in a school situation (Emily)

3c Which person believes:

- that mixed schools are less competitive?
- that there is proof that single-sex schools are better?
- that school should be the same as real life?
- that the problem isn't whether a school is single-sex or mixed?
- that single-sex education caters for girls and boys better?

4 Which of the opinions in the messages do you agree with? Which do you disagree with? Why?

**SPAKING**

5 Work in groups and discuss the following. Try to agree on each one.

- Schools should spend more time teaching the skills people need to get a job.
- Education is basically a social experience. The atmosphere is the most important thing.
- There should be no private education. All children should attend state schools/universities.
- The purpose of secondary education is to prepare you for life.
- Examination results are the most important aspect of education.
- Academic achievement depends mainly on your teacher.
- Teachers should be paid according to the exam results of their students.
- Sport is the most important subject at school.

**WRITING**

6 Write a message giving your opinion on one of the statements in Exercise 5 for the Newslines chat room.

**newsline: the online news service** Register / sign in

**Discussion: Single-sex schools are better than mixed schools**

Message 1 - posted by Jane, Amsterdam  
I think mixed-sex schools are the only way for children to learn, because it's natural. In higher education and their working life, they will be mixed so it makes sense for them to be mixed at school. School should reflect the real world.

Message 2 - posted by Hans, Germany  
My reaction to this is very clear. For me, single-sex schools are much better, and the statistics show that they get better exam results, particularly at secondary level. Anything which helps children pass exams must be a good thing.

Message 3 - posted by Jill, USA  
Boys and girls learn in very different ways. I feel that they should be educated separately so teachers can focus on their different needs. The way I see it is that if you have a zoo, you don't put the lions in with the zebras!

Message 4 - posted by Martin, London  
My view on this is that it doesn't really matter. What is important is the curriculum, and keeping students interested. I was a teacher and we had a lot of truancy to deal with, and problems with students missing lessons because they found them boring. Never have a timetable with Maths as the first class on Monday morning!

Message 5 - posted by Emily, Sydney  
I don't think there is any question that mixed schools are better. There is too much competition at single-sex schools, which often means that students don't make enough progress. I also think there is more bullying at single-sex schools, where children are picked on because of their increased competition. Single-sex schools lead to a 'dog eat dog' situation.

Messages 1 - 5 of 5

**VOCABULARY: education and studying**

- Work with a partner to discuss the following questions about education in your country. Check that you know all the words in *italics*.  
1 What age do children usually start *primary* (or *elementary*) school?  
2 What age do children usually leave *secondary* school?  
3 What age does *compulsory* education start? At what age does it finish? Do you think these are the correct ages?  
4 Do most people go on to *higher* education? Why? Why not? Do they have to pay?  
5 Are *exams* or *continuous assessment* more common? Which is the better way of monitoring progress? Why?

- 2a Look at the phrases below. Which two nouns in each group are correct? Change wrong combinations, adding the correct verb and/or changing the preposition where necessary.
- go to school / to a place at university / to college
  - revise for an exam / a subject / a test
  - graduate from university / from primary school / from high school
  - get a degree / a good grade / an exam
  - take/retake homework / an exam / a course
  - pass/fail an exam / a course / a good result
  - hand in an essay / a seminar / an assignment
  - do progress / coursework / your best
  - make mistakes / progress / homework
  - study an exam / a subject / a language
- 2b In small groups, ask and answer questions using the combinations above.  
*How do/did you revise for exams?*

Students discuss the theme of the unit using key vocabulary and lexis

Example taken from Intermediate Students' Book 1, Level 1

Interesting, real-life reading texts reflect the world that students live in

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**mylanguageleaderlab intermediate**

Lesson M.L.2 Exercise 1: Reading

Read the article and correct these statements. Write out each statement in full and correct the incorrect information.

**FASHIONS CHANGE, BUT CHANGE IS ALWAYS THE FASHION**

Fashions change at a steady rate, new research suggests. They are driven by a mixture of researchers with many people copying each other. These are the conclusions of university researchers from the UK and USA.

The research also challenges the belief that a lot of our fashion choices are independent, rational decisions. It shows we generally copy others when it comes to popular culture.

The researchers key attention is what actually drives fashion change. Innovations are the cost one who 'start' new fashions in our world', Dr Dorothy of the University of Durham explains. What are spread, but some get copied.

Flurry of celebrities, for example, get copied. Dr Bentley also points out that we are not necessarily looking for the latest fashion but we need regular change.

Similar results to those of Dr Bentley were found in the US when academics looked at the difference between 2001 and found that it lasted over 40 years. In the UK, it was 30 years. From the 1950s to the 1980s, the number of items entering and exiting the chart varied from 10 to 100 and most items last for several months. On average, change was 1.8 percent per month for the UK 20 years period. They discovered similar consistency in the fashions for baby names and dog breeds.

They looked at the popularity of music, baby names and types of dogs and found that they regularly changed at a steady rate, regardless of population size.

Example:  
Fashions and trends change at different speeds according to the research.  
Fashions and trends change at a steady rate according to the research.

- We think that a few of our decisions about fashion are made independently.
- Few celebrities influence us and are copied by us.
- The speed of which Americans buy clothes changes is fast.

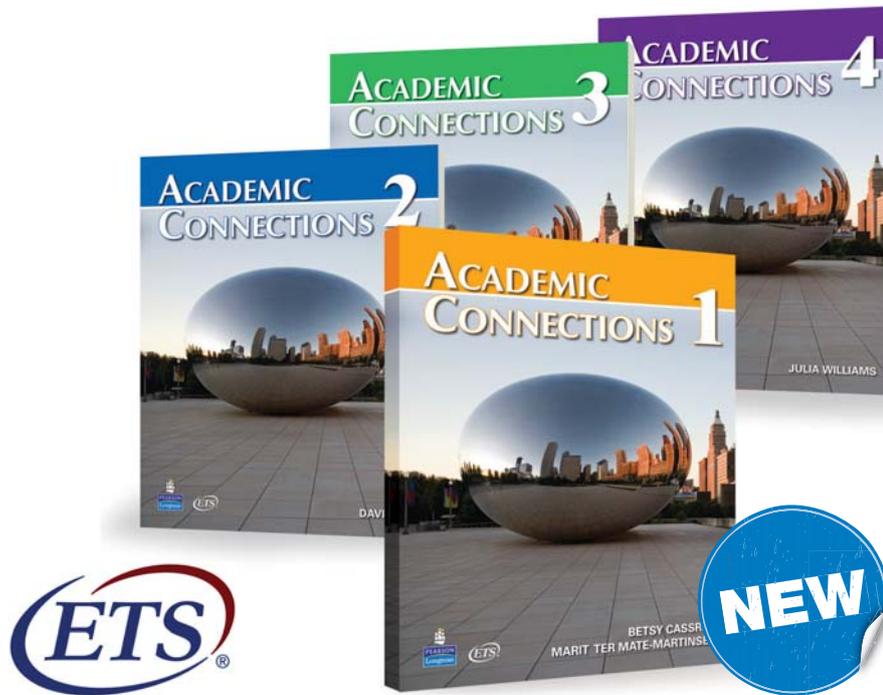
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# Academic Connections

Low Intermediate – Advanced

Level 1: Betsy Cassriel, Marit ter Mate-Martinsen / Level 2: David Hill / Level 3: Julia Williams, David Hill / Level 4: Julia Williams



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Example taken from Academic Connections 1, page 1 & 2

# UNIT 1

## Psychology First Impressions and Attraction

**Unit Description**

**Content:** This course is designed to familiarize student with concepts in social psychology.

**Skills:** Main Ideas and Supporting Details

- Finding the main idea
- Skimming for main ideas
- Scanning for supporting details
- Listening for main ideas
- Using outlines
- Listening for details
- Recognizing parts of a paragraph
- Writing a topic sentence
- Using an outline to organize a paragraph

**Unit Requirements**

**Reading:** "The Power of First Impressions" (and from a scientific journal)

**Lecture:** "Elements of Attraction"

**Listening:** "A First Meeting" (a campus conversation)

**Integrated Writing Task:** Writing a paragraph prediction about a relationship

**Assignments:** [www.MyAcademicConnectionsLab.com](http://www.MyAcademicConnectionsLab.com)

Each unit begins with a captivating opener that outlines the unit contents, academic skills & requirements

The preview gives an overview of the content and introduces students to new vocabulary

A variety of exercises and activities expose students to the key words and language they will need throughout the unit

### 1 Preview

For online assignments, go to [www.MyAcademicConnectionsLab.com](http://www.MyAcademicConnectionsLab.com)

#### Key Words

**attraction** *n* the feeling of liking someone very much;  
**attractive** *adj* an opinion or feeling about someone  
**interact** *v* to talk to other people or to work together with them  
**notice** *v* to see, hear, or smell something  
**opinion** *n* an idea or belief about something

#### Previewing Academic Content

Things and people are not always what they seem. But studies show that first impressions—what people think of each other when they first meet—can greatly help or hurt a relationship. Feelings of attraction can also make relationships successful or unsuccessful. But how do people form first impressions, and why are first impressions important? What causes attraction between two people? In this unit, you will learn the answers to these questions.

1. How do you form a first impression about a person? Check (✓) three things you notice.

\_\_\_ way of talking    \_\_\_ clothes and accessories    \_\_\_ face  
\_\_\_ hair    \_\_\_ posture (how a person sits or stands)    \_\_\_ body shape

Dr. Marianne LaFrance,<sup>1</sup> a psychology professor at Yale University, conducted a study on first impressions and hairstyles. She asked participants to describe people in 300 photos. La France gave each person only two seconds to form an impression.

2. Look at each photo. Then complete the chart. How well does each adjective describe the person? For each person, number each adjective from 1 to 5. Number 1 means the adjective describes the person very well. Number 5 means the adjective does not describe the person at all. Work quickly!

	Attractive	Confident	Friendly	Intelligent	Selfish

<sup>1</sup> Adapted from "First Impressions and Hair Impressions: An Investigation of Impact of Hair Style on First Impressions." Marianne LaFrance. February 2001.

2 Unit 1 ■ Psychology

# MyAcademicConnectionsLab

**From "Eyes on the Street to Safe Cities"**  
By Gerda Wekerle (from Places)

1 Many people quote the phrase from Jane Jacobs that "there must be eyes on the street" to emphasize the relationship between urban safety and design. Jacobs's views on urban safety were, in truth, far more complex than this phrase suggests, and they were widely attacked and dismissed when her book *The Life and Death of Great American Cities* was published. They have become the basis of a worldwide movement to foster safer cities.

2 Jacobs made an important contribution to our understanding of urban safety by emphasizing the link between the crime and urban safety.

Jacobs was visionary in arguing that we should be concerned about the everyday experiences of city inhabitants, instead of focusing on...

**MyAcademicConnectionsLab** – an integral part of the **Academic Connections** series is an easy-to-use **online** program for students and teachers that **saves time and improves results.**

myacademicconnectionslab

Read each sentence. Based on the reading, choose true or false.

1) All of Jacobs's recommendations have been followed by city planners today.  
 true  
 false

2) Jacobs felt that street lighting could contribute to 'eyes on the street.'  
 true  
 false



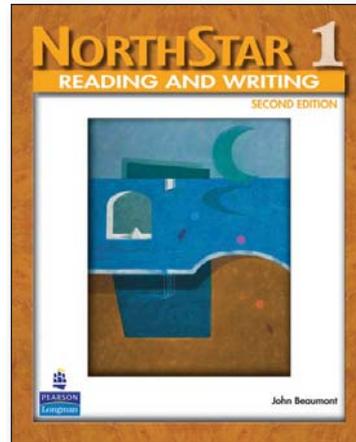
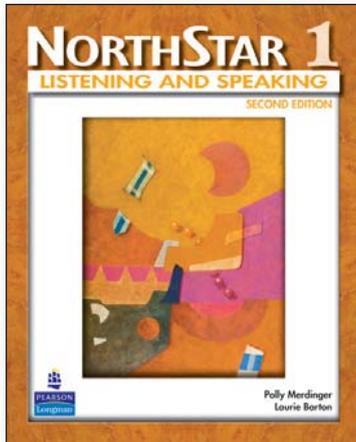
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# English Firsthand

Fourth edition



Beginner – Intermediate

Marc Helgesen, Steven Brown, John Wiltshire, Michael Rost (Series Editor)



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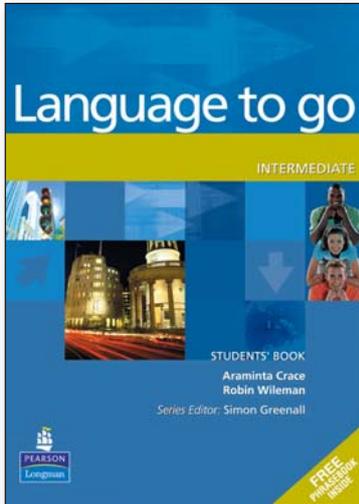
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# Language to go

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Series Editor: Simon Greenall \*



*Language to go* is the perfect solution for short, intensive courses and can easily be extended into a longer course. The Students' Book comes with a handy phrasebook covering essential words and expressions for everyday communication.

### Authors:

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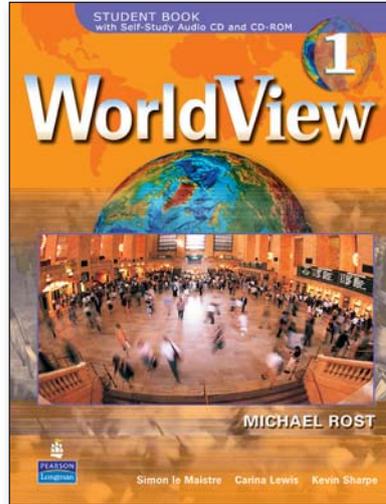
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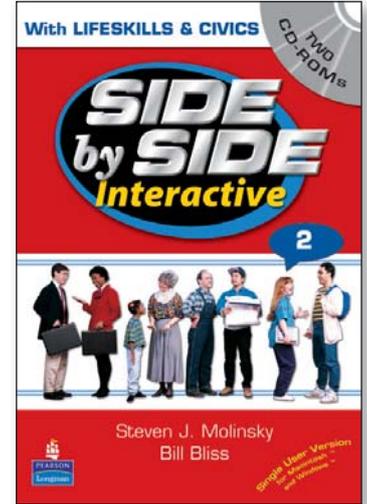
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# Side by Side

Low-Beginning –  
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Steven J. Molinsky / Bill Bliss



*Side by Side* has helped more than 25 million students worldwide persist and succeed as language learners! This course is a dynamic, all-skills programme that integrates conversation practice, reading, writing and listening – all in a light-hearted, fun and easy-to-use format.

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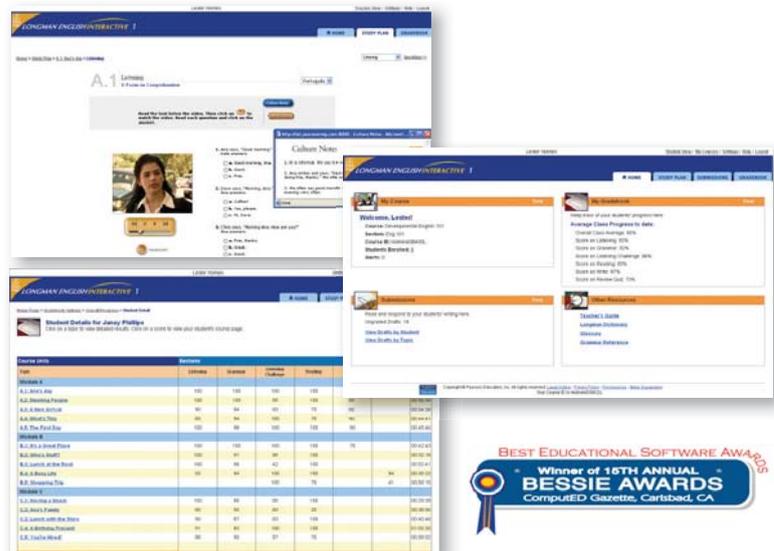
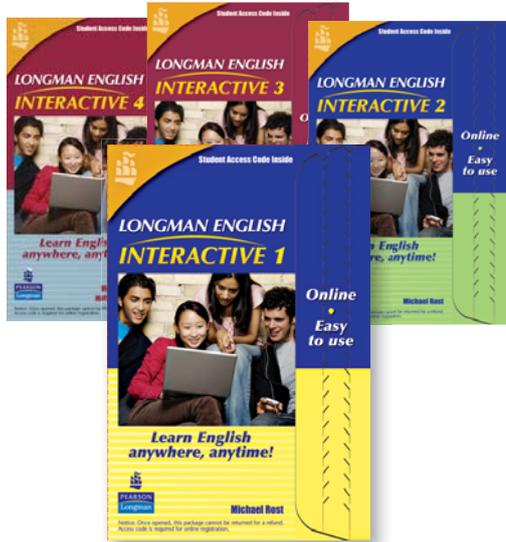
A full list of ISBNs is available on the DVD-ROM in the front of the catalogue.

# Longman English Interactive Online

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Michael Rost, Levels 1 and 2 / Michael Rost and Marjorie Fuchs, Levels 3 and 4



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Listen to free podcasts by Michael Rost [www.pearsonlongmanusa.com/podcasts](http://www.pearsonlongmanusa.com/podcasts)

[www.longmanenglishinteractive.com](http://www.longmanenglishinteractive.com)

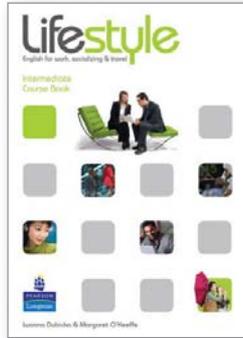
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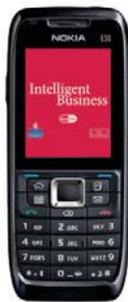
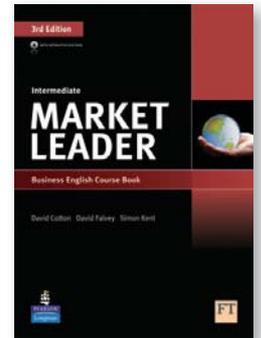
# Business & Professional English

## What's New in Business & Professional English?



**Lifestyle** is our new course for students who need to get things done both at work and outside of the office. Good work and social relationships matter, and the course helps students avoid the mistakes that often lead to misunderstanding and communication breakdown. [See page 54 for more information.](#)

The impossible has happened! **Market Leader** has just got even better with the new 3rd Edition intermediate level. With a new DVD-ROM, the course now includes authentic video material from FT.com as well as new reading texts from the *Financial Times*®. [See page 52 for more information.](#)



If your business English students need quick revision on-the-move then they should take a 'Skill-Pill'. **Skill Pills** are short training videos delivered to mobile devices and available when your students need instant revision of key language. [See page 58 for more information.](#)

## Business & Professional English Correlation Chart

CEF levels		A1	A2	B1	B2	C1	C2	PAGE
Cambridge BEC EXAMS				PRE-LIMINARY	VANTAGE	HIGHER		
BULATS			20 – 39	40 – 59	60 – 74	75 – 89	90 – 100	
Cambridge ESOL Exams			KET	PET	FCE	CAE		
ALTE		Breakthrough	Level 1	Level 2	Level 3	Level 4	Level 5	
TOEIC® (total score)				479 – 619	619 – 803	803 – 943		
TOEFL iBT® (total score)				57 – 86	87 – 109	110 – 120		
Market Leader Specialist Titles	🇺🇸 🇬🇧							51
Market Leader	🇺🇸 🇬🇧							52
Lifestyle	🇺🇸 🇬🇧							54
Intelligent Business	🇺🇸 🇬🇧							56
Technical English	🇺🇸 🇬🇧							59
Powerhouse	🇺🇸 🇬🇧							60
Powerbase	🇺🇸 🇬🇧							60
Insights into Business	🇺🇸 🇬🇧							61
English for Work	🇺🇸 🇬🇧							61
English for International Tourism	🇺🇸 🇬🇧							61



# Market Leader Specialist Titles



Intermediate – Upper Intermediate

This **new** range of specialist titles extends the scope of the *Market Leader* series and allows teachers to focus on specific areas of business such as law, banking and finance, logistics and human resources. These titles can be used on their own or alongside other business English coursebooks.



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Adrian Pilbeam

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Sara Helm

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Rebecca Utteridge & Sara Helm

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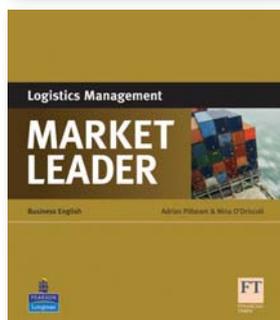


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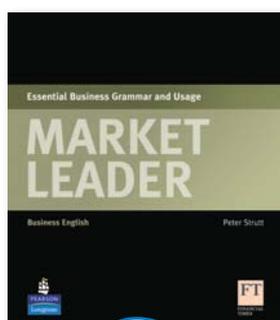


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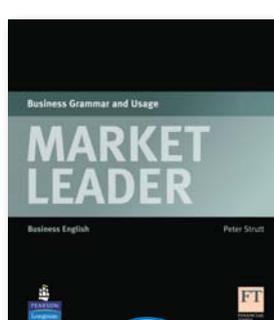
Peter Strutt

Specifically for elementary and pre-intermediate students this book will provide your lower level business English students with all the essential grammar practice they require.

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sample clips – check out the DVD-ROM

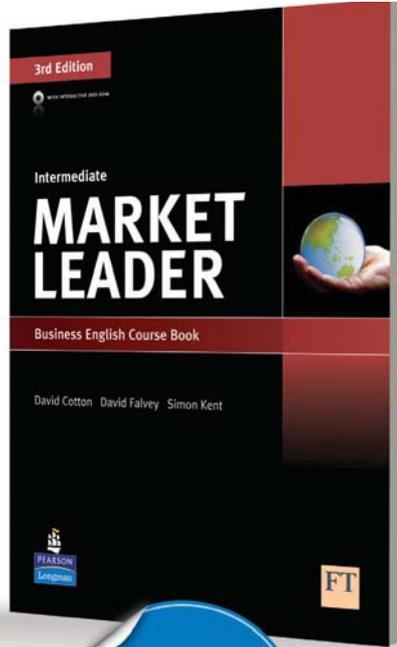


# Market Leader



Elementary – Advanced

David Cotton, David Falvey and Simon Kent



## Bring the real business world into your classroom

The 3rd edition of this ever popular course combines some fantastic new materials with all the features that have made it a best seller. The 3rd edition Course Book contains:

- ✓ 100% new reading texts from the **Financial Times**®
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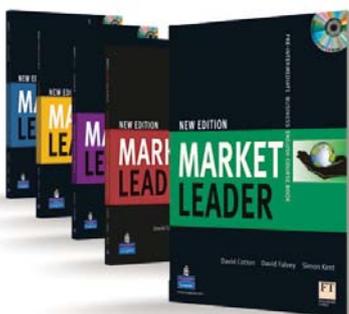
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# Market Leader

Second edition

Elementary – Advanced



David Cotton, David Falvey and Simon Kent

**Market Leader** is the major business English course for tomorrow's business leaders. Incorporating material from the **Financial Times**®, it brings real business issues right into the classroom.

All the Course Books have **Self-Study CD-ROMS** which include video material and interactive case studies.



The 'Overview' details all the main teaching points of the unit

'Starting Up' activities engage students in the topic to be covered

The authentic reading texts are 100% new and deal with contemporary business issues

All the Case Studies are 100% new and reflect the global nature of business

Pages taken from Market Leader 3rd Edition: Intermediate

## www.market-leader.net

The Market Leader website has been re-designed and updated to reflect the 3rd Edition of the course.

Go to [www.market-leader.net](http://www.market-leader.net) to discover our massive bank of business English materials using authentic texts from the Financial Times®. Our new subscription rates will provide you with the opportunity to keep your lessons completely up-to-date with the business world every week.

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# Lifestyle

## Pre-intermediate – Intermediate

Vicki Hollett, Norman Whitby, Iwonna Dubicka and Margaret O’Keeffe



### Enable your students to get things done effectively!

**Lifestyle** is designed to meet the everyday language requirements of people who need English for work, travel and socialising. As well as dealing with how people communicate at work, it also helps learners interact effectively outside of the work environment, enabling them to ‘get things done’ in a variety of situations.

Based on speech act research, conversational analysis and intercultural research, **Lifestyle** teaches useful ‘people skills language’. This language will help students avoid misunderstanding and communication breakdown, enabling them to develop good work and social relationships in their everyday lives.

- ✓ Built on a solid syllabus of grammar, vocabulary, speaking and listening, the course is straightforward and easy-to-use with clear learning aims
- ✓ Regular Review units recycle language throughout the course
- ✓ Functional language is presented in a cross-cultural context helping learners to avoid communication breakdown

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# Business and Professional English

Each unit has a clear overview and leads to a final 'interaction' spread where students use language in an authentic task

There is a strong emphasis on speaking with extra 'talking point' boxes

Grammar is presented clearly with realistic examples

**8** Present perfect  
CREATIVE  
INTERACTION Managing change

## What's the big idea?

**Present Perfect**

**Reading: Feature overload**

1 Think of some hi-tech products that you have bought. Was it easy to learn how to use them? Why? Why not?

2 Read the article. What did the writer buy and what problem did they have?

### Hi-tech headaches

I've just bought a new digital video recorder. It can store 100 hours of programmes and record two programmes simultaneously. But the remote control has 70 buttons and I can't work out which ones to press to record anything.

I know I'm not alone. A study by Philips Electronics showed that more than half the products that people returned had nothing wrong with them. The problem was consumers couldn't work out how to use them. Now the company has begun a 'learn and simplify' campaign to make its products less complicated.

Technology upgrades are cheap so manufacturers have loaded products with too many features. It's time to send a message to the designers: KISS (Keep It Simple, Stupid).

3 Complete these sentences with the words in *italics* in the article.

- Designers are the people who create products, \_\_\_\_\_ make them and \_\_\_\_\_ are the people who use them.
- I like it when there are \_\_\_\_\_ for my computer. Everything works better and I can do more things.
- When things happen at the same time, they happen \_\_\_\_\_.
- It's difficult to follow instructions when they are \_\_\_\_\_. Manufacturers need to keep their instructions \_\_\_\_\_.

**Grammar: Present perfect**

4 Read the examples and complete the rule.

**Present perfect**

We use the present perfect when past actions are important in the present.

*Designers have loaded products with features. (The features are available now.)*

The company has begun a campaign. (The campaign is running now.)

We often use the present perfect to give news, if something has happened a very short time ago, we can add *just*.

*I've just bought a new digital video recorder.*

**Form:**

We form the present perfect with \_\_\_\_\_ or \_\_\_\_\_ + a past participle.

Use a list of irregular verbs to find out which ones have different past participles.

→ For more information on the present perfect see page 100.

**Listening: New products**

5 Listen and look at these hi-tech products and listen to four different conversations. Match each conversation to the correct photo. What is good or bad about each product?

**Speaking**

6 Listen again and complete the missing words and phrases.

- OK, yes \_\_\_\_\_ now. How \_\_\_\_\_ you \_\_\_\_\_ inside?
- I \_\_\_\_\_ it but I need to \_\_\_\_\_.
- But \_\_\_\_\_ problems making calls.
- This one's great. \_\_\_\_\_ it for about a month.
- \_\_\_\_\_ reliable?

7 Find examples of questions and negative forms in exercise 6. Then complete these rules.

**Present perfect questions and negatives**

**Rules:**

We use *hasn't* and \_\_\_\_\_ in negative sentences.

We change the word order to form \_\_\_\_\_.

8 Complete these sentences. Use the verbs from the box in the present perfect.

*install program break down show buy find work out find use*

- Tom's car \_\_\_\_\_ its computer says there's something wrong with the steering lock and it won't start.
- \_\_\_\_\_ Peter \_\_\_\_\_ you how to use the television? I'm afraid it's a bit complicated.
- They \_\_\_\_\_ a new vocational system at work. We have to press ten buttons before we can hear our messages.
- My car has a computerised electronic locking system. I \_\_\_\_\_ a yet because I'm worried that I'll lock myself in.
- My husband bought a new electric toothbrush with computer sensors a month ago. He still \_\_\_\_\_ how to use it.
- \_\_\_\_\_ you \_\_\_\_\_ a new stereo? I think you had a different one last time I was here.
- I \_\_\_\_\_ the coffee maker. Tomorrow morning it's going to wake us up, play us music and make us cappuccino.

**Speaking**

9 Look at this web page and say what changes Creative Gifts has made to their products. They've introduced more colours.

**Creative Gifts.com**

<b>Sun glasses with built in radio</b> ES3 Impress design! New Systems, unbreakable lenses	<b>Pen-type digital camera</b> CS105 Now includes a free recorder! New colours! Now available in black, white, red or silver
<b>Mosquito pad with built in calculator</b> M500 More features! Now comes with digital thermometer and USB hub.	<b>Digital Photo wallet</b> EP100 Special offer this week only - they're just £100! Memory upgrade! Now holds 100 photos
<b>Phone recorder</b> Now only £30!	<b>Memory upgrade!</b> Now holds 100 photos

10 Work in pairs. Take it in turns to be a Creative Gifts salesperson and a customer calling to place an order. The salesperson's information is below. Customer 1's information is on page 100. Customer 2's information is on page 100.

**Salesperson**

Your partner will call you to place an order. Tell them about the improvements you've made to your products and try to persuade them to buy as many things as possible.

Use the information on the web page and make up any other information you like. Take a few minutes to prepare what to say before they call. Answer the phone with: 'Creative Gifts. How can I help you today?'

**TALKING POINT** Who is to blame for products that are difficult to use?

- designers who make them too complicated?
- manufacturers who add cheap features?
- consumers who want products with more features but they get them home and try to use them?

Interaction spreads provide an opportunity to 'get something done' using the language that has been learned in a new context

Examples taken from Lifestyle Pre-intermediate

**8** Interaction Managing change

**Reminder**

We use the present perfect when past actions are important in the present. (We've changed the design of the product. It's different now.)

We often use the present perfect to give news. (The advertising agency has recommended changing it to 'Plop plop, fizz fizz'. How haven't I chosen such one yet.)

### Word focus: Collocations with idea

1 Use the words and phrases in the box to make expressions with similar meanings.

think about brilliant come up with original ridiculous dimes

Collocations with idea	verbs	adjectives
think of 1 _____ an idea	original	great
consider 2 _____ an idea	a new	an idea
reject 3 _____ an idea	A crazy	idea

4 Complete these sentences with verbs and adjectives from exercise 1. Write the correct form of the verbs.

- What a/an \_\_\_\_\_ idea. Now why didn't I \_\_\_\_\_ that?
- I know this sounds like a/an \_\_\_\_\_ idea, but I don't think we should \_\_\_\_\_ it completely.
- That's a/an \_\_\_\_\_ idea. I don't think anyone has \_\_\_\_\_ that one before.
- I'll \_\_\_\_\_ your idea but I'm not sure it will work.

**Reading: A marketing trick**

1 Look at the picture. What is the product, and what is it for? Then read the article and find out if you are right.

2 Choose the best answers.

- When you put Alka-Seltzer into water it ...
  - floats
  - dissolves - mixes with the water and becomes part of it.
- The advertising agency suggested the makers told customers ...
  - to buy more Alka-Seltzer.
  - to use more Alka-Seltzer.
  - sales increased because they persuaded ...
    - new customers to buy the product.
    - their existing customers to use more.

**Plop plop, fizz fizz**

Alka-Seltzer is a medicine that people take when they have a headache or an upset stomach. Many years ago, its makers wanted to increase sales so they tried an advertising campaign in New York. The agency came up with the slogan 'Plop, plop, fizz, fizz, what a relief!' It was the second of the sales falling below plans of money and fizz was the second of the bottles it produced when it dissolved, but the most important thing about the slogan was it had the words 'fizz'.

Before the new campaign, the makers sold Alka-Seltzer with the instruction 'take one'. The advertising agency recommended changing it to 'take two', and the new slogan suggested people should take two as well. It was a mistake, but very clever marketing trick. The slogan appeared in all of their advertisements and later in TV commercials. Sales of the tablets didn't quite double but they came very close.

an agent showed an illness that affects the stomach and makes you feel sick

relief - the feeling you have when something painful or annoying stops

3 Unscramble the letters in *italics* to make words to do with marketing. The words are all in the article.

- A *gaggle* is a short phrase which a company uses to advertise something.
- A business which organises your advertising for you is called an advertising *scary*.
- A slogan usually says something about a product's unique selling point - the thing that makes it different from the competition. Match these slogans for cleaning products with their unique selling points.
- An advertisement on TV is called a TV *lemoncax*.

1 Clean floors cost less	a It's environmentally friendly.
2 Just one wipe	b The price is lower than the competition's.
3 The general clean	c It contains an air freshener.
4 Fresh as a sea breeze	d You don't need different versions for different jobs.
5 One house, one bottle, one cleaner	e You don't have to work very hard.

**Speaking: Changes to the brief**

1 Find some other students to work with and form a team. Decide on a name for your team.

2 Management wants you to come up with a marketing campaign. Listen to your manager and complete the missing information in the brief.

**The brief**

The product: \_\_\_\_\_

Target market: \_\_\_\_\_

Points to be decided:

- A name for the product
- The price
- The packaging
- A slogan
- A unique selling point

3 You have five minutes to come up with some ideas. When you have finished, tell the class what you have decided.

4 0.10 There is a change to the brief. Listen to your manager. What is the change?

5 You have five minutes to change your plan. When you have finished, tell the class what you have changed.

6 0.20 Listen to your manager one last time. What is the news?

7 You have five minutes to change your plan. When you have finished, tell the class what you have changed.

8 Discuss the task you have just done.

- How did you feel about the way the brief kept changing?
- How did you manage the changes? Did you ...
  - change your original plans?
  - throw out your original plans and start again?
  - do a mixture of a and b?
- Why?
  - Do projects you work on ever change in similar ways? How?
  - Re our meeting on the marketing campaign: After some discussion, we've decided ...

**Writing**

9 Your boss wants to know your marketing plans for the new afternoon. Write an email telling them what you have decided to do.

Dear \_\_\_\_\_

Re our meeting on the marketing campaign: After some discussion, we've decided ...

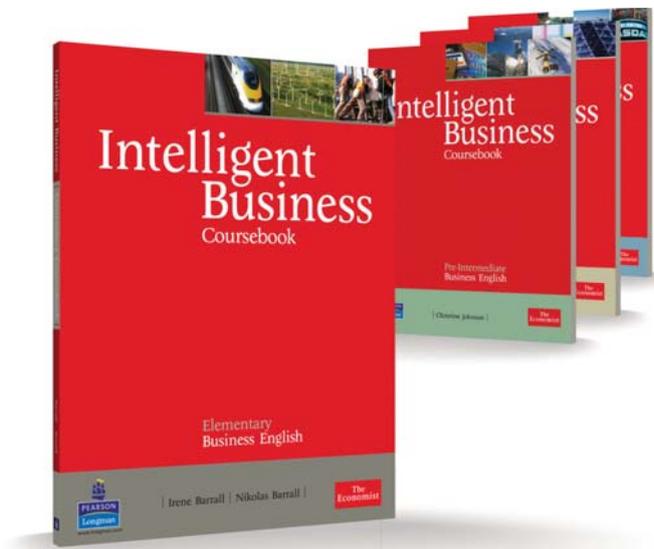
The final section recycles key language and provides students with realistic communication opportunities



# Intelligent Business

Elementary – Upper Intermediate

Tonya Trappe and Graham Tullis / Christine Johnson / Irene Barrall and Nikolas Barrall



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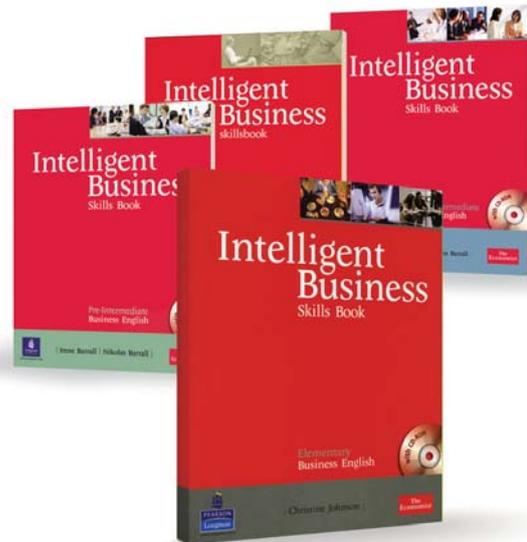


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The *Intelligent Business Skills Book* with CD-ROM is a shorter course that covers the functional language that people in business require such as ‘negotiating’ and ‘dealing with problems’. It can be used on its own as an intensive course or alongside the *Intelligent Business* Coursebook.



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'Keynotes' introduce students to the new vocabulary used in the unit

Motivate your students with authentic reading texts from the *Economist*®

**Unit 8 Finance**

Europe's Enron  
 Adjectives and adverbs  
 Career skills: Referring to visuals  
 Dilemma: Counting the costs

## The bottom line

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**Keynotes**  
 Huge losses experienced by investors and employees due to **mishandling and irregularities in financial reporting** have led to a demand for stricter corporate governance. Independent auditors such as the SEC (Securities and Exchange Commission) in the US have been checking **balance sheets**, which show the overall performance of companies and **income statements (AmE) or profit and loss accounts (BrE)** which show the difference between total income and outgoings for a given period.

Reading **Corporate governance**

1 Read the text about corporate governance. What accounting irregularities are mentioned? Who was responsible?

**Glossary**  
**overwhelming** too large to deal with  
**absolves** removes responsibility

**Corporate governance**  
**Europe's Enron**

The Enron financial scandal should shock Europe into accounting and corporate governance reform, just as the Enron scandal did in the USA.

It may seem an exaggeration to describe the scandal overwhelming Royal Ahold as "Europe's Enron" – but in many ways it is true enough. Certainly, the world's third biggest food retailer, after Wal-Mart and Carrefour, presents some of the financial risks of Enron, which was both deeply in debt and the world's largest electricity giant. That apart, the similarities between the former Texas powerhouse and the Dutch retailer are striking, from the very bad corporate governance, aggressive earnings management and accounting "irregularities" to auditors whose role must be called into question.

Now, as firms in Europe should stop believing that corporate wrongdoing is a US problem that cannot occur in the old continent. Instead, they should fix their own corporate governance and accounting problems.

On 24 February 2003 Ahold announced the resignation of its chief executive and finance director after finding that it had overstated its profits by more than €600m (€600m). Its market value plunged by 40 per cent that day to €1.6bn. In late 2002, it exceeded €10bn. Ahold is now under investigation by various authorities, including the Securities and Exchange Commission (SEC) in the USA.

Rather like Kenneth Lay at Enron, and Dennis Kozlowski at Tyco, another scandal-hit US firm, Ahold's now-departing boss, Cas van der Horst, won a huge reputation for turning a dull company into a growth machine. Investors applied long after they should have started asking hard questions. When eventually they did ask them, his anger and pride became quickly apparent and he refused to answer.

The match overstatement is due primarily to Ahold's US Foodservice unit, which supplies food to schools, hospitals and restaurants, although there are also issues over its Dutch subsidiary in Argentina and several other units. This has led some observers to say that this is less a European problem than yet another US accounting failure, but a claim absolves Ahold's bosses of responsibility for their acquisitions and dishonesty and ignores the persistent, firm-wide tendency to test the limits of acceptable accounting.

Many firms that buy in bulk – including such admired retailers as Wal-Mart and Tesco – get discounts from suppliers if they meet sales targets. The issue is how those rebates are accounted for. The accepted practice is to wait until the targets are met. Failing firms, such as now-bankrupt Kmart, food distributor Fleming, and now Ahold appear to have booked those rebate payments before they were earned.

What of Ahold's auditor? Although the problems were uncovered, it should have done so much earlier, says Lynn Turner, a former chief accountant at the SEC.

Example taken from Intelligent Business Coursebook: Intermediate

The Skills Book helps students to build their vocabulary with a wide range of exercises

The CD-ROM with the Skills Book also provides extensive listening practice

**Unit 2 Talk about jobs**

Introduce someone | Introduce your team | Describe your daily routine

**Warm up**  
 What information do you usually give about a person when you introduce them in a business situation? What information do you give in a social situation? Choose from the following.

- name
- home town
- nationality
- company
- family
- interests
- job title
- department (e.g. finance, personnel, marketing)

**CD 3 Listening 1**  
 Listen to two introductions. Which one is a business situation? What information do you hear about each person?  
 Listen again. Mark the boxes above 1 (first introduction) or 2 (second introduction).

**Introducing other people**

Tick (✓) the phrases you hear in each introduction in Listening 1. Listen again and check.

Intro 1	Intro 2
<input type="checkbox"/>	<input type="checkbox"/> Can I introduce ...?
<input type="checkbox"/>	<input type="checkbox"/> This is ...
<input type="checkbox"/>	<input type="checkbox"/> He/She lives in ...
<input type="checkbox"/>	<input type="checkbox"/> He/She works for ... in the ... department
<input type="checkbox"/>	<input type="checkbox"/> He/She likes ...
<input type="checkbox"/>	<input type="checkbox"/> He/She is interested in ...

Grammar reference: Present simple affirmative, page 84

**Task 1 Objective: Introduce someone**

**Step 1 Preparation**  
 Individually Write six things about yourself (personal or work, or both). Give your list to a partner.

**Step 2 Practice**  
 Groups of up to 6 Introduce your partner to the other people in your group, using their list. It can be a business or social situation.

**Building vocabulary Describing jobs**  
 What do these people do in their jobs? Choose a verb from column A and a phrase from column B below to complete the job descriptions. Use a dictionary to help you.

1 A project co-ordinator	co-ordinates projects
2 A conference organiser	_____
3 A marketing executive	_____
4 A sales representative	_____
5 A customer services manager	_____
6 A personnel officer	_____
7 A finance manager	_____
8 An IT service engineer	_____

A	B
co-ordinates	new employees
works	company products
deals with	the budget
organises	computer equipment
sells	conferences
maintains	the problems of customers
controls	in marketing
hires	projects

Example taken from Intelligent Business Elementary Skills Book



# Intelligent Business Skill-Pills



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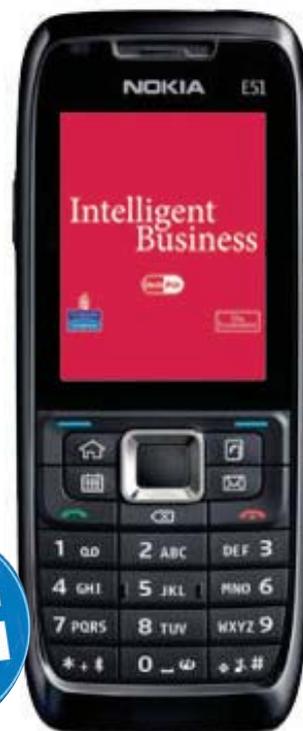
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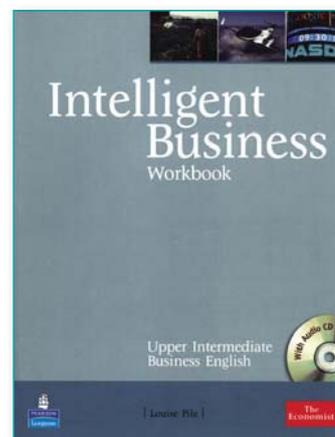


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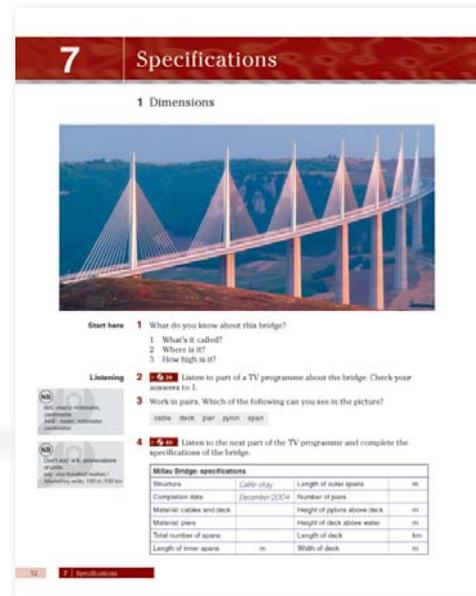
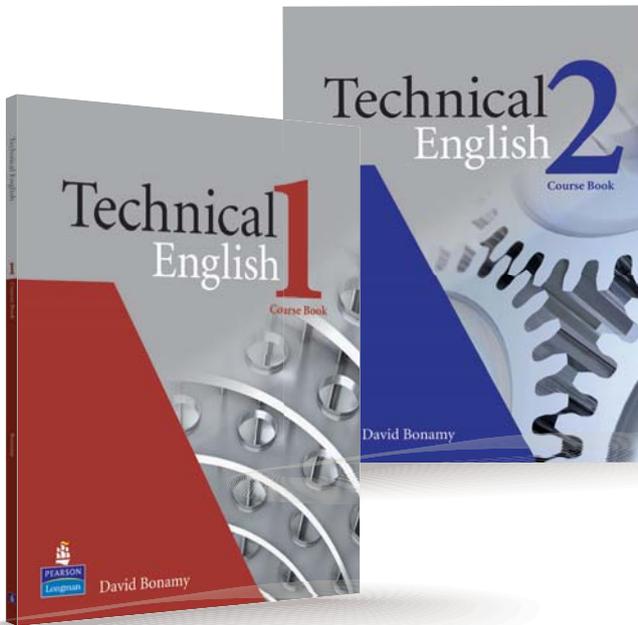
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# Technical English



Elementary – Pre-intermediate

David Bonamy



**Technical English** provides English language instruction for students who are involved in vocational and technical education. The course contains the core language and skills which are common to a range of industrial specialisations. It presents key technical concepts concisely with well-labelled illustrations. Grammar is also clearly explained with a comprehensive summary at the back of the Course Book.

- ✓ Further language practice can be found in the accompanying **Workbook**
- ✓ The **Teacher's Book** provides full support with clear explanations of more difficult technical concepts. It also includes a Test Master CD-ROM

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# Airspeak

# Powerhouse

# Powerbase

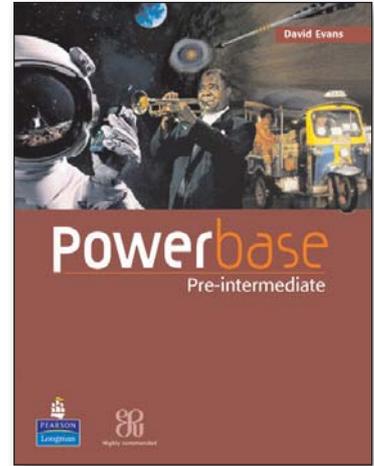
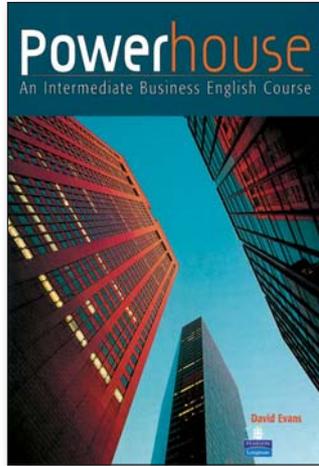
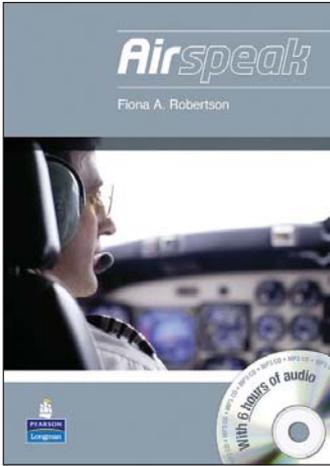
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Fiona A. Robertson

David Evans

David Evans



The new edition of **Airspeak** is based on over 6 hours of authentic and simulated recordings. The book gives students systematic practice in the phraseology they will need for safe radio-telephony communications. It provides extensive practice in listening and speaking skills, and helps to prepare students for ICAO Level 4 in English.

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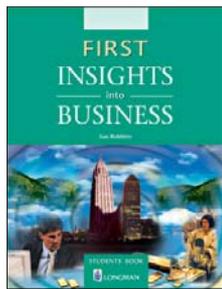
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# First Insights into Business

# New Insights into Business



## Pre-intermediate



Sue Robbins and Kevin Manton

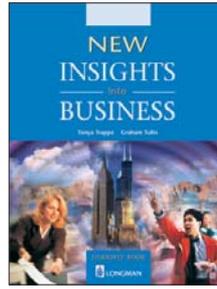


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Graham Tullis and Tonya Trappe



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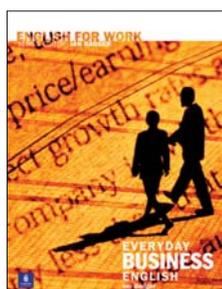
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# English for Work

## Intermediate



Series Editor: Ian Badger

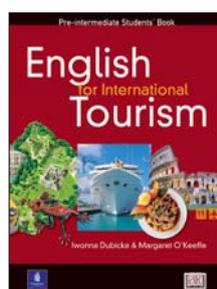


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# English for International Tourism

## Pre-intermediate – Upper Intermediate



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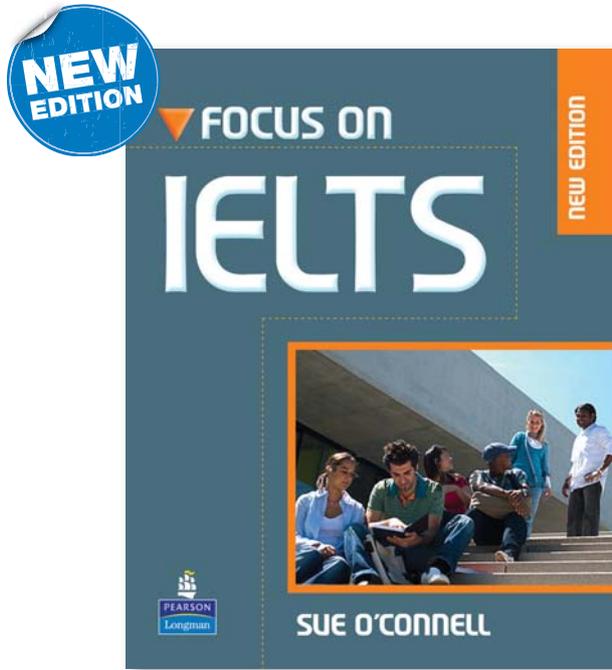
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# Exams

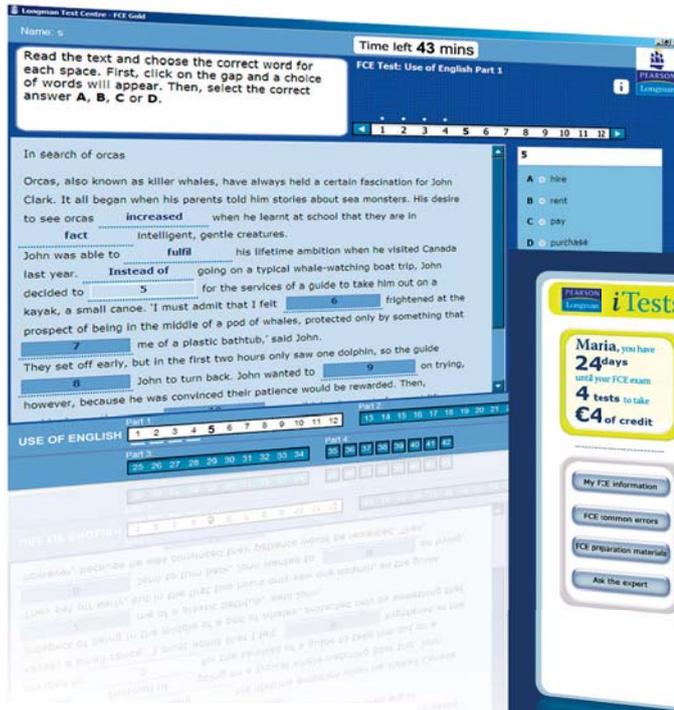
## What's New in Exams?



### Exams Correlation Chart

Cambridge ESOL Exams			KET	PET	FCE	CAE	CPE	PAGE
London Test of English		A1	1	2	3	4	5	
CEFR Levels		A1	A2	B1	B2	C1	C2	
ALTE		Breakthrough	Level 1	Level 2	Level 3	Level 4	Level 5	
IELTS				3.4 – 4.5	5.0 – 6.0	6.5 – 7.0	7.5+	
TOEFL iBT® (total score)				57 – 86	87 – 109	110 – 120		

iTests								63
Activate!								64
Premium								65
Gold								66
Expert								67
IELTS								68 – 69
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# Activate!



## A2 – B2 Level Exams

Carolyn Barraclough, Elaine Boyd, Suzanne Gaynor, Megan Roderick, Mary Stephens



Example taken from Students' Book A2



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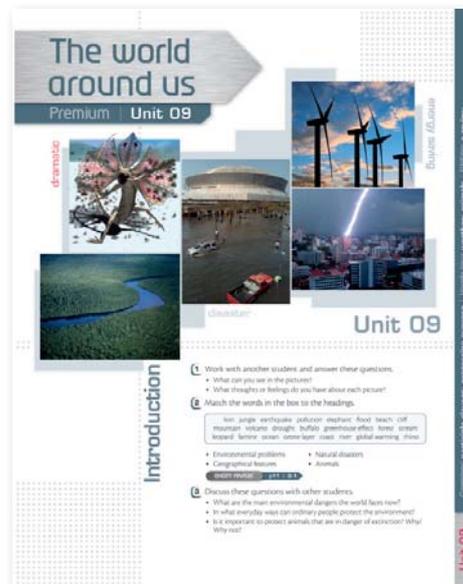
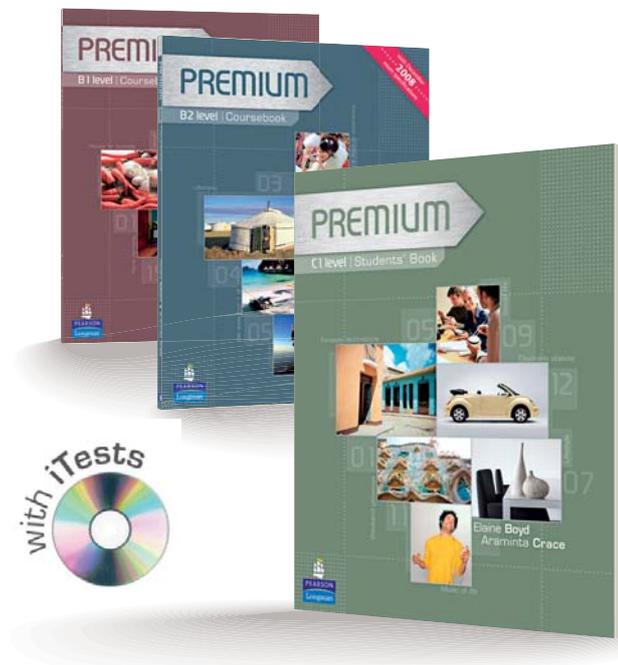
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# Gold



## PET – Proficiency

Authors\*

Exams



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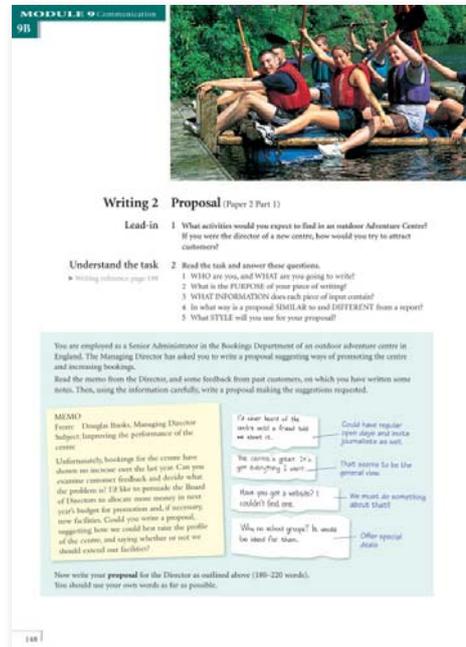
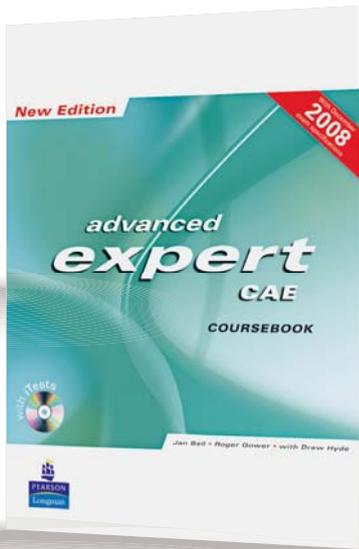
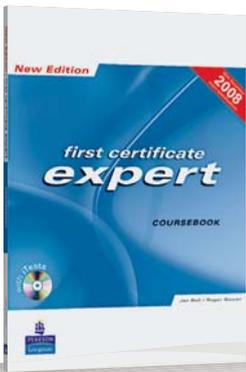
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## FCE and CAE

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## Exams



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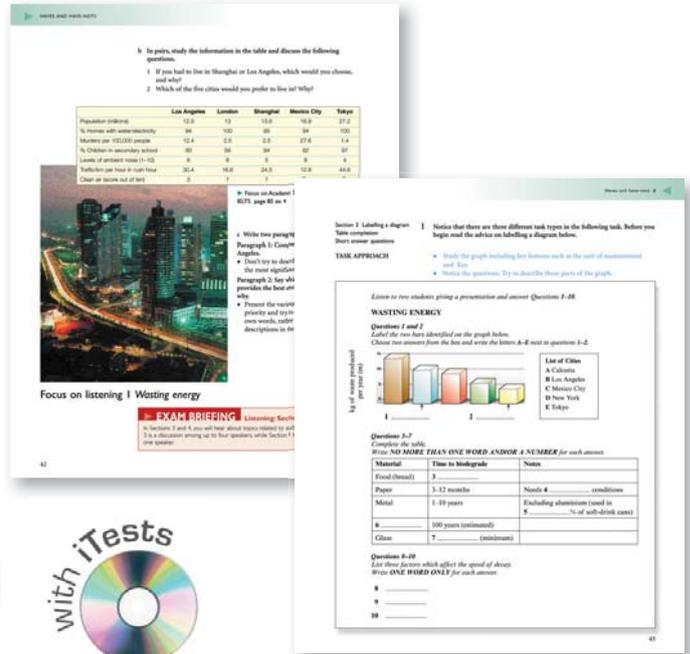
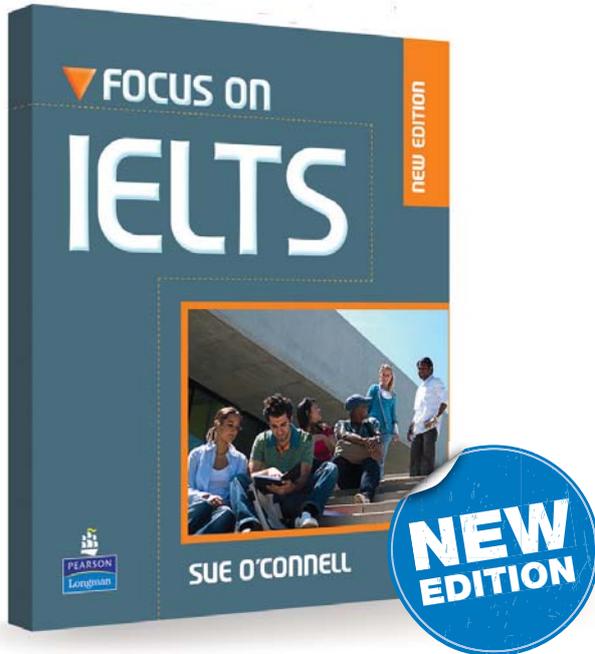


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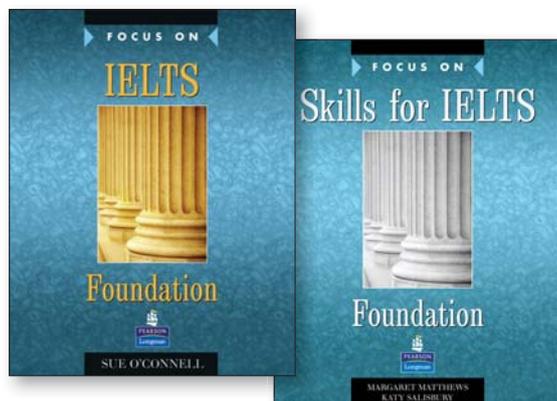
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## Focus on Academic Skills for IELTS

# Practice Tests Plus

Authors\*

Exams



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\*Focus on IELTS Foundation – Sue O'Connell

Focus on Skills for IELTS – Margaret Matthews & Katy Salisbury



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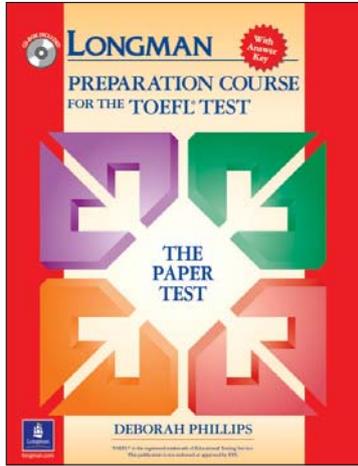
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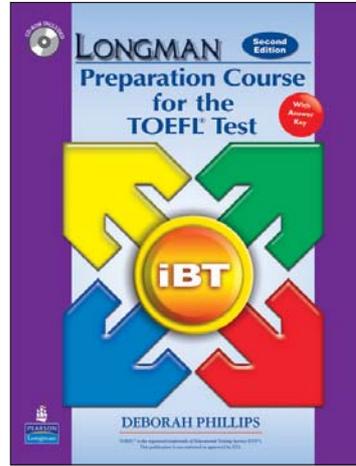


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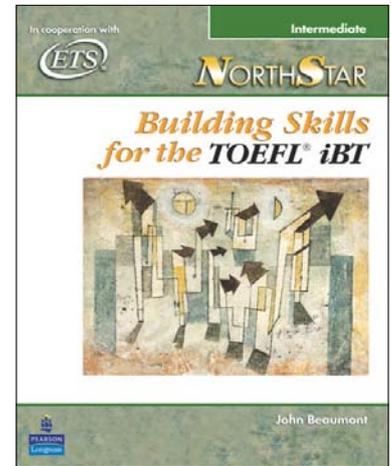
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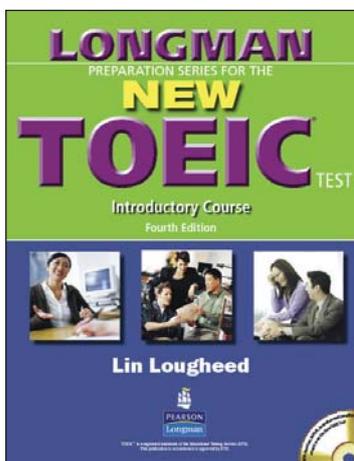
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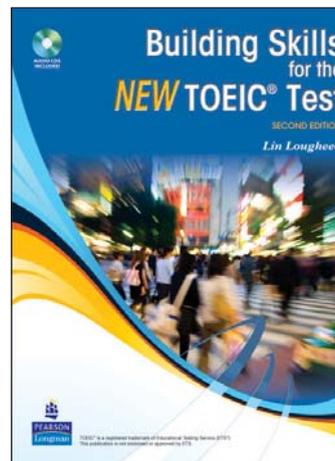
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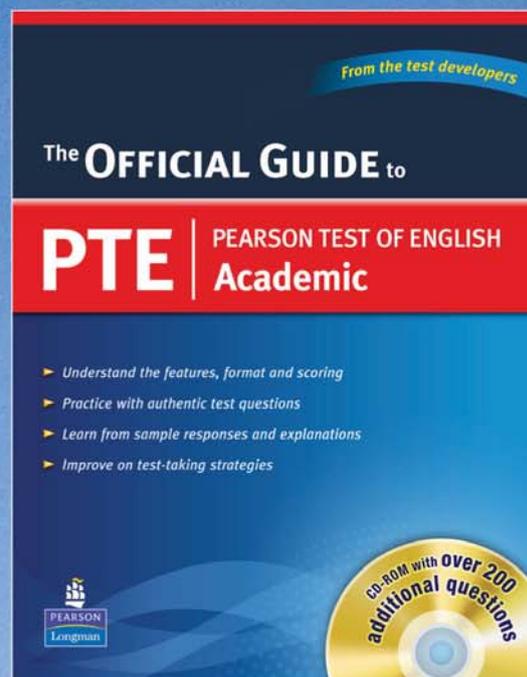
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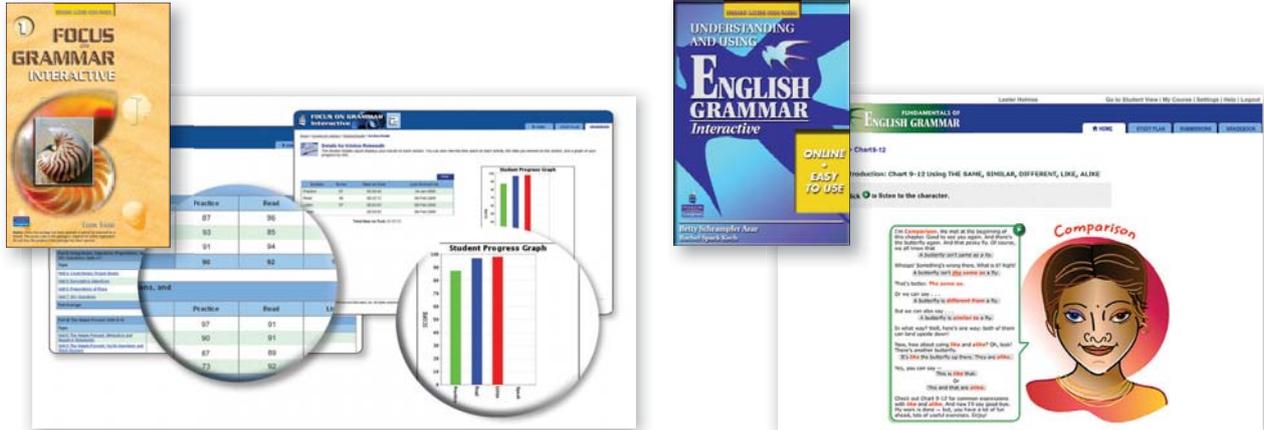
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- ✓ **E-portfolios:** Monitor and assess students' progress on written assignments electronically

## Grammar Correlation Chart

Cambridge ESOL Exams			KET	PET	FCE	CAE	CPE	PAGE
CEFR Levels		A1	A2	B1	B2	C1	C2	
ALTE		Breakthrough	Level 1	Level 2	Level 3	Level 4	Level 5	
TOEFL iBT® (total score)				57 – 86	87 – 109	110 – 120		
Focus on Grammar Interactive								75
AZARi								75
Focus on Grammar								76
Azar-Hagen Grammar Series								77
Real Grammar								78
Grammar Practice								78
Grammar Express								78
Center Stage								78
Longman Advanced Learners' Grammar								79
An Introduction to English Grammar								79
Longman Student Grammar of Spoken & Written English								79
Longman Grammar of Spoken & Written English								79

# Focus on Grammar Interactive

Beginner – Advanced

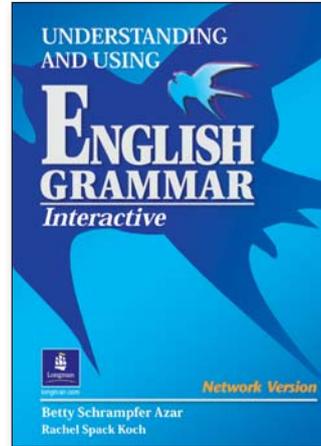
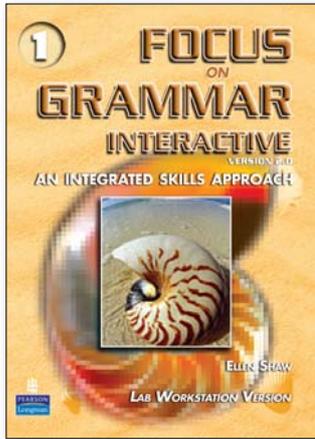
# Understanding and Using English Grammar Interactive

## Fundamentals of English Grammar Interactive



\*Authors

Betty Schramper Azar and Rachel Spack Koch



### An integrated skills approach

*Focus on Grammar Interactive* mirrors the syllabus of the best-selling textbook series, *Focus on Grammar*. Clear, contextualised, and interactive, this five-level programme provides a communicative review of English grammar that covers all language skills through comprehensive, motivating, and fun practice of the grammar points and skills introduced in the *Focus on Grammar* student books.

Also available on CD-ROM

\*Authors:

Level 1 Ellen Shaw

Level 2 Samuela Eckstut and Heather Ordover

Level 3 & 4 Marjorie Fuchs, Margaret Bonner and Ellen Shaw

Level 5 Jay Maurer

Working from a grammar base, this two-level course uses a dynamic combination of audio, animation, and interactive exercises to help students improve their English in all skill areas. These programmes mirror the syllabus of the textbooks, and provide extensive instruction and practice in English grammar, reading, writing, listening, and speaking. Providing more than 200 hours of instruction and interactive practice, these programmes are ideal for lab or classroom-based instruction, either as a stand-alone course or as a supplement to the *Azar-Hagen Grammar Series*.

Also available on CD-ROM

[www.focusongrammarinteractive.com](http://www.focusongrammarinteractive.com)

[www.azarinteractiveonline.com](http://www.azarinteractiveonline.com)

Online ISBNs	
Focus on Grammar Interactive 1-5 Instructor Access Card	978 0 137 14596 6
Level 1	978 0 138 14574 3
Level 2	978 0 138 14576 7
Level 3	978 0 138 14577 4
Level 4	978 0 138 14578 1
Level 5	978 0 138 14579 8
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More information? Have a look at the DVD-ROM

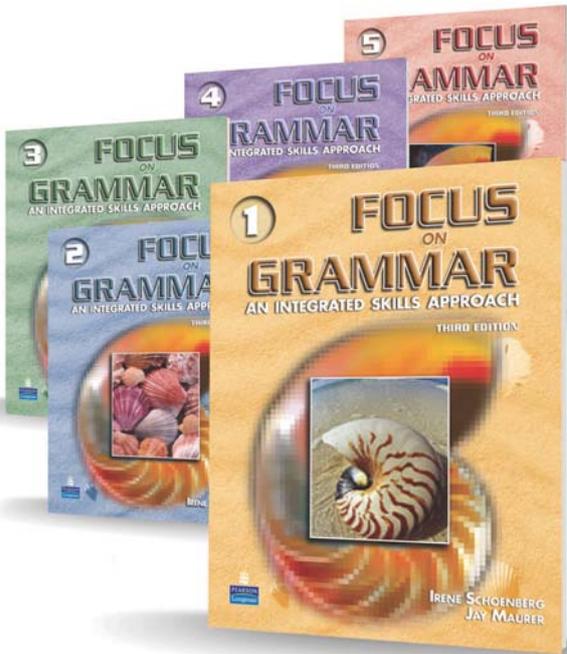


# Focus on Grammar



Beginner – Advanced

Irene E Schoenberg, Jay Maurer, Marjorie Fuchs, Margaret Bonner, Miriam Westheimer



**Focus on Grammar** helps students understand and practise English grammar. Contextualised listening, speaking, reading, and writing activities help students bridge the gap between comprehending grammatical structures and actually using them. Centred on thematic instruction, **Focus on Grammar** combines controlled and communicative practice with critical thinking skills and ongoing assessment.

This course uses a structured and consistent approach: **Grammar in Context**, **Grammar Presentation**, **Focused Practice** and **Communication Practice**. This integrated skills approach boosts the students' confidence. Easy planning and variety for all - in and out of class.

### Programme Highlights

- ✓ **Clear, streamlined presentations** and **charts** make grammar easy to learn
- ✓ **Editing exercises** teach students to find and correct typical mistakes
- ✓ **Review Tests**, in standardised test formats, give students practice in test taking
- ✓ **Complete Assessment Pack** with test-generating software has thousands of items to create class-appropriate tests
- ✓ **Interactive software – Now Online** – provides effective personalised practice in all language skills

[www.pearsonlongman.com/focusongrammar](http://www.pearsonlongman.com/focusongrammar)

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Workbook	978 0 131 91235 9
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Workbook	978 0 131 91277 9
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Split Workbook A	978 0 131 91283 0
Split Workbook B	978 0 131 91284 7
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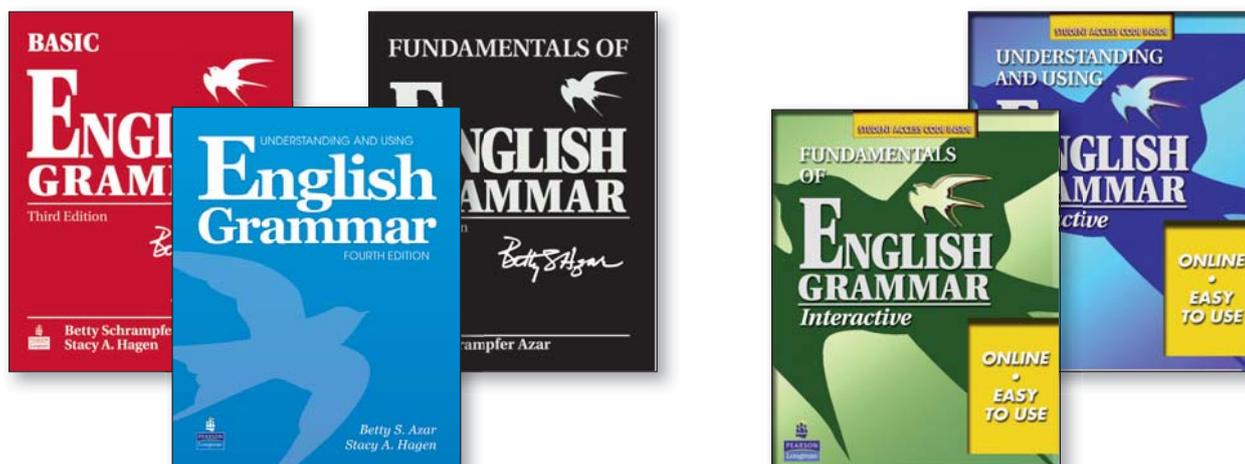
# Azar-Hagen Grammar Series

Beginner – Advanced



\*Authors

Grammar



The **Azar-Hagen Grammar Series** describes how English works and uses grammar as a springboard for interactive, communicative practice opportunities. Clear, direct and comprehensive, the Azar-Hagen Grammar Series blends tried-and-true grammar teaching with communicative activities.

Now in a new Fourth Edition, **Understanding and Using English Grammar** offers advanced learners a range of new features including warm-up activities, **academic readings, full-colour illustrations, new listening exercises** and **expanded speaking exercises**. There is a full range of support materials including a workbook, two audio CDs and listening script.

#### Teacher support includes:

- ✓ *Teacher's Guide* and CD-ROM with PowerPoint presentations
- ✓ Test Bank
- ✓ *Chartbook* for easy reference
- ✓ *Exam View* software for speedy creation of custom tests
- ✓ **AzarGrammar.com** – A **teacher-support website** that offers a wealth of free resources

**Azar Interactive** – is a two-level online course which enables students to develop abilities in all skill areas through a dynamic combination of interactive exercises, animation, readings, and audio and voice recordings. **Easy-to-use** course management tools allow teachers to customise the course, set assignments, and monitor students' progress

#### \*Authors:

**Basic English Grammar, Third Edition** – Betty Schrampf Azar and Stacey A. Hagen

**Fundamentals of English Grammar, Third Edition** – Betty Schrampf Azar

**Understanding and Using English Grammar, Fourth Edition** – Betty Schrampf Azar and Stacey A. Hagen

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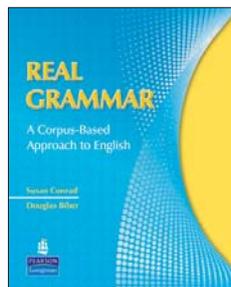
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Test Bank	978 0 139 58695 8
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# Real Grammar

## Corpus Based Grammar Supplement

### High Intermediate – Advanced



Susan Conrad and Douglas Biber



An innovative corpus-based grammar text, *Real Grammar* uses the latest corpus research to show how 50 grammatical structures and expressions are used in speech and writing. This focus on authentic usage motivates students to move past traditional grammar texts and use English more like native speakers. *Real Grammar* is an essential tool for students to study English as it is used in the real world of conversation, fiction, newspaper, and academic writing.

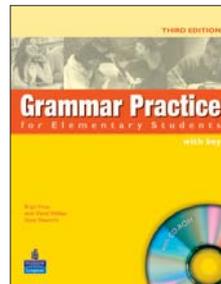
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Brigit Viney, Gill Holley, Rob Metcalfe, Vicki Anderson, Sheila Dignen, Elaine Walker, Steve Elsworth



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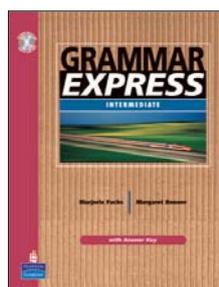
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- ✓ Assess progress with scored self-check pages
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# Grammar Express

### Beginner – Upper Intermediate



Majorie Fuchs and Margaret Bonner with Kenna Bourke on the British English version

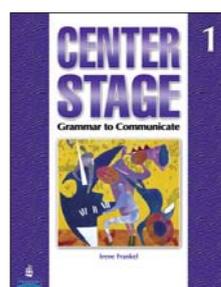


*Grammar Express* is easy to use, with simple explanations and lots of practice. Clear grammar charts and cartoons promote student conceptualisation of grammar which is checked through examples and usage notes. A variety of contextualised exercises and frequent assessments help grow student confidence and performance.

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Book (without Answer Key)	978 0 130 40985 0
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Book with Editing CD-ROM (without Answer Key)	978 0 130 33379 7
<b>Grammar Express (British English)</b>	
Book with Answer Key	978 0 582 77645 6

# Center Stage

### Elementary – High Intermediate



Lyn Bonesteel, Samuela Eckstut-Didier, Irene Frankel, Ronna Magy, Howard Pomann, Theresa Warren with Jennifer Gaudet and Maria H. Koonce



*Center Stage* is an all-inclusive, four-level programme that balances grammar instruction and successful communication. Realistic, engaging themes offer authentic contexts in which grammar practice is integrated with speaking and listening.

Series Consultants: **MaryAnn Florez and Sharon Seymour**

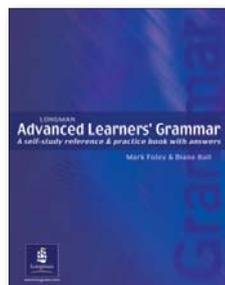
<b>Centre Stage 1</b>	
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# Longman Advanced Learners' Grammar

Beginner – Advanced



Mark Foley and Diane Hall



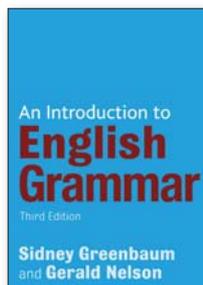
Advanced learners need grammar practice that refines and extends the knowledge they already have. *Longman Advanced Learners' Grammar* is designed specifically to do this. Grammar is clear and easy to understand with comprehensive explanations that highlight common errors and areas of potential confusion.

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# An Introduction to English Grammar Third Edition

Elementary – High Intermediate



Sidney Greenbaum, Gerald Nelson

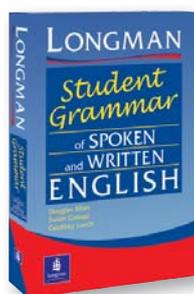


*An Introduction to English Grammar* provides a comprehensive overview of all aspects of English grammar, and can be used in the classroom, for self-study, or as a reference book. Organised in two parts – grammar and its applications – it provides everything a student needs to get to grips with the theory and the practice of English usage, including sections on style, punctuation and spelling.

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*The Longman Student Grammar of Spoken and Written English* provides a thorough examination of the structures of English as it is used today. It shows not only which structures are used but how the choices differ in speech and in different genres of written English.

- ✓ Over 3,000 examples of real, corpus English
- ✓ Based on an analysis of 40-million words of British and American written and spoken corpus text

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# Longman Grammar of Spoken and Written English

Advanced



Douglas Biber / Stig Johansson / Geoffrey Leech / Susan Conrad / Edward Finnegan



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- ✓ Over 350 tables and graphs showing the frequency of constructions
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- ✓ British and American English grammar compared
- ✓ Highlights the differences between spoken and written English

Longman Grammar of Spoken and Written English	
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# Dictionaries

## Dictionaries Correlation Chart

Cambridge ESOL Exams			KET	PET	FCE	CAE	CPE	Level	Number of Words, Phrases and Meanings	CD- ROM	PAGE
London Tests of English	A1	1	2	3	4	5					
CEFR Levels	A1	A2	B1	B2	C1	C2					
ALTE		Level 1	Level 2	Level 3	Level 4	Level 5					
IELTS			3.5 – 4.5	5.0 – 6.0	6.5 – 7.0						
TOEFL iBt® (total score)			57 – 86	87 – 109	110 – 120						
Longman Dictionary of Contemporary English								Upper Intermediate – Advanced	230,000	✓ DVD-ROM	82
Longman Active Study Dictionary								Intermediate – Upper Intermediate	100,000	✓	84
Longman WordWise Dictionary								Pre-intermediate – Intermediate	38,000	✓	86
Longman Exams Dictionary								Upper Intermediate – Advanced	212,000	✓	87
Longman Business English Dictionary								Upper Intermediate – Advanced	50,000 words, phrases & examples		87
Longman Essential Activator								Intermediate – Upper intermediate	42,000 words, phrases & examples	✓	88
Longman Language Activator®								Upper Intermediate – Advanced	100,000 words, phrases & examples	✓	88
Longman Pronunciation Dictionary								Upper Intermediate – Advanced	225,000 pronunciations	✓	89
Longman Dictionary of English Language and Culture								Upper Intermediate – Advanced	110,000 including 15,000 encyclopedic entries		89
Longman Advanced American Dictionary								Upper Intermediate – Advanced	185,000	✓	90
Longman Dictionary of American English								Intermediate	95,000	✓	90
Longman Study Dictionary of American English								Pre Intermediate	43,000		90
Longman Photo Dictionary								Beginner	3,000	Audio CDs	91
Longman Photo Dictionary of American English								Beginner	3,000	Audio CDs	91
Word by Word Dictionaries								Beginner – Intermediate			91
Longman Bilingual Dictionaries								Beginner – Advanced		✓	91

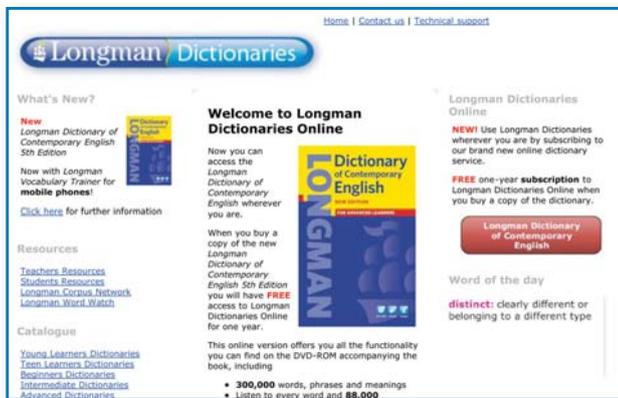
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- ✓ Longman English–Japanese Dictionary
- ✓ Longman Diccionario Conciso
- ✓ Longman Advanced American Dictionary
- ✓ Longman Business English Dictionary
- ✓ Longman Idioms Dictionary
- ✓ Longman Phrasal Verbs Dictionary
- ✓ Longman Dictionary of 100,000 Words (Chinese Bilingual)



For more information visit the iTunes App Store at [www.apple.com/ipodtouch/appstore](http://www.apple.com/ipodtouch/appstore)

For information about the **Longman Vocabulary Trainer** – the quickest and easiest way to learn and revise vocabulary – see pages 83 and 85.

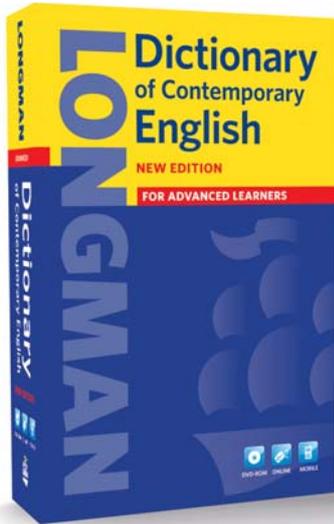
Dictionaries with a difference – see the DVD-ROM



# The Longman Dictionary of Contemporary English

Fifth Edition

Upper Intermediate – Advanced



**NEW Integrated Collocations**  
Dictionary with over 65,000 collocations improves students' fluency

**Grammar and warning notes**  
ensure students avoid common errors

The *only* learner's dictionary to highlight the **3,000 most frequent words** in spoken and written English

**NEW Integrated Thesaurus** with over 18,000 synonyms, antonyms and related words

**NEW Register Notes** focus on the differences between spoken and written English

**NEW Academic Word List** highlighted

**daisy** /ˈdeɪzi/ n [plural daisies] [C] 1 a white flower with a yellow centre 2 **be pushing up (the) daisies** to be dead - used humorously - **fresh as a daisy** at FRESHEN

**'daisy chain** n [C] daisies attached together into a string that you can wear around your neck or wrist

**Dalai La-ma, the** /ˌdælai 'lɑ:mɑ \$ ,dɑ:-/ the leader of the Tibetan Buddhist religion

**dale** /deɪl/ n [C] a valley - used in the past or in the names of places, especially in the North of England: the Yorkshire Dales National Park

**dalliance** /dælɪəns/ n [C-U] literary a romantic or sexual relationship between two people that is not considered serious **[+V] fling**

**dally** /dæli/ v [dallied, dallying, dallies] [I] 1 to take too long to do something, especially to make a decision: *After months of dallying, the government has finally agreed to allow the plan to go ahead.* 2 to spend some time in a place, on your way to somewhere else: *He dallied in the Lake District for a while, then crossed to Belgium.*

**dally with** sb/sth phr v

1 to do something or think about something, but not in a very serious way: *They've dallied with the idea of touring round the world.*

2 old-fashioned to have a romantic relationship with someone, but not in a serious way

**Dalmatian** /dæl'meɪʃn/ n [C] a large dog with short white hair and black or brown spots

**DALMATIAN**



**dam** /dæm/ n [C] 1 a special wall built across a river or stream to stop the water from flowing, especially in order to make a lake or produce electricity 2 technical the mother of a four-legged animal, especially a horse

**dam<sup>v</sup>** (dammed, damming) [I] (also **dam up**) 1 to stop the water in a river or stream from flowing by building a special wall across it 2 to stop something from being expressed or continuing: *Once she allowed her anger to show, it could not be dammed up again.*

**dam-age** /dæmɪdʒ/ n [U] **1 PHYSICAL HARM** [U] physical harm that is done to something or to a part of someone's body, so that it is broken or injured: [+to] *damage to property* | *These chemicals have been found to cause serious environmental damage.* | *His eyesight suffered irreparable damage.* | *There may be permanent brain damage.*

**2 EMOTIONAL HARM** [U] harm caused to someone's emotions or mind: *The death of a parent can cause long-lasting psychological damage.*

**3 BAD EFFECT** [U] a bad effect on something: [+to] *The damage to his reputation was considerable.* | *The closure of the factory will cause severe damage to the local economy.* | *damage limitation/control* the attempts of political damage control during the scandal

**4 damages** [plural] law money that a court orders someone to pay to someone else as a punishment for harming them or their property - **compensation**: *The court awarded him £15,000 in damages.*

**5 the damage is done** used to say that something bad has happened which makes it impossible to go back to the way things were before it happened: *She immediately apologized, but the damage was done.*

**6 what's the damage?** spoken used humorously to ask how much you have to pay for something

**dam-ages** /dæmɪdʒz/ v [T] 1 to cause physical harm to something or to part of someone's body: insects that damage crops | **badly/severely/seriously damage** Smoking can severely damage your health. 2 to have a bad effect on something or someone in a way that makes them weaker or less successful: *The changes in share values have damaged investor confidence.*

**THESAURUS**

**damage** to cause physical harm to something or someone, or have a bad effect on them: *Several buildings were damaged by the earthquake.* | *The scandal could damage his career.*

**vandalize** to deliberately damage buildings, vehicles, or public property: *All the public telephones in the area had been vandalized.*

**sabotage** to secretly damage machines or equipment so that they cannot be used, especially in order to harm an enemy: *There is evidence that the airplane was sabotaged.*

**tamper with sth** to deliberately and illegally damage or change a part of something in order to prevent it from working properly: *The car's brakes had been tampered with.*

**desecrate** to damage a church or other holy place: *The church had been desecrated by vandals.*

**deface** to deliberately spoil the appearance of something by writing on it, spraying paint on it etc: *Someone had defaced the statue and painted it bright orange.*

**dam-aged** /dæmɪdʒd/ adj 1 something that is damaged has been harmed or injured: *a damaged leg* | *The ship is badly damaged.* | *a shampoo for dry or damaged hair* (=hair that is in bad condition) 2 a damaged person has emotional problems because of bad things that have happened to them in the past: *She works with emotionally damaged children.*

**dam-ag-ing** /dæmɪdʒɪŋ/ adj 1 causing physical harm to someone or something: *the damaging effects of sunlight* 2 affecting someone or something in a bad way: *damaging criticism of his policies* | [+to] *The loss of jobs was damaging to morale.*

**dam-ask** /dæmɑ:sk/ n [U] a type of cloth with a pattern woven into it, often used to cover furniture: *a damask*

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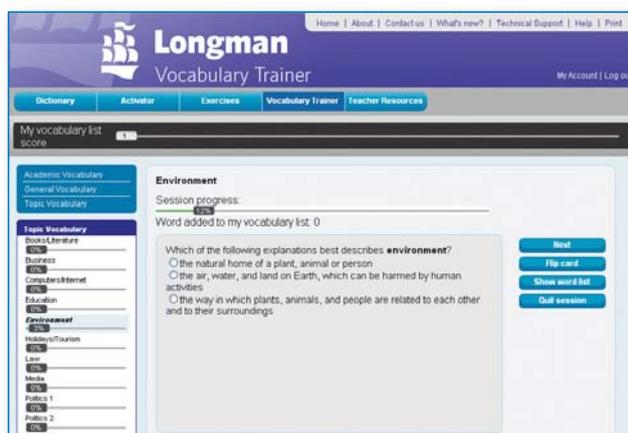
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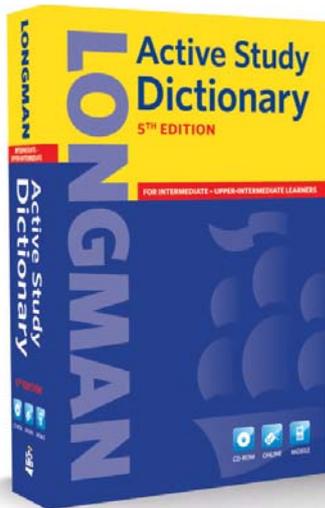
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**NEW Academic Word List** highlighted

**AD** = words from the Academic Word List 27

**service**

**serial number** *n* [C] a number put on things that are produced in large quantities, so that each one has its own number

**series** *n* [C] a group of things that happen one after the other: **series of accidents** | He was found guilty of a **whole series of crimes**.

**1** a series of sth several events or actions of the same kind that happen one after the other: **series of accidents** | He was found guilty of a **whole series of crimes**.

**2** a set of television or radio programmes with the same characters or on the same subject: a new comedy **series**.

**serious** */ˈsɪəriəs/ \$ 'sɪr-/ adj*

**1** a serious problem, situation etc is very bad and worrying: Drugs are a **serious problem** here. | The damage was not **serious**. | **serious illness/injury/accident** etc

**2** be **serious** to really mean something that you say, and not be joking or pretending: Are you **serious** about becoming a model?

**3** something that is serious is important and should not be laughed at: Be quiet. This is **serious**. | **Bullying is a serious matter**. | **serious thought/discussion** etc We need to have a **serious** talk about your future.

**4** a serious person is always quiet and sensible and does not often laugh – **seriousness** *n* [U]

**THESAURUS**

**serious** very bad – used especially about problems, accidents, illnesses, or crimes: She had a **serious** car accident. | **Knife crime is a serious** problem.

**severe** very serious – used especially about problems, injuries, and illnesses: Companies face **severe** financial problems. | The fire caused **severe** damage to the building.

**grave** used about a situation that is very serious and worrying, especially because it is dangerous or seems likely to get worse: The soldiers were in **grave** danger. | The economic situation is very **grave**.

**acute** an acute problem or situation has become very serious and needs to be dealt with quickly: An acute medical condition is very **serious**: There is an acute shortage of nurses in many parts of the country. | **acute liver failure**.

**seriously** */ˈsɪəriəslɪ/ \$ 'sɪr-/ adv*

**1** very much or very badly: **seriously ill/injured/damaged** etc Nobody was **seriously** hurt in the accident. | I'm **seriously** worried about Ben.

**2** in a way that is not joking, because something is important: I'm **seriously** thinking about leaving my job. | **take sb/sth seriously** (=think they are very important) You shouldn't take what he says **seriously**.

**3** spoken used to say that you are not joking, or to ask whether someone is joking: **Seriously**, he likes you.

**sermon** */ˈsɜːmən/ \$ 'sɜːr-/ n* [C] a talk given as part of a Christian church service **THE SABBATH** → SPEECH

**serpent** */ˈsɜːpənt/ \$ 'sɜːr-/ n* [C] literary a snake

**serrated** */ˈsɛrɪtəd, se-/ adj* a serrated knife has a sharp edge made from a row of V-shaped points

**serum** */ˈsɛrəm/ \$ 'sɜːr-/ n* [C,U] technical a liquid containing substances that fight infection → **vacine**

**servant** */ˈsɜːvənt/ \$ 'sɜːr-/ n* [C] someone, especially in the past, who was paid to do jobs such as cleaning and cooking in another person's house → **CIVIL SERVANT**

**serve** */ˈsɜːv/ \$ 'sɜːr-/ v*

**1** **FOOD/DRINKS** [I,T] to give someone food or drinks as part of a meal: Dinner is **served** at eight. | **serve sth** with sth **serve** the soup with crusty bread. | **serve two/four** etc (=be enough for two people, four people etc) The recipe **serves** six.

**2** **EXPOSURE** [I,T] to help the customers in a shop: There was only one **girl serving** customers. | Are you **being served**?

**3** **FAVOUR/PURPOSE** [I,T] to be useful or suitable for a particular purpose: [+as] The sofa also **serves** as a bed. | **serve to do sth** The incident **served** to emphasize the importance of security.

**4** **WORK/ARMY/ORGANIZATION** [I,T] to spend time in the army or in an organization doing useful work: **serve in the army/navy/air force** etc They **served** in the same regiment. | [+en] She **serves** on the student committee.

**5** **PRISON** [I,T] to spend time in prison: He **served** two years for theft.

**6** **IN SPORT** [I,T] to start playing in a game such as tennis, by throwing the ball in the air and hitting it over the net

**PHRASES**

**it serves sb right** spoken used to say that someone deserves something bad, because they have done something wrong: If you fail your exam it will **serve** you right!

**serve** *n* [C] the action in a game such as tennis in which you throw the ball in the air and hit it over the net

**server** */ˈsɜːvə/ \$ 'sɜːr-/ n* [C] the main computer on a network that controls all the others

**services** */ˈsɜːvɪs/ \$ 'sɜːr-/ n*

**1** **ESSENTIAL/NECESSARY** [C] the official system or organization that provides something, especially something that everyone needs: the **health/prison/postal** etc **services** She works for the **health service**. | **emergency/essential services** (=medical help, fire service, water supply etc.)

**2** **STH PROVIDED BY A COMPANY** [C] help or work that a business provides for customers, rather than goods produced by a business: **provide/offer a service** We offer a **free information service**. | **insurance and other financial services**

**3** **GOOD/POOR/FAST** [U] the help that other people who work in a restaurant, shop etc give you: **good/poor/slow** etc **service** The food is OK but the **service** is terrible. | **Service is included** in your bill. | We are proud of our **customer service**.

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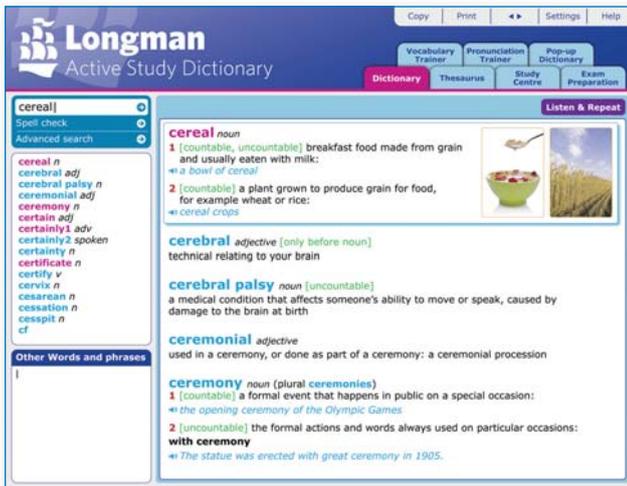
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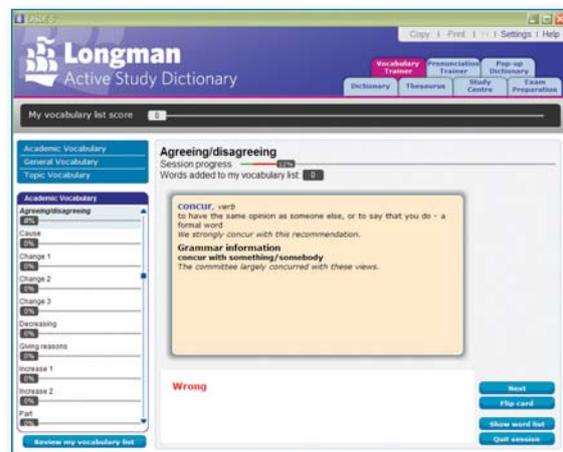
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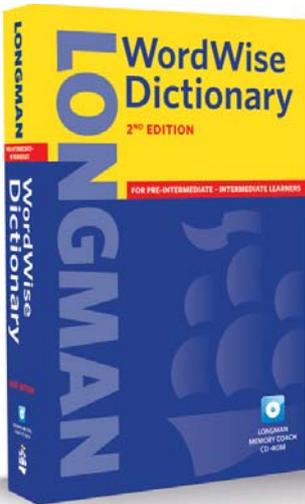


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239 **depression**

**de-pression** /di'preʃən/ noun a feeling of great sadness that sometimes makes you ill and unable to live normally: *Her mother had depression for many years.*

**de-priv** /di'praɪv/ verb to stop someone having something that they need or that they normally have: *They deprived the prisoners of food.*

**de-priv** /di'praɪv/ adjective deprived places or people do not have the good things that other places or people have: *Sylvia had a deprived childhood. • deprived inner city areas*

**depth** /dɛptθ/ noun how deep something is, measured from the top to the bottom: *As part of our project, we had to measure the depth of the river.*

**dep-uty** /'deɪjətɪ/ noun (plural **deputies**) the person in a business, school etc who has the second most important position: *the deputy head teacher*

**der-e-lict** /dɛrəlɪkt/ adjective a derelict building or piece of land is in bad condition because no one has used it for a long time: *derelict factories with broken windows and holes in the roof*

**de-scend** /di'stʃɛnd/ verb (formal) to go down: *The plane ascended. We watched the plane slowly descend.*

**de-scen-dant** /di'stʃɛndənt/ noun someone who is related to a particular person who lived long ago: *a descendant of Abraham Lincoln*

**de-scent** /di'stʃɛnt/ noun (formal) when a plane, person etc goes down to a lower place: *ANTONYM ascent: The climbers began their descent.*

**de-scribe** /di'skraɪb/ verb

**KEY PATTERNS**  
describe someone/something  
describe someone/something as something  
describe how/what/why etc

to say what someone or something is like or what happened: *Can you describe the car you saw? • The police have described him as around 25 years old, with brown hair. • Describe how you felt when you heard the news. • I tried to describe what happened next.*

**de-scription** /di'skrɪpʃən/ noun

**SPELLING**  
This word is often spelled wrongly. The correct spelling is: **describe**.

**KEY PATTERNS**  
a description of someone/something  
something you say or write that shows what someone or something is like: *Carson gave the police a description of the car.*

**de-sert** /dɪzə't/ noun a large area of very hot dry land where few plants grow: *the Sahara desert*

**de-sert** /dɪzə't/ verb if you desert a person or a place, you leave them and never go back: *ANTONYM abandon: He deserted his family.*

**PHONUNCIATION**  
You pronounce the noun: **DESert**, with the stress on the first syllable. You pronounce the verb **deSERt**, with the stress on the second syllable.

**de-serted** /dɪzə'tɪd/ adjective a deserted place is empty and quiet: *It was midnight and the streets were deserted. see thesaurus box at EMPTY!*

**desert 'island** noun a tropical island where nobody lives

**de-serve** /dɪ'zɜ:v/ verb

**KEY PATTERNS**  
deserve something  
deserve to do something

if someone deserves something, they should get it because of something they have done: *After all that work, I think we deserve a cup of coffee. • He is guilty and deserves to go to prison.*

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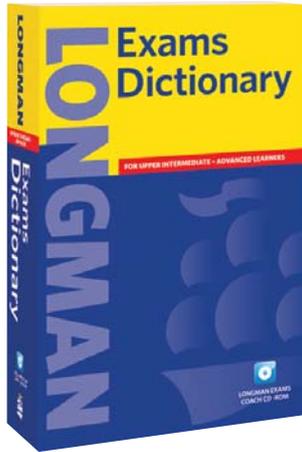
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Upper Intermediate – Advanced



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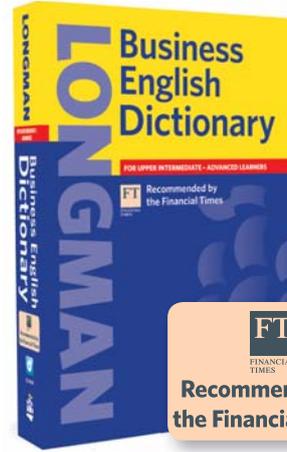
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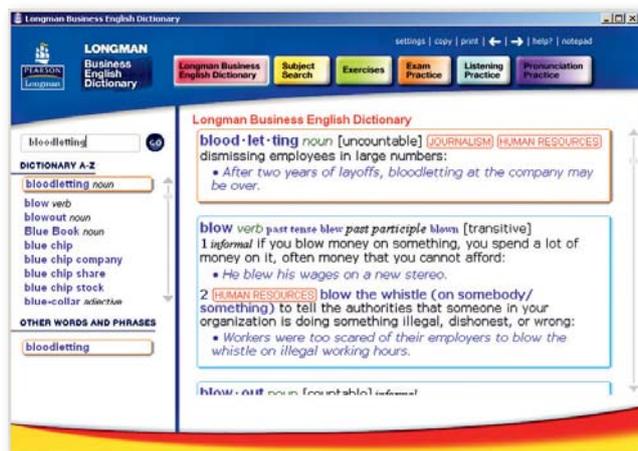
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# Longman Essential Activator



# Longman Language Activator®



Intermediate – Upper Intermediate

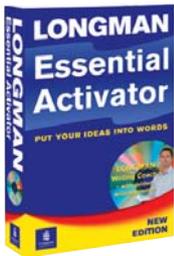
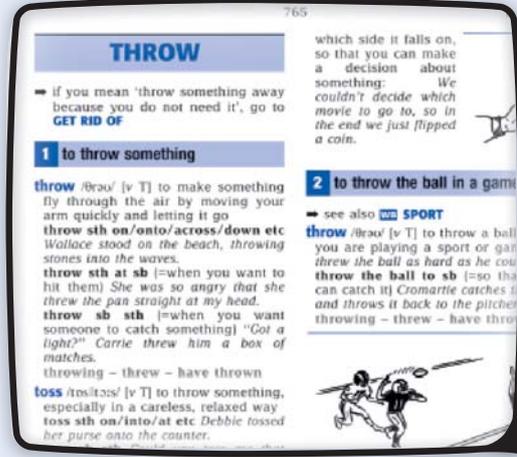
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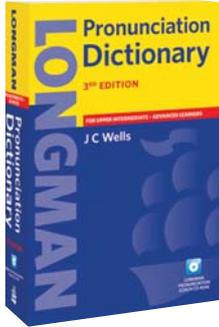


Upper Intermediate – Advanced

# Longman Dictionary of English Language and Culture



Upper Intermediate – Advanced



## Professor John Wells

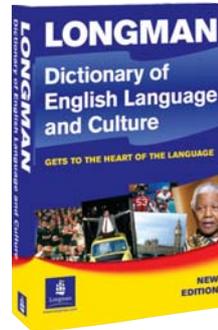
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# Longman Advanced American Dictionary



Upper Intermediate – Advanced

# Longman Dictionary of American English

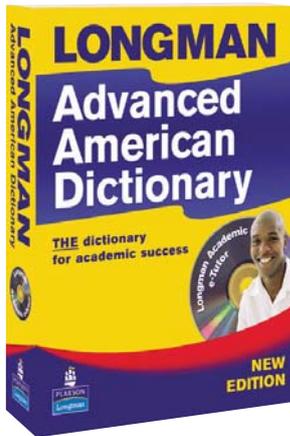


Intermediate

# Longman Study Dictionary of American English



Pre-intermediate



**“A must for every serious student of English!”**

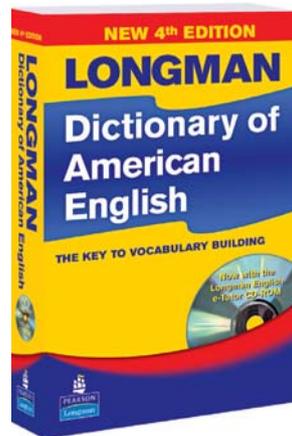
Patricia A. Richard-Amato, *Professor Emeritus, California State University, Los Angeles*

The **Longman Advanced American Dictionary**, with Longman Academic e-Tutor CD-ROM, helps students to learn more independently and effectively and so achieve academic success.

- ✓ Highlights the 3,000 most frequent words in spoken and written English
- ✓ Highlights the Academic Word List
- ✓ Thousands of terms from academic subjects such as Science, Economics, Politics and English Language Arts
- ✓ Builds students' vocabulary with Thesaurus Boxes and 10,000 synonyms and antonyms
- ✓ Pictures and diagrams help explain difficult words more clearly
- ✓ Over 15,000 Word Origins

## DICTIONARY DATA

- ✓ 185,000 words, phrases and meanings
- ✓ 87,000 corpus-based examples
- ✓ 10,000 synonyms and antonyms



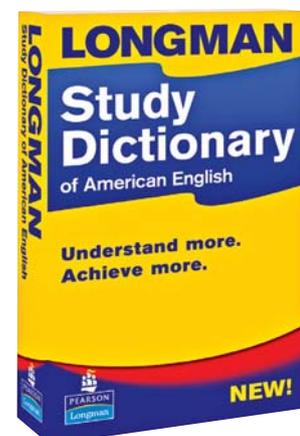
This best-selling American English learners' dictionary helps intermediate students build their vocabulary, and offers extra support for students who are studying other subjects in English.

- ✓ 95,000 words, phrases and meanings
- ✓ Highlights the Academic Word List
- ✓ 36,000 example sentences, including thousands of academic examples
- ✓ 3,500 words for content areas specifically for students who are studying other subjects in English
- ✓ 3,000 Thesaurus boxes help expand students' vocabulary
- ✓ Over 13,000 Word Origins

**The Longman English e-Tutor CD-ROM** helps students improve their reading, writing and grammar to attain the next level of English. Students who are preparing for SATs and TOEFL® can also practise their exam skills using the interactive exercises.

## DICTIONARY DATA

- ✓ 95,000 words, phrases and meanings
- ✓ 36,000 corpus-based examples
- ✓ 13,000 word origins



The **Longman Study Dictionary of American English** is guaranteed to help students without confusing them. It makes even the most difficult words and concepts easy to understand first time.

- ✓ All the vocabulary learners need for school, including words from English Language Arts, Science, IT and Computing
- ✓ Highlights the Academic Word List
- ✓ 19,000 example sentences explain the meaning of the words
- ✓ Thousands of synonyms shown in Thesaurus Boxes
- ✓ Activities section teaches dictionary skills so students become more confident using the dictionary
- ✓ Includes full colour picture dictionary

## DICTIONARY DATA

- ✓ 43,000 words, phrases and meanings
- ✓ 19,000 examples

[www.longman.com/dictionaries](http://www.longman.com/dictionaries)

Longman Advanced American Dictionary	
Paper	978 1 405 82029 5
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Cased	978 1 405 82025 7
Cased with CD-ROM	978 1 405 82952 6
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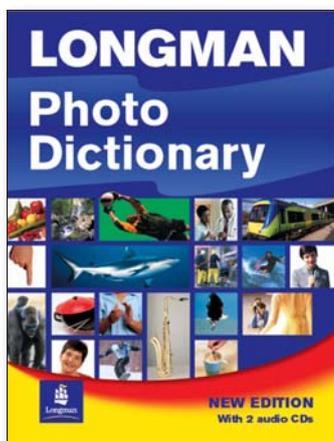
Longman Study Dictionary of American English	
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# Longman Photo Dictionaries



Beginner – Intermediate



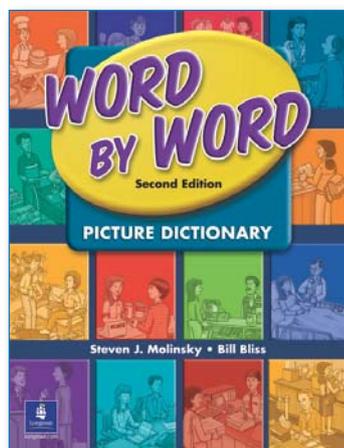
These photo dictionaries give students instant understanding of basic words and are ideal for adult students at the first stage of vocabulary building.

- ✓ Meanings of words can be easily understood from clear colour photographs
- ✓ Create instant dictionary lessons using the conversation and vocabulary activities on every page
- ✓ Improve your students' pronunciation – pronunciations of every word are included on 2 audio CDs that accompany the book
- ✓ For multilingual American classrooms – a multilingual edition is available with a glossary in Spanish, Korean and Vietnamese

# Word by Word Dictionaries



Beginner – Intermediate



Steven J. Molinsky and Bill Bliss

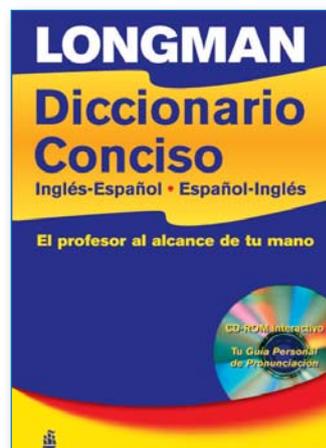
*Word by Word* is an accessible vocabulary learning programme that really makes vocabulary learning come alive in the classroom. Vocabulary is based around the key topics that prepare students for using English in everyday life.

- ✓ A full audio program provides listen-and-repeat practice for all the vocabulary in *Word by Word*
- ✓ The series of workbooks, including audio cassettes, further develops listening and speaking skills

# Longman Bilingual Dictionaries



Beginner – Advanced



All *Longman Bilingual Dictionaries* are written for students learning English and give explanations and specific help in the student's own language. Based on corpuses of both English and the mother-tongue language, all our bilingual dictionaries include only natural, authentic and up-to-date language that students can easily understand.

Our bilingual dictionaries include:

- ✓ Specially-written language notes which help students avoid mistakes
- ✓ Synonyms, antonyms and vocabulary notes to help students build vocabulary
- ✓ CD-ROMs with self-recording functions and pronunciation guidance, interactive exercises and full contents of the dictionary

See the catalogue DVD-ROM for more information.



Longman also offers a diverse list of other learner dictionaries, ranging from specialist books focusing on *Phrasal Verbs*, *Idioms* and *Common Errors*, to building-block dictionaries such as the *Longman Basic* and *Handy Learner's Dictionaries*. All are written using the expertise and learner focus for which Longman dictionaries are renowned worldwide.

See the catalogue DVD-ROM for more information.

[www.longman.com/dictionaries](http://www.longman.com/dictionaries)

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Paper (Monolingual Edition with Audio CDs)	978 1 405 82796 6
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<b>Word by Word Dictionaries</b>	
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# Skills Books

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*If your students are studying English for Academic Purposes, Pearson Longman has the right skills course for your learners. Covering all levels from beginner to advanced, our titles offer a great deal of choice including, listening to lectures, note-taking, essay writing or using the Academic Word List to develop vocabulary.*

### INTEGRATED SKILLS

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Intermediate – Advanced

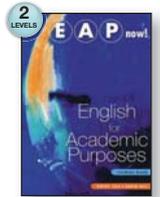
Kathy Cox and David Hill

EAP now covers all 4 skills in an academic context. Grammar, critical thinking, learner independence and study skills are included to help students prepare for university life. The course provides essay guidance and practice, varied listening activities and simulated lectures and tutorials. The tasks in the book can be used to practice for the IELTS exam.

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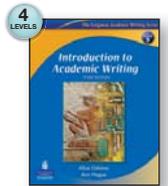
Elementary – Advanced

Ann Hogue and Alice Oshima

The new fourth edition, Writing Academic English, is the essential text to prepare college bound English language learners for academic success.

Also in this series • Fundamentals of Academic Writing  
First Steps in academic Writing • Introduction to Academic Writing

Writing Academic English Intermediate – Advanced Book	978 0 131 52359 3
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#### Write On Track: A Guide to Academic Writing

Intermediate

Mary Thoreau

*Write on Track* helps students develop their thinking and writing skills and offers a practical and helpful guide to writing essays in an academic environment. The language is carefully graded presenting the material in a simple but comprehensive form.

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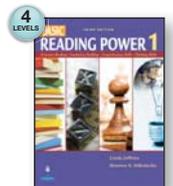
#### Reading Power Series

Beginner – Advanced

Beatrice S. Mikulecky and Linda Jeffries

Now in a new edition, this four-level series continues to focus on a unique process methodology — encouraging students to develop a strategic approach and begin to view reading in English as a problem-solving activity rather than a translation exercise. With expanded emphasis on vocabulary acquisition and learning strategies, and updated Extensive Reading sections, these new editions help students develop the multiple skills and strategies necessary for success.

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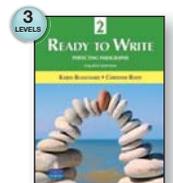
#### Ready to Write Series

Beginner – Higher Intermediate

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#### From Reading to Writing

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Series Editor – Linda Robinson Fellag



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Student Book 2 w/Audio CD	978 0 136 12780 2	Student Book 4 w/Audio CD	978 0 131 58867 7



### VOCABULARY

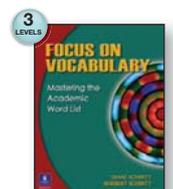
#### Focus On Vocabulary

Upper Intermediate – Advanced

Diane Schmitt and Norbert Schmitt

*Focus on Vocabulary* introduces students to the Academic Word List, the most frequently used words in academic texts. The emphasis is on use and recycling terms to help students use the list more effectively.

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# LISTENING AND SPEAKING

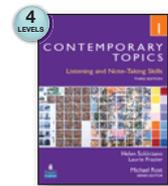
## Contemporary Topics Series

High-Beginner – Advanced

Series Editor: Michael Rost

This 4 level series makes academic lectures accessible to students who are preparing for college or university classes in English. Students develop listening and note-taking skills while listening to academically diverse lectures.

For more information check the EAP Skills section on the DVD-ROM



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- Intermediate Listening and Critical Thinking Skills
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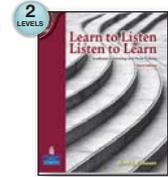
High-Intermediate - Advanced

Academic Listening and Note-Taking Books 1 and 2



Roni S. Lebauer

This newly expanded series prepares students for academic life helping them acquire the listening-comprehension and note-taking skills. Students are offered valuable tips for getting the most from college lectures, including note-taking skills, organization of information, recognition of language cues, and the acquisition of vocabulary. They are shown how a typical lecture is organised, using extensive excerpts and transcripts from authentic lectures from a range of disciplines



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# General Skills

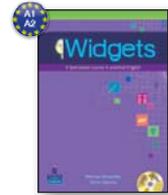
## Widgets

Marcos Benevides and Chris Valvona

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Series Editor: Michael Rost

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Linda Butler

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# Methodology

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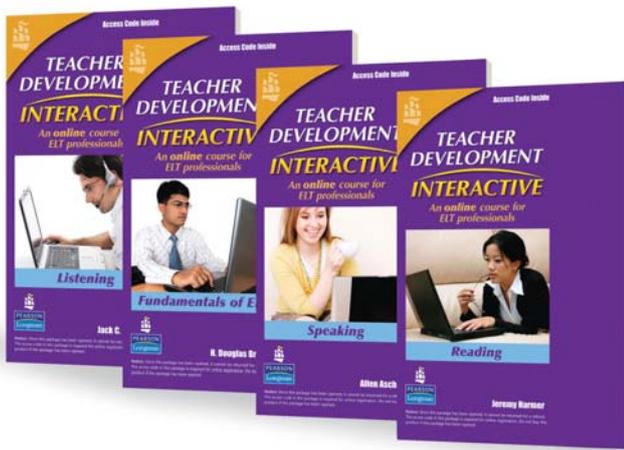
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Second Edition

Prof. Ken Hyland



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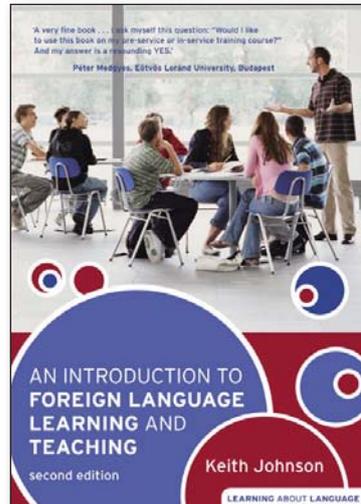
Writing is one of the central pillars of language learning and of major interest and concern to teachers, students and researchers. This book covers the historical and conceptual background to the field of writing, dealing with current questions relating to both practice and research, and outlines the direction in which the field is moving. In addition to a full discussion of the current applications of research in terms of courses, materials, teaching practices and software, *Teaching and Researching: Writing* offers practical suggestions for teaching approaches.

Includes do-able, small scale research topics.

The combination of teaching and research analysis and practical information makes this an invaluable resource for practitioners, researchers, students and professionals engaged in language study and teaching.

# An Introduction to Foreign Language Learning and Teaching

Keith Johnson

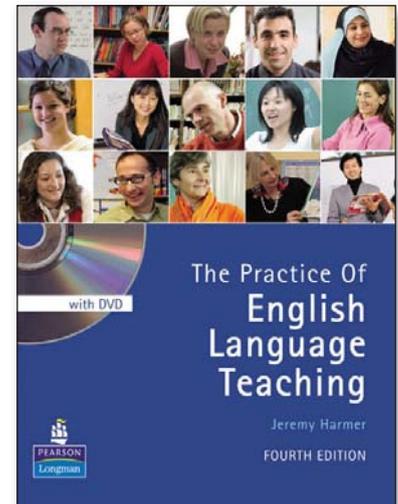


Keith Johnson's book presents an engaging guide to the fields of foreign language learning and teaching. For students beginning their study, it provides essential background information, dealing with language learning and teaching in a clear and comprehensible way. *An Introduction to Foreign Language Learning and Teaching* will also be of value to teachers in training and already working in the field, providing an up-to-date overview which focuses on contemporary issues and providing an important historical perspective.

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Jeremy Harmer



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Winner – English Speaking Union, English Language Award 2007

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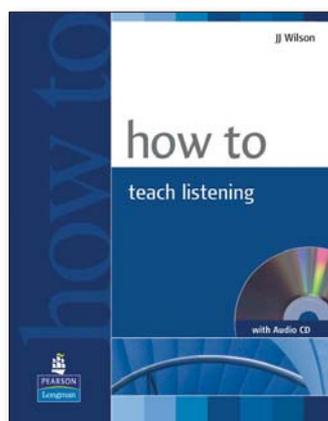


# How to... series

Series Editor: Jeremy Harmer



Short-listed for English Speaking Union, English Language Award

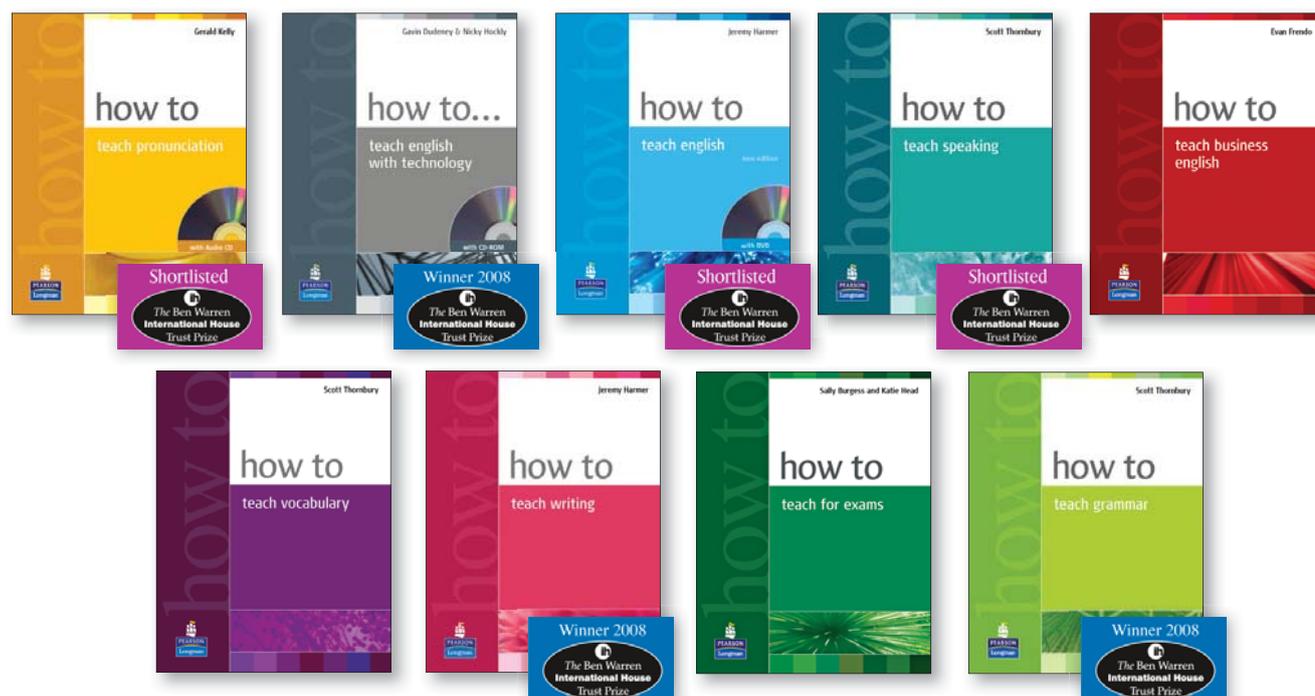


*How to Teach Listening* is the latest book in our popular *How to...* series. Written by the successful author and teacher trainer JJ Wilson, the book provides a practical guide to the theory and practice of teaching listening in the language classroom. It discusses key topics such as authenticity, testing and technology.

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- ✓ **Practical ideas** for effective listening lessons
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Series Editor: Peter Watcyn-Jones

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60 tests in each book with tips on effective learning and answer keys. Practise key language areas and skills using a variety of test types.

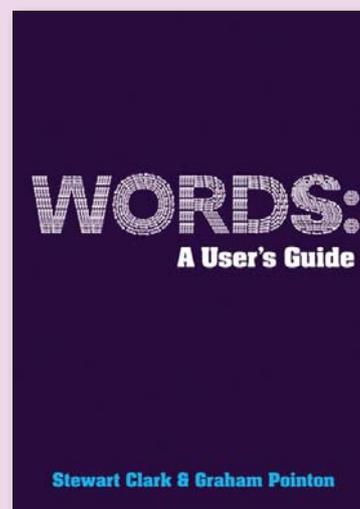
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Contrasting over 5000 words, *Words: A User's Guide* is laid out in dictionary format, with numerous examples and illustrations.

As well as providing valuable guidance for everyday reference, the book contains pronunciation advice and information on writing documents such as CVs, letters and business emails.

Book 978 1 405 85915 8



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