ROYAL HOUSE LONDON

CATALOGUE




ROYAL
HOUSE
LONDON

ROYAL HOUSE LONDON

Offices

UK France Spain Poland Turkey USA

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

The publishers have tried to contact all copyright holders, but in cases where they may have failed, they will be pleased to make the necessary arrangements at the first opportunity.

Produced in the EU

Website : www.royalhouselondon.co.uk
Email : info@royalhouselondon.co.uk



New Titles



Super Dino Rex 1 Books

Super Dino Rex 2 Books





Super Dino Rex 3 Books

Super Dino Rex Puppet Book





Wonder Family 1 Books



Wonder Family 2 Books



Wonder Family 3-4 Books



Wonder Family 5-6 Books



Wonder Family 1-6 Split Edition



American Quest Book



English Quest Book



Insider Reading & Writing



Insider Listening & Speaking



Global Primary Science



Global Primary Maths



Kinder Aktiv



Deutsch Aktiv



Grade A1



Grade A2



Grade B1 - B2

CONTENT LIST

Pre-Primary / Kindergarten Courses

Primary to Lower Secondary Courses

Primary Courses

Lower Secondary Courses

Secondary Courses

Primary Grammar

Lower Secondary Grammar

Integrated Skills Books

Skills Books

ELT Readers

ESP Titles

German Language

ROYAL HOUSE LONDON



Enhance your learning with the new Royal House



DIGITAL PLATFORM!

Royal House Digital Platform is a multi-platform online learning environment for learners of English. Students log in to complete a wide variety of online activities, including reading, writing, grammar, vocabulary and listening practice.
The online exercises complement Royal House course books to offer a blended learning solution, thus enhancing the learning experience.

http://eltline.com



How to use eltline.com

Teacher manuel

First you should sign up the LMS platform by clicking the sign up button. Please fill in the form and click the register button.

My Classes

After you sign up on the platform, you should create your classes from "my classes" part. If you don't create any class, you can't see any content on the platform. After creating your class, you can see all the content related to your class. Please select your class, your book, and write your class name and click on the Create button.

Your class will appear on the list with a code number on the left of the class name. You should give this class code to your students and your students will use this code with the book code (which is on the back cover of the book) while registering on the platform. (Students should use two codes. First: the class code you create and the second one which comes with the book as the book code.)

My Students

You can see your students who are succesfully registered on the platform in "My Students" section.

Activities

After your students' registration, you can lead students do homework from "Activities" button.
After students do their homework, they can see their scores, the answer key and their mistakes.

Statistics

The teacher can see the students statistics from " Statistics " section by clicking the related activity.

Cyber Homework

The teacher can upload their own worksheets here to assign their own worksheets to students. These worksheets also can be used by other teachers who are using the platform.

Digital Solutions

You may download the IWB software of your classes.

Pre-Primary / Kindergarten



Super Dino Rex is an exciting new course which is beautifully illustrated and full of fun activities for very young learners.

Ideal for completely new learners as well as those who have already done one year of kindergarten English classes.

Super Dino Rex 1 Book includes:

- language expressions lessons
- learn the alphabet lessons
- full-colour stickers
- fun crafts, songs and chants
- free Picture Dictionary
- 'Say it!' feature
- downloadable teachers' resources

Pre-Primary / Kindergarten



Super Dino Rex is an exciting new course which is beautifully illustrated and full of fun activities for very young learners.

Ideal for completely new learners as well as those who have already done one year of kindergarten English classes.

Super Dino Rex 2 Book includes:

- language expressions lessons
- learn the alphabet lessons
- full-colour stickers
- fun crafts, songs and chants
- free Picture Dictionary
- 'Say it!' feature
- downloadable teachers' resources

Pre-Primary / Kindergarten



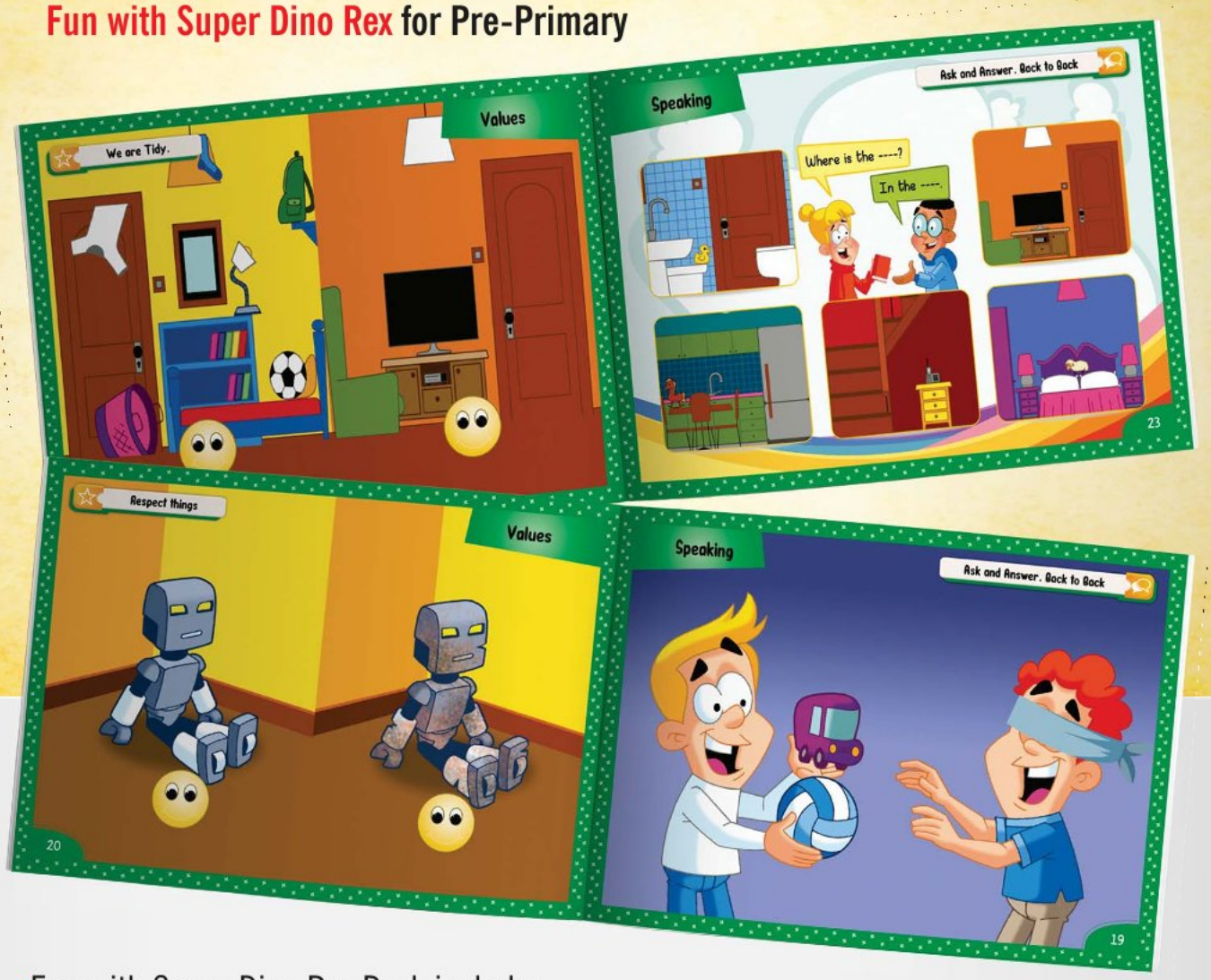
Super Dino Rex is an exciting new course which is beautifully illustrated and full of fun activities for very young learners.

Ideal for completely new learners as well as those who have already done one year of kindergarten English classes.

Super Dino Rex Book 3 includes:

- language expressions lessons
- learn the alphabet lessons
- full-colour stickers
- fun crafts, songs and chants
- free Picture Dictionary
- 'Say it!' feature
- downloadable teachers' resources

Sample pages from
Fun with Super Dino Rex for Pre-Primary



- Fun with Super Dino Rex Pack includes:
  - Fun with Super Dino Rex Book with e-book and stickers
  - Fun with Super Dino Rex Workbook with stickers
  - Fun with Super Dino Rex Picture Dictionary
- Also available:
  - Values

- Fun with Super Dino Rex Teacher's Book
- Fun with Super Dino Rex Audio
- Fun with Super Dino Rex IWB Software
- Fun with Super Dino Rex Flashcard Pack
- Fun with Super Dino Rex Posters



Primary to Lower Secondary



NEW

Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Wonder Family 1-6 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities

Primary to Lower Secondary



Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Wonder Family 1 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities



Sample pages from
Wonder Family 1
Student's Book





Sample pages from
Wonder Family 1
Workbook





Sample pages from
Wonder Family 1
Projects & Crafts



Primary to Lower Secondary



NEW

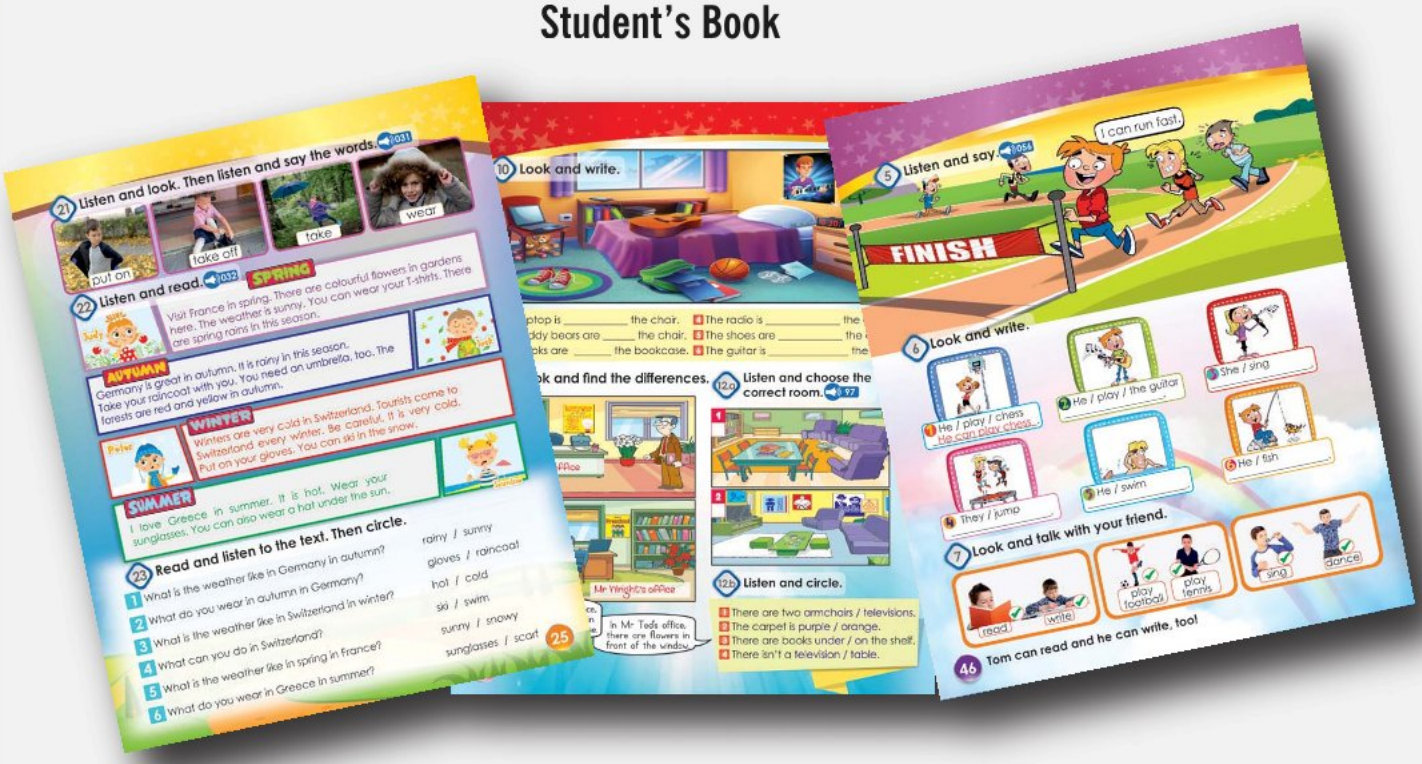
Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Wonder Family 2 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities

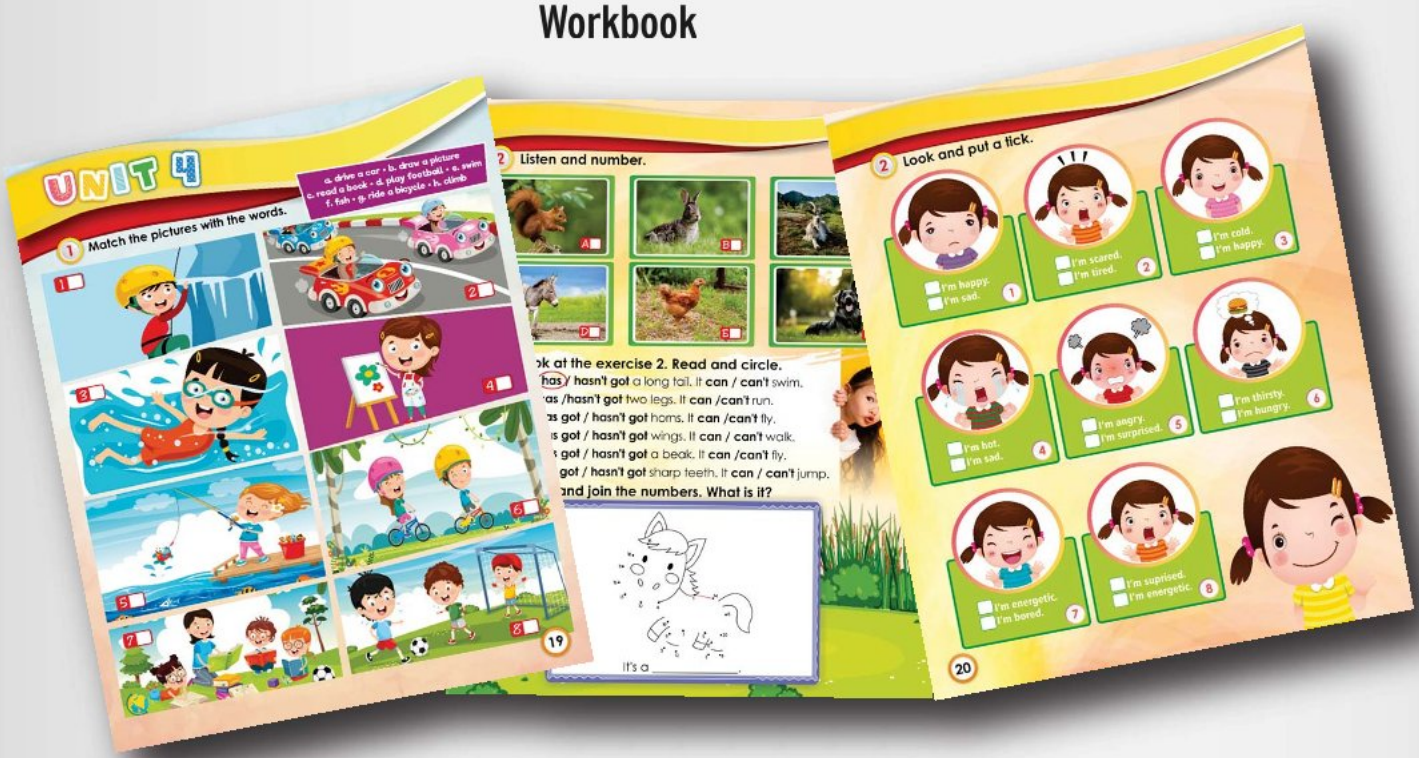


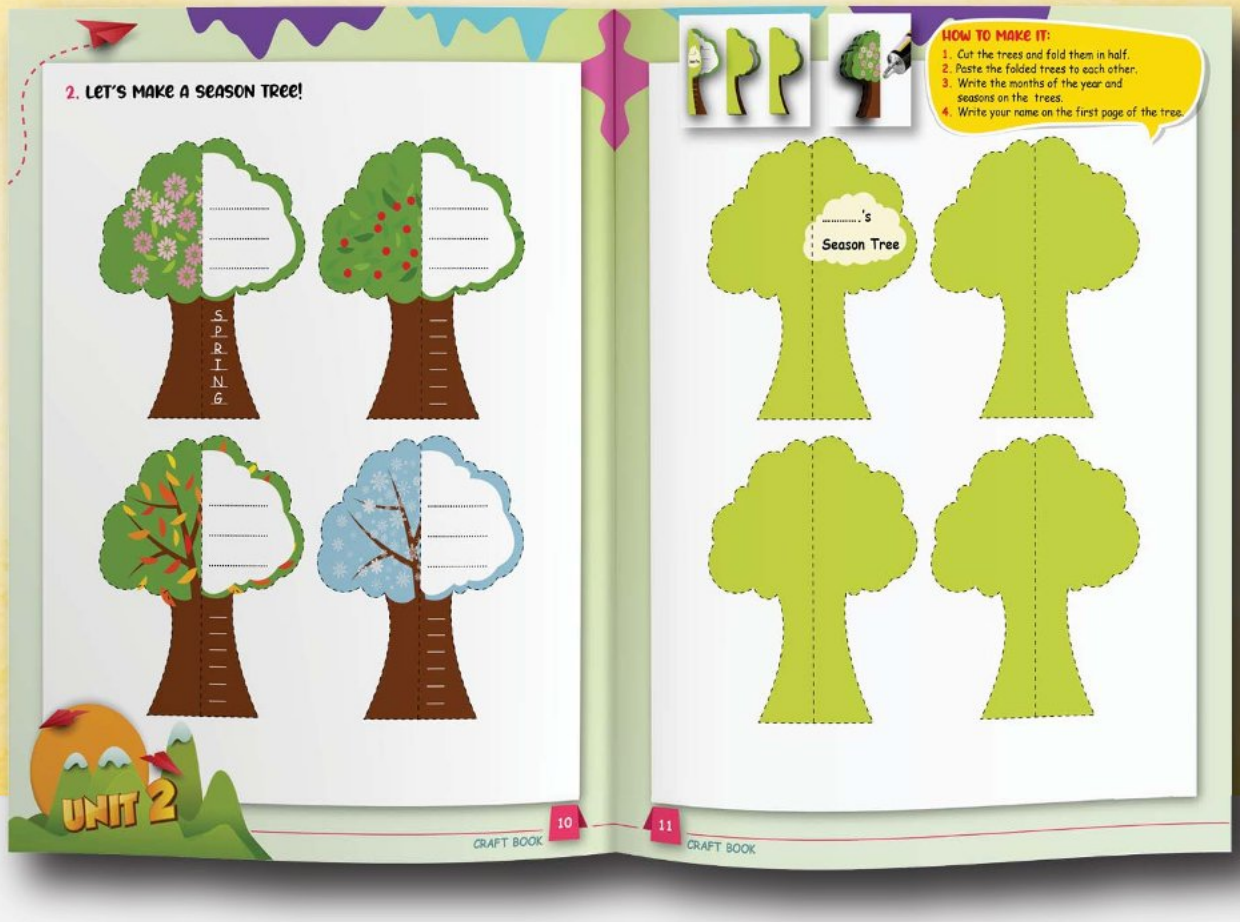
Sample pages from
Wonder Family 2
Student's Book





Sample pages from
Wonder Family 2
Workbook





Sample pages from
Wonder Family 2
Projects & Crafts



Primary to Lower Secondary

NEW



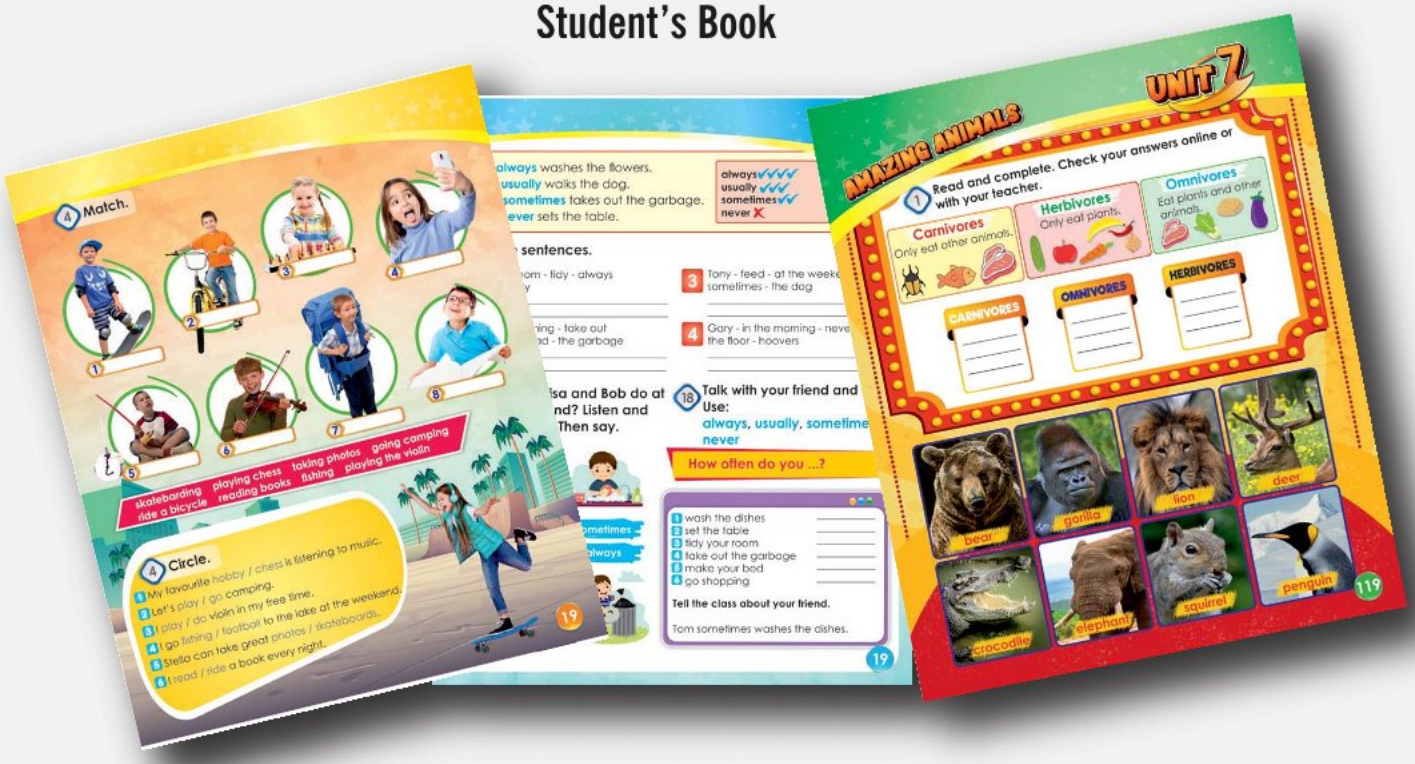
Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

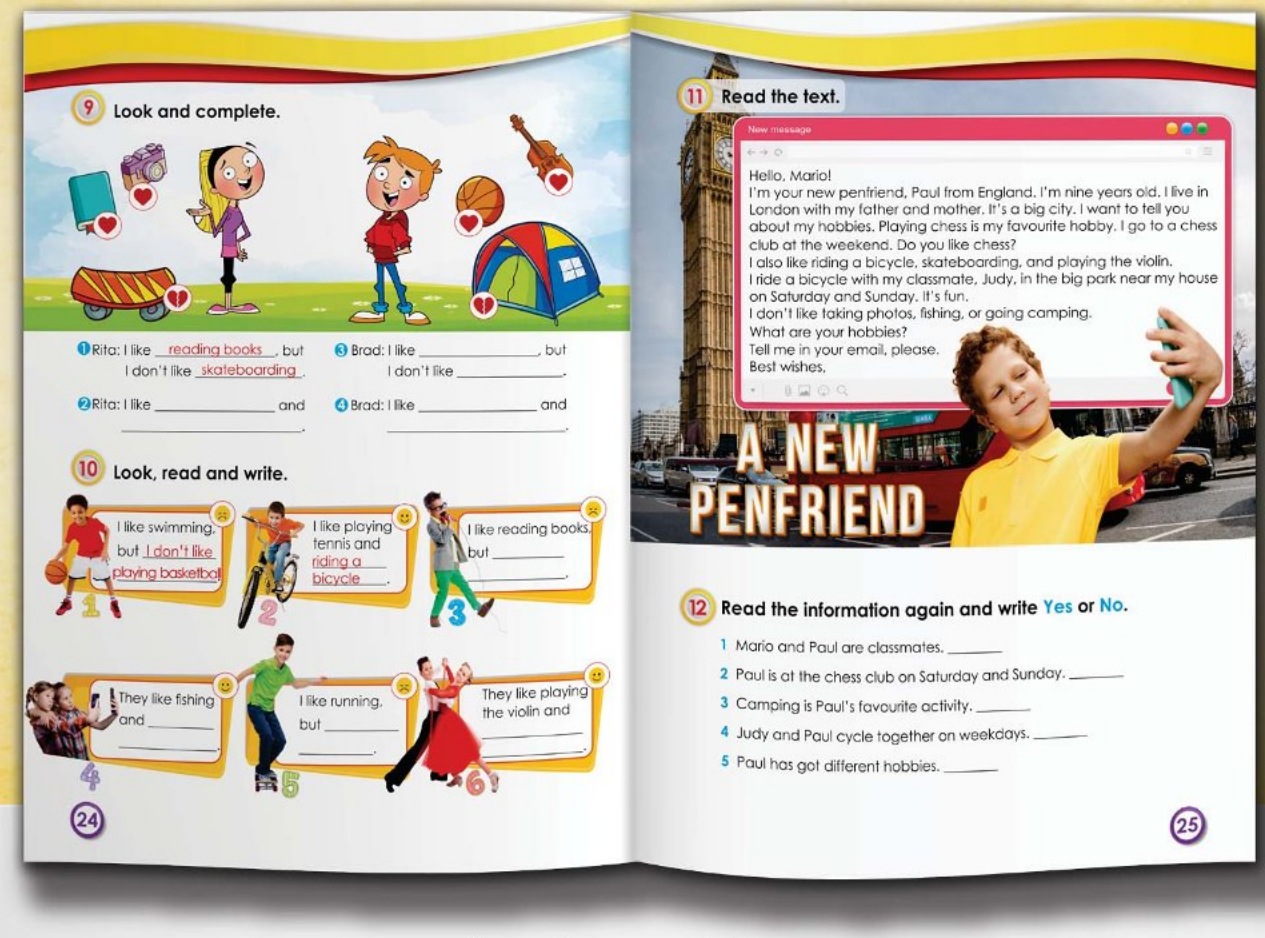
Wonder Family 3 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities



Sample pages from
Wonder Family 3
Student's Book





9 Look and complete.

1 Rita: I like reading books, but I don't like skateboarding.
2 Rita: I like _____ and _____.
3 Brad: I like _____, but I don't like _____.
4 Brad: I like _____ and _____.

10 Look, read and write.

1 I like swimming, but I don't like playing basketball.
2 I like playing tennis and riding a bicycle.
3 I like reading books, but _____.
4 They like fishing and _____.
5 I like running, but _____.
6 They like playing the violin and _____.

24

11 Read the text.

New message

Hello, Mario!
I'm your new penfriend, Paul from England. I'm nine years old. I live in London with my father and mother. It's a big city. I want to tell you about my hobbies. Playing chess is my favourite hobby. I go to a chess club at the weekend. Do you like chess?
I also like riding a bicycle, skateboarding, and playing the violin.
I ride a bicycle with my classmate, Judy, in the big park near my house on Saturday and Sunday. It's fun.
I don't like taking photos, fishing, or going camping.
What are your hobbies?
Tell me in your email, please.
Best wishes,

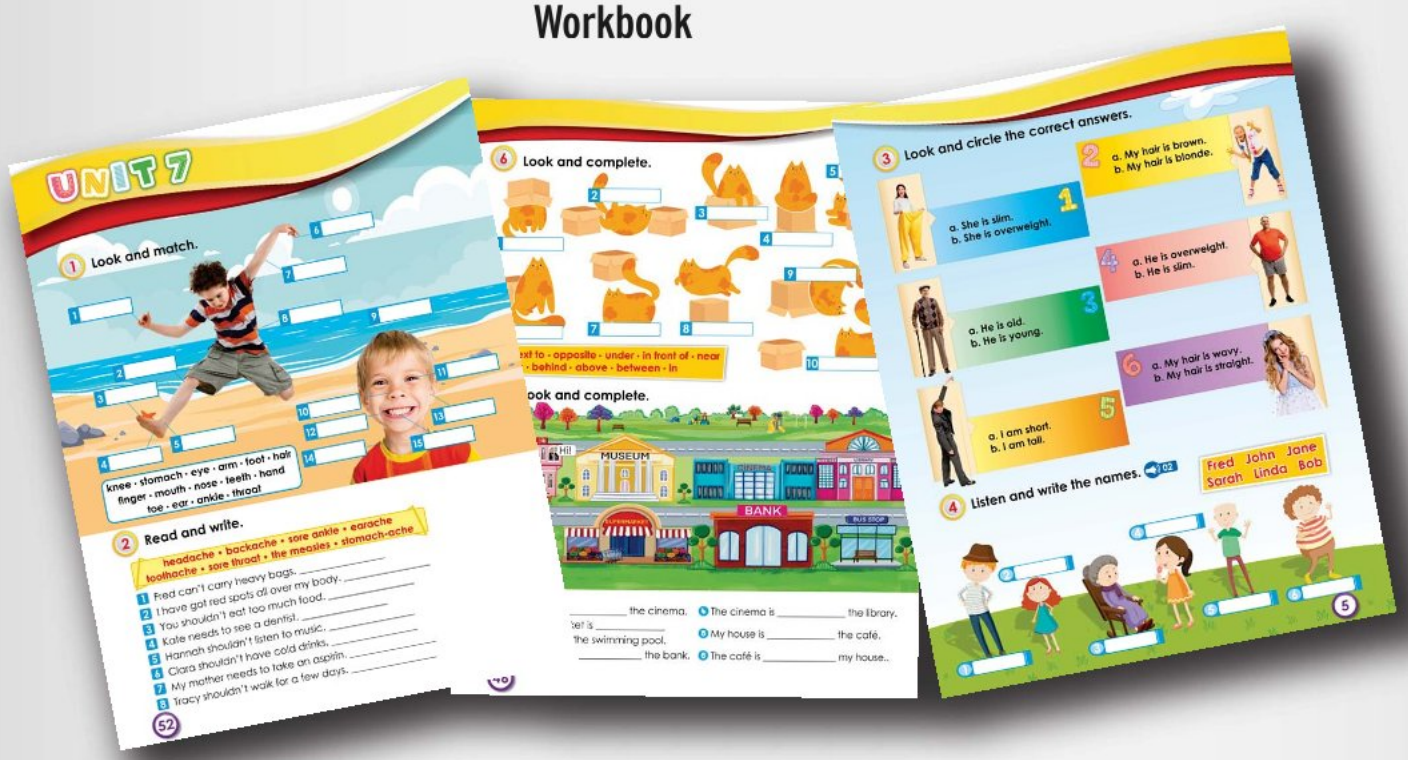
A NEW PENFRIEND

12 Read the information again and write Yes or No.

1 Mario and Paul are classmates. _____
2 Paul is at the chess club on Saturday and Sunday. _____
3 Camping is Paul's favourite activity. _____
4 Judy and Paul cycle together on weekdays. _____
5 Paul has got different hobbies. _____

25

Sample pages taken from WonderFamily 3 Workbook



UNIT 7

1 Look and match.

knee · stomach · eye · arm · foot · hair · finger · mouth · nose · teeth · hand · toe · ear · ankle · throat

2 Read and write.

headache · backache · sore ankle · earache · toothache · sore throat · the measles · stomach-ache

1 Fred can't carry heavy bags. _____
2 I have got red spots all over my body. _____
3 You shouldn't eat too much food. _____
4 Kate needs to see a dentist. _____
5 Hannah shouldn't listen to music. _____
6 Clara shouldn't have cold drinks. _____
7 My mother needs to take an aspirin. _____
8 Tracy shouldn't walk for a few days. _____

52

6 Look and complete.

next to · opposite · under · in front of · near · behind · above · between · in

Look and complete.

MUSEUM
BANK
BUS STOP

_____ the cinema. The cinema is _____ the library.
_____ the swimming pool. My house is _____ the café.
_____ the bank. The café is _____ my house.

3 Look and circle the correct answers.

1 a. She is slim. b. She is overweight.
2 a. My hair is brown. b. My hair is blonde.
3 a. He is old. b. He is young.
4 a. He is overweight. b. He is slim.
5 a. I am short. b. I am tall.
6 a. My hair is wavy. b. My hair is straight.

4 Listen and write the names. 02

Fred John Jane Sarah Linda Bob

Primary to Lower Secondary

NEW



Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Wonder Family 4 Book includes:

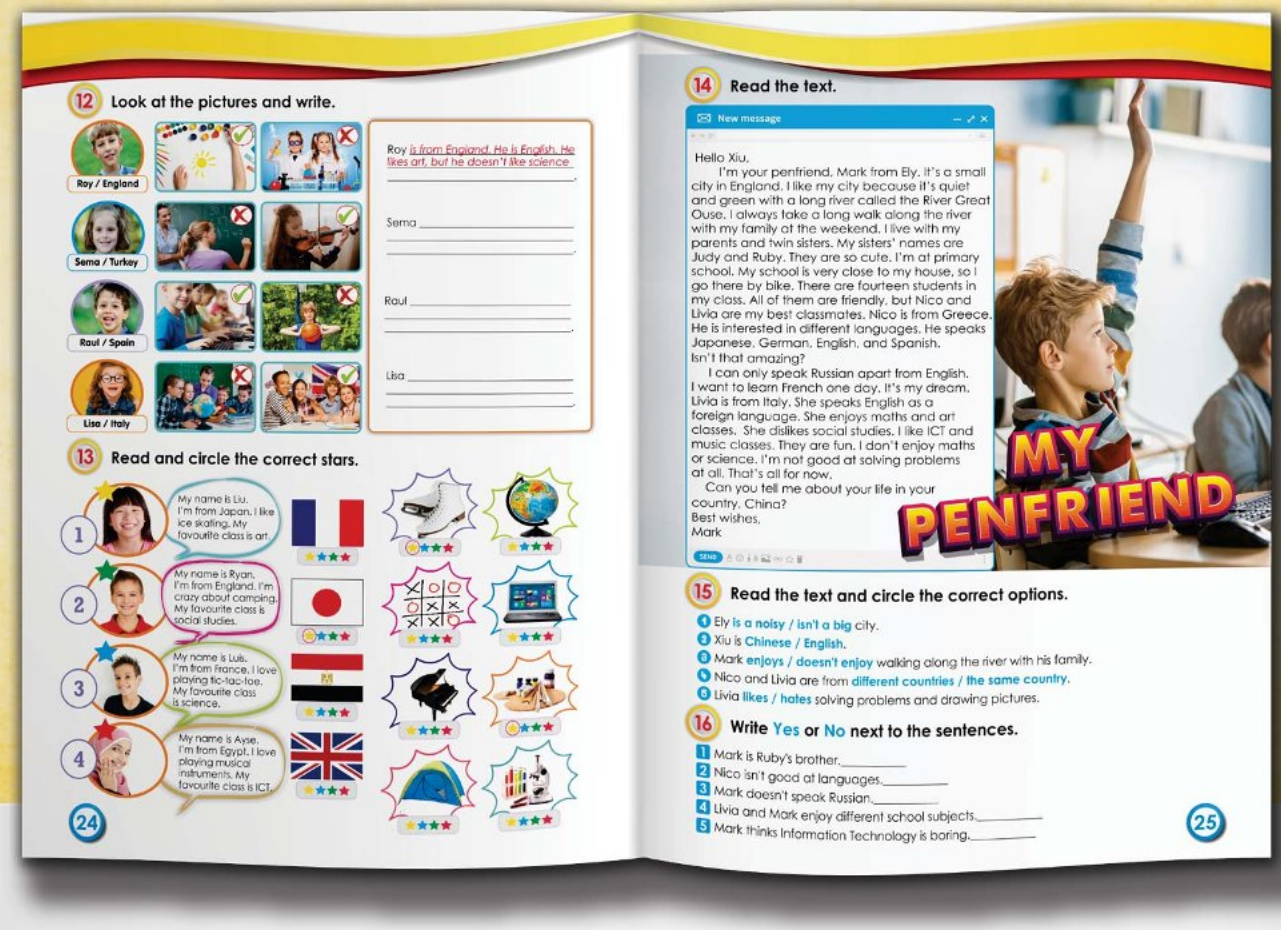
- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities



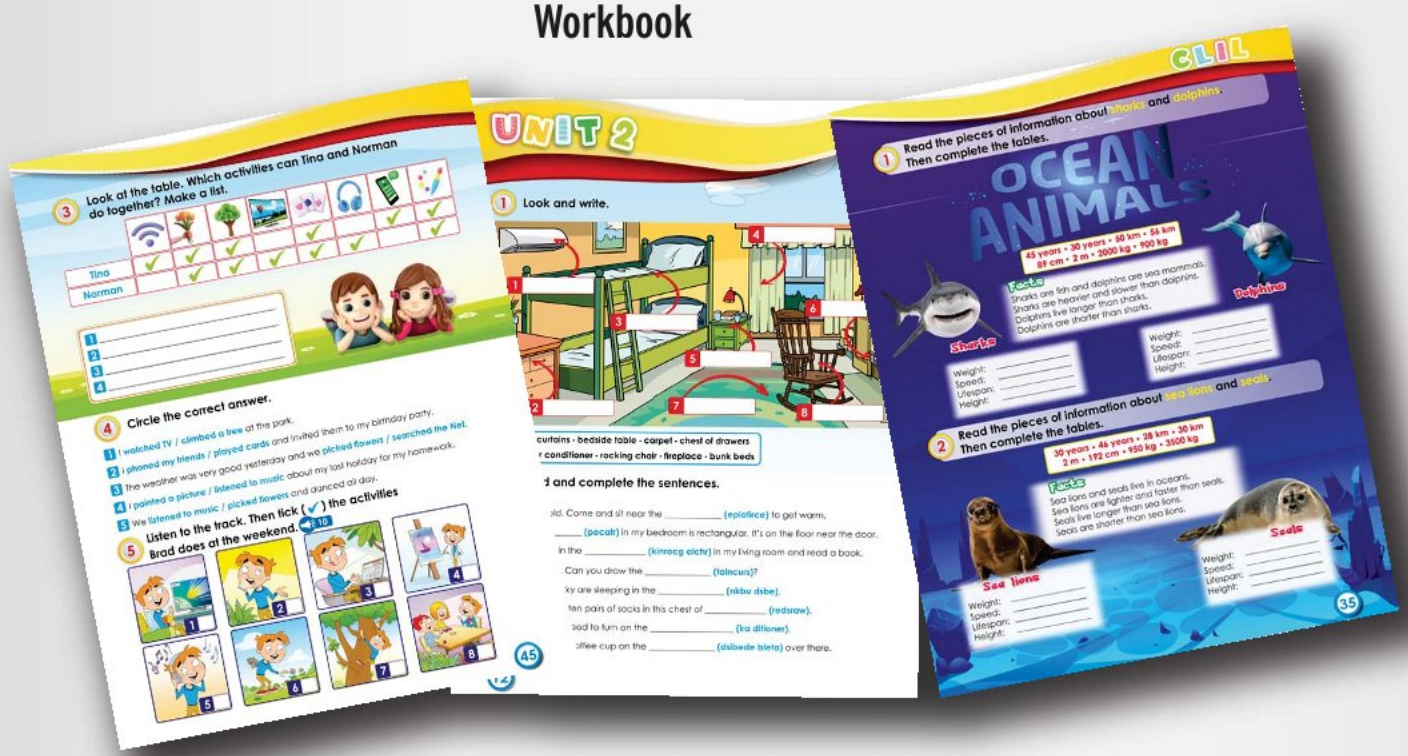
Sample pages from
Wonder Family 4
Student's Book



Primary to Lower Secondary



Sample pages taken from WonderFamily 4 Workbook



Primary to Lower Secondary

NEW

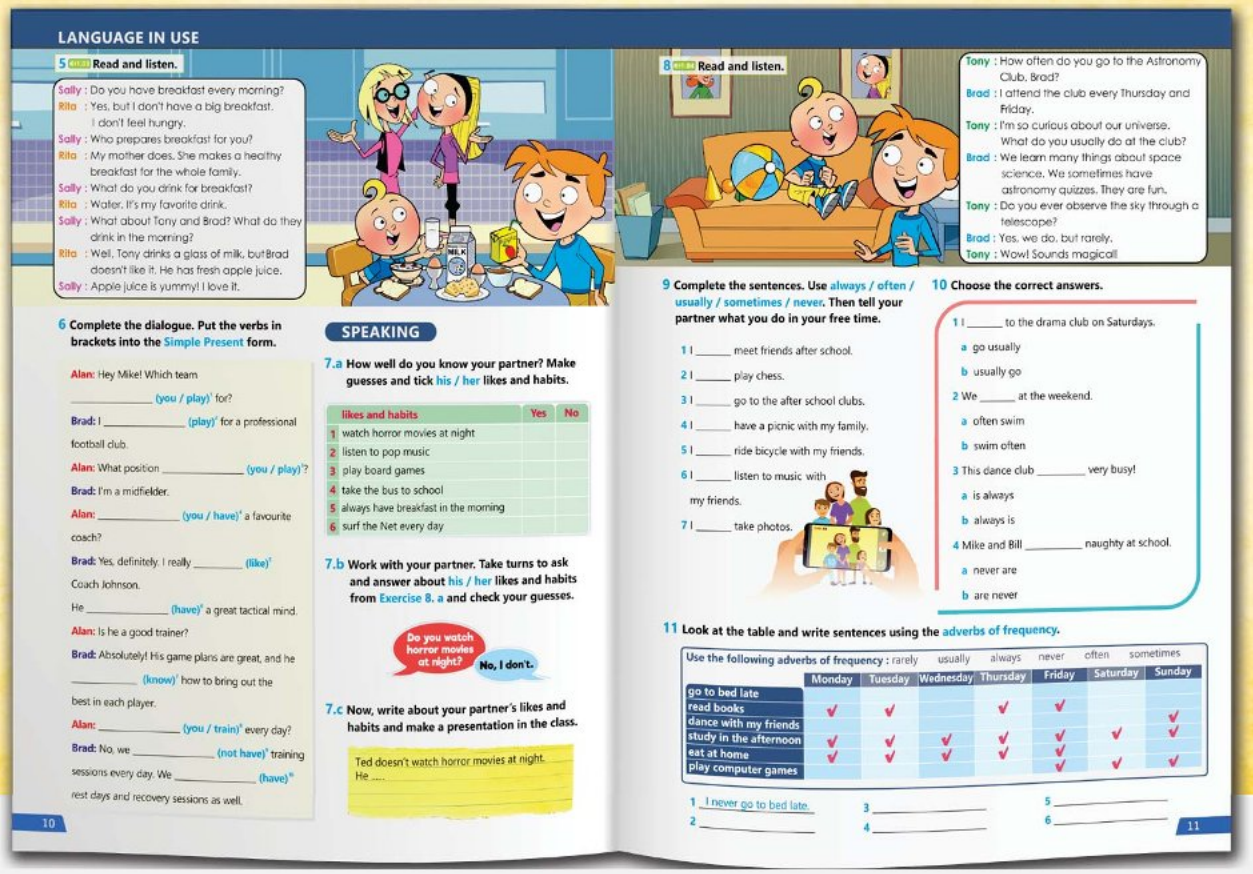


Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

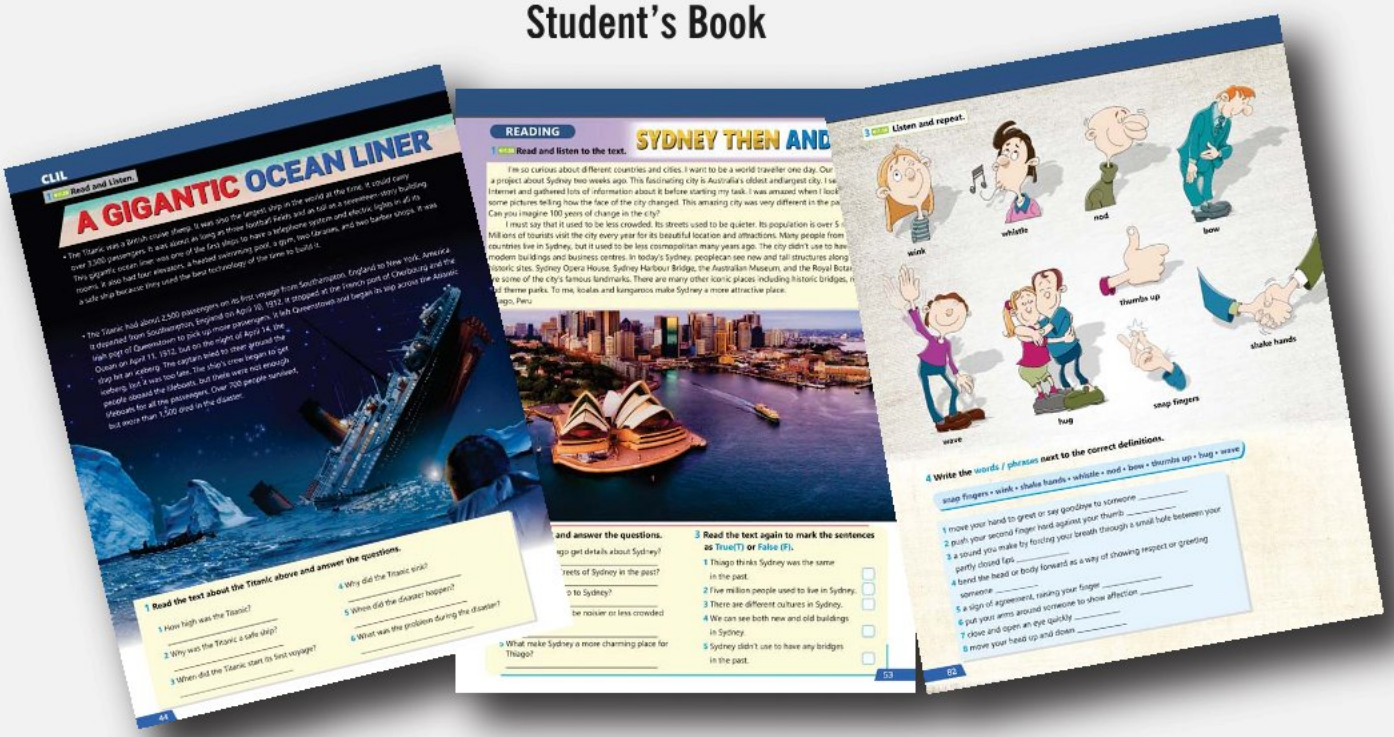
Wonder Family 5 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities

Primary to Lower Secondary



Sample pages from
Wonder Family 5
Student's Book



Primary to Lower Secondary

NEW



Wonder Family is an exciting new six-level course specially researched and written for young learners.
Wonder Family provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

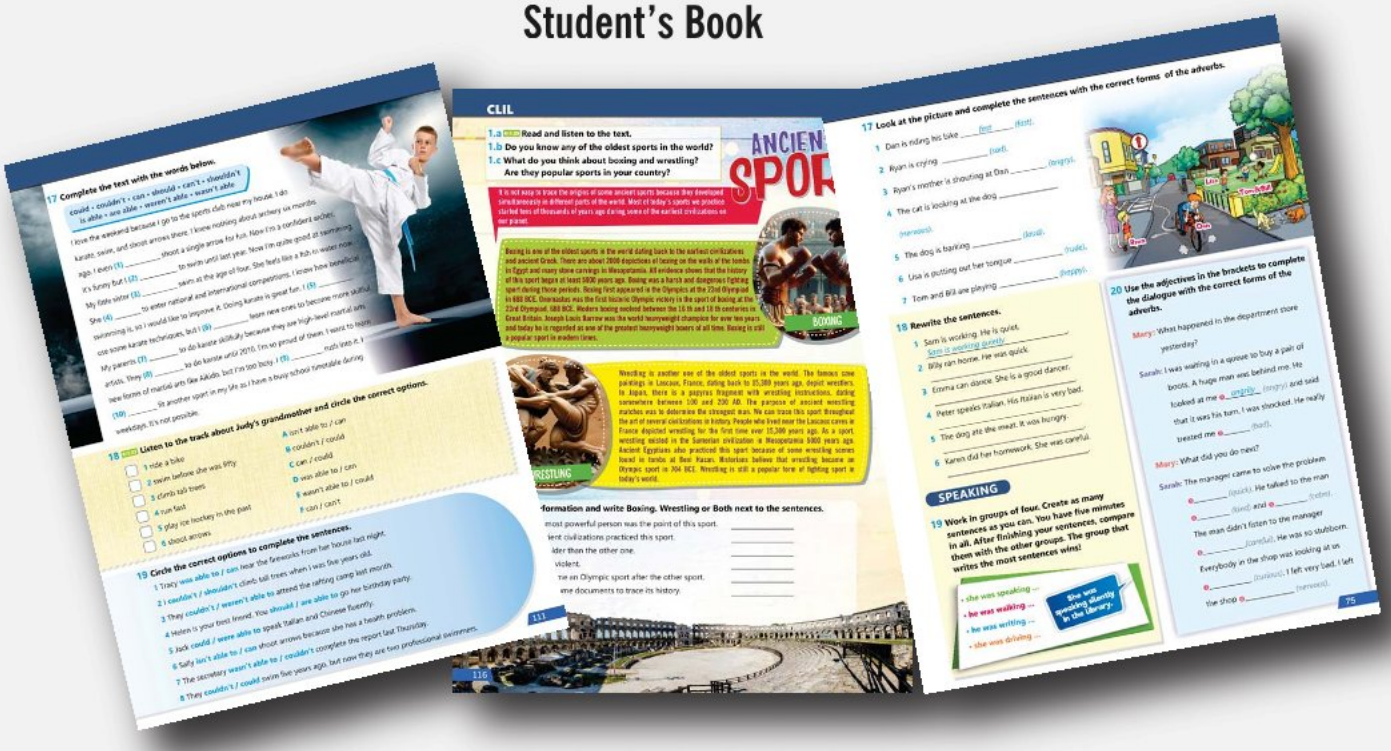
Wonder Family 6 Book includes:

- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities

Primary to Lower Secondary



Sample pages from
Wonder Family 6
Student's Book



Primary to Lower Secondary



NEW

Wonder Family is a brand new and exciting six-level course for young learners in primary school classes. It's desgined as a compressed course for fewer hours a week. Both Student's book and workbook are combined in one book.

Wonder Family 1-6 Split Edition Book includes:

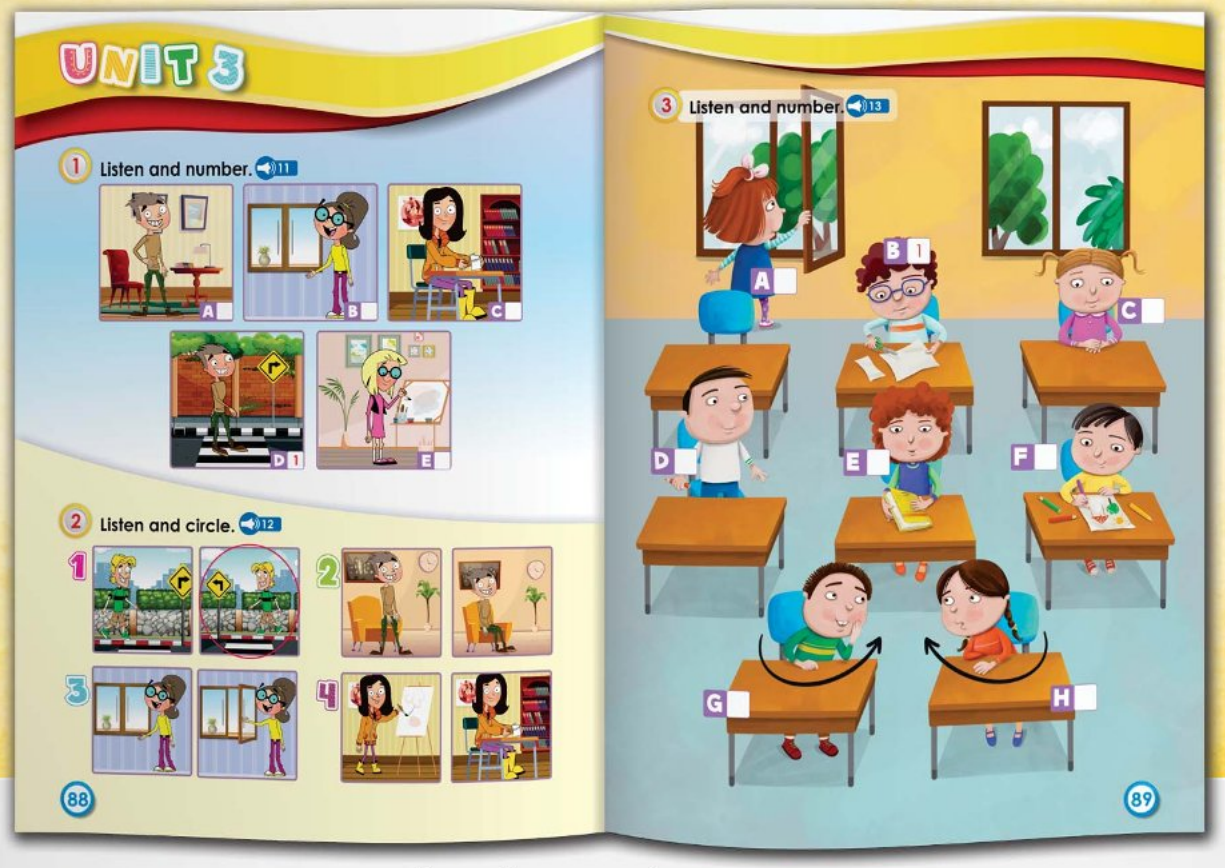
- clearly-structured, easy to follow lessons organised to fit the teaching year.
- all the key grammar and essential vocabulary required for primary school students, transparently presented and methodically practised
- fun and achievable activities developing and practising all four skills
- stimulating CLIL pages focussing on other school subjects such as maths and science in English, which aim to enrich the learners' experience
- regular revision sections
- memorable songs and chants
- combination of print and digital resources
- authentic documentary-style videos and animated stories





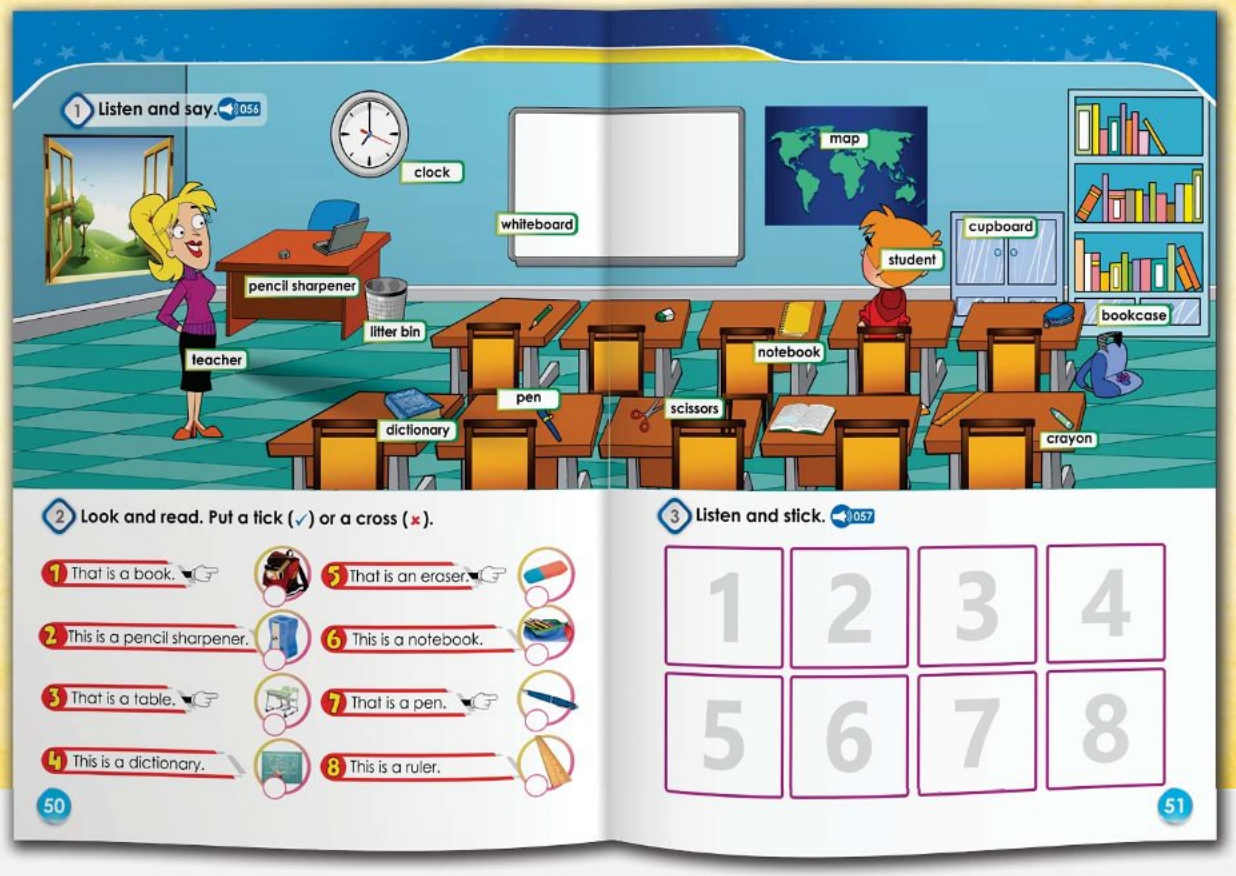
Sample pages from
Wonder Family
Split Edition
Student's Book





Sample pages from
Wonder Family
Split Edition
Workbook

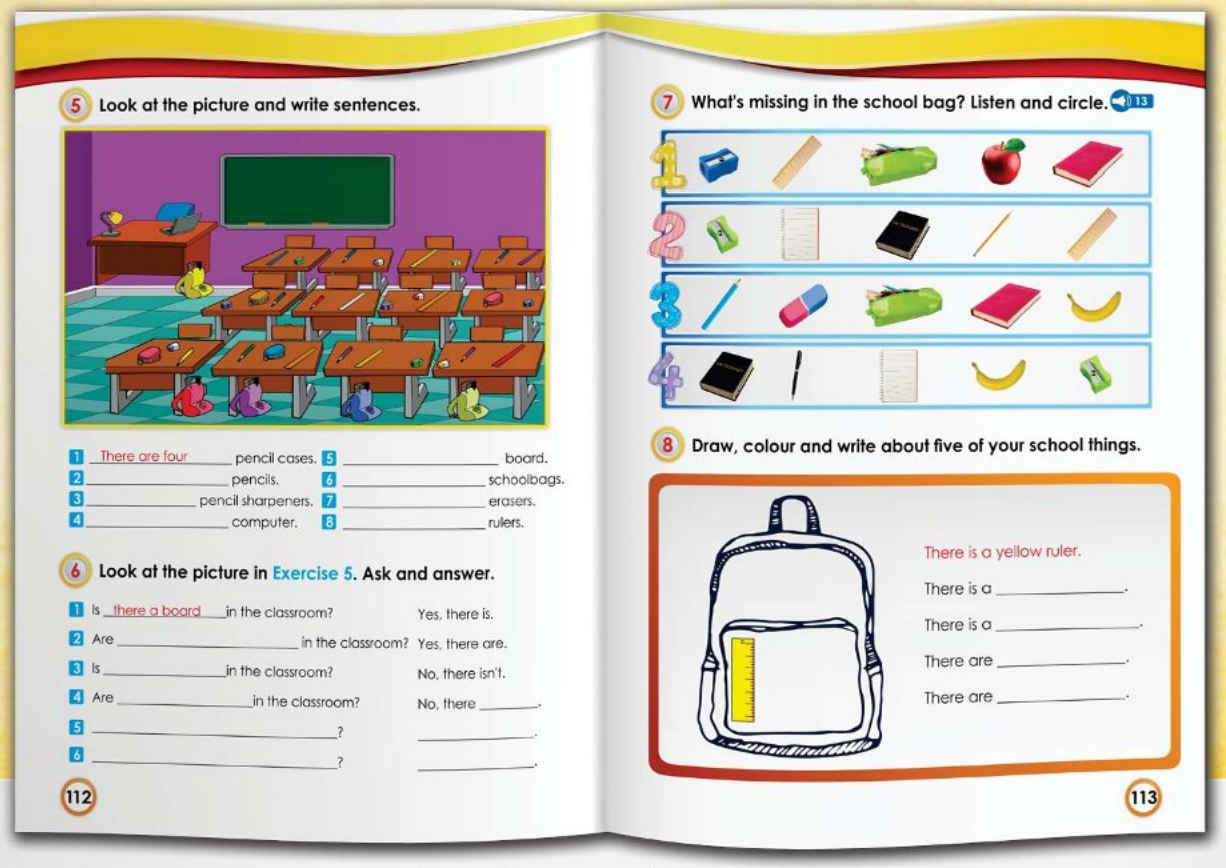




Sample pages from
Wonder Family
Split Edition
Student's Book



Primary to Lower Secondary



5 Look at the picture and write sentences.

1 There are four pencil cases.
2 _____ pencils.
3 _____ pencil sharpeners.
4 _____ computer.
5 _____ board.
6 _____ schoolbags.
7 _____ erasers.
8 _____ rulers.

6 Look at the picture in Exercise 5. Ask and answer.

1 Is there a board in the classroom? Yes, there is.
2 Are _____ in the classroom? Yes, there are.
3 Is _____ in the classroom? No, there isn't.
4 Are _____ in the classroom? No, there _____.
5 _____? _____.
6 _____? _____.

112

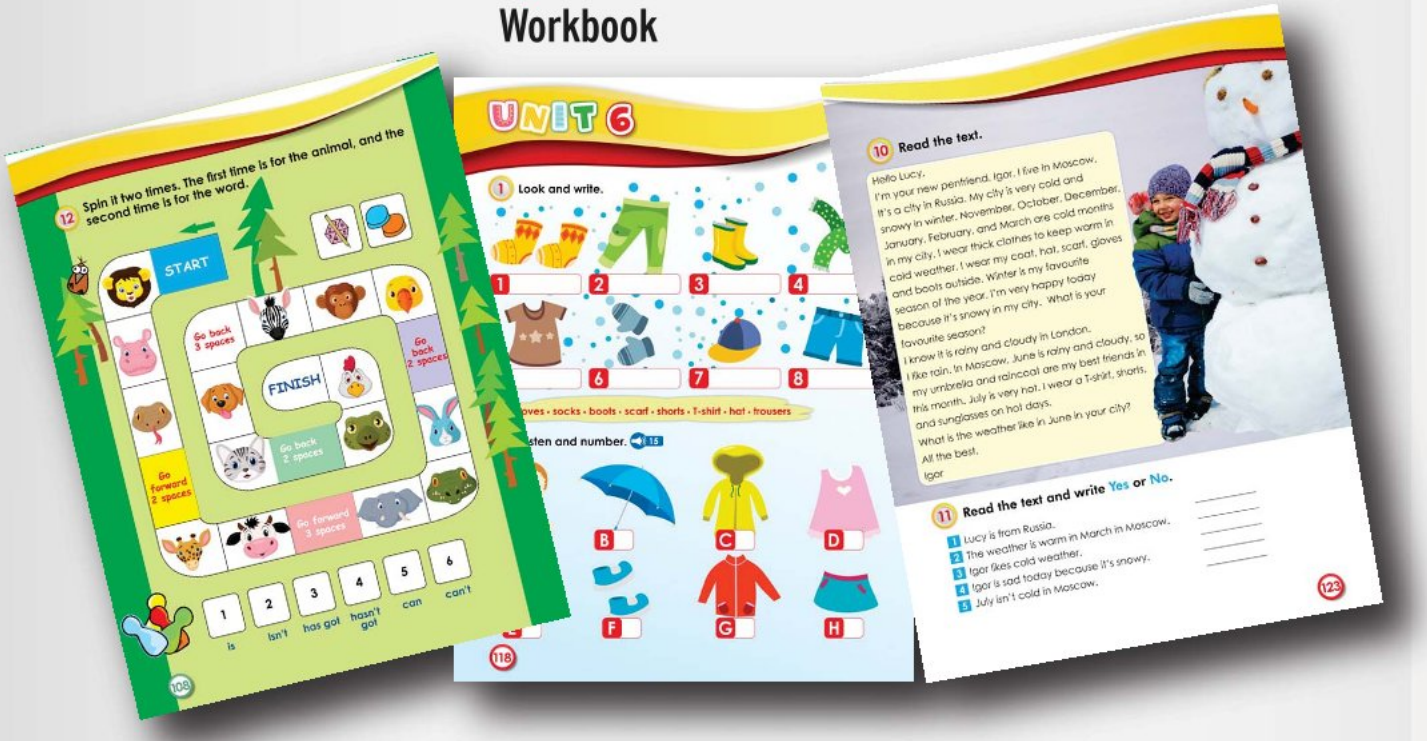
7 What's missing in the school bag? Listen and circle. 13

8 Draw, colour and write about five of your school things.

There is a yellow ruler.
There is a _____.
There is a _____.
There are _____.
There are _____.

113

Sample pages from
Wonder Family
Split Edition
Workbook



Primary to Lower Secondary



Adept Kids is an exciting new six-level course specially researched and written for young learners.
Adept Kids provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Adept Kids Student's Book includes:

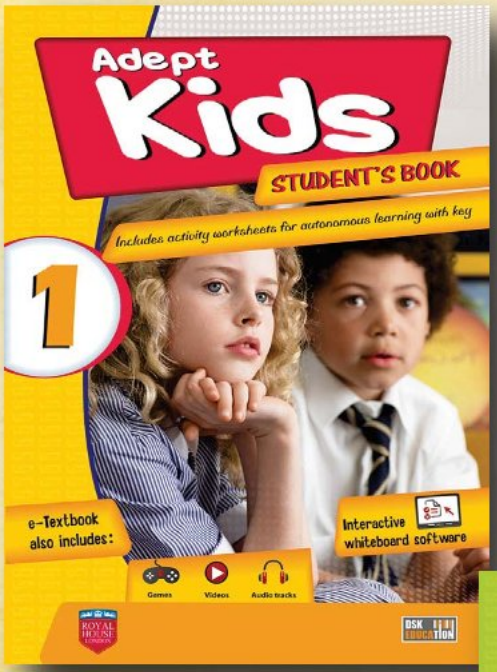
- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities





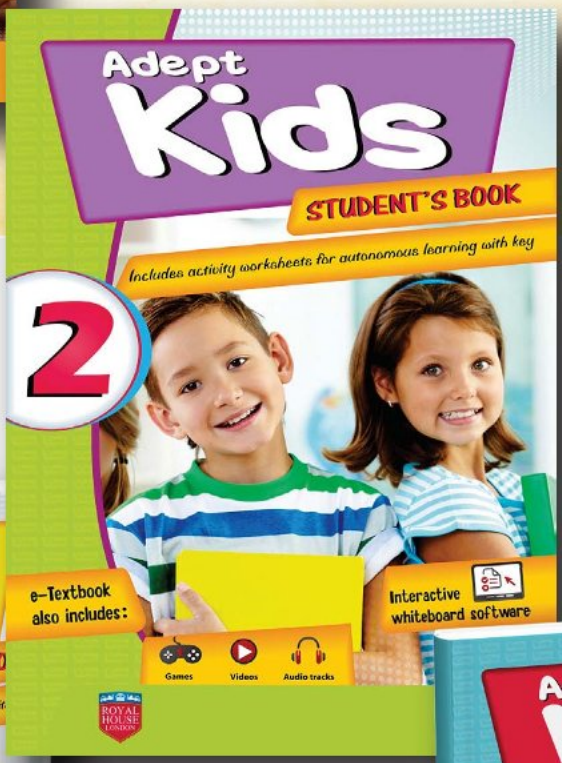
Sample pages from Adept Kids 1 Student's Book

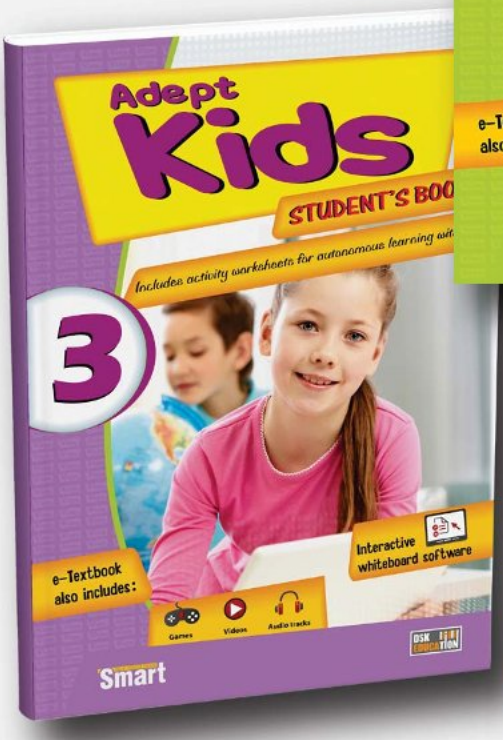


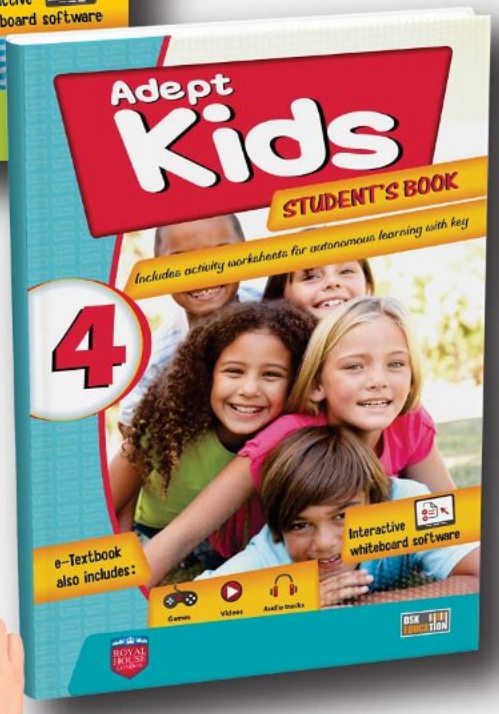


Adept Kids Student's Book 1-4

Adept Kids is a brand new and exciting six-level course for young learners in primary school classes. Your young students will love the adorable and humorous characters which make each lesson in Adept Kids 1-4 fun and memorable. The self-contained stories in books 1-4 will enable you and your pupils to start and finish each lesson easily.









Primary to Lower Secondary

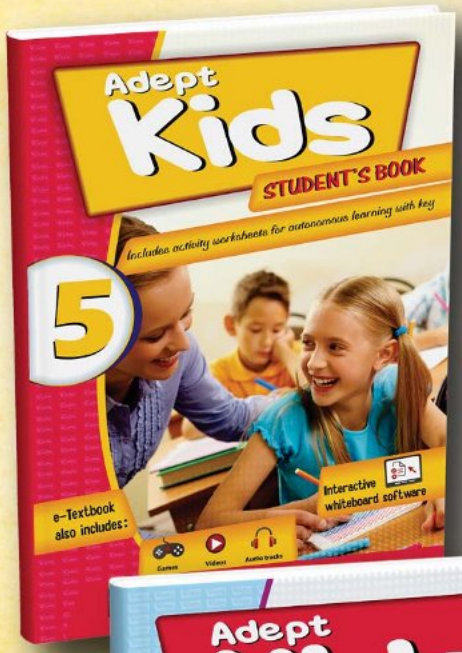


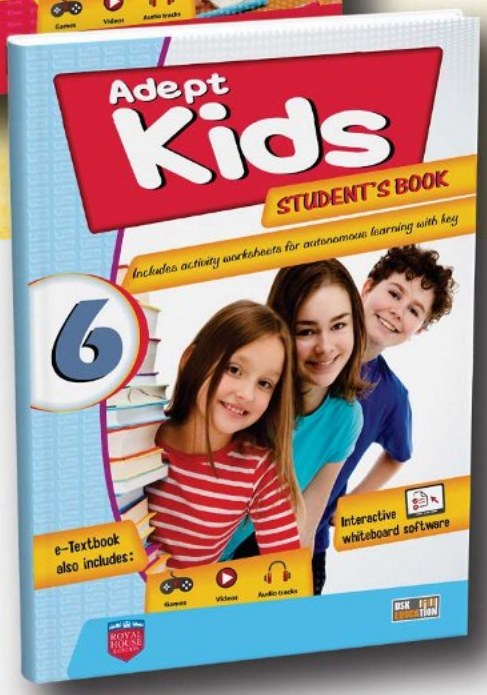


Sample pages from Adept Kids 3 Student's Book









Adept Kids Student's Book 5-6

Adept Kids 5-6 moves up in age and focuses on the world around us. Each unit features interesting facts, take-it-home activities, projects, as well as lively songs and videos to watch at home or in the classroom. Adept Kids progresses gradually, helping your pupils reach the required vocabulary and language skill level to continue smoothly into secondary school classes.



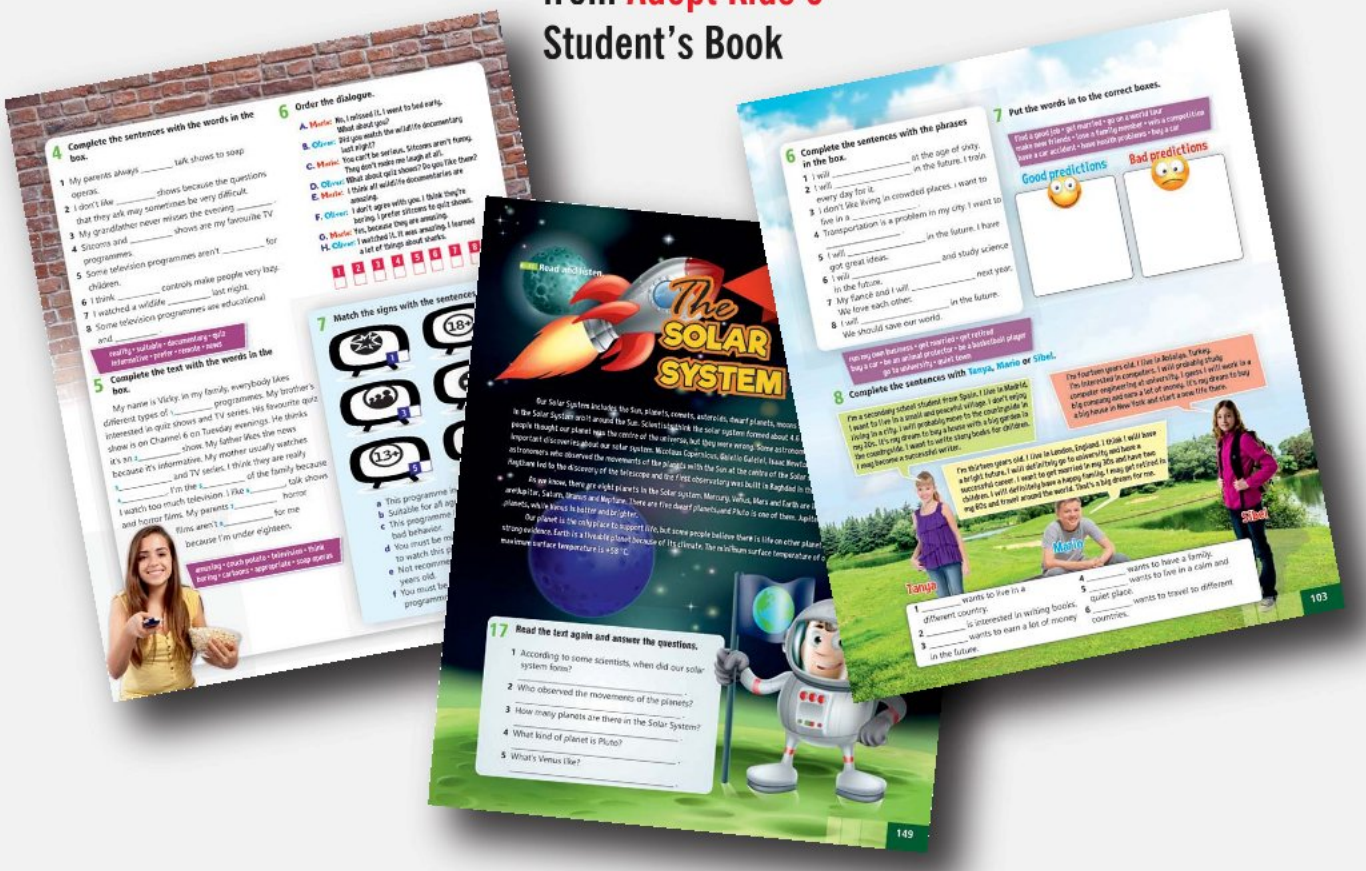
Sample pages from Adept Kids 5 Student's Book



Primary to Lower Secondary



Sample pages from Adept Kids 6 Student's Book



Primary to Lower Secondary



Smart Kids is an exciting new six-level course specially researched and written for young learners.
Smart Kids provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Smart Kids Student's Book includes:

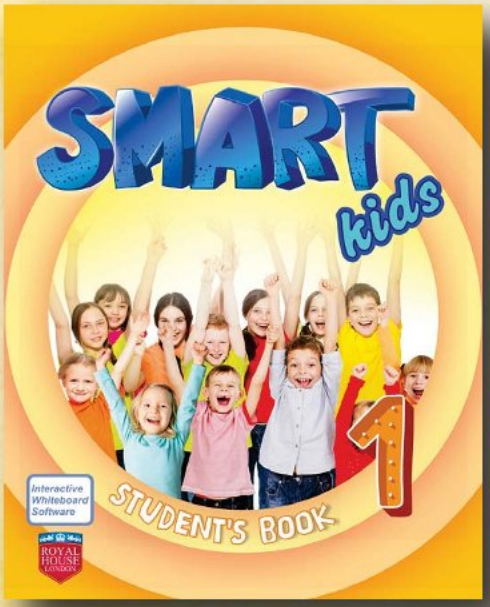
- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities



Primary to Lower Secondary

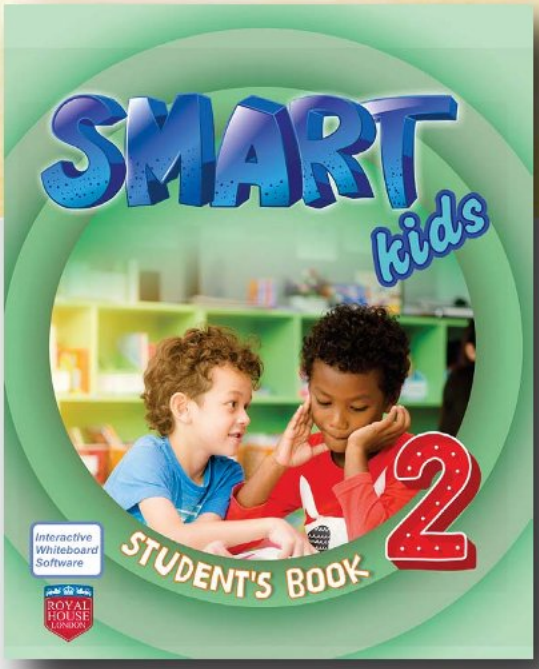


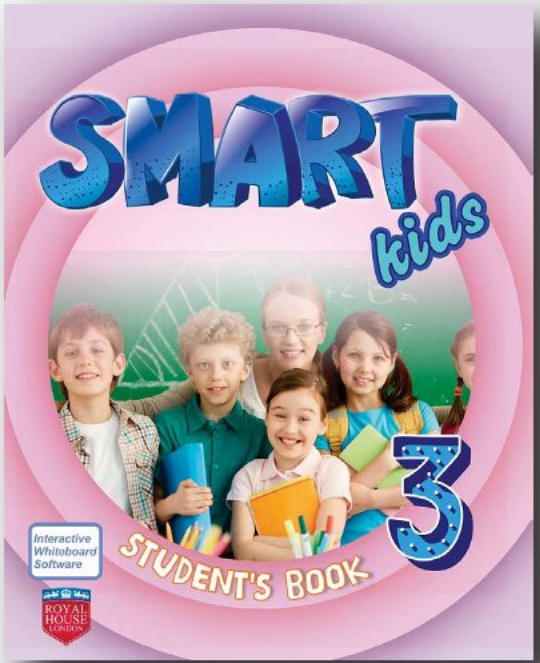
Sample pages from Smart Kids 1 Student's Book



Smart Kids Student's Book 1-3

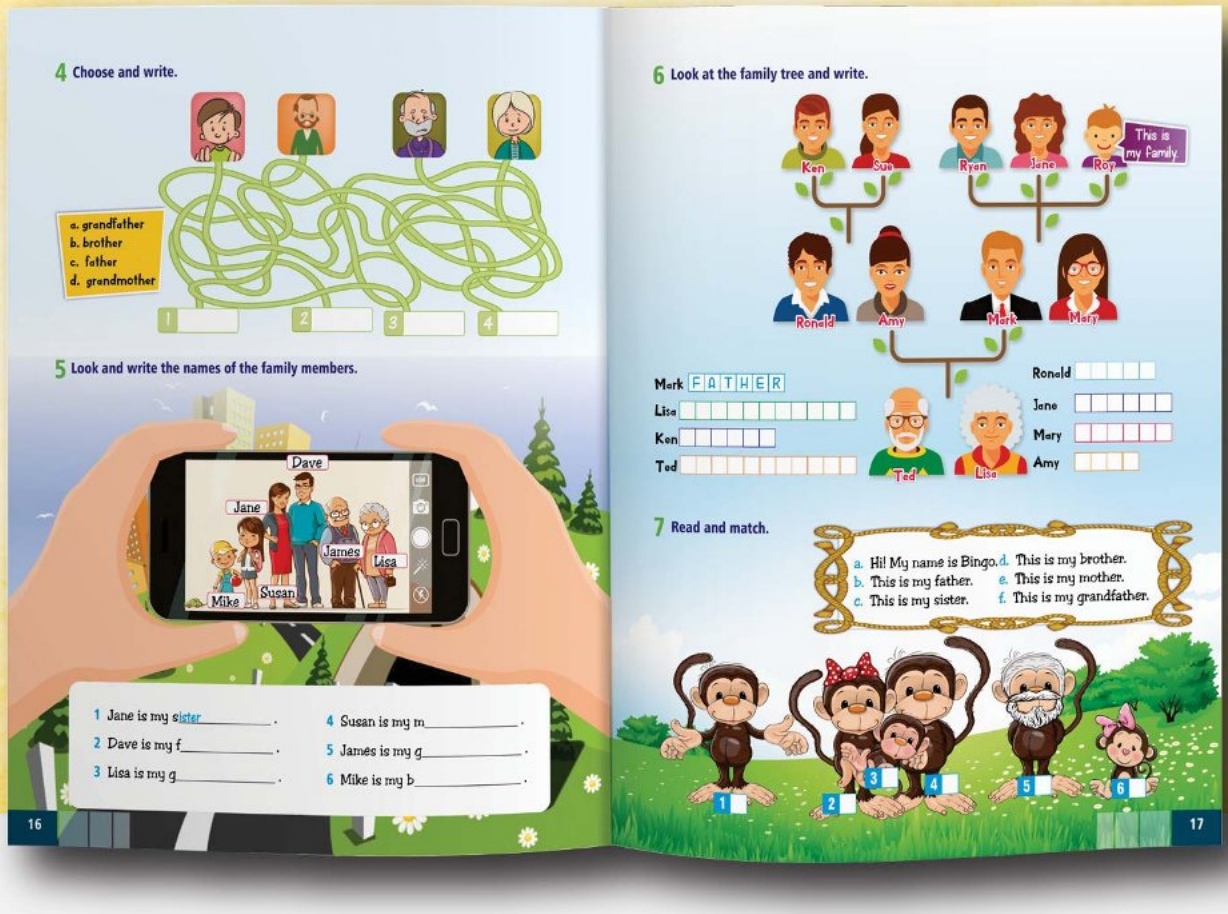
Smart Kids is a brand new and exciting six-level course for young learners in primary school classes. Your young students will love the adorable and humorous characters which make each lesson in Smart Kids 1-3 fun and memorable. The self-contained stories in books 1-3 will enable you and your pupils to start and finish each lesson easily.







Primary to Lower Secondary



Sample pages from Smart Kids 2 Student's Book



Primary to Lower Secondary



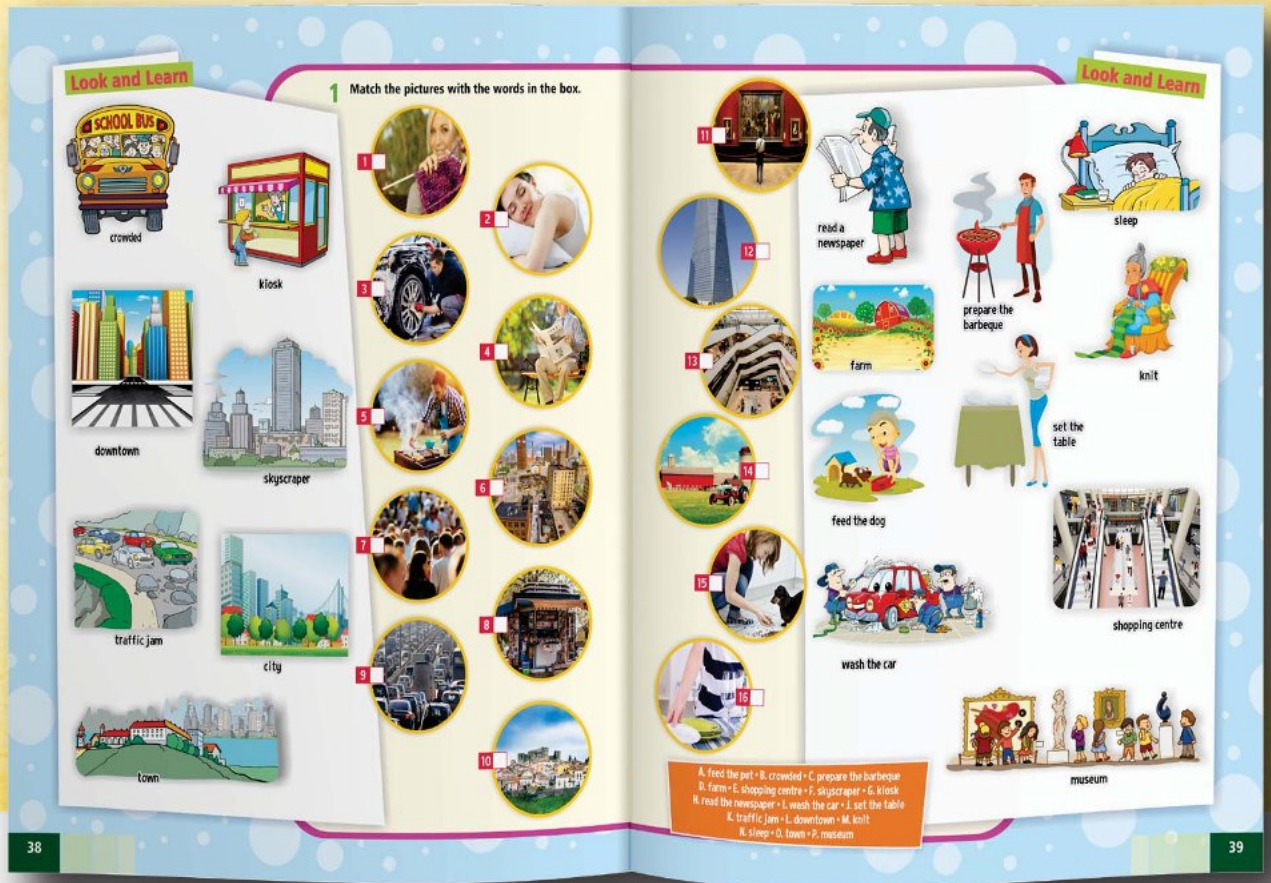
Smart Teens is an exciting new six-level course specially researched and written for young learners.
Smart Teens provides students with a carefully graded syllabus which develops their vocabulary and language skills through stimulating topics and plenty of practice.

Smart Teens Student's Book includes:

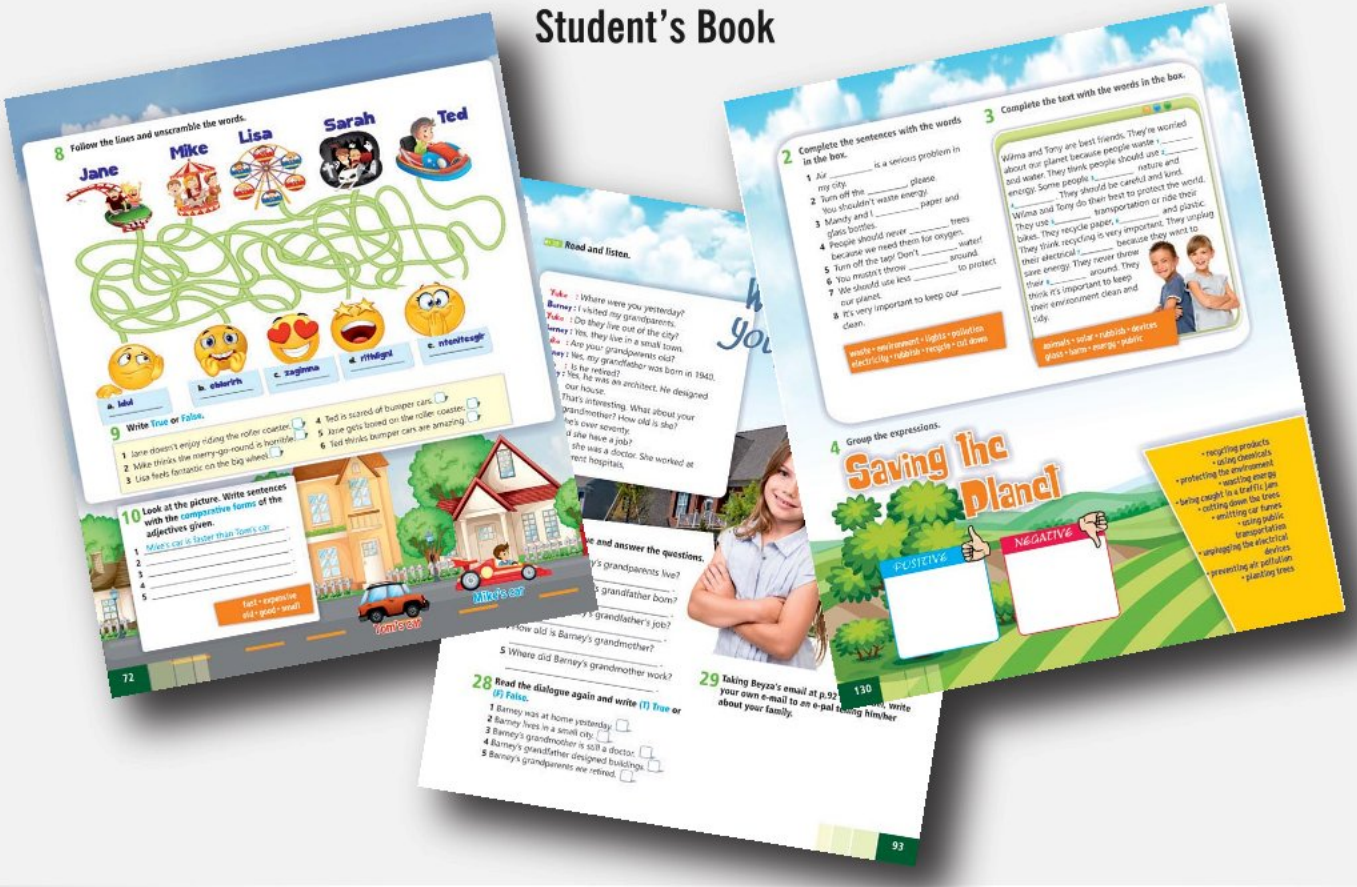
- clearly structured units
- regular reviews which check student's progress
- all the key grammar and vocabulary required at this level
- gradual development of reading, writing, listening and speaking skills through fun and achievable activities



Primary to Lower Secondary



Sample pages from
Smart Teens 5
Student's Book



Primary to Lower Secondary



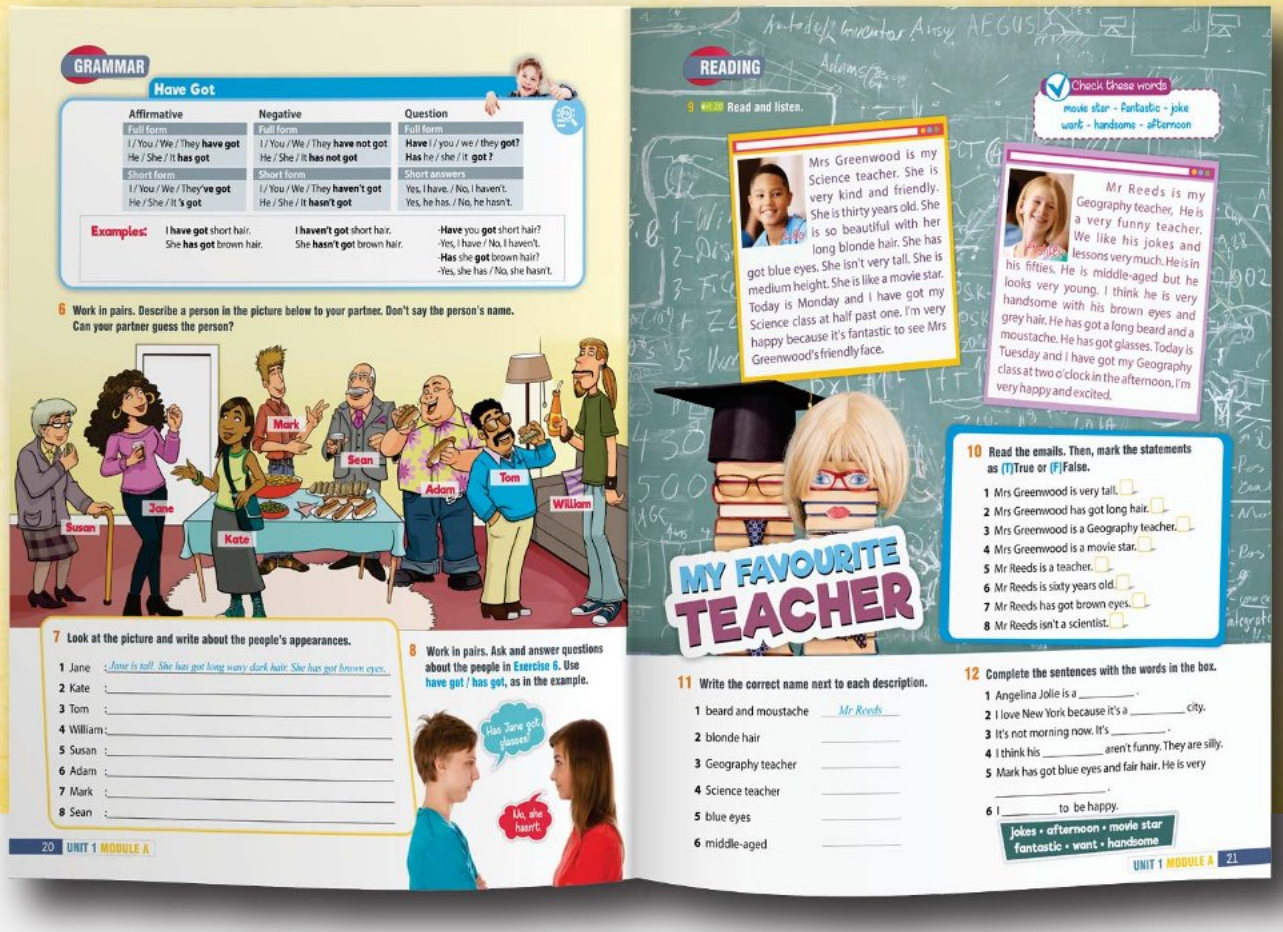
Touch is an exciting new three-level course specially written for young learners.
The series develops students' language level while capturing their interest and motivating them through real-life content.

Key Features of TOUCH:

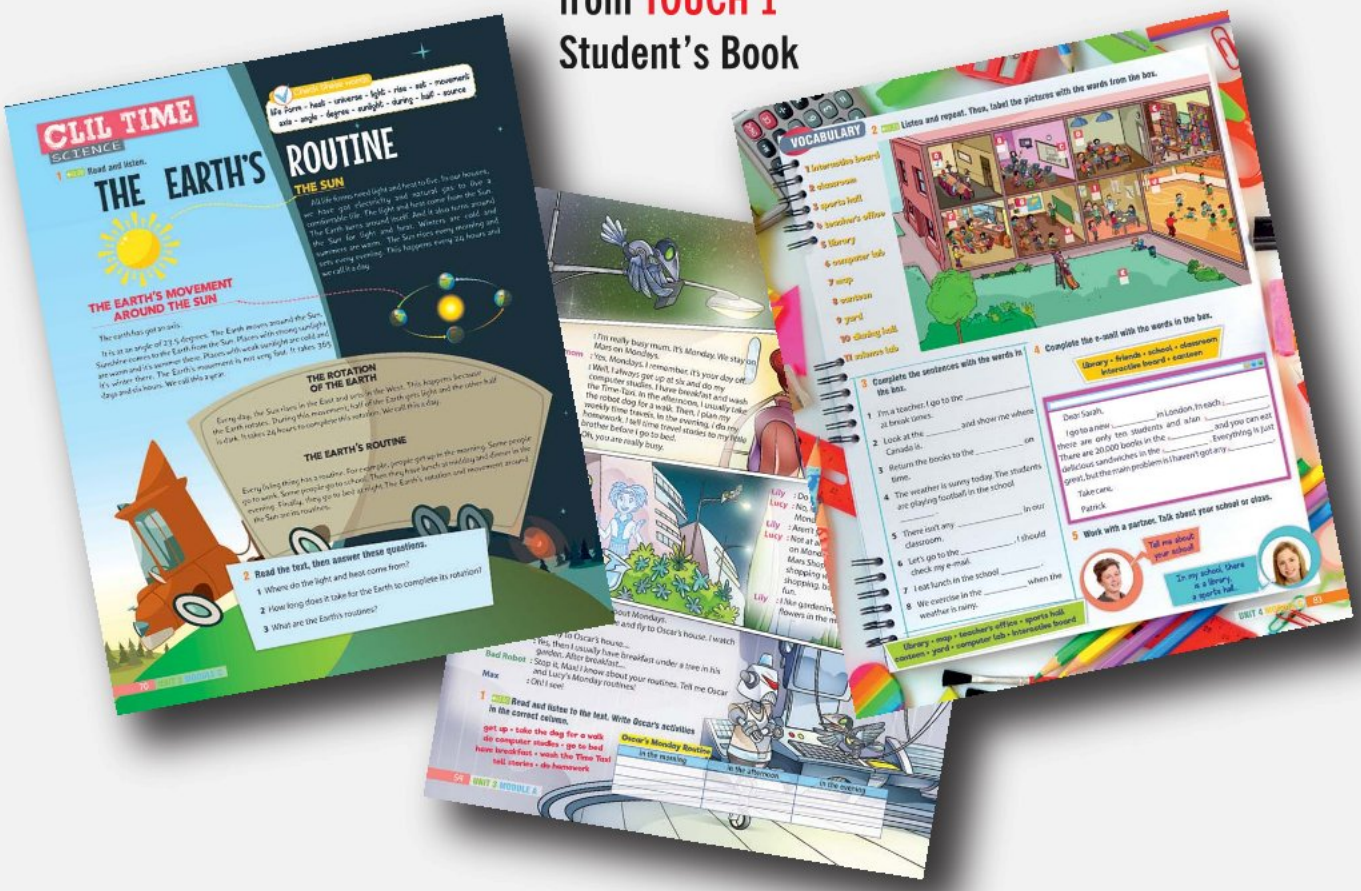
- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- Engage students with a rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks



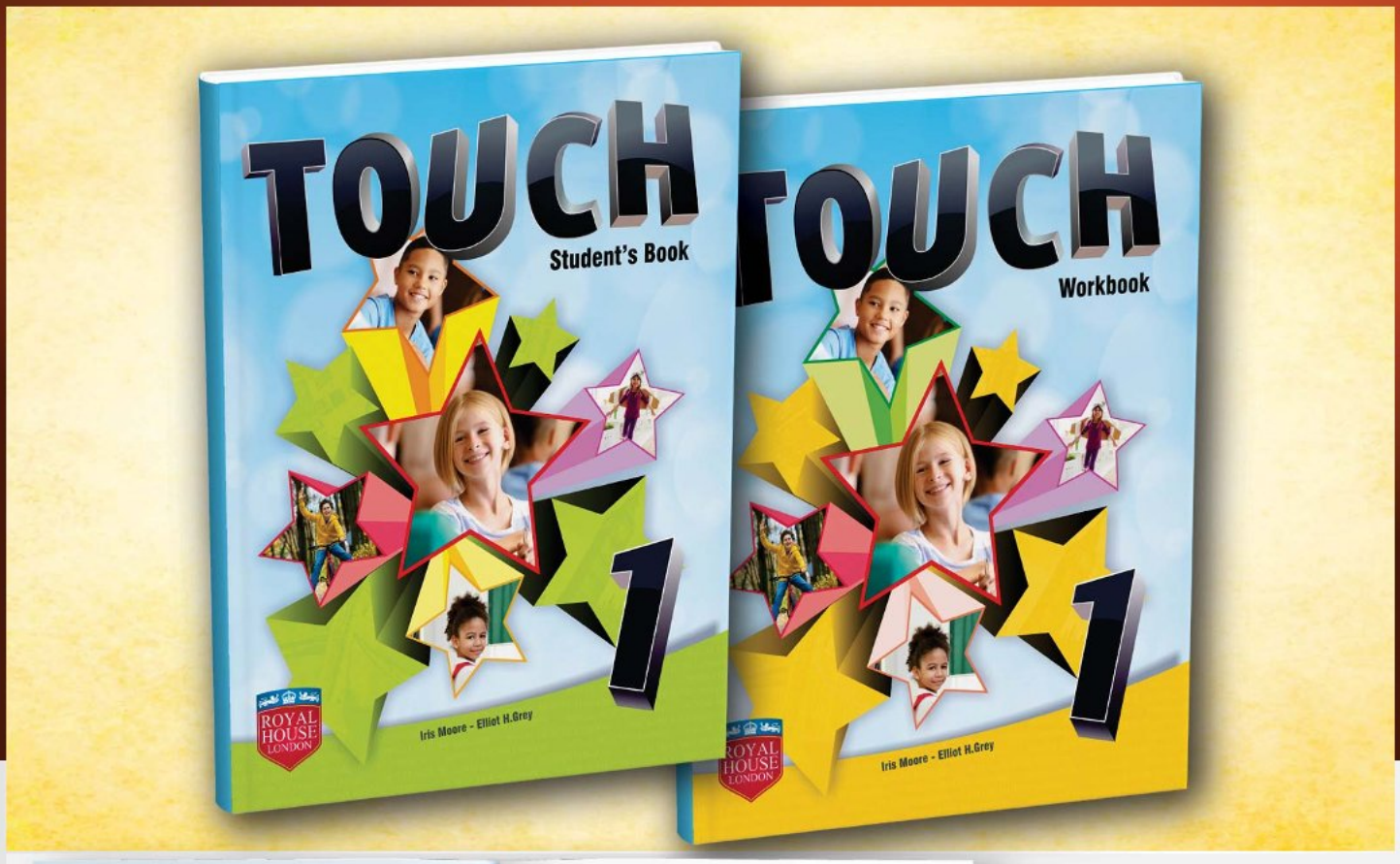
Primary to Lower Secondary

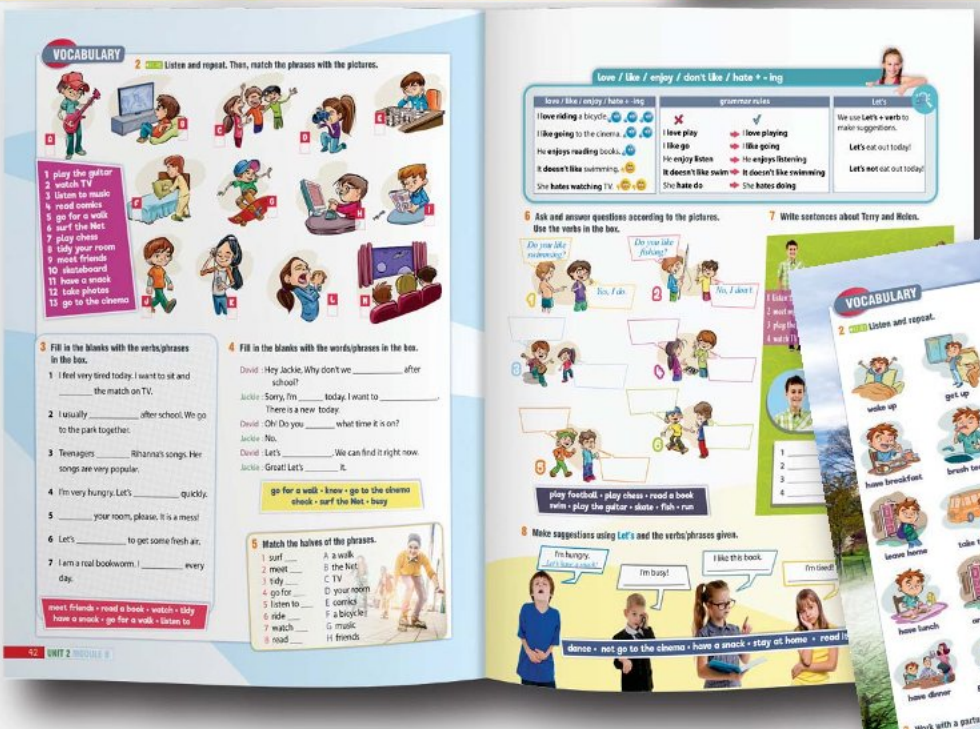


Sample pages from TOUCH 1 Student's Book



Primary to Lower Secondary





Sample pages from TOUCH 1 Student's Book



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- Engage students with a rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Primary to Lower Secondary



GRAMMAR **4** Look at the pictures and complete the sentences with can or can't.

1 He *can* climb.
2 He _____ ride a skateboard.
3 He _____ drive a car.
4 He _____ draw pictures.
5 She _____ fish.
6 He _____ ride a bicycle.
7 He _____ run fast.
8 He _____ play the piano.
9 He _____ swim.
10 She _____ ride a bicycle.

5 Complete the sentences with can or can't.

1 Ted is ten years old. He *can* climb a tree.
2 Tom is very athletic. He _____ run very fast.
3 He is ill. He _____ go to school.
4 A: _____ you dance well?
B: No, I _____.
5 Susan is very clever. She _____ speak four languages.
6 These questions are very easy. I _____ answer them.
7 She is blind. She _____ see us.
8 A: _____ a cat or a cow jump over this wall?
B: A cat _____ jump over this wall, but a cow _____.
9 I _____ write but I can read.
10 My mum _____ cook very well. She is a great chef.

6 Complete the sentences with can or can't and use the verbs in the box.

1 He *can draw* beautiful pictures. It's amazing.
2 My sister _____ a song. She has a terrible voice.
3 I _____ a bike very well.
4 My little brother _____ the alphabet in 30 seconds. He is very clever.
5 I _____ table tennis. It's difficult.
6 My sister _____ well. She has a gold medal.
7 I _____ a mountain. I'm only seven years old.
8 A: _____ you _____ your name in English?
B: Yes, I _____.
9 A bear _____ high, because it is big and heavy.
10 My father _____ a car. He is very careful.

ride • swim • spell • play • draw • climb
sing • drive • jump • read

20 UNIT 2 MODULE A

7 Choose the correct answer.

1 My sister can / can't cook well. Her cakes are terrible; but she can't /can dance well.
2 My brother can / can't speak Italian and German. He is good at languages.
3 Parrots can / can't talk, but they can / can't ride a bike.
4 A: What can / can't a bird do?
B: It can / can't fly in the sky.
5 I am very good at Maths. I can / can't solve Maths problems.
6 My best friend can ride / drive a car .
7 A: What can / can't you do?
B: I have a special talent. I can / can't play the violin, but I can / can't do any sports.
8 A turtle can / can't climb a tree.
9 I can speak / catch three languages, but I can't speak / sing a song.
10 My little sister is good at Art. She can climb a tree / paint pictures.

8 Write questions and answers with can.

Kate : Hello, Bill. Here is a test for your abilities. Are you ready ?
Bill : Yes, Kate, I'm always ready.
Kate : Can you 1 *play chess* ?
Bill : Yes, I 2 _____. I'm very good at board games.
Kate : OK. 3 _____ ?
Bill : No, I 4 _____. I'm not into music at all.
Kate : Well, 5 _____ ?
Bill : No, I 6 _____. I hate dancing.
Kate : OK, Bill. 7 _____ ?
Bill : Yes, I 8 _____. I like doing exercises. I'm a sporty person.
Kate : Well done, Bill. 9 _____ ?
Bill : Of course. I 10 _____. I love Geography.
Kate : One more, 11 _____ ?
Bill : No, I 12 _____. I can communicate only in English but I want to learn Spanish.
Kate : OK, Bill 13 _____ ?
Bill : No, I 14 _____. I'm afraid of big fish, especially sharks.
Kate : Well, Bill. Here is the last question: 15 _____ ?
Bill : Yes, I 16 _____. I have a black horse on my grandfather's farm. I love animals.

• swim in the ocean • play chess • ride a horse
• find the countries on the map • play the piano
• dance like a Spanish dancer • run ten kilometers
• speak another language

LISTENING

9 1.03 Listen to the dialogue between Grace and Apollo. Then, complete the sentences with the correct word.

1 Grace _____ run fast.
2 Grace is _____ at drawing pictures.
3 _____ can't sing.
4 Apollo can speak _____ languages.
5 Apollo can speak Italian and _____.
6 Apollo _____ climb trees.

UNIT 2 MODULE A 21

Sample pages from TOUCH 1 Workbook



READING

MY SCHOOL IS PERFECT

My name is Victoria. I'm a student at Welford Secondary School. It is in a wonderful location. I think we are all very lucky because our school has many facilities to make learning fun for students. There is a big library, a science lab, a computer room, a sports centre and a swimming pool. We usually go to the library to study, borrow books or do research for our school projects. The library has some rules. Students need to show their membership cards and they also need to be quiet in the library. Our science lab is amazing with many interesting supplies. We perform experiments with our teachers in the lab. We play basketball and volleyball in the sports centre. I'm in the school's volleyball team.

10 Read the text. Then, complete the sentences.

1 The school has a _____ room.
2 It's a rule to be quiet _____.
3 Students need to have _____ for the library.
4 The _____ has many interesting supplies.
5 Victoria plays _____ at school.

11 Read the text. Then, write (T) True or (F) False for the following sentences.

1 Victoria goes to a secondary school. ☐
2 The school hasn't got much facilities. ☐
3 The library has got rules. ☐
4 You can't use the library without a membership card. ☐
5 They make experiments in the science lab. ☐
6 Victoria doesn't like playing volleyball. ☐

58 UNIT 4 MODULE C

READING

A Famous Singer

Justin Timberlake is a singer, songwriter and an actor from America. He is very talented because he has got three jobs. He has an incredible voice. Young people love his songs and admire him much. He has got many assistants because he is a very famous singer. He is very busy. He goes to different countries to give concerts. Justin Timberlake is a famous singer but he is an actor in his daily life. Every day his assistant follows him. He goes to the gym every day. He wants to keep fit because he likes weightlifting. He likes sports. He usually plays basketball and volleyball.

Timberlake

11 Read the blog. Then, correct the mistake in each sentence.

1 Justin Timberlake has four occupations.
2 Old people love his songs.
3 He is very lazy.
4 He wakes up late in the morning.
5 He goes to the music studio every day.
6 He gives concerts at the weekend.

12 Read the blog and write (T) True or

1 Justin acts in movies. ☐
2 He is a very successful singer. ☐
3 He doesn't like working. ☐
4 Justin travels the world because of his concerts. ☐
5 Justin usually gets up late. ☐
6 He likes going to the gym. ☐

60 UNIT 3 MODULE B

READING

Festivals around the World

Hi James,
Greetings from Valencia. It is a bit cold today, but it isn't raining. We are staying at a hotel. It's very beautiful here. We are watching a street parade now. People are wearing costumes and they are dancing in the streets. There is a human tower competition, too. People are climbing on top of each other to make the highest tower to win. It's very exciting.
See you soon.
Brian

Hello Sue,
Greetings from the world's snow capital, Quebec. It's very cold and it's snowing today but I'm having a wonderful time. It's the Quebec Winter Carnival so everyone's excited. I'm staying at my uncle's house. He is showing me around. Some people are making snowmen and others are ice skating. We are watching the fireworks now.
Take care,
Susan

11 Read the emails and answer the questions.

1 Who is staying at a hotel?
2 What are the people celebrating in Quebec now?
3 What's the weather like in Valencia?
4 Where are the people wearing costumes?
5 What's the name of the competition in Valencia?
6 What is Susan doing now?

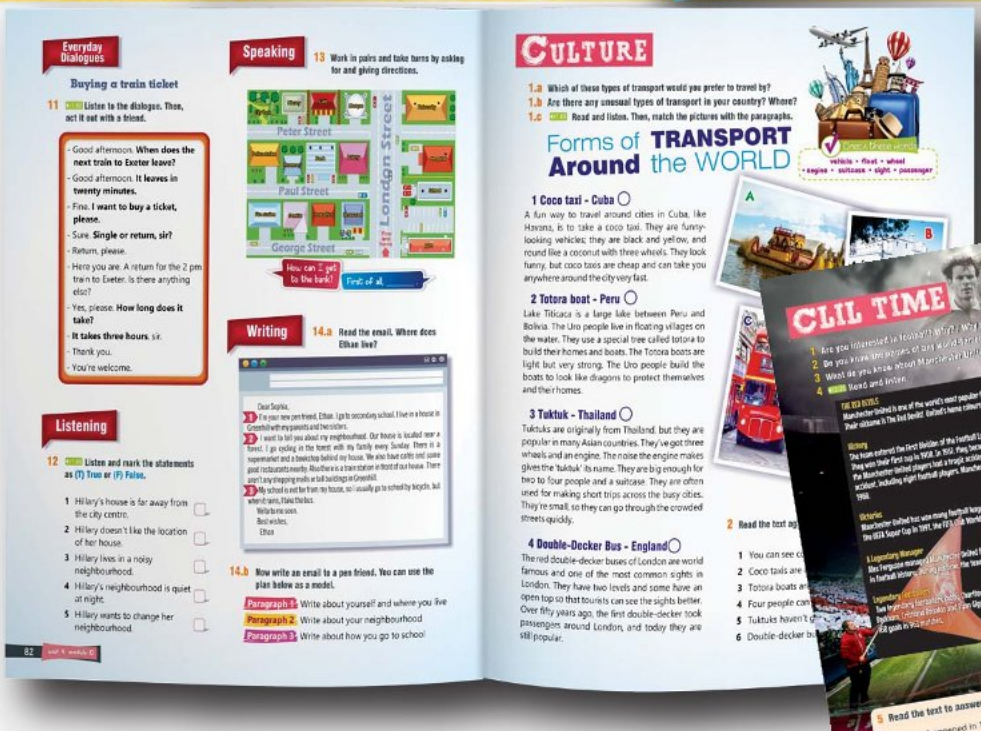
12 Read the emails again. Then, write (T) True or (F) False.

1 It isn't snowing in Quebec now. ☐
2 James is watching a street parade now. ☐
3 People are excited in Quebec. ☐
4 Susan is staying with her relative. ☐
5 There is a human tower competition in Valencia now. ☐
6 People aren't ice skating in Quebec. ☐

68 UNIT 5 MODULE B

Primary to Lower Secondary



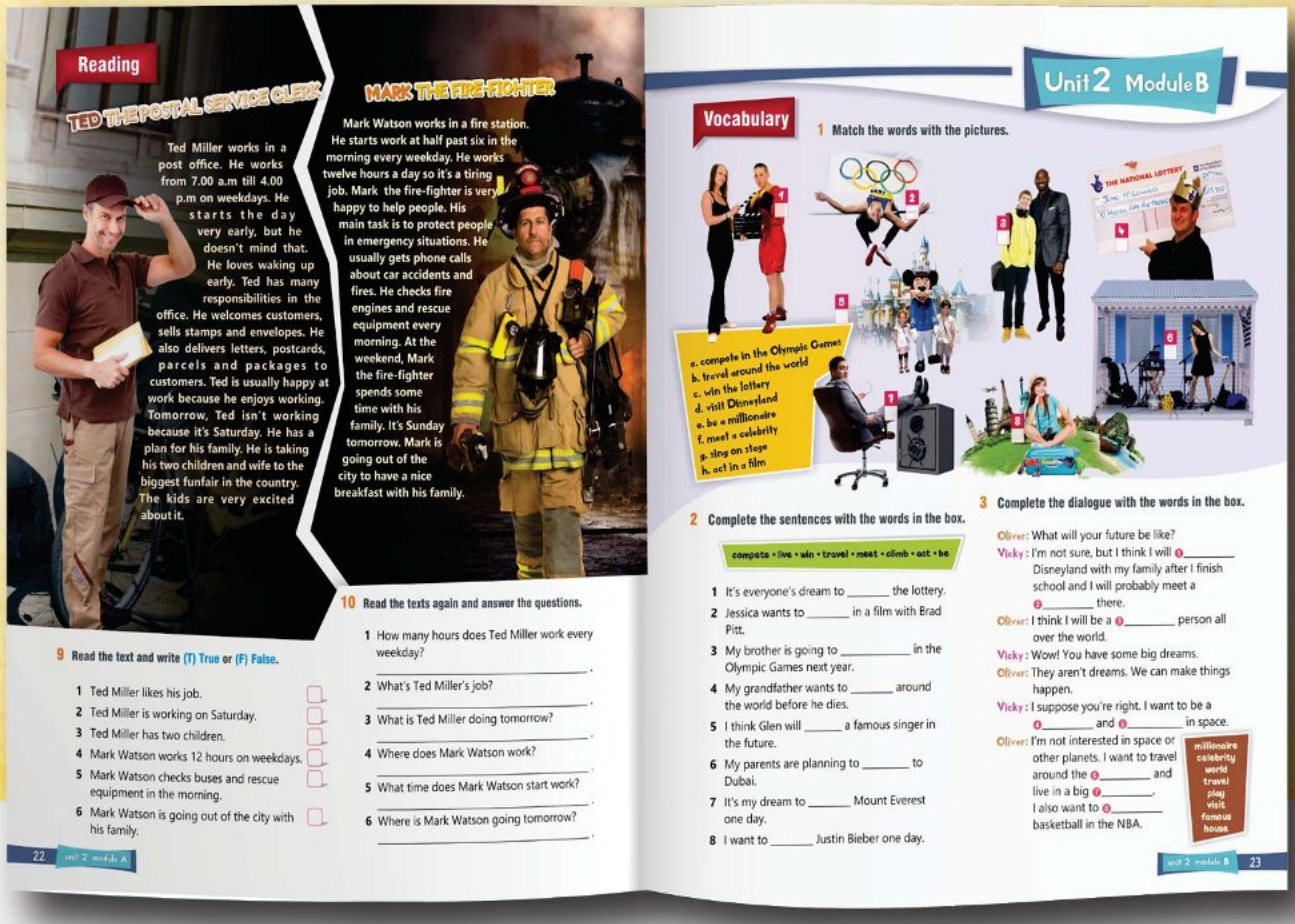


Sample pages from TOUCH 2 Student's Book



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- Engage students with a rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Primary to Lower Secondary



Reading

TED THE POSTAL SERVICE CLERK

Ted Miller works in a post office. He works from 7.00 a.m till 4.00 p.m on weekdays. He starts the day very early, but he doesn't mind that. He loves waking up early. Ted has many responsibilities in the office. He welcomes customers, sells stamps and envelopes. He also delivers letters, postcards, parcels and packages to customers. Ted is usually happy at work because he enjoys working. Tomorrow, Ted isn't working because it's Saturday. He has a plan for his family. He is taking his two children and wife to the biggest funfair in the country. The kids are very excited about it.

MARK THE FIRE-FIGHTER

Mark Watson works in a fire station. He starts work at half past six in the morning every weekday. He works twelve hours a day so it's a tiring job. Mark the fire-fighter is very happy to help people. His main task is to protect people in emergency situations. He usually gets phone calls about car accidents and fires. He checks fire engines and rescue equipment every morning. At the weekend, Mark the fire-fighter spends some time with his family. It's Sunday tomorrow. Mark is going out of the city to have a nice breakfast with his family.

9 Read the text and write (T) True or (F) False.

1 Ted Miller likes his job. ☐
2 Ted Miller is working on Saturday. ☐
3 Ted Miller has two children. ☐
4 Mark Watson works 12 hours on weekdays. ☐
5 Mark Watson checks buses and rescue equipment in the morning. ☐
6 Mark Watson is going out of the city with his family. ☐

10 Read the texts again and answer the questions.

1 How many hours does Ted Miller work every weekday?
_____.
2 What's Ted Miller's job?
_____.
3 What is Ted Miller doing tomorrow?
_____.
4 Where does Mark Watson work?
_____.
5 What time does Mark Watson start work?
_____.
6 Where is Mark Watson going tomorrow?
_____.

22 unit 2 module A

Unit 2 Module B

Vocabulary

1 Match the words with the pictures.

a. compete in the Olympic Games
b. travel around the world
c. win the lottery
d. visit Disneyland
e. be a millionaire
f. meet a celebrity
g. sing on stage
h. act in a film

2 Complete the sentences with the words in the box.

compete • live • win • travel • meet • climb • act • be

1 It's everyone's dream to _____ the lottery.
2 Jessica wants to _____ in a film with Brad Pitt.
3 My brother is going to _____ in the Olympic Games next year.
4 My grandfather wants to _____ around the world before he dies.
5 I think Glen will _____ a famous singer in the future.
6 My parents are planning to _____ to Dubai.
7 It's my dream to _____ Mount Everest one day.
8 I want to _____ Justin Bieber one day.

3 Complete the dialogue with the words in the box.

Oliver: What will your future be like?
Vicky: I'm not sure, but I think I will ❶_____ Disneyland with my family after I finish school and I will probably meet a ❷_____ there.
Oliver: I think I will be a ❶_____ person all over the world.
Vicky: Wow! You have some big dreams.
Oliver: They aren't dreams. We can make things happen.
Vicky: I suppose you're right. I want to be a ❶_____ and ❶_____ in space.
Oliver: I'm not interested in space or other planets. I want to travel around the ❷_____ and live in a big ❷_____. I also want to ❶_____ basketball in the NBA.

millionaire celebrity world travel play visit famous house

unit 2 module B 23

Sample pages from TOUCH 2 Workbook



Reading

Planet Earth
A City Break in Brussels

13 Read the brochure to answer the questions.

1 How much is the tour?
2 Where is the Sunshine Hotel?
3 Who has tasted some Belgian chocolate?
4 What the name of the travel agency?
5 What type of holiday is it?

14 Read the brochure again to complete the sentences.

1 _____ is the capital city of Belgium.
2 The _____ is in the city centre.
3 Yuka has seen the Grand Place and _____.
4 Mario thinks _____ are delicious.
5 Belgium is a _____ city in Europe.

Reading

DAILY N

10 Read the texts quickly. Then, write the headings in the correct places.

a A BANK ROBBERY
b A MYSTERIOUS BURGLARY
c A MISSING GIRL

11 Read the text again to answer the

1 Who took Jessica to school yesterday?
2 When did the bank robbery happen?
3 Where did Mr Dorsey keep his money?

Reading

LET'S TRAVEL INTO SPACE

There are different forms of transport on Earth, but travelling into space is something challenging and thrilling. It looks so difficult to travel from planet to planet across the Solar System. A long time ago, spaceflight was just a myth, but now space technology is very popular in the world.

What do you know about space travel? Well, it's nothing like in the science-fiction movies. Some scientists think spaceflight is safe, but some still say it's really dangerous and expensive. A space shuttle travels at a speed of 15,000 miles per hour and this is really scary. A space shuttle needs about 1.9 million litres of fuel to launch into space. That's enough fuel to fill up about 50,000 cars. It's unbelievable. It's also very dangerous for a space shuttle to come back to the planet Earth because it's moving very fast when it re-enters the atmosphere.

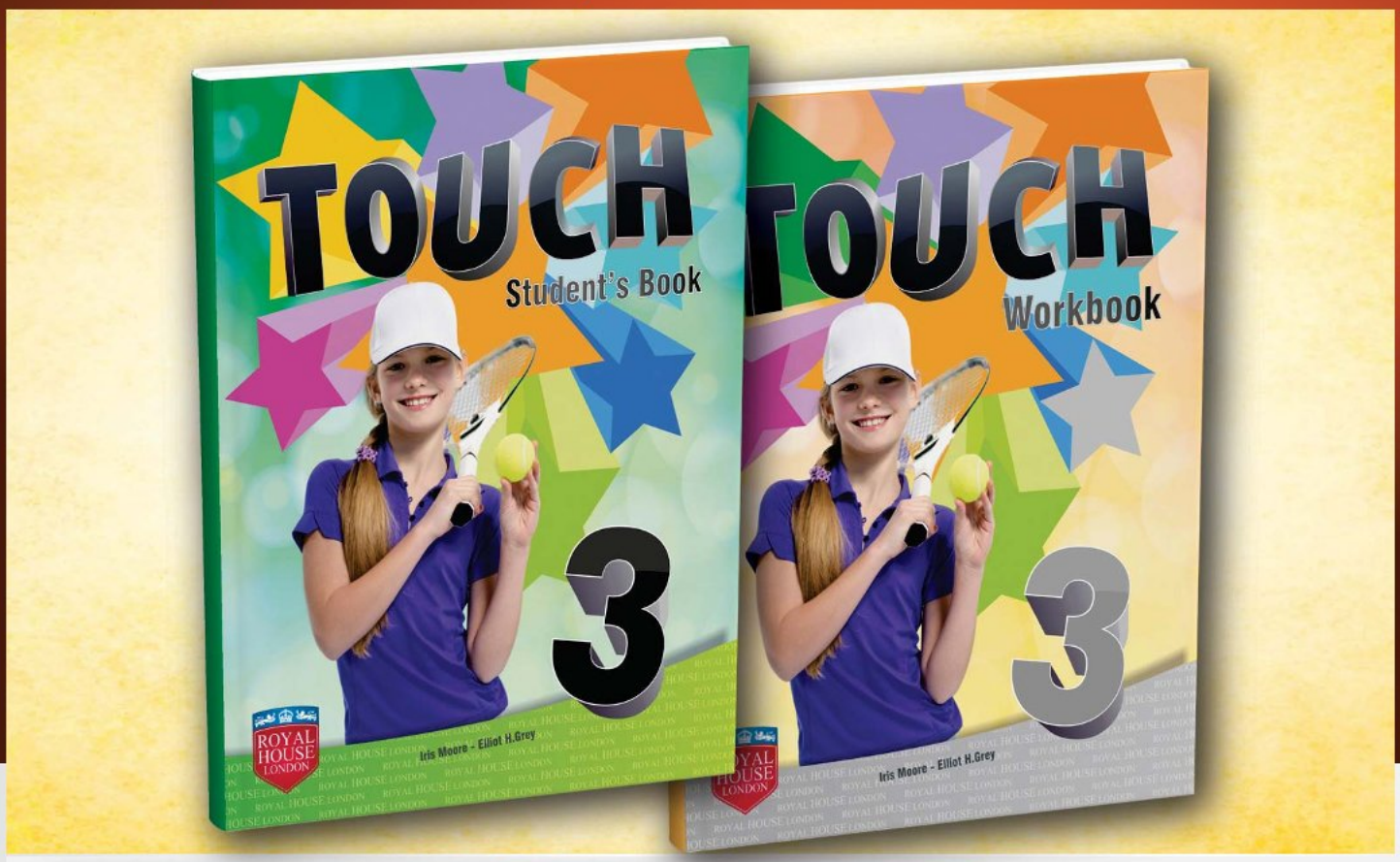
In 1959, a Russian space craft called Luna 2 reached the moon, but it crashed while it was landing. Fortunately, there weren't any astronauts inside it. In 1961, Yuri Gagarin from Russia was the first human in space to orbit Earth.

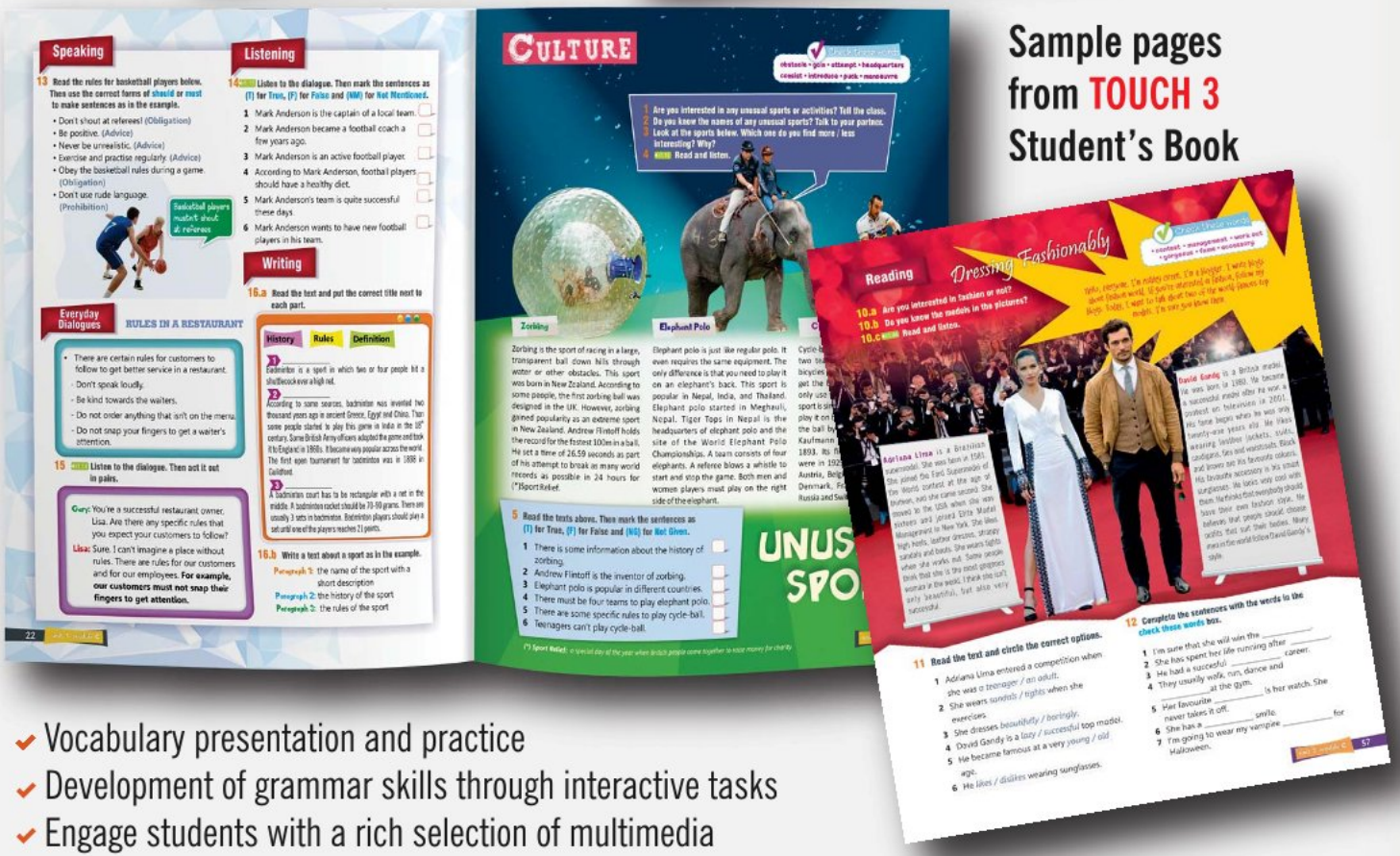
11 Read the text again to complete the information in each sentence.

1 _____ is very different from how they show it in science-fiction movies.
2 Space travel isn't cheap, it's _____.
3 A _____ travels very fast.
4 It's very _____ for a space shuttle to come back to Earth.
5 There weren't any _____ in Luna 2.
6 Yuri Gagarin travelled around the Earth in _____.

58 unit 9 module C

Primary to Lower Secondary





Sample pages from TOUCH 3 Student's Book

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- Engage students with a rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Primary to Lower Secondary



Grammar

4 Complete the sentences with the correct simple past forms of the verb to be.

1 Why *were* your parents tired yesterday?
2 My life in the village _____ boring. I didn't enjoy it at all.
3 My last holiday _____ extraordinary. I loved it.
4 The horses I saw last week _____ so beautiful.
5 The letters _____ for Kate. I sent them to Jane.
6 Sarah's jacket _____ dirty.
7 The village _____ in the skirts of the mountain.
8 Mobile phones _____ popular thirty years ago, but they are now.

5 Look at the pictures. Then ask and answer questions using the simple past tense.

1 Fred/visit/the farm/last week
- *Did Fred visit the farm last week?*
- *Yes, he did.*

2 Lisa/tidy/her room/yesterday

3 They/go/to Paris/last week

4 Amy/take/an umbrella

6 Complete the text with the correct simple past tense forms of the verbs in the brackets.

I 1 *went* (go) to my grandfather's farm last summer. My grandfather's farm is very special because he doesn't use advanced technology to do the things around the farm. I 2 _____ (have) lots of interesting tasks there. I 3 _____ (plough) fields on the farm. That 4 _____ (be) the most amazing activity for me. I 5 _____ (not use) a washing machine to do the laundry. I 6 _____ (wash) my clothes by hand. I 7 _____ (not watch) television in the evenings. My grandfather 8 _____ (tell) me interesting stories and tales. I want to visit my grandfather more often because he leads an extraordinary life.

7 Write questions. Use the simple past tense.

1 Where / you / go / to school
A: *Where did you go to school*?
B: I went to school in London.

2 When / you / start / tennis lessons
A: _____?
B: When I was seven years old.

3 Which tennis stroke / you / learn / first?
A: _____?
B: The forehand stroke.

4 How many medals / you / win / last year?
A: _____?
B: I won two medals.

5 When / you / decide / to become a tennis player
A: _____?
B: When I was seven years old.

8 Read and complete the text with used to.

A: Grandma, where 1 *did you use to live* (you/live) when you were young?
B: In Australia.
A: Australia?
B: Yes, that's right. We 2 _____(have) a beautiful house with a big garden.
A: 3 _____(you/go) to school there?
B: Yes. I 4 _____. My friends and I 5 _____ (walk) to school every day. We 6 _____ (not go) to school by bus like you.
A: 7 _____(you/play) computer games?
B: No, of course not! And we 8 _____ (not watch) TV either. My parents didn't have one!

9 Are these sentences right or wrong? Tick (✓) or cross (✗).

1 Tom's grandparents used to have a farm in Scotland. ✓
2 Jane didn't used to live near us.
3 Did they used to come here often?
4 I didn't use to like Sam when we were at school.
5 What time used you to go to bed when you were younger?
6 My cousin didn't use to wear glasses.
7 Grandad use to run very fast when he was young.
8 Did you use to read comics when you were a little boy?
9 Bill never used to get to school on time.
10 Sarah didn't used to play with dolls when she was a child.

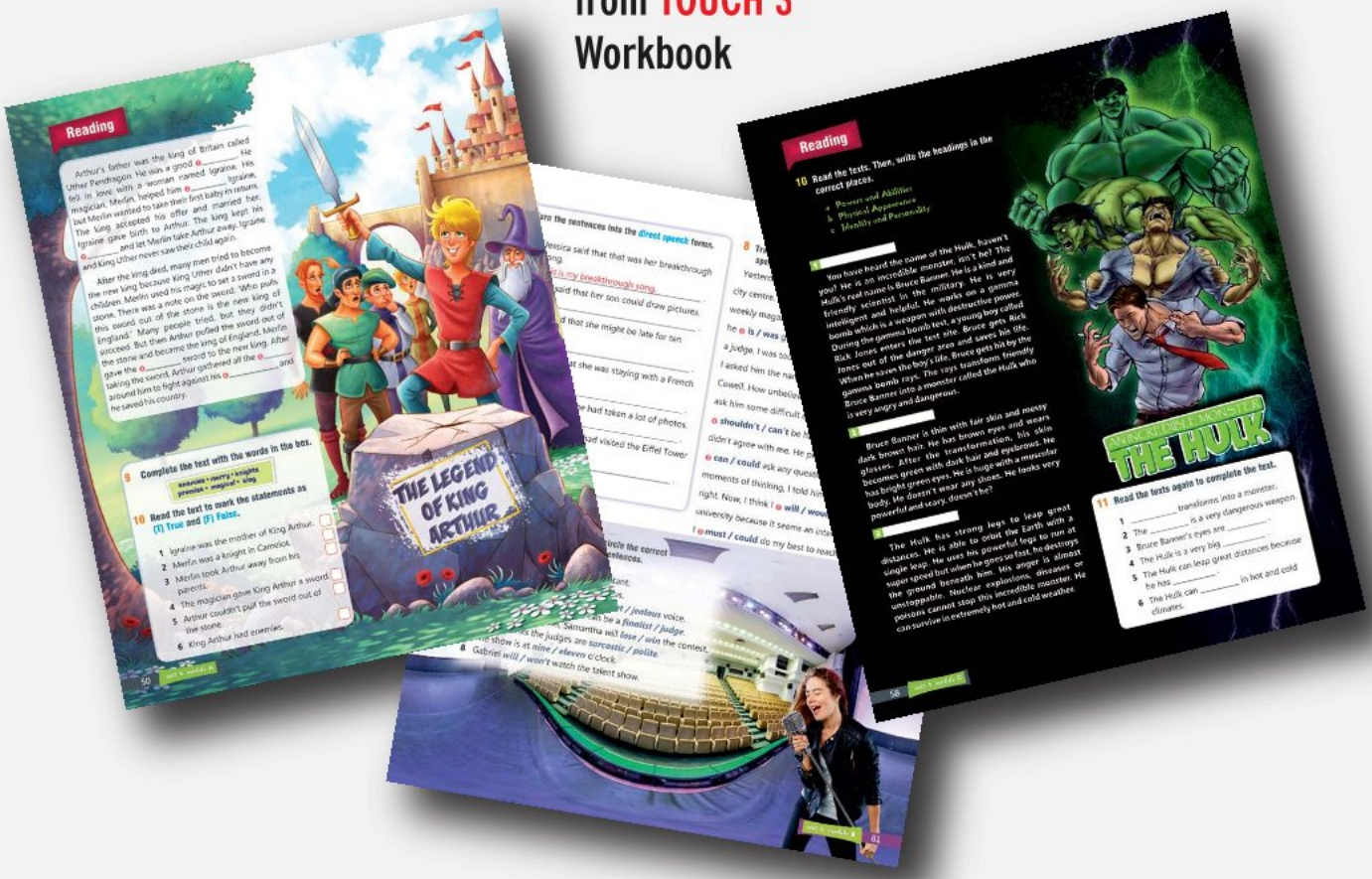
Listening

10 CD 2.2 Listen to the dialogue to mark the sentences as T for True, F for False and NM for Not Mentioned.

1 Tamara's grandmother spent her childhood in a village.
2 In the village, they led a modern lifestyle.
3 Tamara thinks a life without technology is possible.
4 Tamara's grandmother used to watch television every day.
5 Tamara's grandmother grew up in a large family.
6 Tamara's grandmother loves her memories in the village.
7 Tamara's grandmother used advanced technology to keep in touch with her friends.
8 Tamara's grandmother went to school in the village.

Patricia

Sample pages from TOUCH 3 Workbook



Reading

Arthur's father was the king of Britain called Uther Pendragon. He was a good o_____. He fell in love with a woman named Igraine. His magician, Merlin, helped him o_____ Igraine, but Merlin wanted to take their first baby in return. The King accepted his offer and married her. Igraine gave birth to Arthur. The king kept his o_____ and let Merlin take Arthur away. Igraine and King Uther never saw their child again.

After the king died, many men tried to become the new king because King Uther didn't have any children. Merlin used his magic to set a sword in a stone. There was a note on the sword: 'Who pulls this sword out of the stone is the new king of England.' Many people tried, but they didn't succeed. But then Arthur pulled the sword out of the stone and became the king of England. Merlin gave the o_____ sword to the new king. After taking the sword, Arthur gathered all the o_____ and turned to fight against his o_____. and he saved his country.

9 Complete the text with the words in the box.

10 Read the text to mark the statements as (T) True and (F) False.

1 Igraine was the mother of King Arthur.
2 Merlin was a knight in Camelot.
3 Merlin took Arthur away from his parents.
4 The magician gave King Arthur a sword.
5 Arthur couldn't pull the sword out of the stone.
6 King Arthur had enemies.

THE LEGEND OF KING ARTHUR

50 unit 5 · module A

Reading

10 Read the texts. Then, write the headings in the correct places.

a Powers and Abilities
b Physical Appearance
c Identity and Personality

1 _____

You have heard the name of the Hulk, haven't you? He is an incredible monster, isn't he? The Hulk's real name is Bruce Banner. He is a kind and friendly scientist in the military. He is very intelligent and helpful. He works on a gamma bomb which is a weapon with destructive power. During the gamma bomb test, a young boy called Rick Jones enters the test site. Bruce gets Rick Jones out of the danger area and saves his life. When he saves the boy's life, Bruce gets hit by the gamma bomb rays. The rays transform friendly Bruce Banner into a monster called the Hulk who is very angry and dangerous.

2 _____

Bruce Banner is thin with fair skin and messy dark brown hair. He has brown eyes and wears glasses. After the transformation, his skin becomes green with dark hair and eyebrows. He has bright green eyes. He is huge with a muscular body. He doesn't wear any shoes. He looks very powerful and scary, doesn't he?

3 _____

The Hulk has strong legs to leap great distances. He is able to orbit the Earth with a single leap. He uses his powerful legs to run at super speed but when he goes so fast, he destroys the ground beneath him. His anger is almost unstoppable. Nuclear explosions, diseases or poisons cannot stop this incredible monster. He can survive in extremely hot and cold weather.

THE HULK

11 Read the texts again to complete the text.

1 _____ transforms into a monster.
2 The _____ is a very dangerous weapon.
3 Bruce Banner's eyes are _____.
4 The Hulk is a very big _____.
5 The Hulk can leap great distances because he has _____.
6 The Hulk can _____ in hot and cold climates.

58 unit 6 · module B

Primary to Lower Secondary



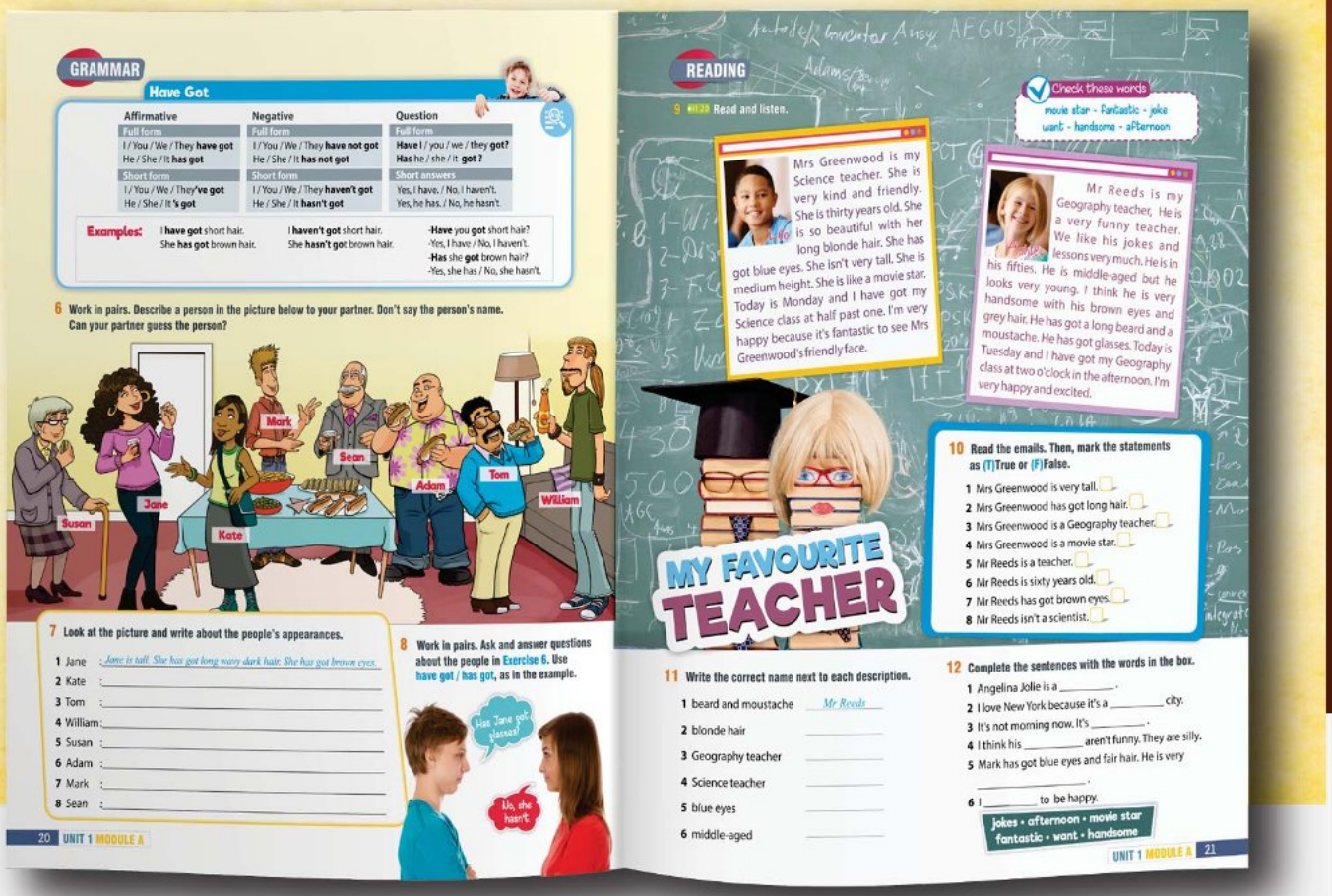
Time Busters is an exciting new multi-level course specially written for young learners. The series develops students' language level while capturing their interest and motivating them through real-life content. It's desgined as a compressed course for fewer hours a week. Both Student's book and workbook are combined in one book.

Key Features of TIME BUSTERS:

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- Engage students with a rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks



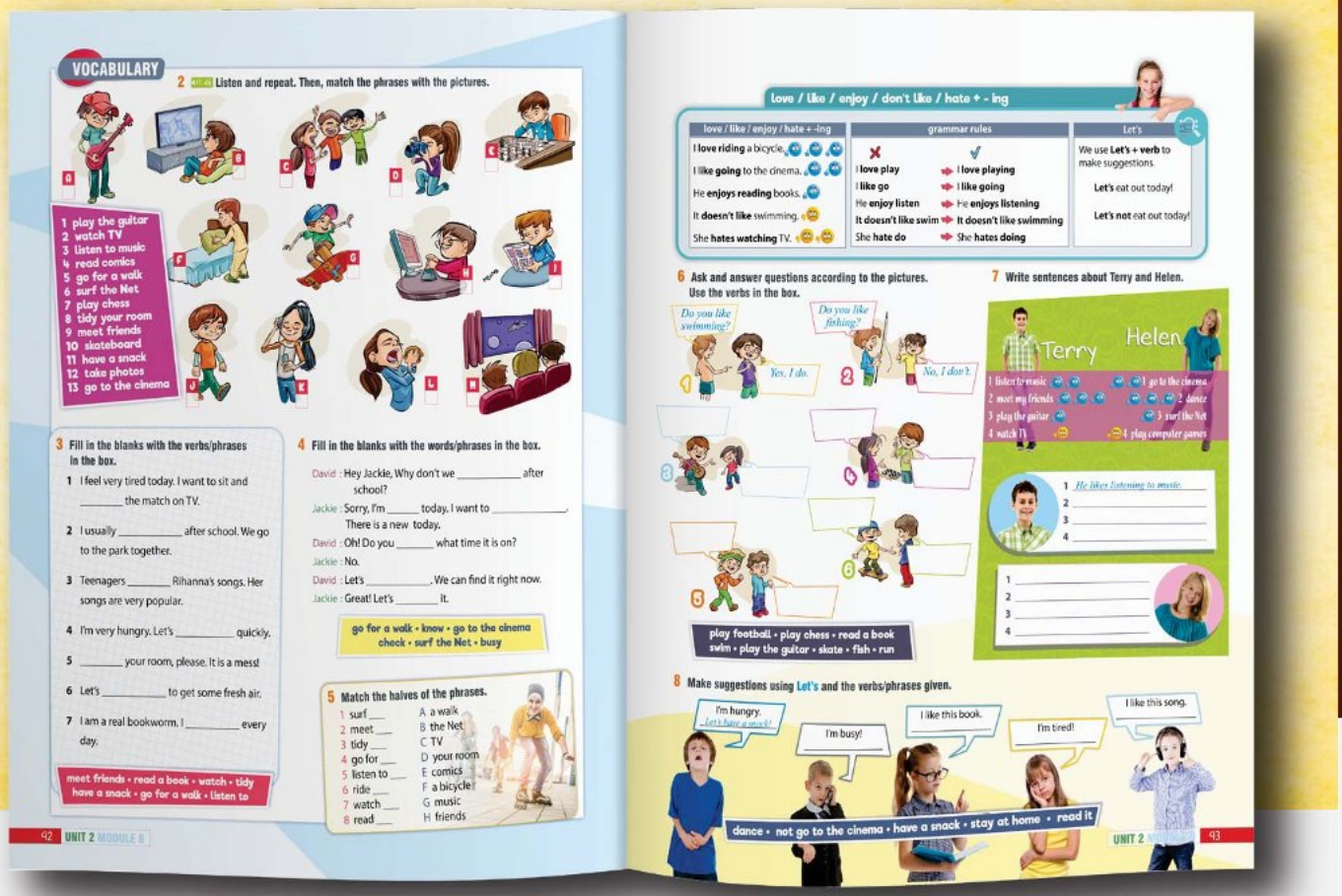
Primary to Lower Secondary



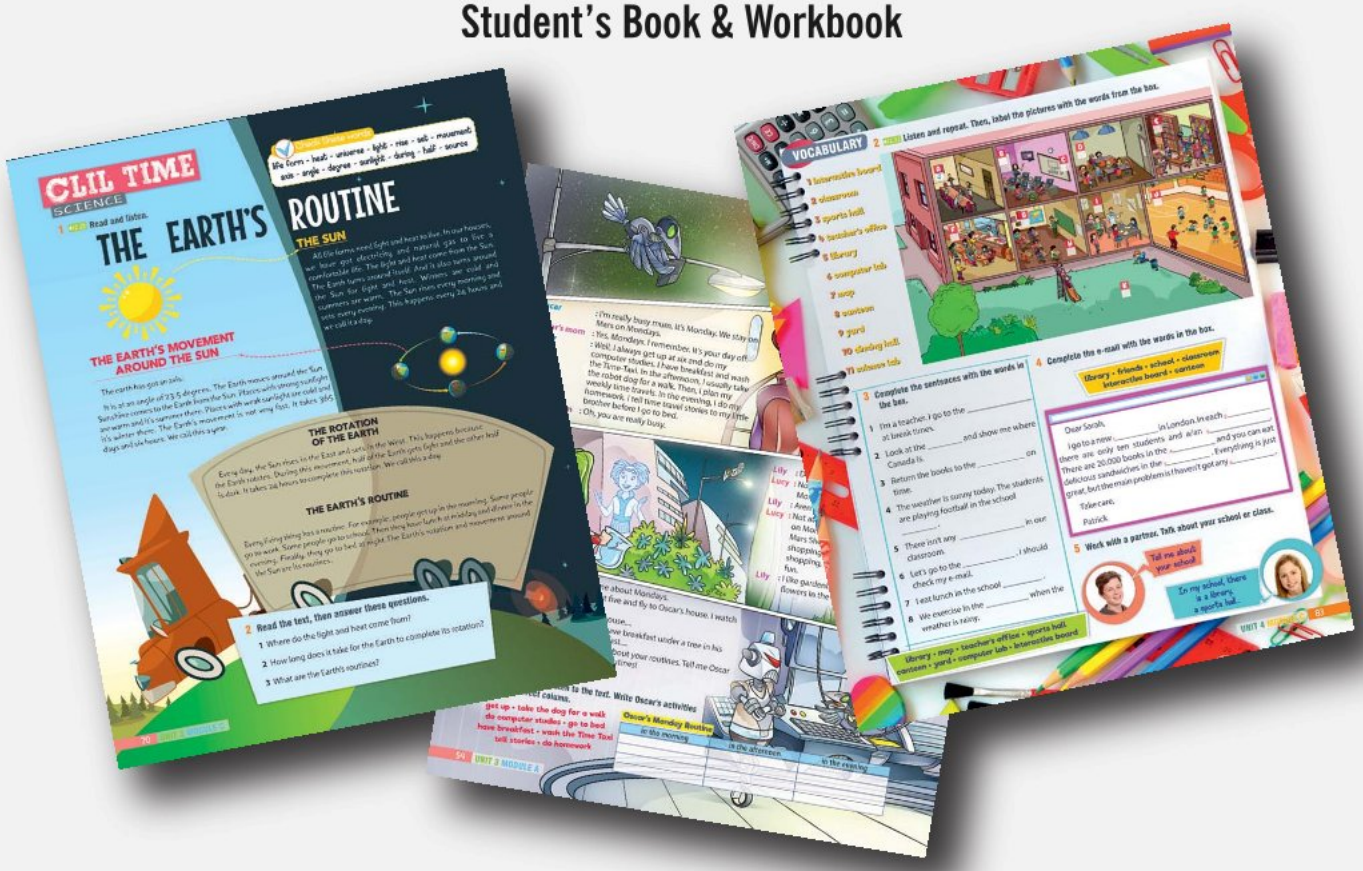
Sample pages from
TIME BUSTERS
Student's Book & Workbook



Primary to Lower Secondary



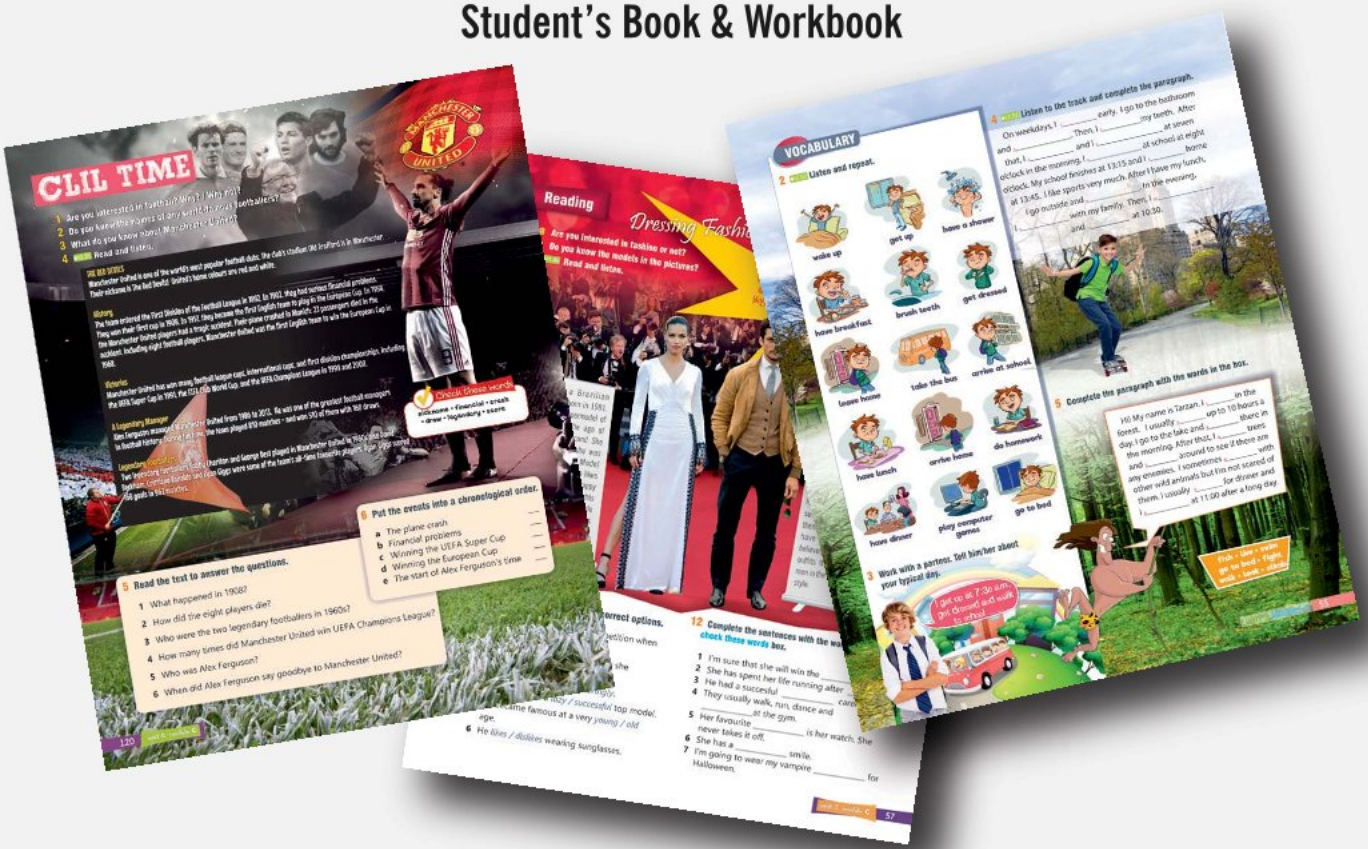
Sample pages from
TIME BUSTERS
Student's Book & Workbook



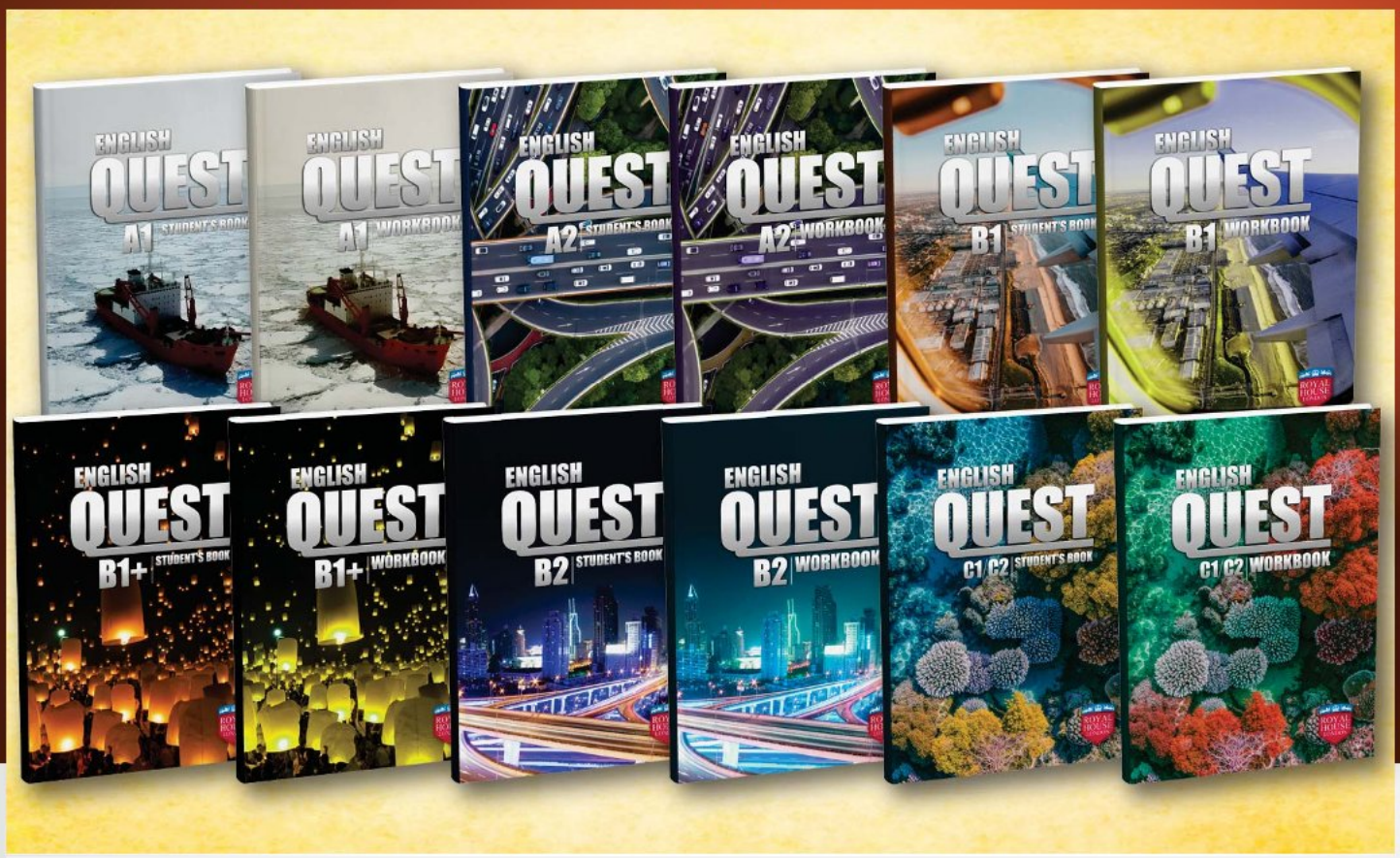
Primary to Lower Secondary



Sample pages from
TIME BUSTERS
Student's Book & Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



English Quest is an exciting new multi-level course for students who are studying English from A1 through C1 level of the Common European Framework of Reference. The series develop students' language levels while capturing their interest and motivating them through real-life content.

Key Features of ENGLISH QUEST:

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

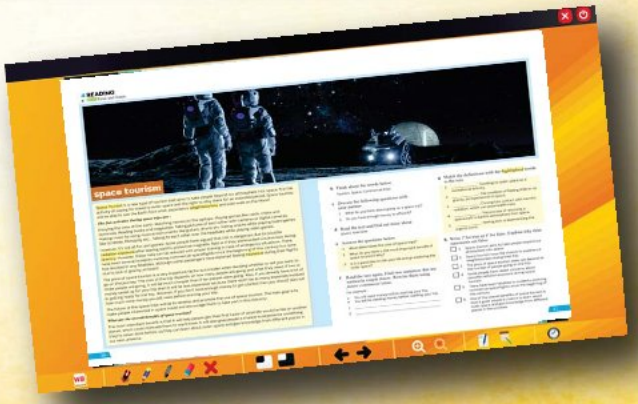
ENGLISH QUEST
IWB Software

English Quest advanced technology IWB software combines all the components of this course into one amazing interactive tool to help teachers bring their lessons to life in the classroom.



English Quest A1 - A2 - B1 - B1+ - B2
Interactive Whiteboard Software contains:

- the interactive Student's Book page-for-page, including the animated story episodes
- the interactive Workbook, which includes all of the Workbook exercises in fully interactive format
- the interactive Grammar Book with fully animated presentations
- all the songs and videos



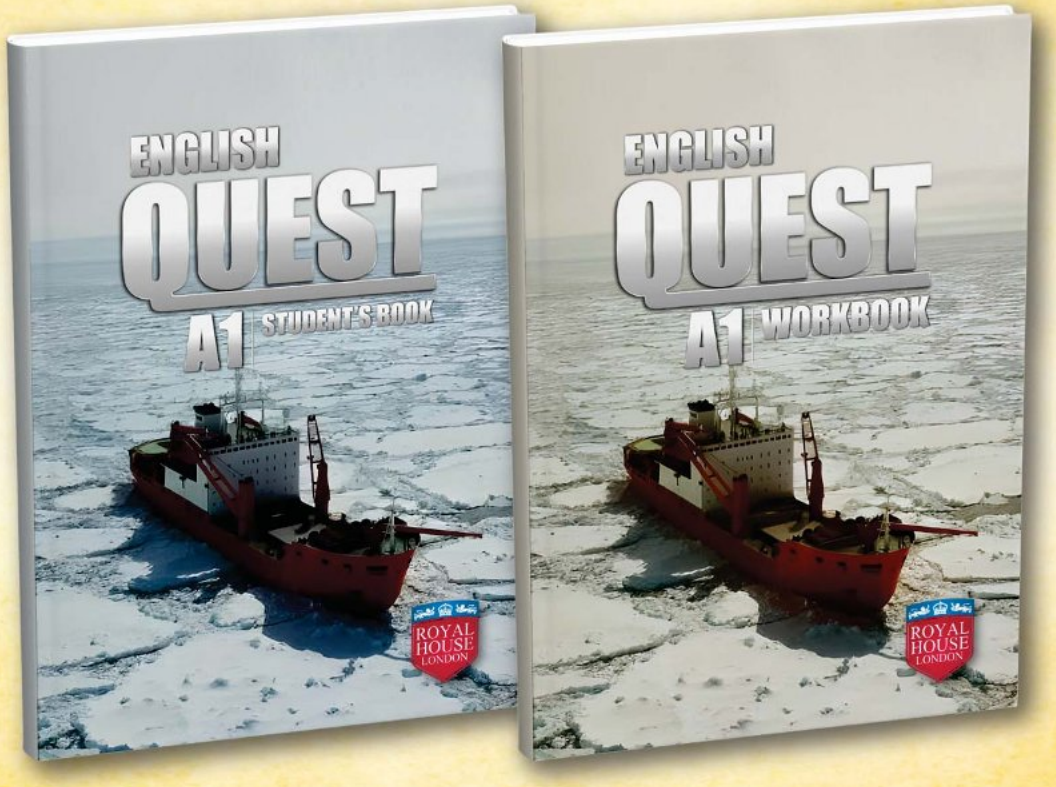


English Quest for the Student

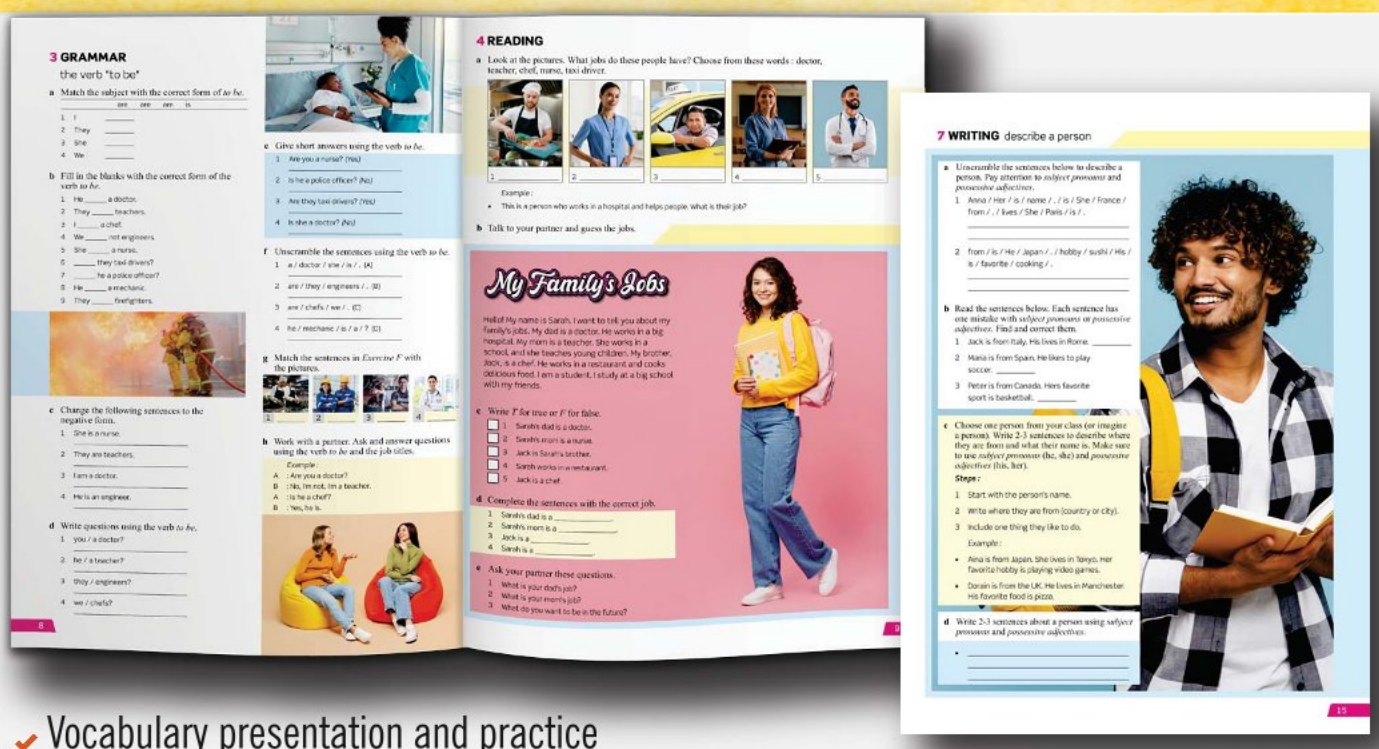
- Student's Book with e-book
- Workbook
- Grammar Book
- Test Book
- Online platform



Secondary (A1-A2-B1-B1+-B2-C1/C2)



NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST A1
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)

3 GRAMMAR

subject pronouns & possessive adjectives

a Fill in the blanks with the correct *subject pronoun* or *possessive adjective*.

1 She is from Japan. _____ name is Yuki.
2 They are from Italy. _____ are Italian.
3 He is from Brazil. _____ name is Paulo.
4 I am from the UK. _____ name is Jack.
5 We are from France. _____ names are Mia and Marc.
6 You are from Canada. _____ favorite sport is hockey.
7 It is a dog. _____ name is Max.
8 They are friends. _____ names are John and Lisa.

b Choose the correct word in each sentence.

1 *(He / His)* is a doctor. (A)
2 *(She / Her)* name is Anna. (B)
3 *(They / Their)* are from France. (C)
4 This is *(my / me)* friend. (D)
5 *(We / Our)* live in the city. (E)
6 *(It / Its)* favorite toy is a ball. (F)
7 *(You / Your)* are my best friend. (G)
8 *(She / Her)* likes to read books. (H)

c Match the sentences in *Exercise B* with the pictures.





d Write questions and answers using *subject pronouns* and *possessive adjectives*.

Example :

A : What is _____ name?
B : His name is Tom.

1 What is _____ name? (his)
_____
2 Where is _____ from? (her)
_____
3 What is _____ favorite sport? (your)
_____
4 Are _____ teachers? (they)
_____
5 What is _____ dog's name? (its)
_____

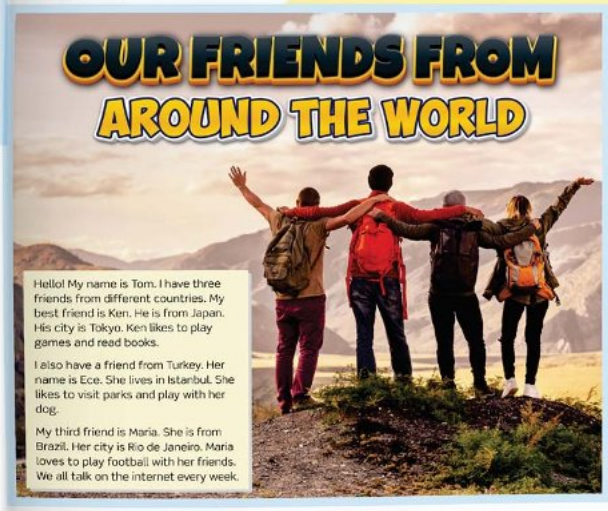
e Work with a partner. Ask and answer questions using *subject pronouns* and *possessive adjectives*.

Example :

A : Where is she from?
B : She is from France. Her name is Marie.
A : Is he from Japan?
B : Yes, he is. His name is Ken.
A : What is their favorite food?
B : Their favorite food is pizza.



4 READING



Hello! My name is Tom. I have three friends from different countries. My best friend is Ken. He is from Japan. His city is Tokyo. Ken likes to play games and read books.

I also have a friend from Turkey. Her name is Ece. She lives in Istanbul. She likes to visit parks and play with her dog.

My third friend is Maria. She is from Brazil. Her city is Rio de Janeiro. Maria loves to play football with her friends. We all talk on the internet every week.

a Read the text and choose the correct answer.

1 Where is Ken from?
a Turkey
b Japan
c Brazil

2 Where does Ayşe live?
a Tokyo
b Rio de Janeiro
c Istanbul

3 What does Maria like to do?
a Play football.
b Read books
c Visit parks

b Match the name to the country where they live.

1 Ken : _____
2 Ece : _____
3 Maria : _____

c Complete the sentences with the correct *subject pronoun* or *possessive adjective*.

1 Ken is from Japan. _____ city is Tokyo.
2 Ece is from Turkey. _____ lives in Istanbul.
3 Maria is from Brazil. _____ friends like to play football.

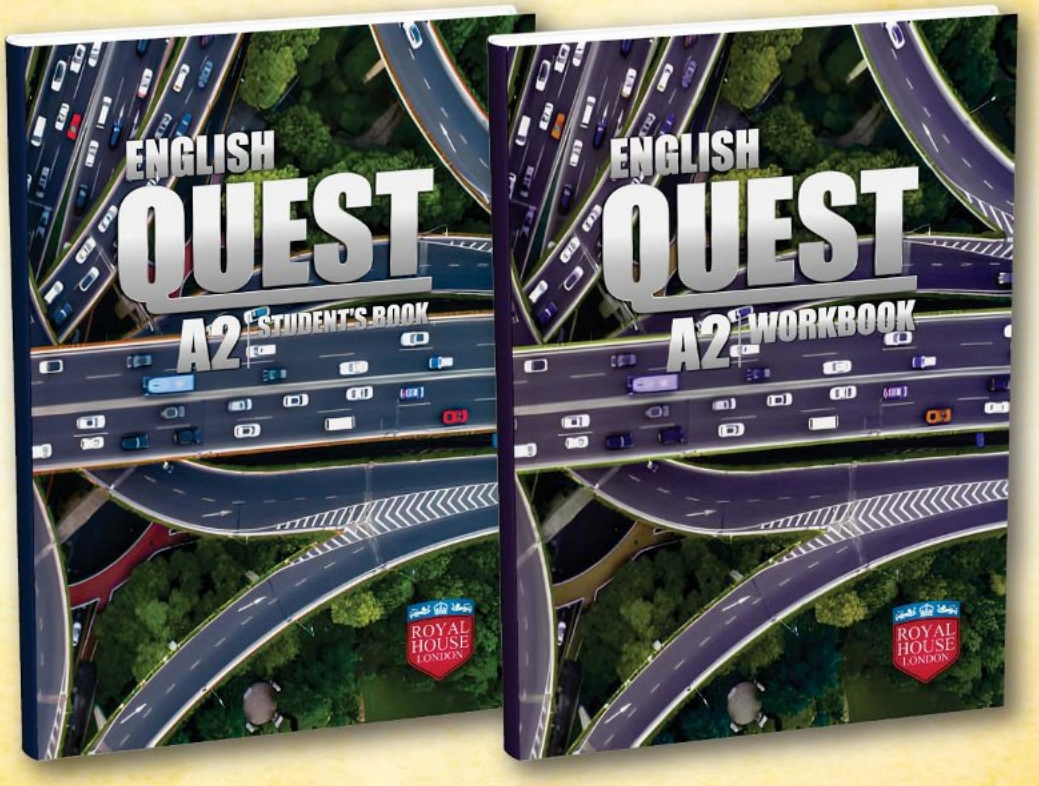
d Ask your partner these questions.

1 Where are you from?
2 Do you have friends from other countries?
3 What sports do you like to play?

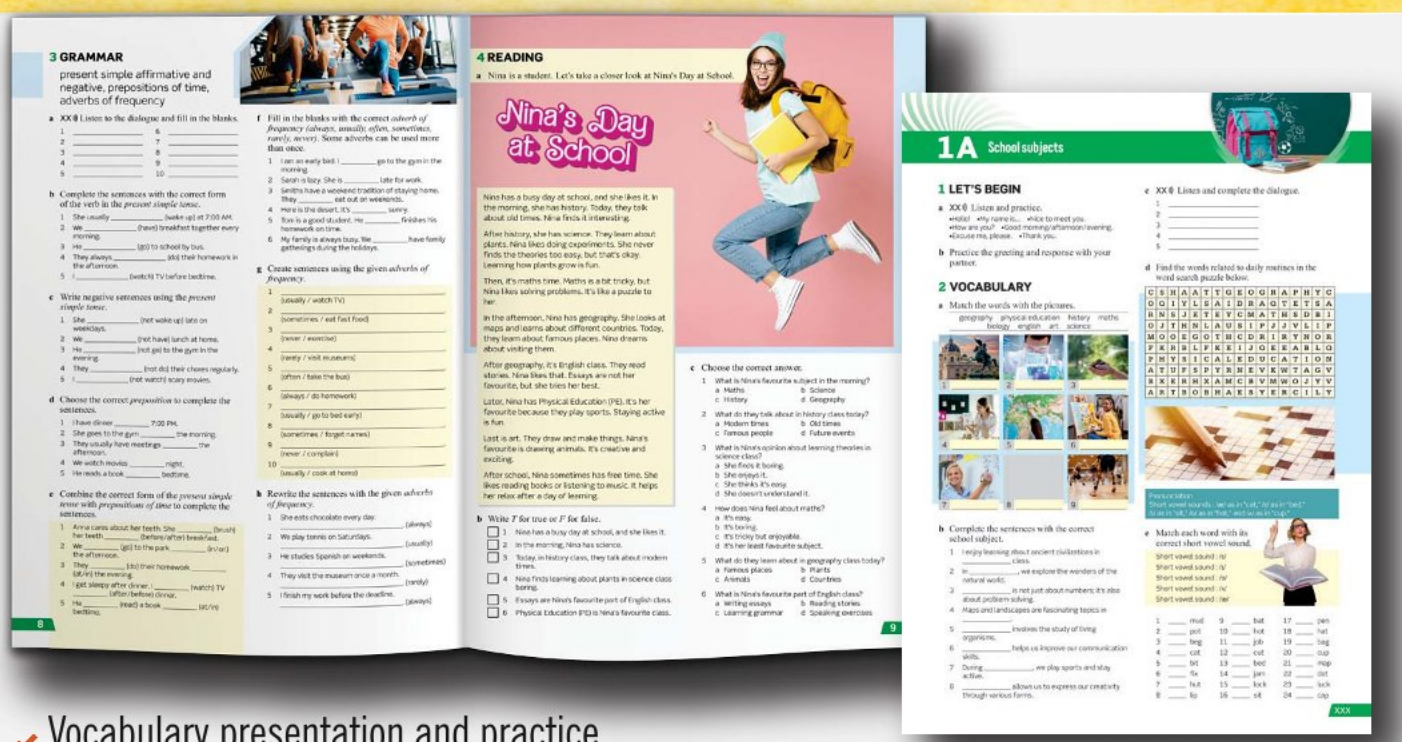
Sample pages from
ENGLISH QUEST A1
Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



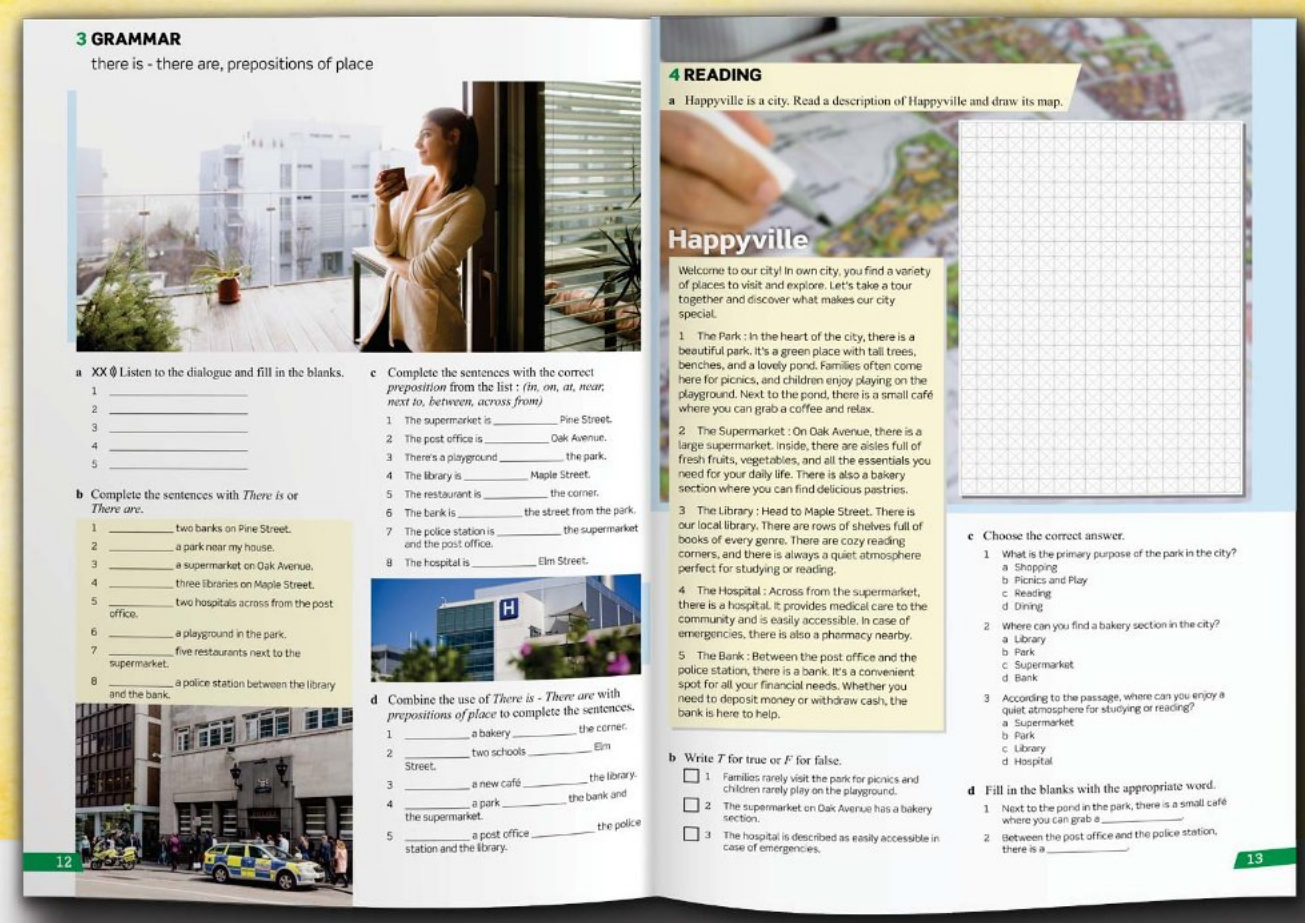
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST A2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



3 GRAMMAR

there is - there are, prepositions of place

a XX Listen to the dialogue and fill in the blanks.

1 _____
2 _____
3 _____
4 _____
5 _____

b Complete the sentences with *There is* or *There are*.

1 _____ two banks on Pine Street.
2 _____ a park near my house.
3 _____ a supermarket on Oak Avenue.
4 _____ three libraries on Maple Street.
5 _____ two hospitals across from the post office.
6 _____ a playground in the park.
7 _____ five restaurants next to the supermarket.
8 _____ a police station between the library and the bank.

c Complete the sentences with the correct *preposition* from the list : *(in, on, at, near, next to, between, across from)*

1 The supermarket is _____ Pine Street.
2 The post office is _____ Oak Avenue.
3 There's a playground _____ the park.
4 The library is _____ Maple Street.
5 The restaurant is _____ the corner.
6 The bank is _____ the street from the park.
7 The police station is _____ the supermarket and the post office.
8 The hospital is _____ Elm Street.

d Combine the use of *There is - There are* with *prepositions of place* to complete the sentences.

1 _____ a bakery _____ the corner.
2 _____ two schools _____ Elm Street.
3 _____ a new café _____ the library.
4 _____ a park _____ the bank and the supermarket.
5 _____ a post office _____ the police station and the library.

4 READING

a Happyville is a city. Read a description of Happyville and draw its map.

Happyville

Welcome to our city! In own city, you find a variety of places to visit and explore. Let's take a tour together and discover what makes our city special.

1 The Park : In the heart of the city, there is a beautiful park. It's a green place with tall trees, benches, and a lovely pond. Families often come here for picnics, and children enjoy playing on the playground. Next to the pond, there is a small café where you can grab a coffee and relax.

2 The Supermarket : On Oak Avenue, there is a large supermarket. Inside, there are aisles full of fresh fruits, vegetables, and all the essentials you need for your daily life. There is also a bakery section where you can find delicious pastries.

3 The Library : Head to Maple Street. There is our local library. There are rows of shelves full of books of every genre. There are cozy reading corners, and there is always a quiet atmosphere perfect for studying or reading.

4 The Hospital : Across from the supermarket, there is a hospital. It provides medical care to the community and is easily accessible. In case of emergencies, there is also a pharmacy nearby.

5 The Bank : Between the post office and the police station, there is a bank. It's a convenient spot for all your financial needs. Whether you need to deposit money or withdraw cash, the bank is here to help.

b Write *T* for true or *F* for false.

☐ 1 Families rarely visit the park for picnics and children rarely play on the playground.
☐ 2 The supermarket on Oak Avenue has a bakery section.
☐ 3 The hospital is described as easily accessible in case of emergencies.

c Choose the correct answer.

1 What is the primary purpose of the park in the city?
a Shopping
b Picnics and Play
c Reading
d Dining

2 Where can you find a bakery section in the city?
a Library
b Park
c Supermarket
d Bank

3 According to the passage, where can you enjoy a quiet atmosphere for studying or reading?
a Supermarket
b Park
c Library
d Hospital

d Fill in the blanks with the appropriate word.

1 Next to the pond in the park, there is a small café where you can grab a _____.
2 Between the post office and the police station, there is a _____.

12

13

Sample pages from ENGLISH QUEST A2 Workbook



2A Around the city

1 LET'S BEGIN

2 VOCABULARY

7 WRITING

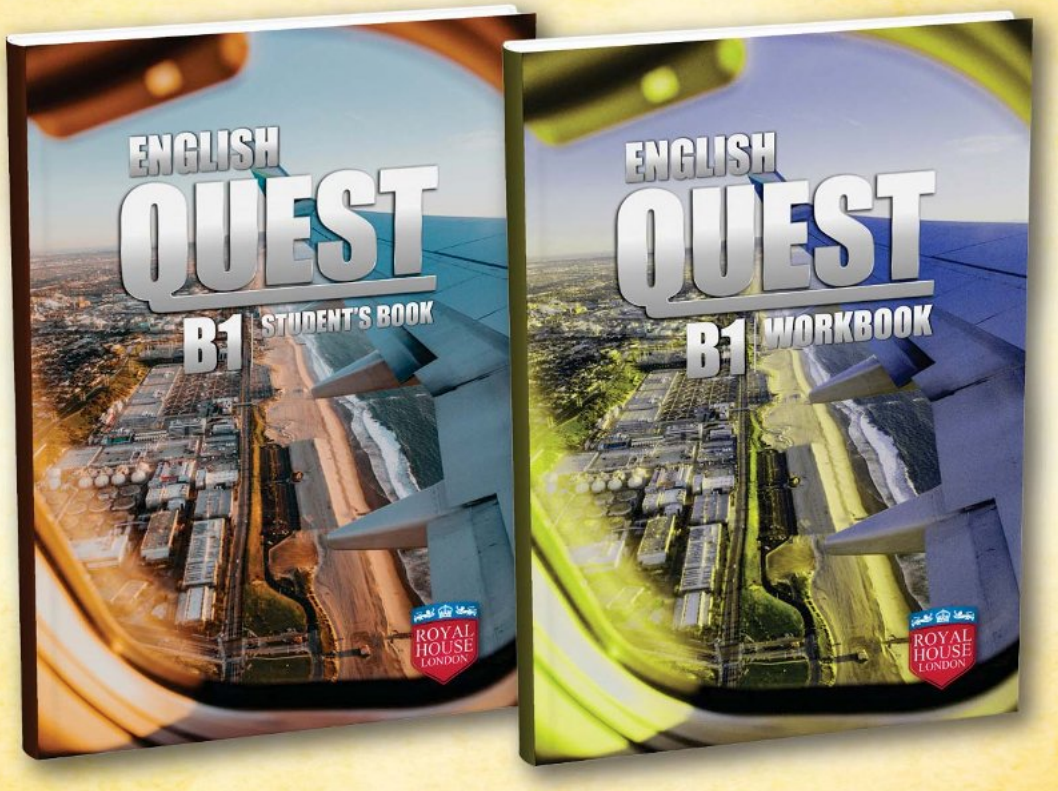
2 EXTRA

1 WATCHING

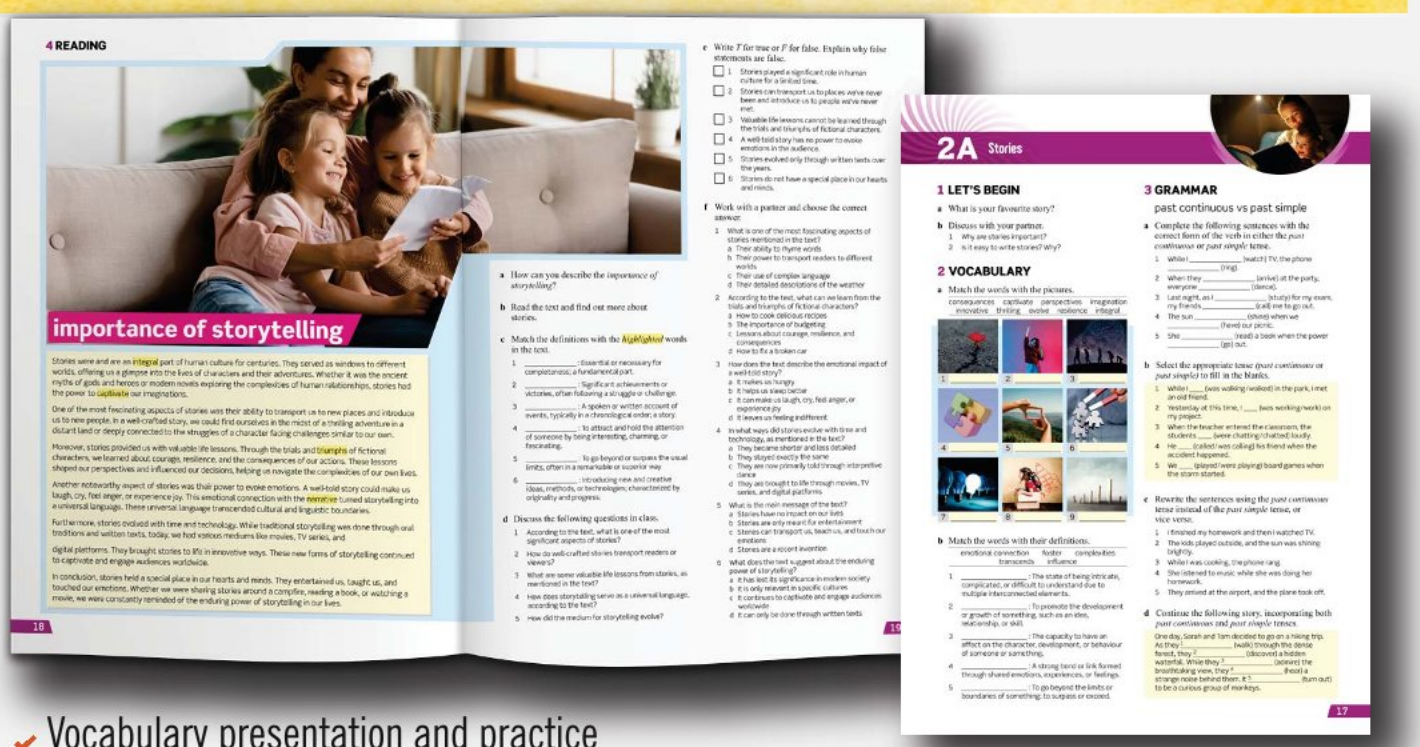
Savings Account Application Form

15

Secondary (A1-A2-B1-B1+-B2-C1/C2)



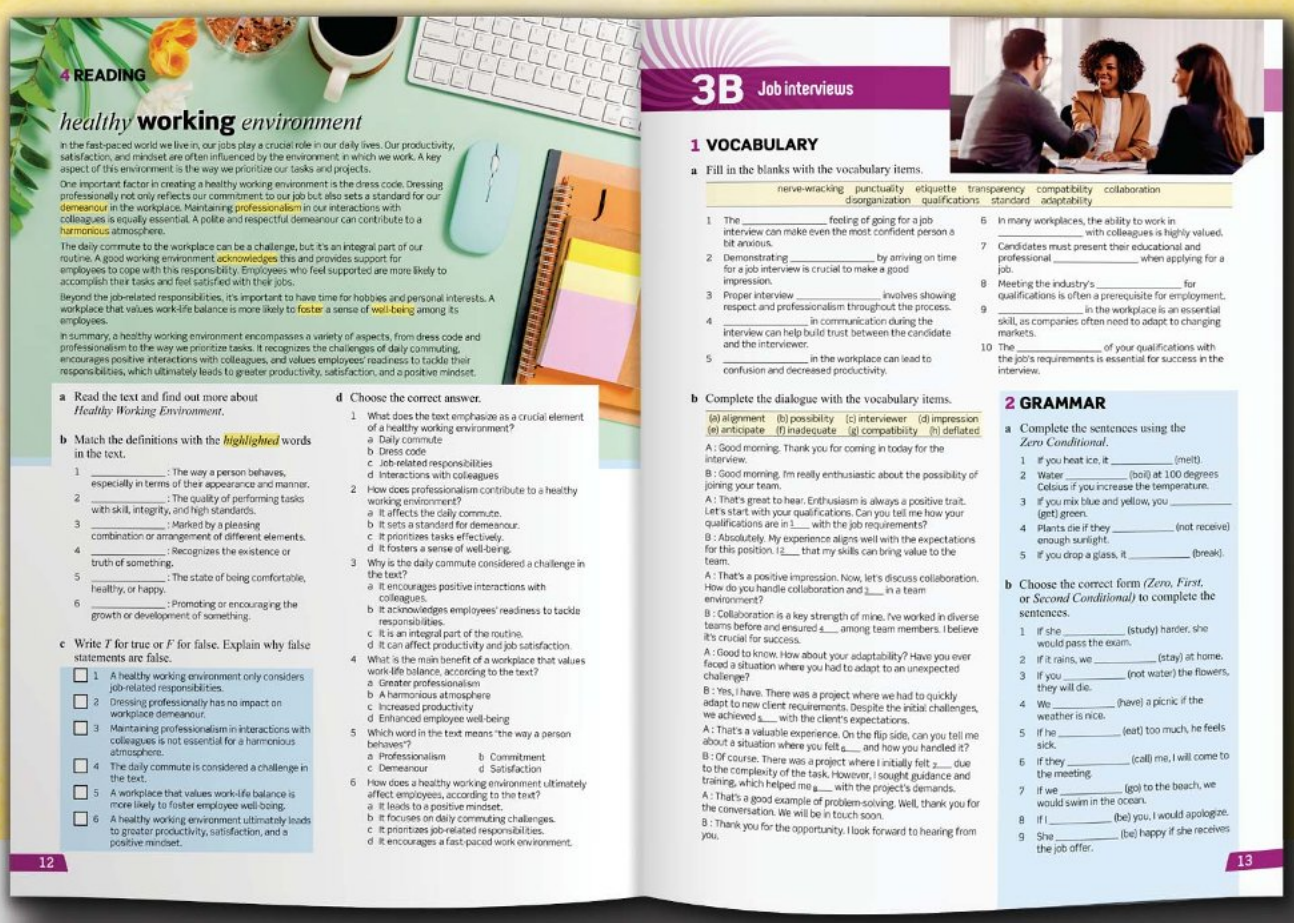
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST B1
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



4 READING

healthy **working** *environment*

In the fast-paced world we live in, our jobs play a crucial role in our daily lives. Our productivity, satisfaction, and mindset are often influenced by the environment in which we work. A key aspect of this environment is the way we prioritize our tasks and projects.

One important factor in creating a healthy working environment is the dress code. Dressing professionally not only reflects our commitment to our job but also sets a standard for our demeanour in the workplace. Maintaining professionalism in our interactions with colleagues is equally essential. A polite and respectful demeanour can contribute to a harmonious atmosphere.

The daily commute to the workplace can be a challenge, but it's an integral part of our routine. A good working environment acknowledges this and provides support for employees to cope with this responsibility. Employees who feel supported are more likely to accomplish their tasks and feel satisfied with their jobs.

Beyond the job-related responsibilities, it's important to have time for hobbies and personal interests. A workplace that values work-life balance is more likely to foster a sense of well-being among its employees.

In summary, a healthy working environment encompasses a variety of aspects, from dress code and professionalism to the way we prioritize tasks. It recognizes the challenges of daily commuting, encourages positive interactions with colleagues, and values employees' readiness to tackle their responsibilities, which ultimately leads to greater productivity, satisfaction, and a positive mindset.

a Read the text and find out more about *Healthy Working Environment*.

b Match the definitions with the highlighted words in the text.

1 _____ : The way a person behaves, especially in terms of their appearance and manner.
2 _____ : The quality of performing tasks with skill, integrity, and high standards.
3 _____ : Marked by a pleasing combination or arrangement of different elements.
4 _____ : Recognizes the existence or truth of something.
5 _____ : The state of being comfortable, healthy, or happy.
6 _____ : Promoting or encouraging the growth or development of something.

c Write *T* for true or *F* for false. Explain why false statements are false.

☐ 1 A healthy working environment only considers job-related responsibilities.
☐ 2 Dressing professionally has no impact on workplace demeanour.
☐ 3 Maintaining professionalism in interactions with colleagues is not essential for a harmonious atmosphere.
☐ 4 The daily commute is considered a challenge in the text.
☐ 5 A workplace that values work-life balance is more likely to foster employee well-being.
☐ 6 A healthy working environment ultimately leads to greater productivity, satisfaction, and a positive mindset.

d Choose the correct answer.

1 What does the text emphasize as a crucial element of a healthy working environment?
a Daily commute
b Dress code
c Job-related responsibilities
d Interactions with colleagues

2 How does professionalism contribute to a healthy working environment?
a It affects the daily commute.
b It sets a standard for demeanour.
c It prioritizes tasks effectively.
d It fosters a sense of well-being.

3 Why is the daily commute considered a challenge in the text?
a It encourages positive interactions with colleagues.
b It acknowledges employees' readiness to tackle responsibilities.
c It is an integral part of the routine.
d It can affect productivity and job satisfaction.

4 What is the main benefit of a workplace that values work-life balance, according to the text?
a Greater professionalism
b A harmonious atmosphere
c Increased productivity
d Enhanced employee well-being

5 Which word in the text means "the way a person behaves"?
a Professionalism b Commitment
c Demeanour d Satisfaction

6 How does a healthy working environment ultimately affect employees, according to the text?
a It leads to a positive mindset.
b It focuses on daily commuting challenges.
c It prioritizes job-related responsibilities.
d It encourages a fast-paced work environment.

12

3B Job interviews

1 VOCABULARY

a Fill in the blanks with the vocabulary items.

nerve-wracking punctuality etiquette transparency compatibility collaboration disorganization qualifications standard adaptability

1 The _____ feeling of going for a job interview can make even the most confident person a bit anxious.
2 Demonstrating _____ by arriving on time for a job interview is crucial to make a good impression.
3 Proper interview _____ involves showing respect and professionalism throughout the process.
4 _____ in communication during the interview can help build trust between the candidate and the interviewer.
5 _____ in the workplace can lead to confusion and decreased productivity.
6 In many workplaces, the ability to work in _____ with colleagues is highly valued.
7 Candidates must present their educational and professional _____ when applying for a job.
8 Meeting the industry's _____ for qualifications is often a prerequisite for employment.
9 _____ in the workplace is an essential skill, as companies often need to adapt to changing markets.
10 The _____ of your qualifications with the job's requirements is essential for success in the interview.

b Complete the dialogue with the vocabulary items.

(a) alignment (b) possibility (c) interviewer (d) impression
(e) anticipate (f) inadequate (g) compatibility (h) deflated

A : Good morning. Thank you for coming in today for the interview.

B : Good morning. I'm really enthusiastic about the possibility of joining your team.

A : That's great to hear. Enthusiasm is always a positive trait. Let's start with your qualifications. Can you tell me how your qualifications are in 1___ with the job requirements?

B : Absolutely. My experience aligns well with the expectations for this position. I 2___ that my skills can bring value to the team.

A : That's a positive impression. Now, let's discuss collaboration. How do you handle collaboration and 3___ in a team environment?

B : Collaboration is a key strength of mine. I've worked in diverse teams before and ensured 4___ among team members. I believe it's crucial for success.

A : Good to know. How about your adaptability? Have you ever faced a situation where you had to adapt to an unexpected challenge?

B : Yes, I have. There was a project where we had to quickly adapt to new client requirements. Despite the initial challenges, we achieved 5___ with the client's expectations.

A : That's a valuable experience. On the flip side, can you tell me about a situation where you felt 6___ and how you handled it?

B : Of course. There was a project where I initially felt 7___ due to the complexity of the task. However, I sought guidance and training, which helped me 8___ with the project's demands.

A : That's a good example of problem-solving. Well, thank you for the conversation. We will be in touch soon.

B : Thank you for the opportunity. I look forward to hearing from you.

2 GRAMMAR

a Complete the sentences using the *Zero Conditional*.

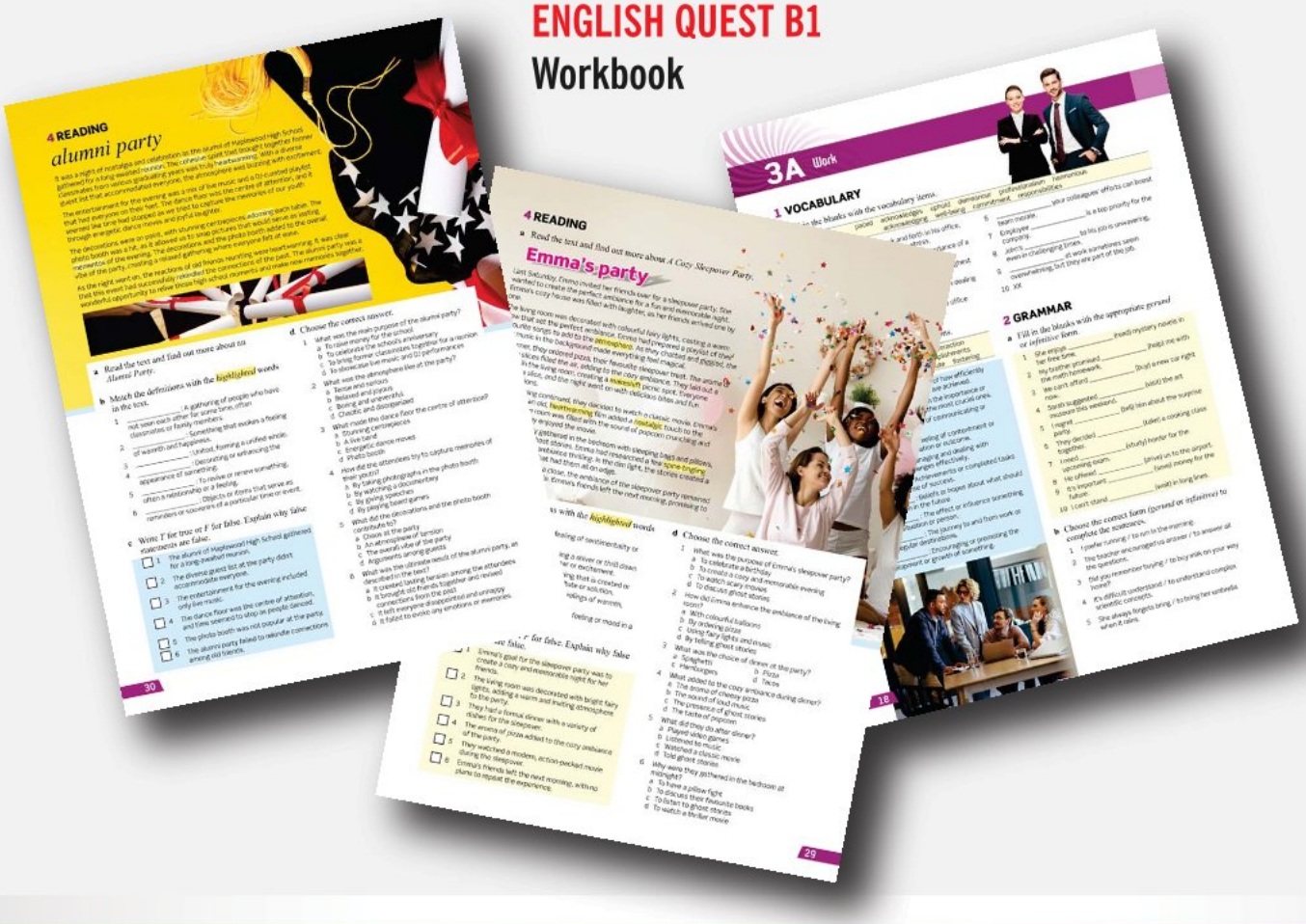
1 If you heat ice, it _____ (melt).
2 Water _____ (boil) at 100 degrees Celsius if you increase the temperature.
3 If you mix blue and yellow, you _____ (get) green.
4 Plants die if they _____ (not receive) enough sunlight.
5 If you drop a glass, it _____ (break).

b Choose the correct form *(Zero, First,* or *Second Conditional)* to complete the sentences.

1 If she _____ (study) harder, she would pass the exam.
2 If it rains, we _____ (stay) at home.
3 If you _____ (not water) the flowers, they will die.
4 We _____ (have) a picnic if the weather is nice.
5 If he _____ (eat) too much, he feels sick.
6 If they _____ (call) me, I will come to the meeting.
7 If we _____ (go) to the beach, we would swim in the ocean.
8 If I _____ (be) you, I would apologize.
9 She _____ (be) happy if she receives the job offer.

13

Sample pages from ENGLISH QUEST B1 Workbook



4 READING

alumni party

4 READING

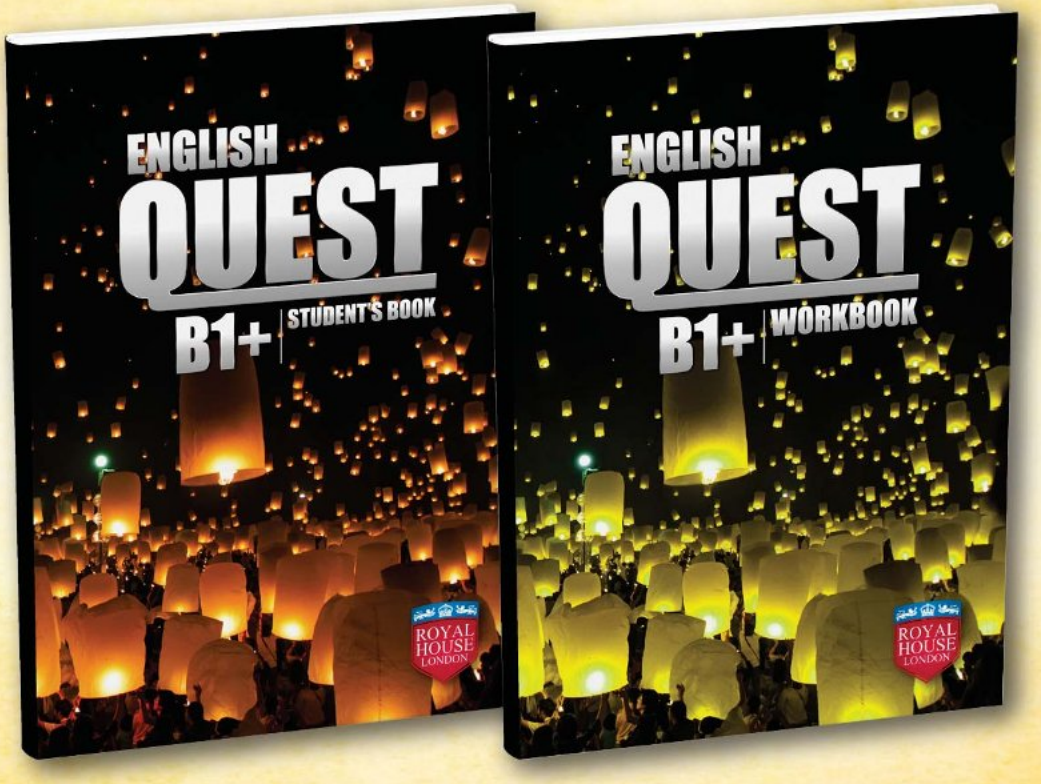
Emma's party

3A Work

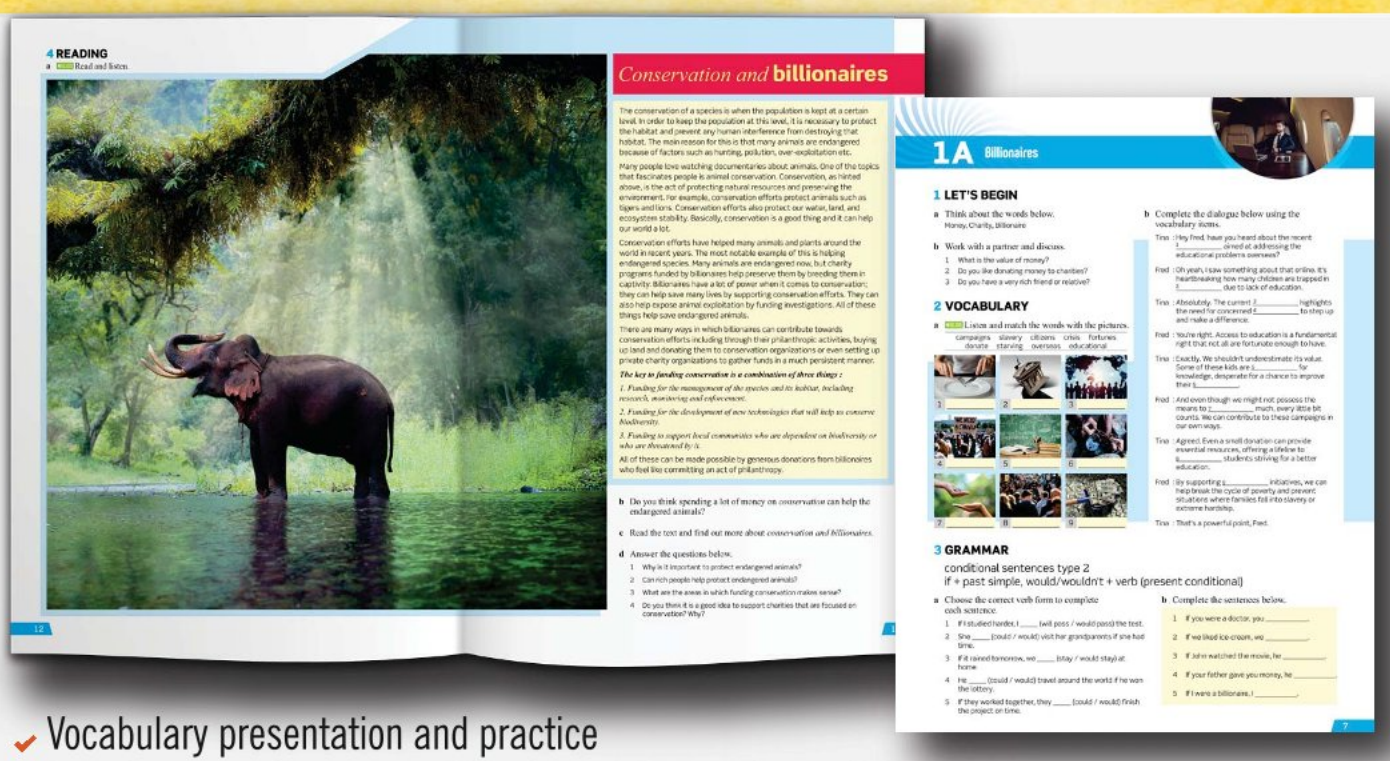
1 VOCABULARY

2 GRAMMAR

Secondary (A1-A2-B1-B1+-B2-C1/C2)



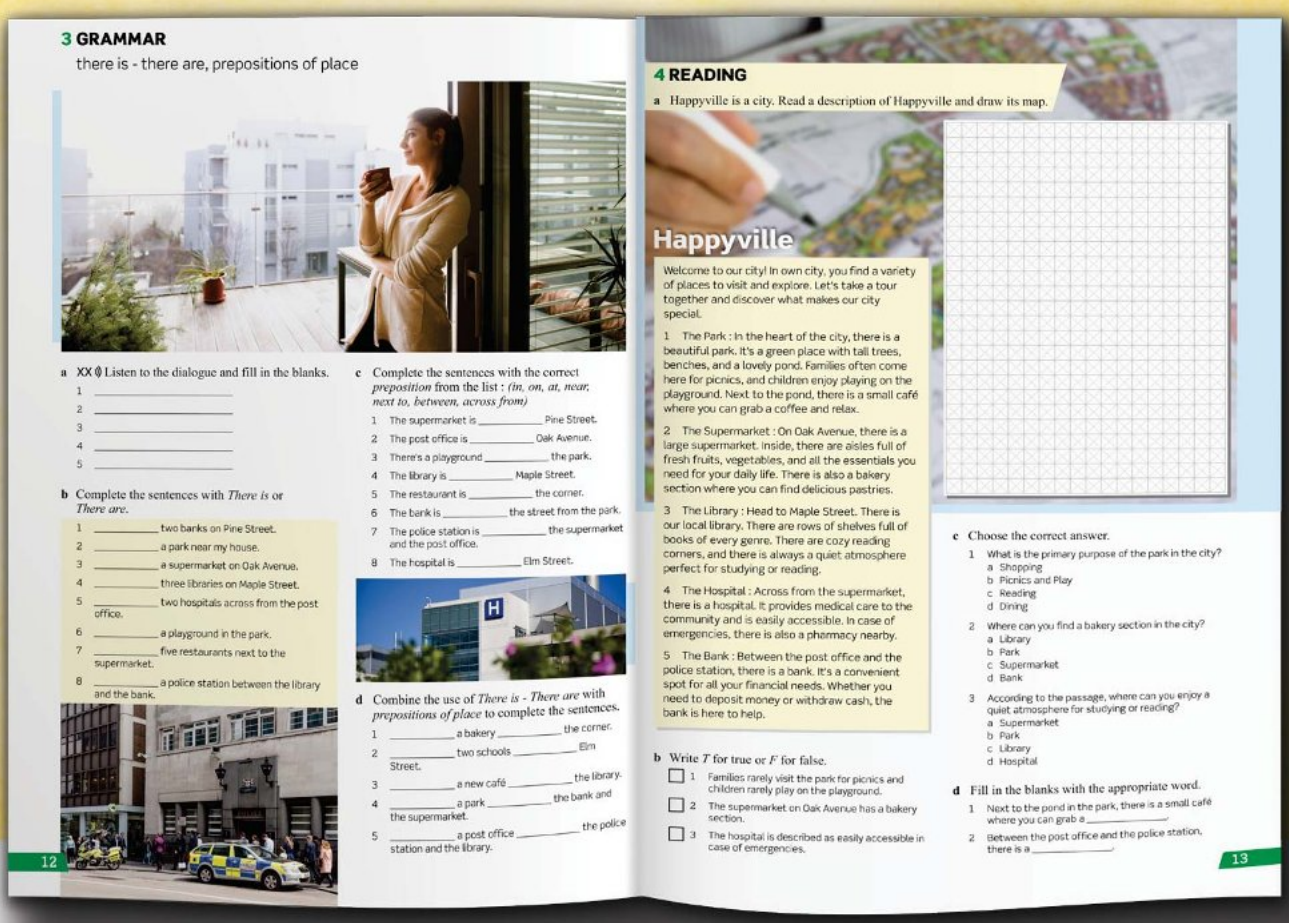
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST B1+
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



3 GRAMMAR

there is - there are, prepositions of place

a XX Listen to the dialogue and fill in the blanks.

1 _____
2 _____
3 _____
4 _____
5 _____

b Complete the sentences with *There is* or *There are*.

1 _____ two banks on Pine Street.
2 _____ a park near my house.
3 _____ a supermarket on Oak Avenue.
4 _____ three libraries on Maple Street.
5 _____ two hospitals across from the post office.
6 _____ a playground in the park.
7 _____ five restaurants next to the supermarket.
8 _____ a police station between the library and the bank.

c Complete the sentences with the correct *preposition* from the list : *(in, on, at, near, next to, between, across from)*

1 The supermarket is _____ Pine Street.
2 The post office is _____ Oak Avenue.
3 There's a playground _____ the park.
4 The library is _____ Maple Street.
5 The restaurant is _____ the corner.
6 The bank is _____ the street from the park.
7 The police station is _____ the supermarket and the post office.
8 The hospital is _____ Elm Street.

d Combine the use of *There is - There are* with *prepositions of place* to complete the sentences.

1 _____ a bakery _____ the corner.
2 _____ two schools _____ Elm Street.
3 _____ a new café _____ the library.
4 _____ a park _____ the bank and the supermarket.
5 _____ a post office _____ the police station and the library.

4 READING

a Happyville is a city. Read a description of Happyville and draw its map.

Happyville

Welcome to our city! In own city, you find a variety of places to visit and explore. Let's take a tour together and discover what makes our city special.

1 The Park : In the heart of the city, there is a beautiful park. It's a green place with tall trees, benches, and a lovely pond. Families often come here for picnics, and children enjoy playing on the playground. Next to the pond, there is a small café where you can grab a coffee and relax.

2 The Supermarket : On Oak Avenue, there is a large supermarket. Inside, there are aisles full of fresh fruits, vegetables, and all the essentials you need for your daily life. There is also a bakery section where you can find delicious pastries.

3 The Library : Head to Maple Street. There is our local library. There are rows of shelves full of books of every genre. There are cozy reading corners, and there is always a quiet atmosphere perfect for studying or reading.

4 The Hospital : Across from the supermarket, there is a hospital. It provides medical care to the community and is easily accessible. In case of emergencies, there is also a pharmacy nearby.

5 The Bank : Between the post office and the police station, there is a bank. It's a convenient spot for all your financial needs. Whether you need to deposit money or withdraw cash, the bank is here to help.

b Write *T* for true or *F* for false.

☐ 1 Families rarely visit the park for picnics and children rarely play on the playground.
☐ 2 The supermarket on Oak Avenue has a bakery section.
☐ 3 The hospital is described as easily accessible in case of emergencies.

c Choose the correct answer.

1 What is the primary purpose of the park in the city?
a Shopping
b Picnics and Play
c Reading
d Dining

2 Where can you find a bakery section in the city?
a Library
b Park
c Supermarket
d Bank

3 According to the passage, where can you enjoy a quiet atmosphere for studying or reading?
a Supermarket
b Park
c Library
d Hospital

d Fill in the blanks with the appropriate word.

1 Next to the pond in the park, there is a small café where you can grab a _____.
2 Between the post office and the police station, there is a _____.

12

13

Sample pages from ENGLISH QUEST B1+ Workbook



2A Around the city

1 LET'S BEGIN

2 VOCABULARY

7 WRITING

2 EXTRA

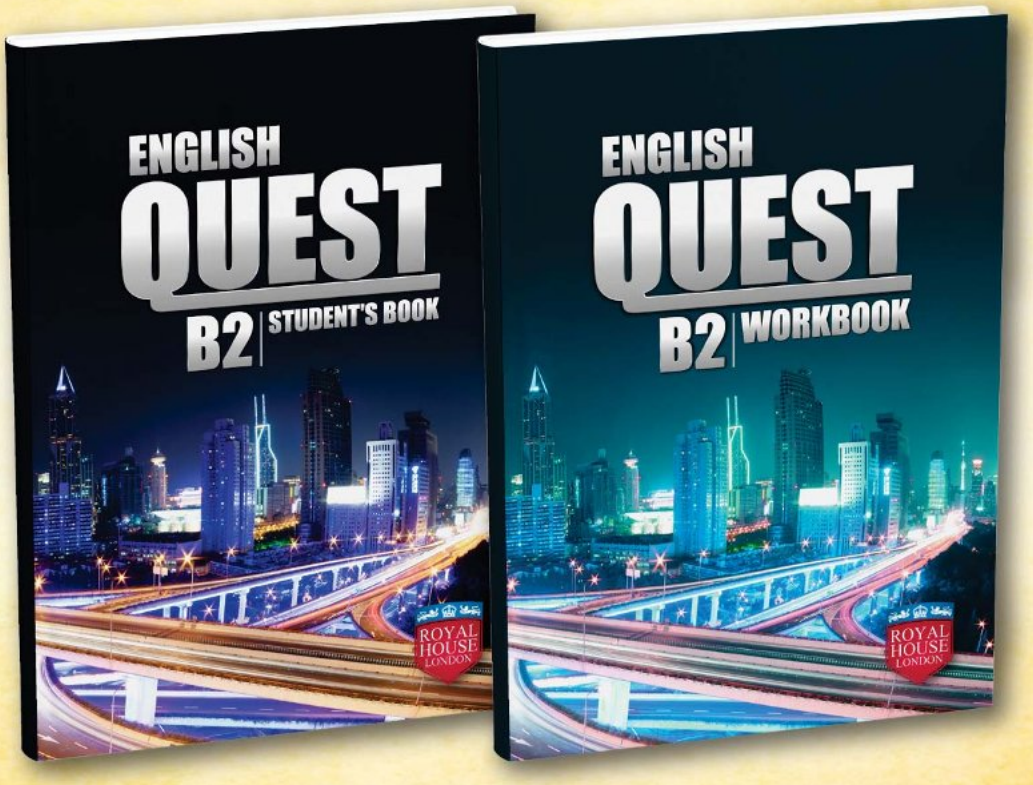
1 WATCHING

11

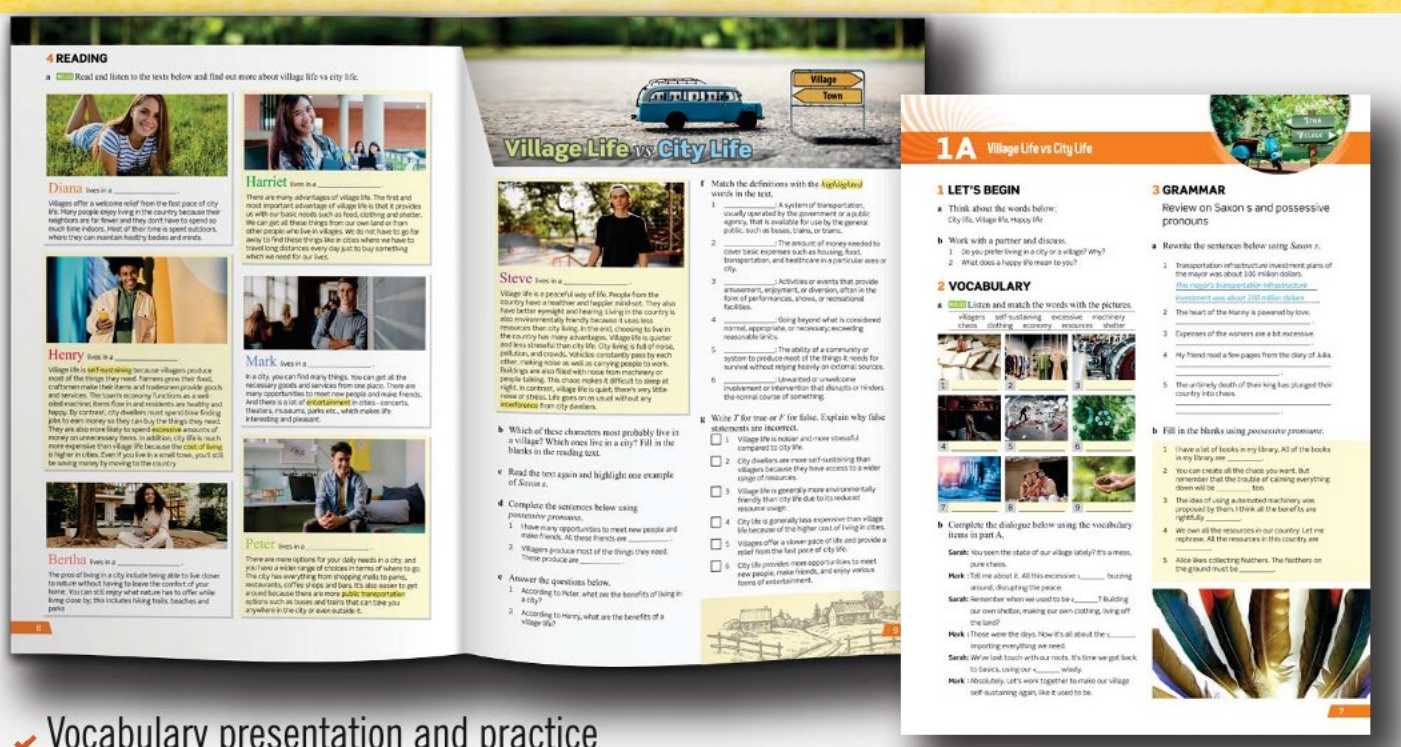
15

20

Secondary (A1-A2-B1-B1+-B2-C1/C2)



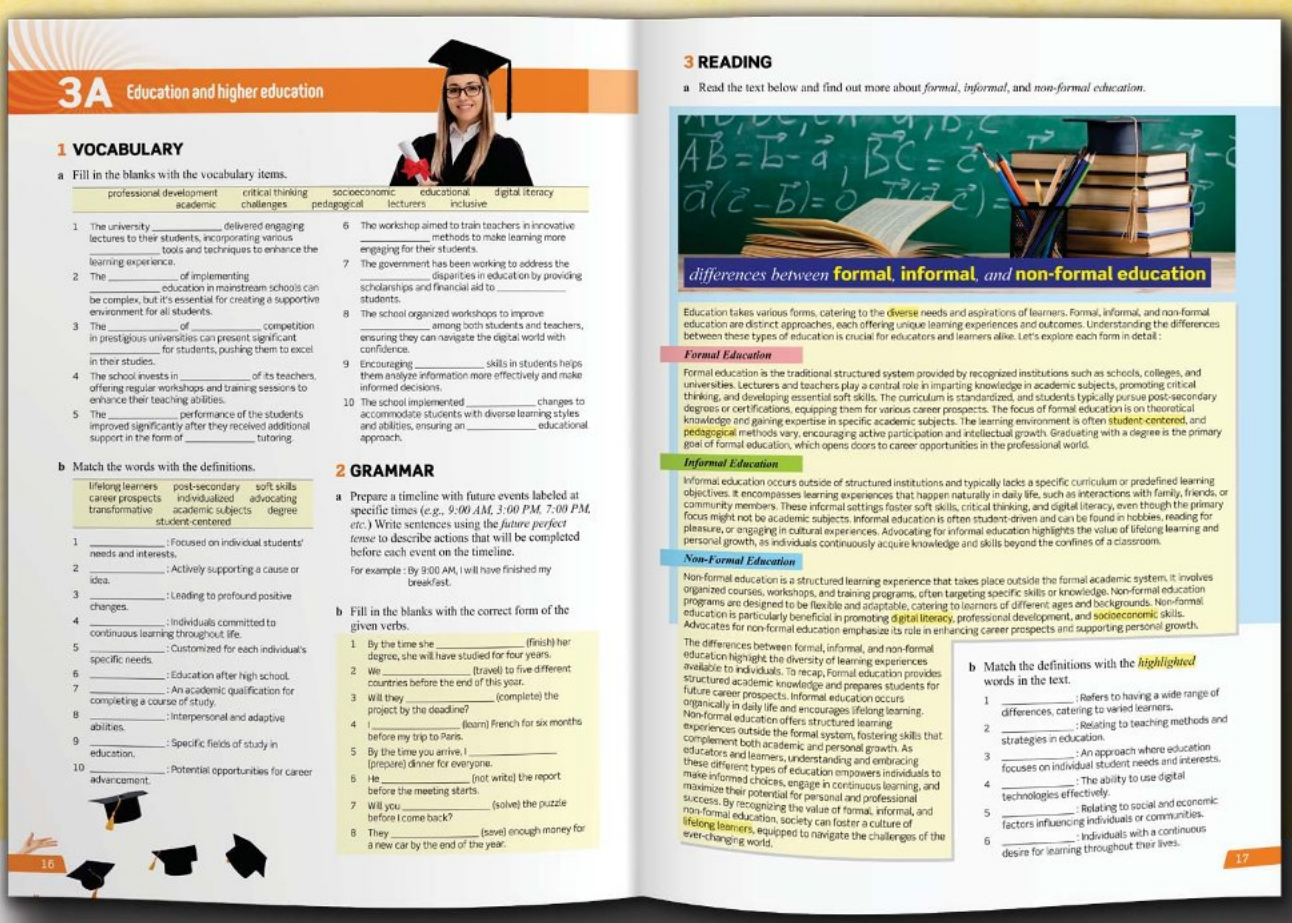
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST B2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



3A Education and higher education

1 VOCABULARY

a Fill in the blanks with the vocabulary items.

professional development · critical thinking · socioeconomic · educational · digital literacy · academic · challenges · pedagogical · lecturers · inclusive

1 The university _____ delivered engaging lectures to their students, incorporating various _____ tools and techniques to enhance the learning experience.
2 The _____ of implementing _____ education in mainstream schools can be complex, but it's essential for creating a supportive environment for all students.
3 The _____ of _____ competition in prestigious universities can present significant _____ for students, pushing them to excel in their studies.
4 The school invests in _____ of its teachers, offering regular workshops and training sessions to enhance their teaching abilities.
5 The _____ performance of the students improved significantly after they received additional support in the form of _____ tutoring.
6 The workshop aimed to train teachers in innovative _____ methods to make learning more engaging for their students.
7 The government has been working to address the _____ disparities in education by providing scholarships and financial aid to _____ students.
8 The school organized workshops to improve _____ among both students and teachers, ensuring they can navigate the digital world with confidence.
9 Encouraging _____ skills in students helps them analyze information more effectively and make informed decisions.
10 The school implemented _____ changes to accommodate students with diverse learning styles and abilities, ensuring an _____ educational approach.

b Match the words with the definitions.

lifelong learners · post-secondary · soft skills · career prospects · individualized · advocating · transformative · academic subjects · degree · student-centered

1 _____ : Focused on individual students' needs and interests.
2 _____ : Actively supporting a cause or idea.
3 _____ : Leading to profound positive changes.
4 _____ : Individuals committed to continuous learning throughout life.
5 _____ : Customized for each individual's specific needs.
6 _____ : Education after high school.
7 _____ : An academic qualification for completing a course of study.
8 _____ : Interpersonal and adaptive abilities.
9 _____ : Specific fields of study in education.
10 _____ : Potential opportunities for career advancement.

2 GRAMMAR

a Prepare a timeline with future events labeled at specific times (*e.g., 9:00 AM, 3:00 PM, 7:00 PM, etc.*) Write sentences using the *future perfect tense* to describe actions that will be completed before each event on the timeline.

For example : By 9:00 AM, I will have finished my breakfast.

b Fill in the blanks with the correct form of the given verbs.

1 By the time she _____ (finish) her degree, she will have studied for four years.
2 We _____ (travel) to five different countries before the end of this year.
3 Will they _____ (complete) the project by the deadline?
4 I _____ (learn) French for six months before my trip to Paris.
5 By the time you arrive, I _____ (prepare) dinner for everyone.
6 He _____ (not write) the report before the meeting starts.
7 Will you _____ (solve) the puzzle before I come back?
8 They _____ (seve) enough money for a new car by the end of the year.

3 READING

a Read the text below and find out more about *formal*, *informal*, and *non-formal education*.

differences between **formal**, **informal**, *and* **non-formal education**

Education takes various forms, catering to the diverse needs and aspirations of learners. Formal, informal, and non-formal education are distinct approaches, each offering unique learning experiences and outcomes. Understanding the differences between these types of education is crucial for educators and learners alike. Let's explore each form in detail :

Formal Education

Formal education is the traditional structured system provided by recognized institutions such as schools, colleges, and universities. Lecturers and teachers play a central role in imparting knowledge in academic subjects, promoting critical thinking, and developing essential soft skills. The curriculum is standardized, and students typically pursue post-secondary degrees or certifications, equipping them for various career prospects. The focus of formal education is on theoretical knowledge and gaining expertise in specific academic subjects. The learning environment is often student-centered, and pedagogical methods vary, encouraging active participation and intellectual growth. Graduating with a degree is the primary goal of formal education, which opens doors to career opportunities in the professional world.

Informal Education

Informal education occurs outside of structured institutions and typically lacks a specific curriculum or predefined learning objectives. It encompasses learning experiences that happen naturally in daily life, such as interactions with family, friends, or community members. These informal settings foster soft skills, critical thinking, and digital literacy, even though the primary focus might not be academic subjects. Informal education is often student-driven and can be found in hobbies, reading for pleasure, or engaging in cultural experiences. Advocating for informal education highlights the value of lifelong learning and personal growth, as individuals continuously acquire knowledge and skills beyond the confines of a classroom.

Non-Formal Education

Non-formal education is a structured learning experience that takes place outside the formal academic system. It involves organized courses, workshops, and training programs, often targeting specific skills or knowledge. Non-formal education programs are designed to be flexible and adaptable, catering to learners of different ages and backgrounds. Non-formal education is particularly beneficial in promoting digital literacy, professional development, and socioeconomic skills. Advocates for non-formal education emphasize its role in enhancing career prospects and supporting personal growth.

The differences between formal, informal, and non-formal education highlight the diversity of learning experiences available to individuals. To recap, Formal education provides structured academic knowledge and prepares students for future career prospects. Informal education occurs organically in daily life and encourages lifelong learning. Non-formal education offers structured learning experiences outside the formal system, fostering skills that complement both academic and personal growth. As educators and learners, understanding and embracing these different types of education empowers individuals to make informed choices, engage in continuous learning, and maximize their potential for personal and professional success. By recognizing the value of formal, informal, and non-formal education, society can foster a culture of lifelong learners, equipped to navigate the challenges of the ever-changing world.

b Match the definitions with the *highlighted* words in the text.

1 _____ : Refers to having a wide range of differences, catering to varied learners.
2 _____ : Relating to teaching methods and strategies in education.
3 _____ : An approach where education focuses on individual student needs and interests.
4 _____ : The ability to use digital technologies effectively.
5 _____ : Relating to social and economic factors influencing individuals or communities.
6 _____ : Individuals with a continuous desire for learning throughout their lives.

Sample pages from ENGLISH QUEST B2 Workbook



4 LISTENING

Latin Literature

4 READING

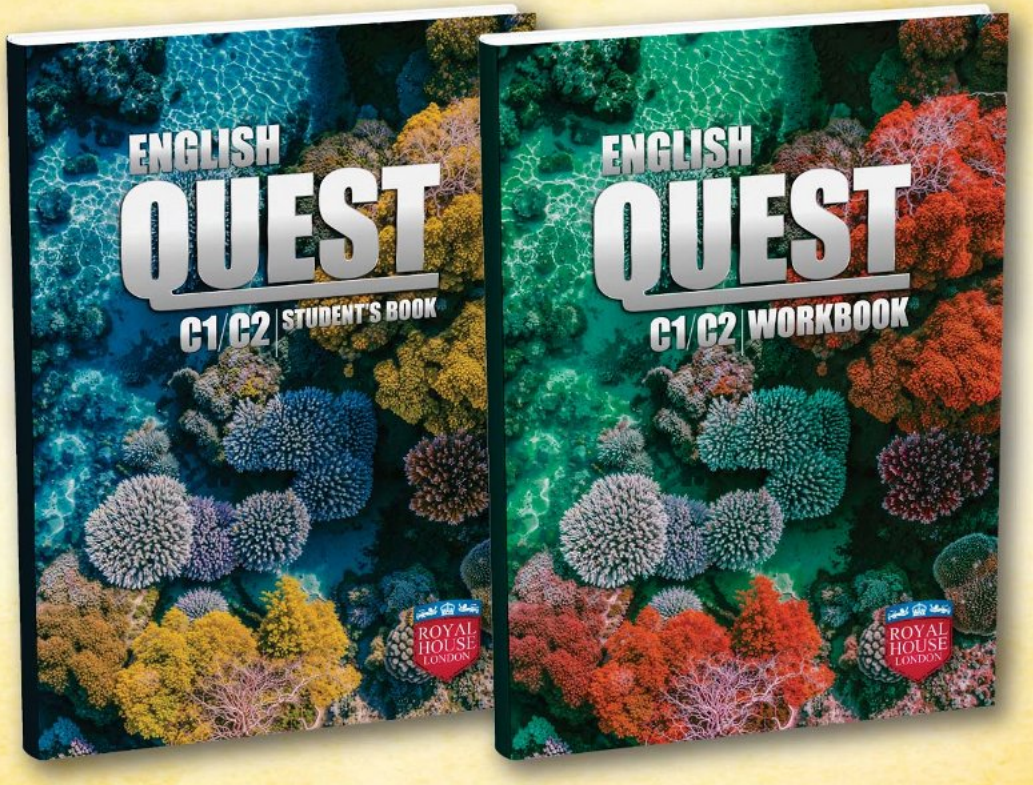
Quixotism

2A Relationships

1 VOCABULARY

2 GRAMMAR

Secondary (A1-A2-B1-B1+-B2-C1/C2)



NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
ENGLISH QUEST C1/C2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)

c Complete the conversation between Mike and Jenny. Choose the correct *preposition*. *about / of / in / for / by / to / among*



Jenny : Hey Mike, I heard you're going on a roller coaster tomorrow! Aren't you excited 1_____ it?

Mike : Oh, Jenny, to be honest, I'm actually afraid 2_____ roller coasters. They make me feel really nervous.

Jenny : Don't worry, Mike. I understand. Some people feel that way. But I promise you, once you try it, you'll be proud 3_____ yourself for facing your fear.

Mike : You think so? I guess I could give it a try. But I'm still worried 4_____ how I'll feel during the ride.

Jenny : It's natural to feel worried, but I'm confident 5_____ your ability to handle it. I'll be there with you, and we can support each other throughout the day.

Mike : Thanks, Jenny. I'm grateful 6_____ your support. Knowing you'll be there makes me feel more at ease.

Jenny : Of course, Mike. We'll have a great time, and I'll be right by your side. Just remember, I've been on that roller coaster before, and it's well-prepared 7_____ safety.

Mike : You're right. Hearing that does make me feel better. I'm still a little surprised 8_____ my decision to go, but I think it's time to face this fear.

Jenny : That's the spirit, Mike! I'm impressed 9_____ your courage, and I know you'll enjoy the experience in the end.

Mike : Thanks, Jenny. Your encouragement means a lot to me. I'm really devoted 10_____ overcoming this fear.

Jenny : You're welcome, Mike. And once we conquer the roller coaster, we'll have a lot of fun on other rides too. You'll be famous 11_____ our friends for your bravery!

Mike : Haha, I never thought of it that way. I guess it's time to embrace the adventure and be known 12_____ my roller coaster conquering skills!

Jenny : Absolutely! And don't forget, even if you're tired 13_____ roller coasters after a few rides, I'll still admire your determination to try something new.

Mike : Thanks, Jenny. You're such a supportive friend. I'm really lucky to have you by my side.

Jenny : The feeling is mutual, Mike. Now let's get ready for an exciting day at the amusement park tomorrow!

3 LISTENING

a 41:04 Listen to a podcast about *respecting your enemy*.

b Listen again and choose the correct answer.

1 What does respecting your enemy involve?
- a Confrontation and hostility
- b Fairness and courtesy
- c Ignoring their existence
- d Engaging in gossip

2 Why is collaboration important in respecting your enemy?
- a To undermine their efforts
- b To find common ground and build bridges
- c To compete and prove superiority
- d To avoid any interaction

3 How does respecting your enemy contribute to unity?
- a By promoting division and hostility
- b By recognizing our interconnectedness as human beings
- c By avoiding any contact with them
- d By fueling animosity and conflicts

4 What is the first step towards fostering inclusivity?
- a Dismissing others' perspectives
- b Understanding and acknowledging biases
- c Engaging in divisive language
- d Avoiding any communication with adversaries

5 Why is ethical responsibility essential in respecting your enemy?
- a To manipulate and control them
- b To take ownership of our actions and treat others kindly
- c To seek revenge and retaliation
- d To avoid any form of cooperation

c Write *T* for true or *F* for false. Explain why false statements are false.

- ☐ 1 Respecting your enemy means avoiding any form of interaction or communication with them.
- ☐ 2 Collaborating with your adversary can lead to finding common ground and potential solutions.
- ☐ 3 Respecting your enemy is a sign of weakness and submission.
- ☐ 4 Fostering inclusivity involves recognizing and acknowledging our biases.
- ☐ 5 Treating your adversary with empathy and compassion is an essential aspect of respecting them.



4 READING

a Read the text below and find out more about *respecting elderly people*.



a cross-cultural perspective on
respecting elderly people

Respecting elderly people varies across cultures, reflecting diverse traditions and values. In some societies, the elderly are revered for their wisdom and experience, while in others, this reverence may be lacking. This essay explores the reasons behind these cultural differences and their implications for societal dynamics.

Certain cultures, like those influenced by Confucian teachings in East Asia, highly value respecting the elderly. In these societies, age is associated with wisdom, and filial piety is emphasized, emphasizing care and respect for elders. Indigenous communities, such as Native American tribes, also hold the elderly in high esteem, preserving their cultural heritage through their wisdom.

In contrast, some Western societies may not prioritize respecting the elderly. Modernization and individualistic values can overshadow traditional family ties, leading to marginalization and undervaluing of the elderly.

Diverse historical influences, economic conditions, and cultural values shape these attitudes. Cultures that value respecting the elderly often have strong community ties, whereas rapid modernization can lead to diminished respect in other societies.

The level of respect for elderly individuals impacts societal dynamics. Cultures that cherish their elders foster strong intergenerational bonds, passing down wisdom and creating stability. Conversely, lack of respect may strain family ties and diminish cultural identity.

The varying respect for elderly people reflects cultural richness. Emphasizing respect is vital for maintaining traditions and building cohesive communities that value every individual, regardless of age.

b Complete the table below.

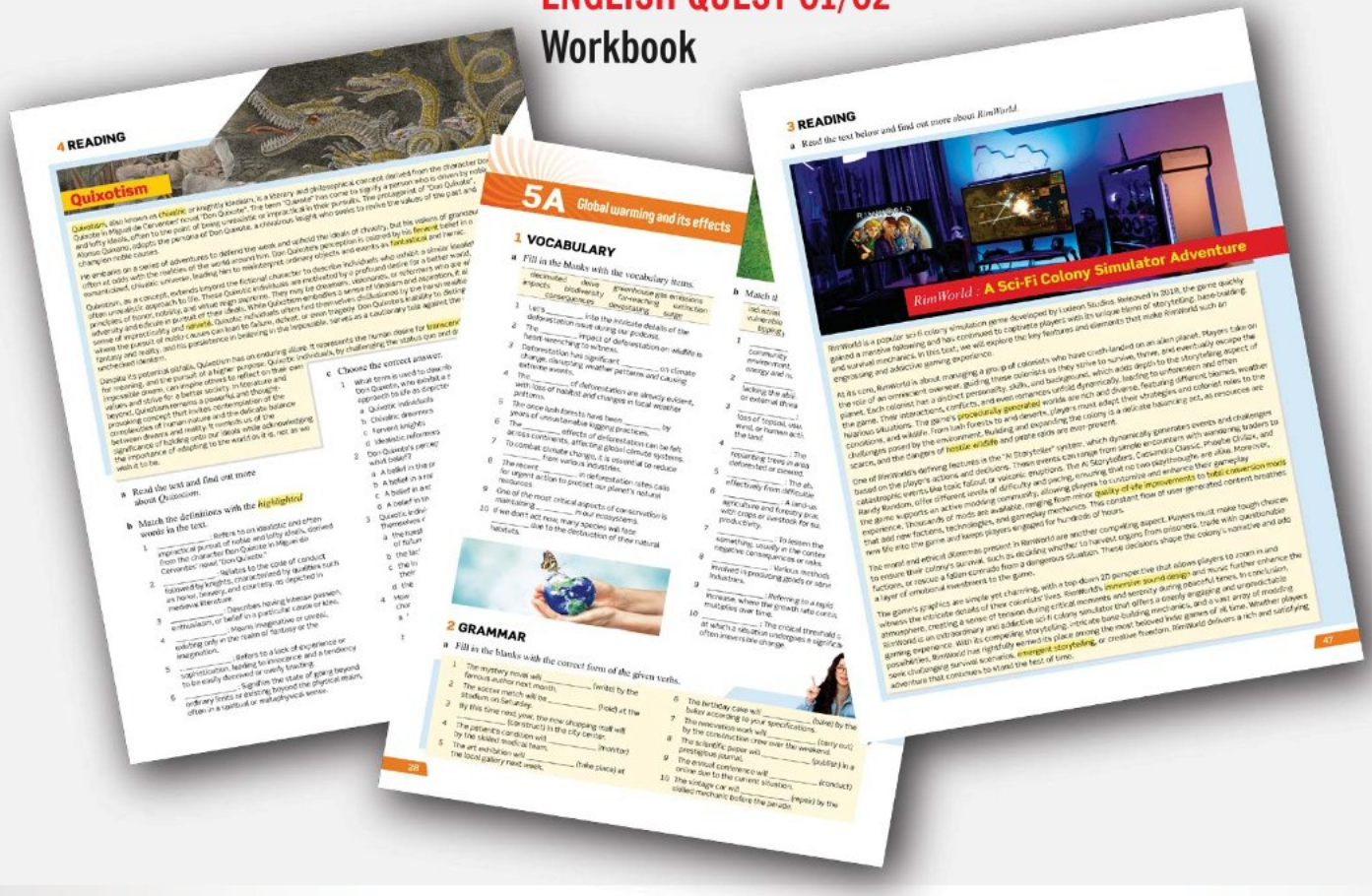
- a Certain cultures influenced by Confucian teachings highly value respecting the elderly.
- b Diverse historical influences, economic conditions, and cultural values shape attitudes towards respecting the elderly.
- c Rapid modernization can lead to diminished respect in some societies.
- d Indigenous communities, like Native American tribes, preserve cultural heritage through valuing the elderly.
- e Lack of respect for the elderly can strain family ties and diminish cultural identity.
- f Cultural richness is reflected in varying levels of respect for elderly individuals.

Points	Examples
Respecting elderly varies across cultures	• In some societies, the elderly are revered for their wisdom and experience. • 1_____ • Some Western societies may not prioritize respecting the elderly, leading to marginalization. • 2_____
Cultural differences and implications	• Cultures that value elderly respect tend to have strong community ties. • 3_____
Importance in East Asian cultures	• Confucian teachings emphasize filial piety, care, and respect for elders. • 4_____
Impact on societal dynamics	• Cultures that cherish their elders foster strong intergenerational bonds and pass down wisdom. • 5_____
Emphasizing respect for communities	• 6_____ • *Building cohesive communities requires emphasizing respect for all individuals, regardless of age.*

c Match the definitions with the *highlighted* words in the text.

1 _____ : to change or differ in different situations or contexts.
2 _____ : highly respected and admired.
3 _____ : the possible effects or consequences of an action or decision.
4 _____ : a virtue in Confucian teachings emphasizing respect, care, and duty towards one's parents and elders.
5 _____ : to underestimate or not fully appreciate the worth or importance of someone or something.
6 _____ : forming a united and harmonious whole; characterized by being closely connected or well-integrated.

Sample pages from
ENGLISH QUEST C1/C2
Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



American Quest is an exciting new multi-level course for students who are studying English from A1 through C1 level of the Common European Framework of Reference. The series develop students' language levels while capturing their interest and motivating them through real-life content.

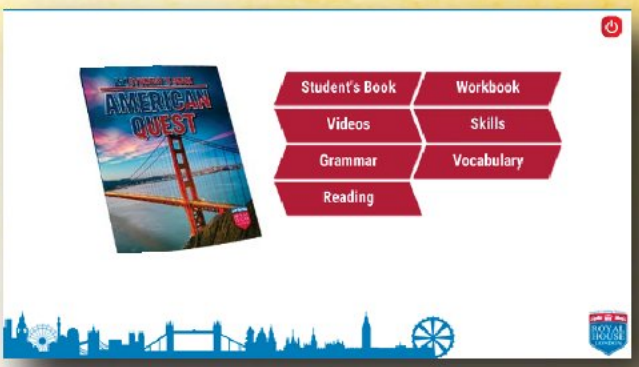
Key Features of AMERICAN QUEST:

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

AMERICAN QUEST

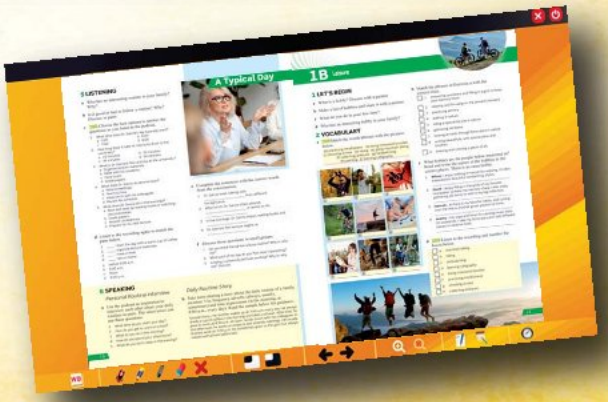
IWB Software

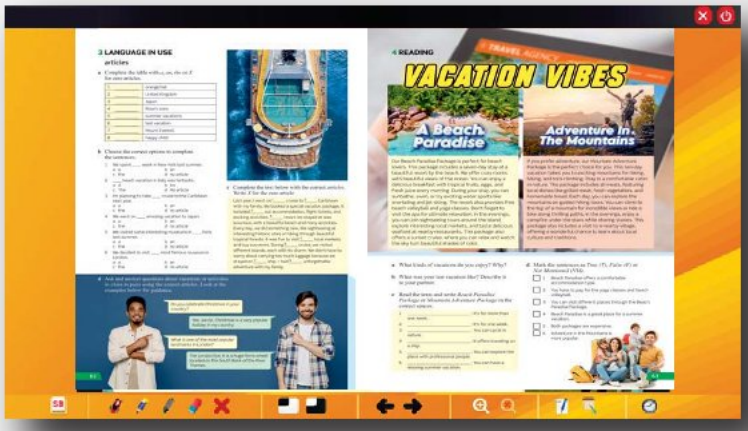
American Quest advanced technology IWB software combines all the components of this course into one amazing interactive tool to help teachers bring their lessons to life in the classroom.



American Quest A1 - A2 - B1 - B1+ - B2 - C1/C2 Interactive Whiteboard Software contains:

- the interactive Student's Book page-for-page, including the animated story episodes
- the interactive Workbook, which includes all of the Workbook exercises in fully interactive format
- the interactive Grammar Book with fully animated presentations
- all the songs and videos





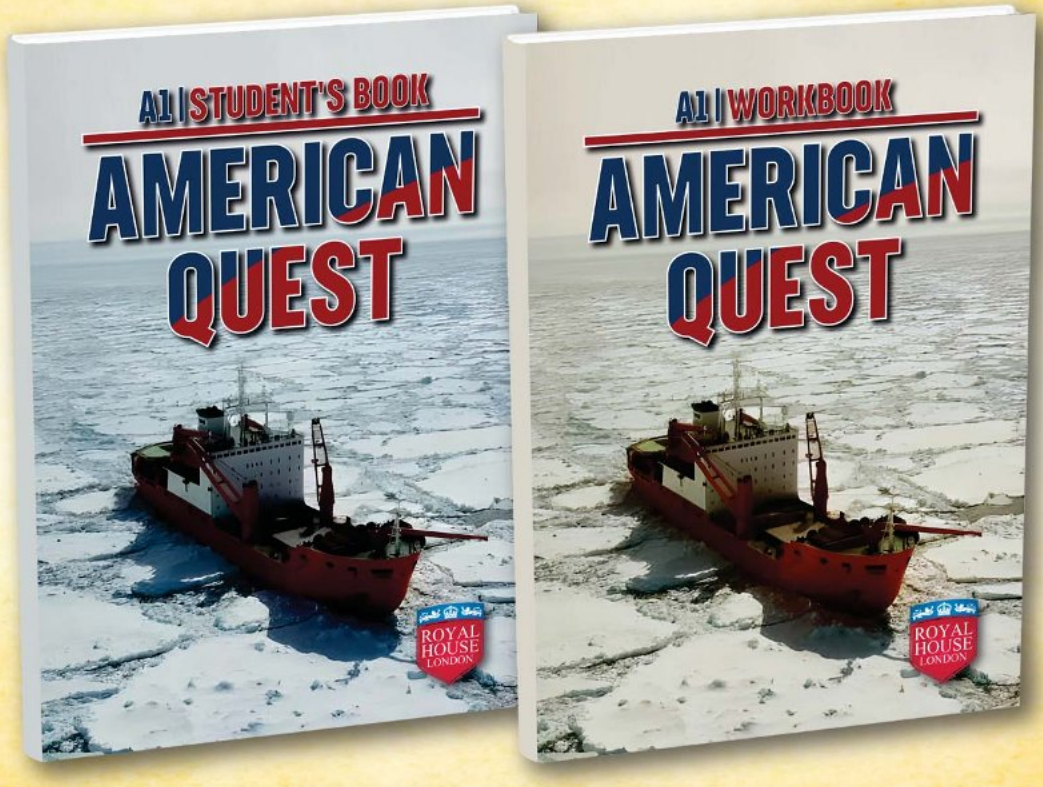
American Quest for the Student

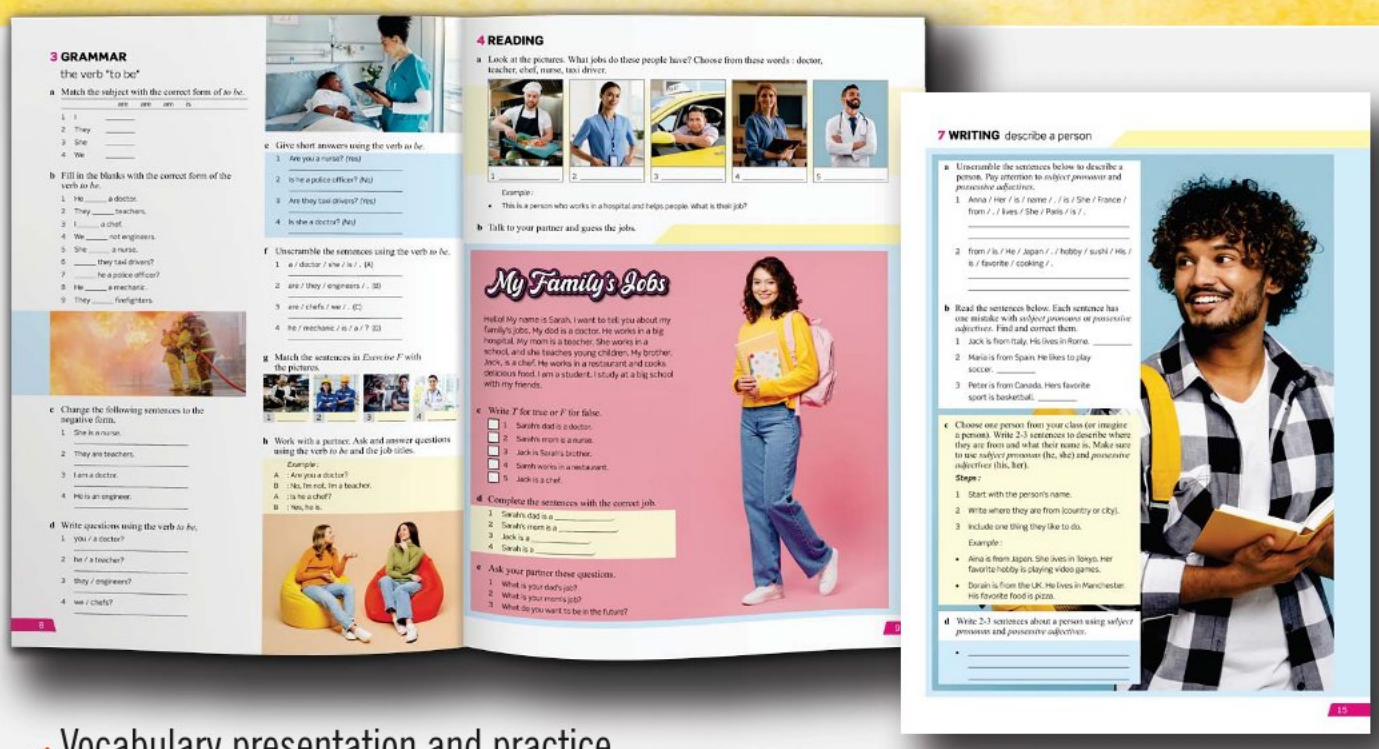
- Student's Book with e-book
- Workbook
- Online platform



Secondary (A1-A2-B1-B1+-B2-C1/C2)

NEW





- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST A1
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



3 GRAMMAR

the verb "to be"

a Match the subject with the correct form of *to be*.

	are	are	am	is
1 I				
2 They				
3 She				
4 We				

b Fill in the blanks with the correct form of the verb *to be*.

1 He _____ a doctor.
2 They _____ teachers.
3 I _____ a chef.
4 We _____ not engineers.
5 She _____ a nurse.
6 _____ they taxi drivers?
7 _____ he a police officer?
8 He _____ a mechanic.
9 They _____ firefighters.

c Change the following sentences to the negative form.

1 She is a nurse.
2 They are teachers.
3 I am a doctor.
4 He is an engineer.

d Write questions using the verb *to be*.

1 you / a doctor?
2 he / a teacher?
3 they / engineers?
4 we / chefs?

e Give short answers using the verb *to be*.

1 Are you a nurse? *(Yes)*
2 Is he a police officer? *(No)*
3 Are they taxi drivers? *(Yes)*
4 Is she a doctor? *(No)*

f Unscramble the sentences using the verb *to be*.

1 a / doctor / she / is / . (A)
2 are / they / engineers / . (B)
3 are / chefs / we / . (C)
4 he / mechanic / is / a / ? (D)

g Match the sentences in *Exercise F* with the pictures.

1 _____ 2 _____ 3 _____ 4 _____

h Work with a partner. Ask and answer questions using the verb *to be* and the job titles.

Example :
A : Are you a doctor?
B : No, I'm not. I'm a teacher.
A : Is he a chef?
B : Yes, he is.

4 READING

a Look at the pictures. What jobs do these people have? Choose from these words : doctor, teacher, chef, nurse, taxi driver.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Example :
- This is a person who works in a hospital and helps people. What is their job?

b Talk to your partner and guess the jobs.

My Family's Jobs

Hello! My name is Sarah. I want to tell you about my family's jobs. My dad is a doctor. He works in a big hospital. My mom is a teacher. She works in a school, and she teaches young children. My brother, Jack, is a chef. He works in a restaurant and cooks delicious food. I am a student. I study at a big school with my friends.

c Write *T* for true or *F* for false.

☐ 1 Sarah's dad is a doctor.
☐ 2 Sarah's mom is a nurse.
☐ 3 Jack is Sarah's brother.
☐ 4 Sarah works in a restaurant.
☐ 5 Jack is a chef.

d Complete the sentences with the correct job.

1 Sarah's dad is a _____.
2 Sarah's mom is a _____.
3 Jack is a _____.
4 Sarah is a _____.

e Ask your partner these questions.

1 What is your dad's job?
2 What is your mom's job?
3 What do you want to be in the future?

8 9

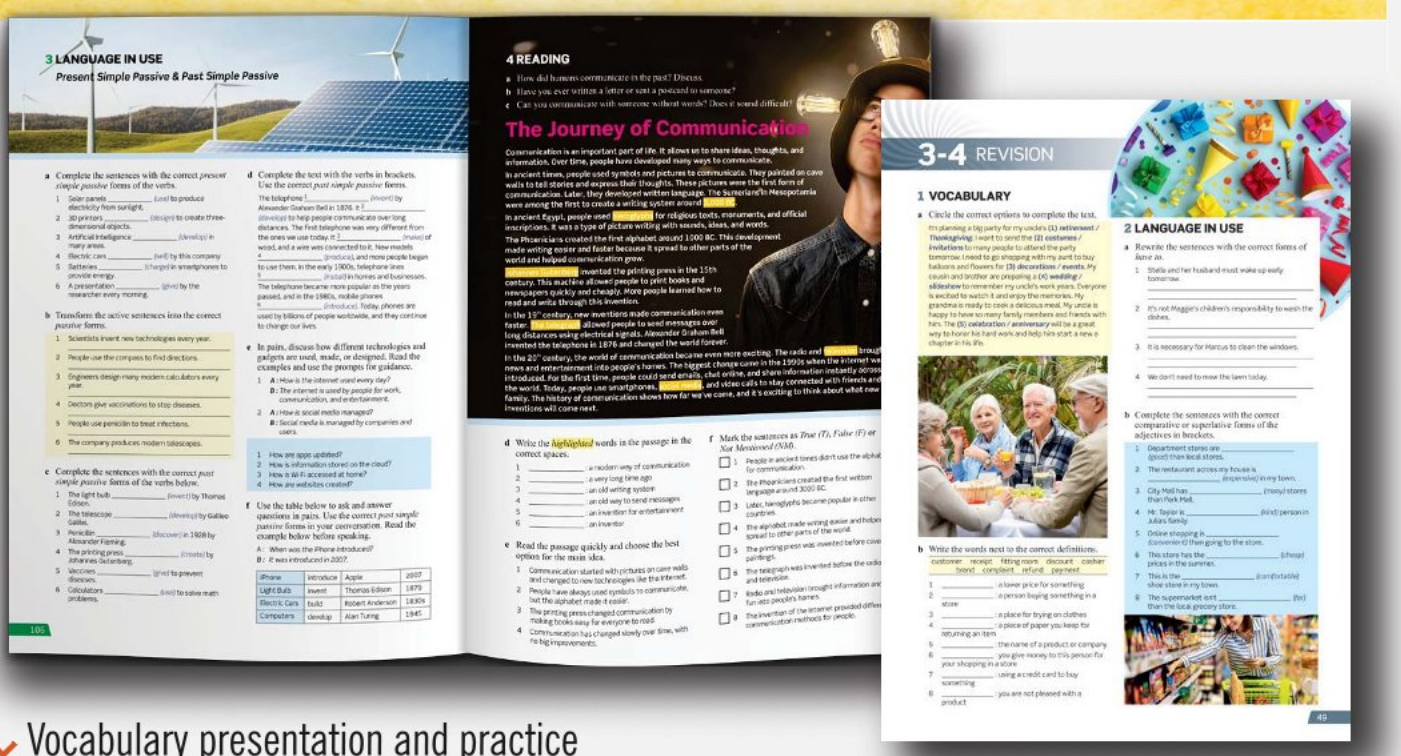
Sample pages from AMERICAN QUEST A1 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



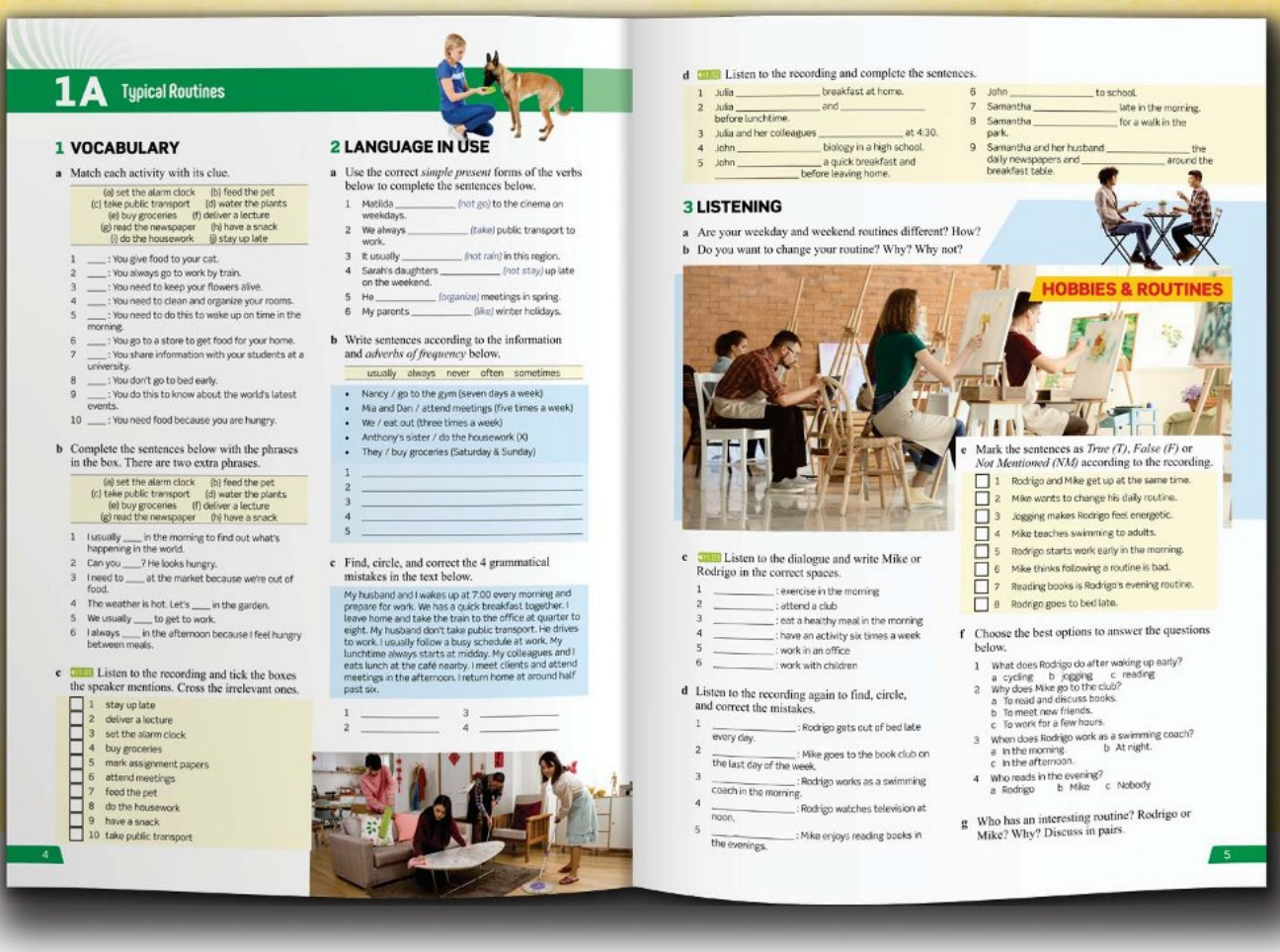
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST A2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



1A Typical Routines

1 VOCABULARY

a Match each activity with its clue.

(a) set the alarm clock (b) feed the pet
(c) take public transport (d) water the plants
(e) buy groceries (f) deliver a lecture
(g) read the newspaper (h) have a snack
(i) do the housework (j) stay up late

1 ____: You give food to your cat.
2 ____: You always go to work by train.
3 ____: You need to keep your flowers alive.
4 ____: You need to clean and organize your rooms.
5 ____: You need to do this to wake up on time in the morning.
6 ____: You go to a store to get food for your home.
7 ____: You share information with your students at a university.
8 ____: You don't go to bed early.
9 ____: You do this to know about the world's latest events.
10 ____: You need food because you are hungry.

b Complete the sentences below with the phrases in the box. There are two extra phrases.

(a) set the alarm clock (b) feed the pet
(c) take public transport (d) water the plants
(e) buy groceries (f) deliver a lecture
(g) read the newspaper (h) have a snack

1 I usually ____ in the morning to find out what's happening in the world.
2 Can you ____? He looks hungry.
3 I need to ____ at the market because we're out of food.
4 The weather is hot. Let's ____ in the garden.
5 We usually ____ to get to work.
6 I always ____ in the afternoon because I feel hungry between meals.

c 4.03 Listen to the recording and tick the boxes the speaker mentions. Cross the irrelevant ones.

1 stay up late
2 deliver a lecture
3 set the alarm clock
4 buy groceries
5 mark assignment papers
6 attend meetings
7 feed the pet
8 do the housework
9 have a snack
10 take public transport

2 LANGUAGE IN USE

a Use the correct *simple present* forms of the verbs below to complete the sentences below.

1 Matilda _____ *(not go)* to the cinema on weekdays.
2 We always _____ *(take)* public transport to work.
3 It usually _____ *(not rain)* in this region.
4 Sarah's daughters _____ *(not stay)* up late on the weekend.
5 He _____ *(organize)* meetings in spring.
6 My parents _____ *(like)* winter holidays.

b Write sentences according to the information and *adverbs of frequency* below.

usually always never often sometimes

- Nancy / go to the gym (seven days a week)
- Mia and Dan / attend meetings (five times a week)
- We / eat out (three times a week)
- Anthony's sister / do the housework (X)
- They / buy groceries (Saturday & Sunday)

1 _____
2 _____
3 _____
4 _____
5 _____

c Find, circle, and correct the 4 grammatical mistakes in the text below.

My husband and I wakes up at 7:00 every morning and prepare for work. We has a quick breakfast together. I leave home and take the train to the office at quarter to eight. My husband don't take public transport. He drives to work. I usually follow a busy schedule at work. My lunchtime always starts at midday. My colleagues and I eats lunch at the café nearby. I meet clients and attend meetings in the afternoon. I return home at around half past six.

1 _____ 3 _____
2 _____ 4 _____

d 4.03 Listen to the recording and complete the sentences.

1 Julia _____ breakfast at home.
2 Julia _____ and _____ before lunchtime.
3 Julia and her colleagues _____ at 4:30.
4 John _____ biology in a high school.
5 John _____ a quick breakfast and _____ before leaving home.
6 John _____ to school.
7 Samantha _____ late in the morning.
8 Samantha _____ for a walk in the park.
9 Samantha and her husband _____ the daily newspapers and _____ around the breakfast table.

3 LISTENING

a Are your weekday and weekend routines different? How?

b Do you want to change your routine? Why? Why not?

c 4.04 Listen to the dialogue and write Mike or Rodrigo in the correct spaces.

1 _____: exercise in the morning
2 _____: attend a club
3 _____: eat a healthy meal in the morning
4 _____: have an activity six times a week
5 _____: work in an office
6 _____: work with children

d Listen to the recording again to find, circle, and correct the mistakes.

1 _____: Rodrigo gets out of bed late every day.
2 _____: Mike goes to the book club on the last day of the week.
3 _____: Rodrigo works as a swimming coach in the morning.
4 _____: Rodrigo watches television at noon.
5 _____: Mike enjoys reading books in the evenings.

e Mark the sentences as *True (T)*, *False (F)* or *Not Mentioned (NM)* according to the recording.

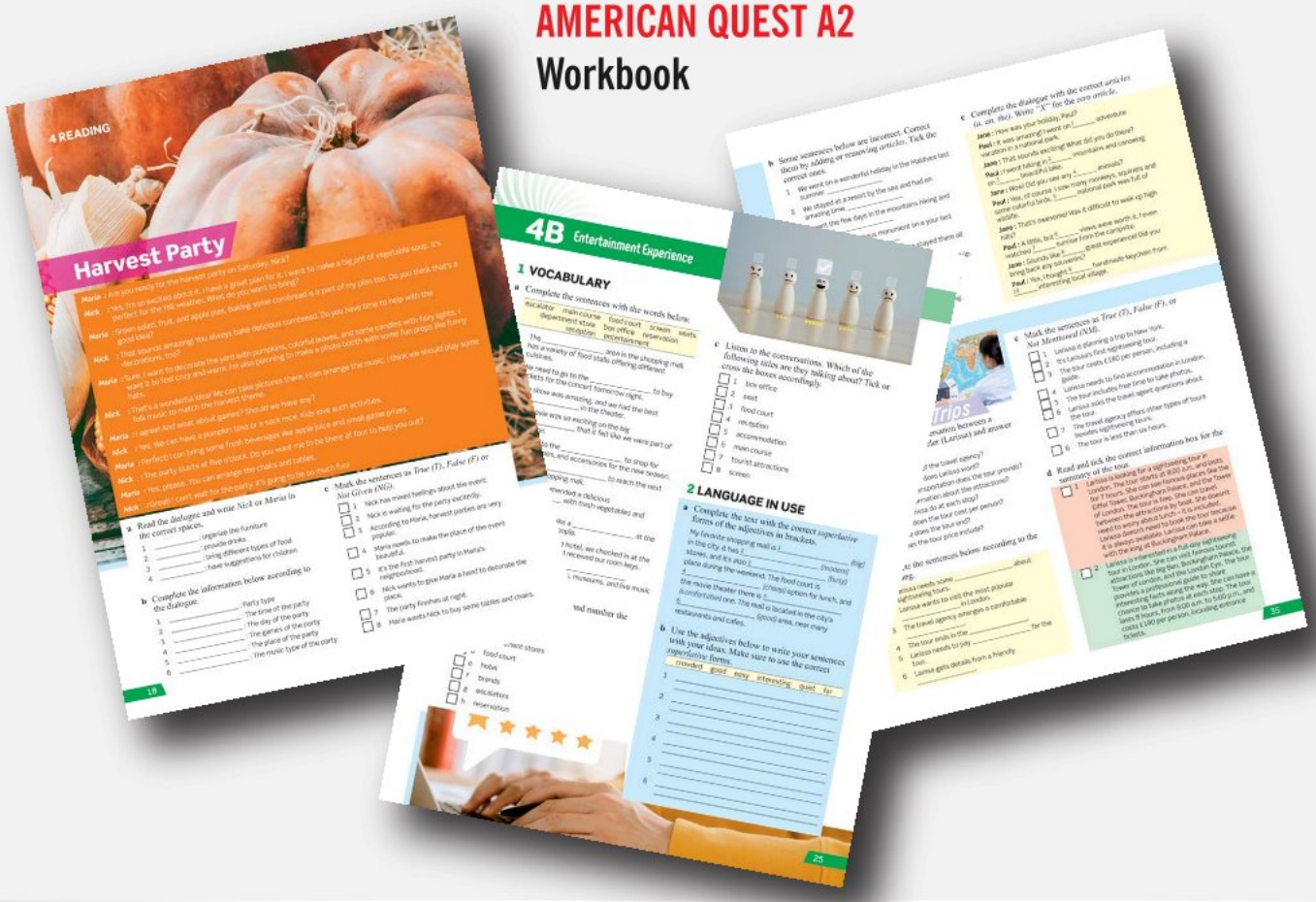
1 Rodrigo and Mike get up at the same time.
2 Mike wants to change his daily routine.
3 Jogging makes Rodrigo feel energetic.
4 Mike teaches swimming to adults.
5 Rodrigo starts work early in the morning.
6 Mike thinks following a routine is bad.
7 Reading books is Rodrigo's evening routine.
8 Rodrigo goes to bed late.

f Choose the best options to answer the questions below.

1 What does Rodrigo do after waking up early?
a cycling b jogging c reading
2 Why does Mike go to the club?
a To read and discuss books.
b To meet new friends.
c To work for a few hours.
3 When does Rodrigo work as a swimming coach?
a In the morning. b At night.
c In the afternoon.
4 Who reads in the evening?
a Rodrigo b Mike c Nobody

g Who has an interesting routine? Rodrigo or Mike? Why? Discuss in pairs.

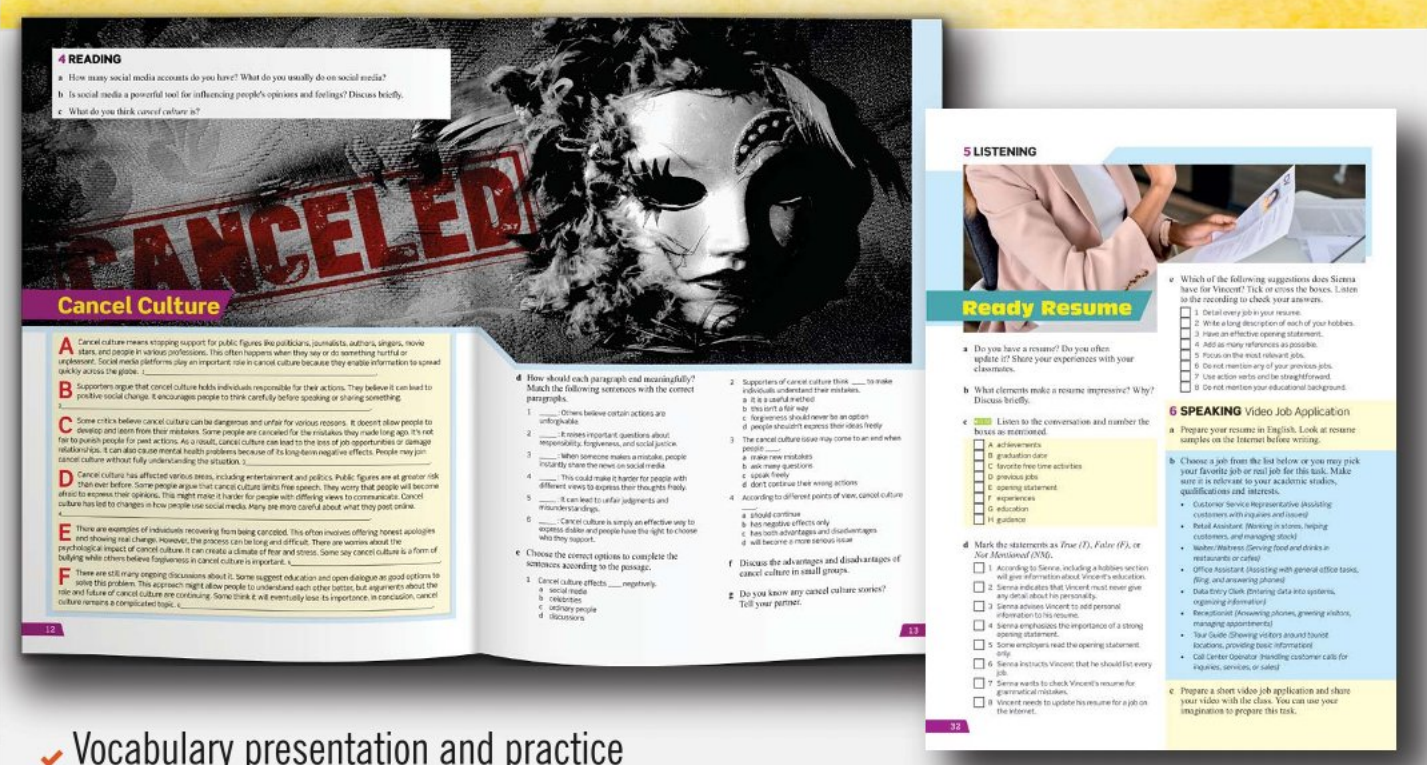
Sample pages from AMERICAN QUEST A2 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



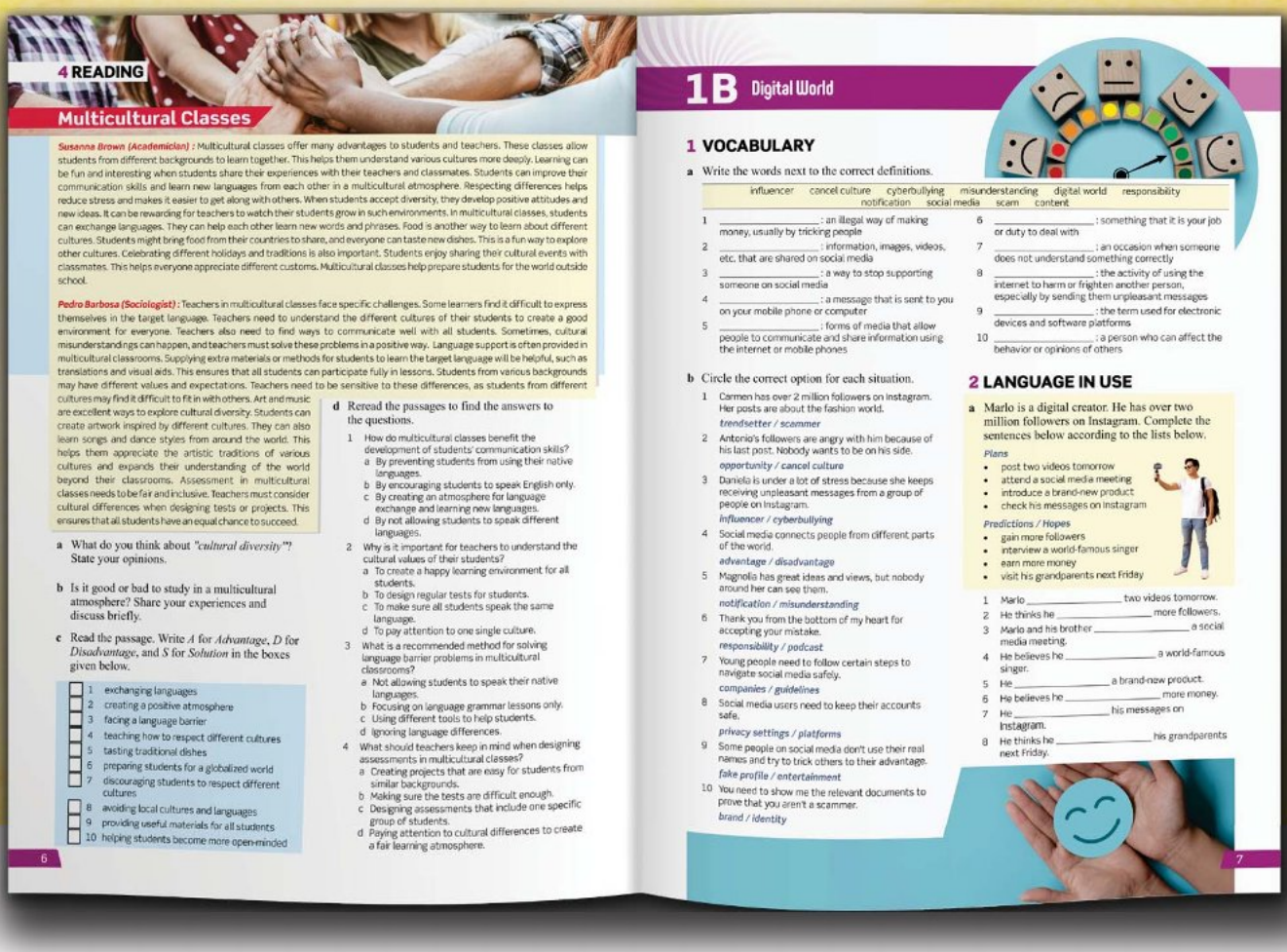
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST B1
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



4 READING

Multicultural Classes

Susanna Brown (Academician) : Multicultural classes offer many advantages to students and teachers. These classes allow students from different backgrounds to learn together. This helps them understand various cultures more deeply. Learning can be fun and interesting when students share their experiences with their teachers and classmates. Students can improve their communication skills and learn new languages from each other in a multicultural atmosphere. Respecting differences helps reduce stress and makes it easier to get along with others. When students accept diversity, they develop positive attitudes and new ideas. It can be rewarding for teachers to watch their students grow in such environments. In multicultural classes, students can exchange languages. They can help each other learn new words and phrases. Food is another way to learn about different cultures. Students might bring food from their countries to share, and everyone can taste new dishes. This is a fun way to explore other cultures. Celebrating different holidays and traditions is also important. Students enjoy sharing their cultural events with classmates. This helps everyone appreciate different customs. Multicultural classes help prepare students for the world outside school.

Pedro Barbosa (Sociologist) : Teachers in multicultural classes face specific challenges. Some learners find it difficult to express themselves in the target language. Teachers need to understand the different cultures of their students to create a good environment for everyone. Teachers also need to find ways to communicate well with all students. Sometimes, cultural misunderstandings can happen, and teachers must solve these problems in a positive way. Language support is often provided in multicultural classrooms. Supplying extra materials or methods for students to learn the target language will be helpful. Using translations and visual aids. This ensures that all students can participate fully in lessons. Students from various backgrounds may have different values and expectations. Teachers need to be sensitive to these differences, as students from different cultures may find it difficult to fit in with others. Art and music are excellent ways to explore cultural diversity. Students can create artwork inspired by different cultures. They can also learn songs and dance styles from around the world. This helps them appreciate the artistic traditions of various cultures and expands their understanding of the world beyond their classrooms. Assessment in multicultural classes needs to be fair and inclusive. Teachers must consider cultural differences when designing tests or projects. This ensures that all students have an equal chance to succeed.

a What do you think about *"cultural diversity"*? State your opinions.

b Is it good or bad to study in a multicultural atmosphere? Share your experiences and discuss briefly.

c Read the passage. Write *A* for *Advantage*, *D* for *Disadvantage*, and *S* for *Solution* in the boxes given below.

- ☐ 1 exchanging languages
- ☐ 2 creating a positive atmosphere
- ☐ 3 facing a language barrier
- ☐ 4 teaching how to respect different cultures
- ☐ 5 tasting traditional dishes
- ☐ 6 preparing students for a globalized world
- ☐ 7 discouraging students to respect different cultures
- ☐ 8 avoiding local cultures and languages
- ☐ 9 providing useful materials for all students
- ☐ 10 helping students become more open-minded

d Reread the passages to find the answers to the questions.

1 How do multicultural classes benefit the development of students' communication skills?
a By preventing students from using their native languages.
b By encouraging students to speak English only.
c By creating an atmosphere for language exchange and learning new languages.
d By not allowing students to speak different languages.

2 Why is it important for teachers to understand the cultural values of their students?
a To create a happy learning environment for all students.
b To design regular tests for students.
c To make sure all students speak the same language.
d To pay attention to one single culture.

3 What is a recommended method for solving language barrier problems in multicultural classrooms?
a Not allowing students to speak their native languages.
b Focusing on language grammar lessons only.
c Using different tools to help students.
d Ignoring language differences.

4 What should teachers keep in mind when designing assessments in multicultural classes?
a Creating projects that are easy for students from similar backgrounds.
b Making sure the tests are difficult enough.
c Designing assessments that include one specific group of students.
d Paying attention to cultural differences to create a fair learning atmosphere.

1B Digital World

1 VOCABULARY

a Write the words next to the correct definitions.

influencer | cancel culture | cyberbullying | misunderstanding | digital world | responsibility | notification | social media | scam | content

1 _____ : an illegal way of making money, usually by tricking people
2 _____ : information, images, videos, etc. that are shared on social media
3 _____ : a way to stop supporting someone on social media
4 _____ : a message that is sent to you on your mobile phone or computer
5 _____ : forms of media that allow people to communicate and share information using the internet or mobile phones
6 _____ : something that it is your job or duty to deal with
7 _____ : an occasion when someone does not understand something correctly
8 _____ : the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages
9 _____ : the term used for electronic devices and software platforms
10 _____ : a person who can affect the behavior or opinions of others

b Circle the correct option for each situation.

1 Carmen has over 2 million followers on Instagram. Her posts are about the fashion world.
trendsetter / scammer
2 Antonio's followers are angry with him because of his last post. Nobody wants to be on his side.
opportunity / cancel culture
3 Daniela is under a lot of stress because she keeps receiving unpleasant messages from a group of people on Instagram.
influencer / cyberbullying
4 Social media connects people from different parts of the world.
advantage / disadvantage
5 Magnolia has great ideas and views, but nobody around her can see them.
notification / misunderstanding
6 Thank you from the bottom of my heart for accepting your mistake.
responsibility / podcast
7 Young people need to follow certain steps to navigate social media safely.
companies / guidelines
8 Social media users need to keep their accounts safe.
privacy settings / platforms
9 Some people on social media don't use their real names and try to trick others to their advantage.
fake profile / entertainment
10 You need to show me the relevant documents to prove that you aren't a scammer.
brand / identity

2 LANGUAGE IN USE

a Marlo is a digital creator. He has over two million followers on Instagram. Complete the sentences below according to the lists below.

Plans
- post two videos tomorrow
- attend a social media meeting
- introduce a brand-new product
- check his messages on Instagram

Predictions / Hopes
- gain more followers
- interview a world-famous singer
- earn more money
- visit his grandparents next Friday

1 Marlo _____ two videos tomorrow.
2 He thinks he _____ more followers.
3 Marlo and his brother _____ a social media meeting.
4 He believes he _____ a world-famous singer.
5 He _____ a brand-new product.
6 He believes he _____ more money.
7 He _____ his messages on Instagram.
8 He thinks he _____ his grandparents next Friday.

Sample pages from AMERICAN QUEST B1 Workbook



4 READING

The Alumni Party

3 LISTENING

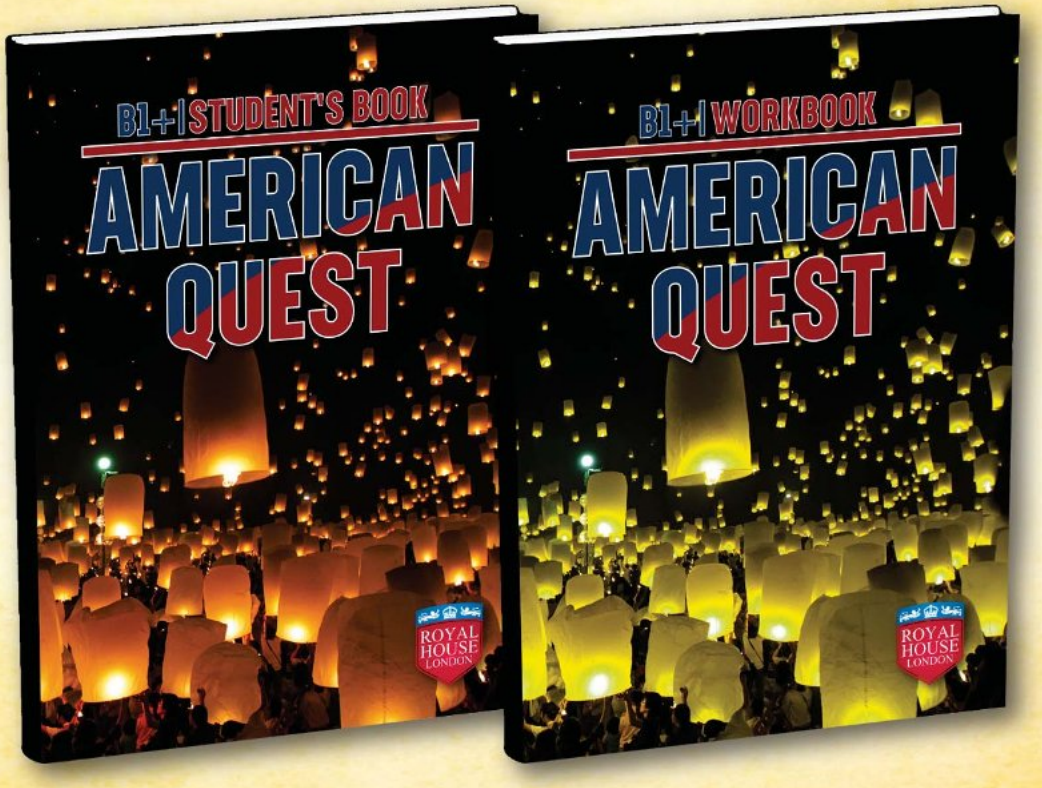
Breaking the Balance

6A Silent Evidence

1 VOCABULARY

2 LANGUAGE IN USE

Secondary (A1-A2-B1-B1+-B2-C1/C2)



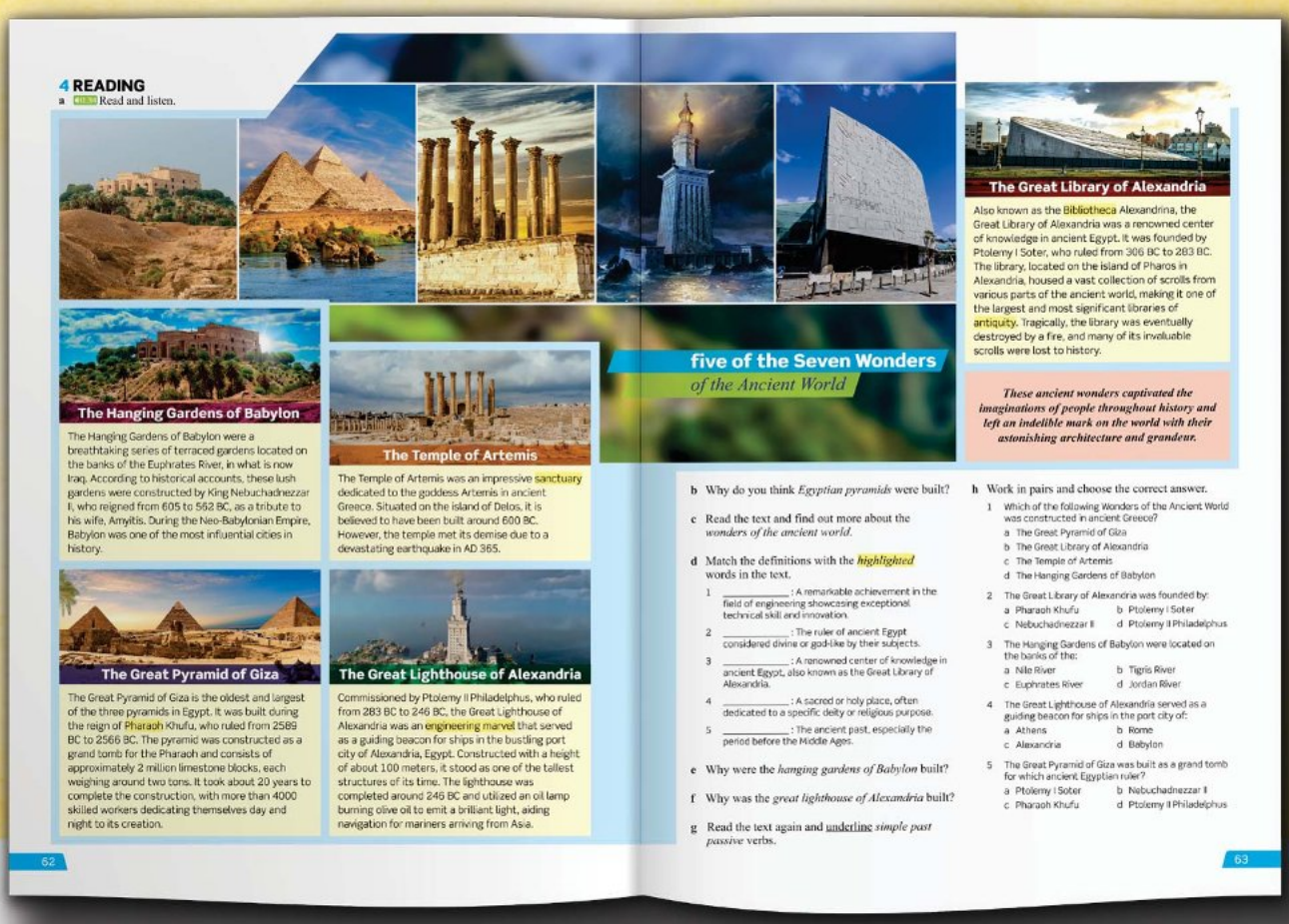
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST B1+
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



4 READING

a 41 Read and listen.

The Great Library of Alexandria

Also known as the Bibliotheca Alexandrina, the Great Library of Alexandria was a renowned center of knowledge in ancient Egypt. It was founded by Ptolemy I Soter, who ruled from 306 BC to 283 BC. The library, located on the island of Pharos in Alexandria, housed a vast collection of scrolls from various parts of the ancient world, making it one of the largest and most significant libraries of antiquity. Tragically, the library was eventually destroyed by a fire, and many of its invaluable scrolls were lost to history.

five of the Seven Wonders *of the Ancient World*

These ancient wonders captivated the imaginations of people throughout history and left an indelible mark on the world with their astonishing architecture and grandeur.

The Hanging Gardens of Babylon

The Hanging Gardens of Babylon were a breathtaking series of terraced gardens located on the banks of the Euphrates River, in what is now Iraq. According to historical accounts, these lush gardens were constructed by King Nebuchadnezzar II, who reigned from 605 to 562 BC, as a tribute to his wife, Amyitis. During the Neo-Babylonian Empire, Babylon was one of the most influential cities in history.

The Temple of Artemis

The Temple of Artemis was an impressive sanctuary dedicated to the goddess Artemis in ancient Greece. Situated on the island of Delos, it is believed to have been built around 600 BC. However, the temple met its demise due to a devastating earthquake in AD 365.

The Great Pyramid of Giza

The Great Pyramid of Giza is the oldest and largest of the three pyramids in Egypt. It was built during the reign of Pharaoh Khufu, who ruled from 2589 BC to 2566 BC. The pyramid was constructed as a grand tomb for the Pharaoh and consists of approximately 2 million limestone blocks, each weighing around two tons. It took about 20 years to complete the construction, with more than 4000 skilled workers dedicating themselves day and night to its creation.

The Great Lighthouse of Alexandria

Commissioned by Ptolemy II Philadelphus, who ruled from 283 BC to 246 BC, the Great Lighthouse of Alexandria was an engineering marvel that served as a guiding beacon for ships in the bustling port city of Alexandria, Egypt. Constructed with a height of about 100 meters, it stood as one of the tallest structures of its time. The lighthouse was completed around 246 BC and utilized an oil lamp burning olive oil to emit a brilliant light, aiding navigation for mariners arriving from Asia.

b Why do you think *Egyptian pyramids* were built?

c Read the text and find out more about the *wonders of the ancient world*.

d Match the definitions with the *highlighted* words in the text.

1 _____ : A remarkable achievement in the field of engineering showcasing exceptional technical skill and innovation.
2 _____ : The ruler of ancient Egypt considered divine or god-like by their subjects.
3 _____ : A renowned center of knowledge in ancient Egypt, also known as the Great Library of Alexandria.
4 _____ : A sacred or holy place, often dedicated to a specific deity or religious purpose.
5 _____ : The ancient past, especially the period before the Middle Ages.

e Why were the *hanging gardens of Babylon* built?

f Why was the *great lighthouse of Alexandria* built?

g Read the text again and underline *simple past passive* verbs.

h Work in pairs and choose the correct answer.

1 Which of the following Wonders of the Ancient World was constructed in ancient Greece?
a The Great Pyramid of Giza
b The Great Library of Alexandria
c The Temple of Artemis
d The Hanging Gardens of Babylon

2 The Great Library of Alexandria was founded by:
a Pharaoh Khufu b Ptolemy I Soter
c Nebuchadnezzar II d Ptolemy II Philadelphus

3 The Hanging Gardens of Babylon were located on the banks of the:
a Nile River b Tigris River
c Euphrates River d Jordan River

4 The Great Lighthouse of Alexandria served as a guiding beacon for ships in the port city of:
a Athens b Rome
c Alexandria d Babylon

5 The Great Pyramid of Giza was built as a grand tomb for which ancient Egyptian ruler?
a Ptolemy I Soter b Nebuchadnezzar II
c Pharaoh Khufu d Ptolemy II Philadelphus

62 63

Sample pages from AMERICAN QUEST B1+ Workbook



6A Ancient civilizations

1 LET'S BEGIN

a Think about the words below.
Pyramids, Wonders, Tomb

b Work with a partner and the questions below.
1 What do you know about the pyramids in Egypt?
2 Can you name the seven wonders of the ancient world?
3 Why do you think Egyptian pharaohs were buried with a lot of gold and valuables in their tombs?

2 VOCABULARY

a 42 Listen and match the words with the pictures.
burial place pyramids acres collection scroll
constructed tomb empire shop (ish) earthquake

b Complete the dialogue with the vocabulary items.
Mia : Hey Sam, have you ever visited any historical sites during your travels?
Sam : Absolutely, Mia. I had the chance to explore the ancient _____ in Egypt. Those colossal structures are truly awe-inspiring.
Mia : Wow, that must have been incredible. Tell me more about it.
Sam : Well, standing next to those massive monuments, I couldn't help but marvel at the remarkable _____ skills of the ancient Egyptians. Can you imagine building something so intricate without modern technology?
Mia : It's truly astonishing. And speaking of ancient Egypt, did you ever get to see the 2_____ of the Sam : Yes, I did. The pyramids served as not just monumental structures, but also as burial places for the pharaohs and their treasures. The inside of the pyramids was fascinating, with intricate chambers and corridors.
Mia : That's incredible. It's amazing how the ancient Egyptians had such advanced architectural knowledge. By the way, have you ever been to _____ or Sphinx from that time?
Sam : Yes, I visited a museum in Cairo that had an impressive 3_____ of artifacts from various eras, including the time of the pharaohs. It was like taking a journey through history.
Mia : Sounds like a memorable experience. You know, the pyramids are often associated with the grandeur of the Egyptian 4_____.
Sam : Absolutely, Mia. The Egyptian empire left a significant mark on history, with its monumental structures, intricate hieroglyphics, and a society that flourished over vast 5_____ of land.
Mia : It's fascinating how these civilizations left such a lasting impact. Did you learn about the challenges they faced during those times?
Sam : Yes, I learned that natural disasters like 6_____ posed a threat to these ancient structures. Yet, despite such challenges, they managed to create lasting legacies that continue to captivate people's imagination.

3 GRAMMAR

simple past passive
was / were + past participle

a Write the *passive form* of the sentences below.
1 Many people lost their homes in the earthquake.
2 A horrible smell filled the church as they opened the tomb.
3 These paintings decorated the museum's permanent collection.

b Fill in the blanks with the *passive form* of the present continuous verbs.
1 An empire that stretched from Iberia across to China _____ (rule) by Genghis Khan.
2 Tons of live fishes _____ (catch) at a fish farm near my town.
3 Mayan pyramids _____ (build) using stone tools.
4 The Nile's _____ (take) into exile at three different times.

6 EXTRA

1 WATCHING

rado

2 SPEAKING

a *Work in small groups and create your own fictional story about a modern-day quest to find El Dorado.*

b *Each group will present their story to the class, incorporating elements of adventure, mystery, and the search for hidden treasure.*

5-6 REVISION

1 VOCABULARY

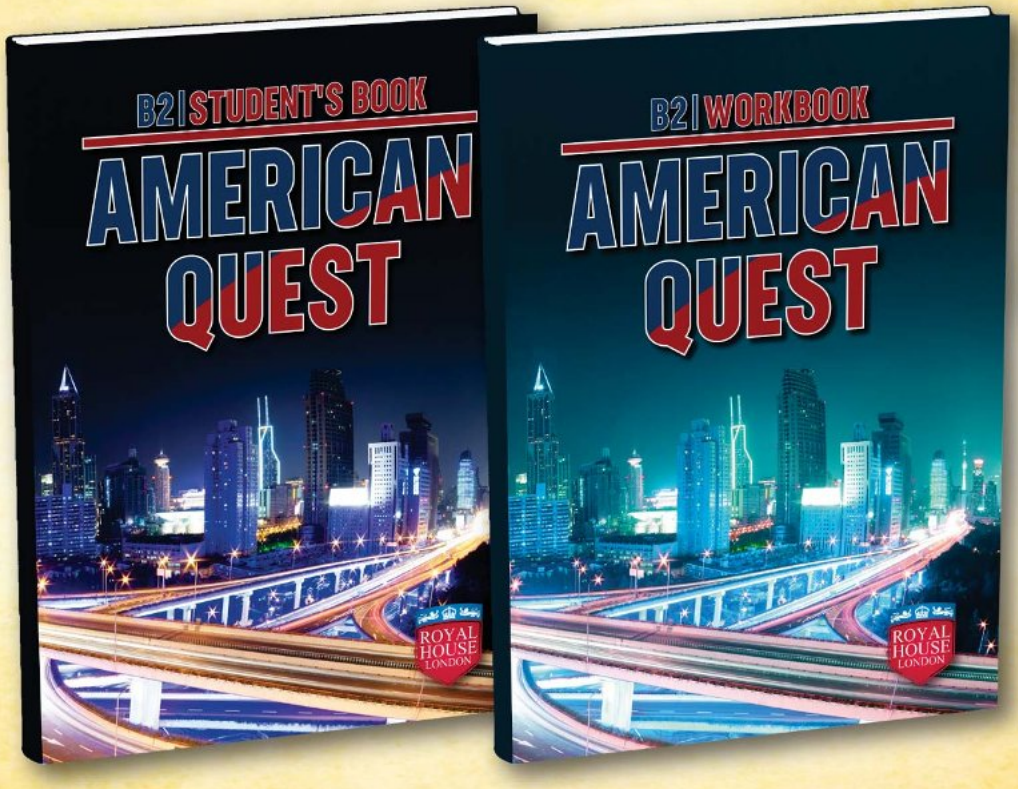
a Fill in the blanks with the vocabulary items.
_____ authorities disorders inflations inhabitants
_____ pyramids lure collection aggressive _____ tons _____ earthquake _____ are the _____ companions _____ he is kind

9 Penicillin has a high success rate in treating many _____.
8 _____ Doctor Mike would never turn his back on a sick or injured animal.
As a _____ of land was made into a _____ and lease orchard.
10 Ten _____ pomegranate and lease orchard.
11 The great _____ of Giza are truly majestic.
12 The _____ registered 6.2 on the Richter scale.
13 Those publishers have 2,500 _____ of paper stored in a depository.
14 A priceless _____ of stamps was destroyed by fire.

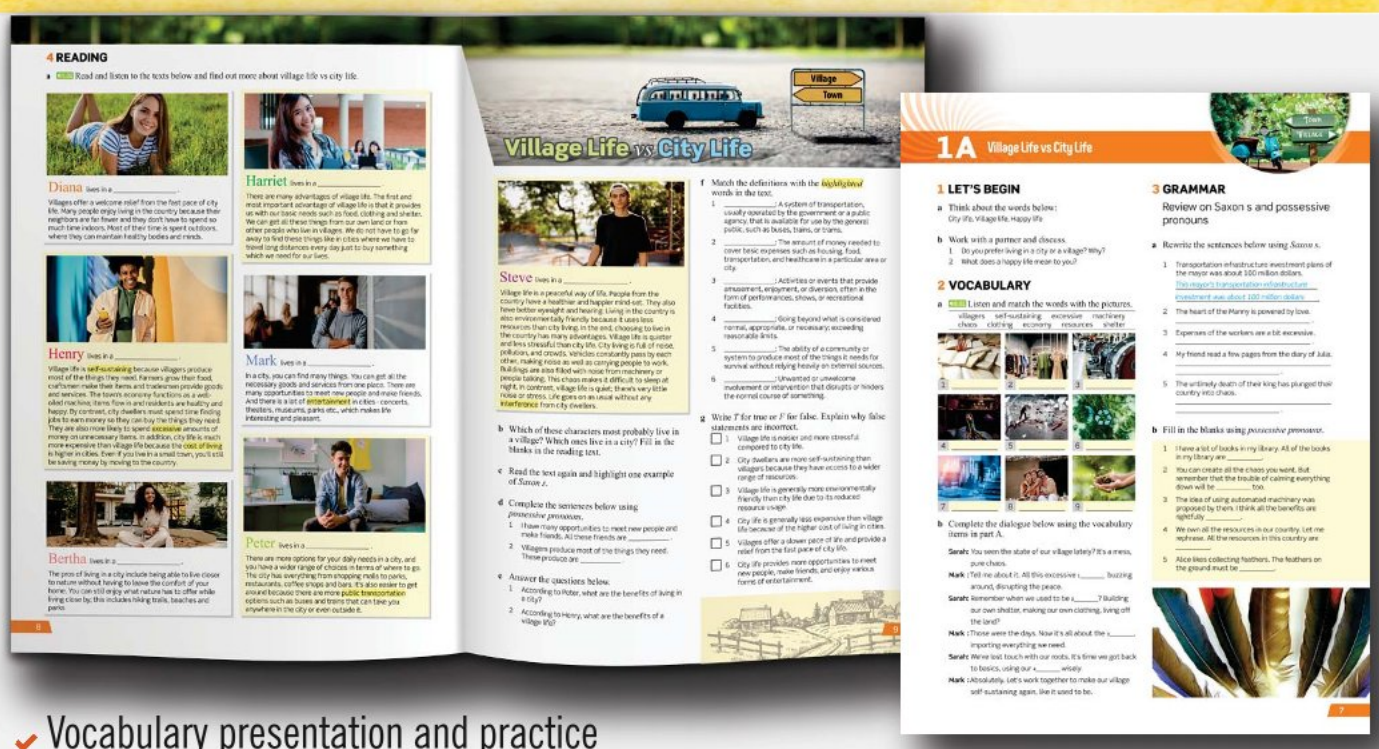
c Write the *passive form* of the sentences below.
1 He planted cucumbers in ten acres of his massive land.
2 Students collect shamps for a stamp collection.
3 The horrible battle took 10000 soldiers' lives.
4 These paintings paid tributes to the legendary leader of our country.
5 We followed the enemy warriors to their hiding place.
6 Pharaohs were building pyramids as tombs.
7 The aliens were destroying civilizations across our galaxy.
8 Our guests were consuming tons of food every day.
9 The government was rebuilding 1000 houses after the horrible earthquake.
10 The company was reducing all the useless bureaucracy in the system.

70 71

Secondary (A1-A2-B1-B1+-B2-C1/C2)



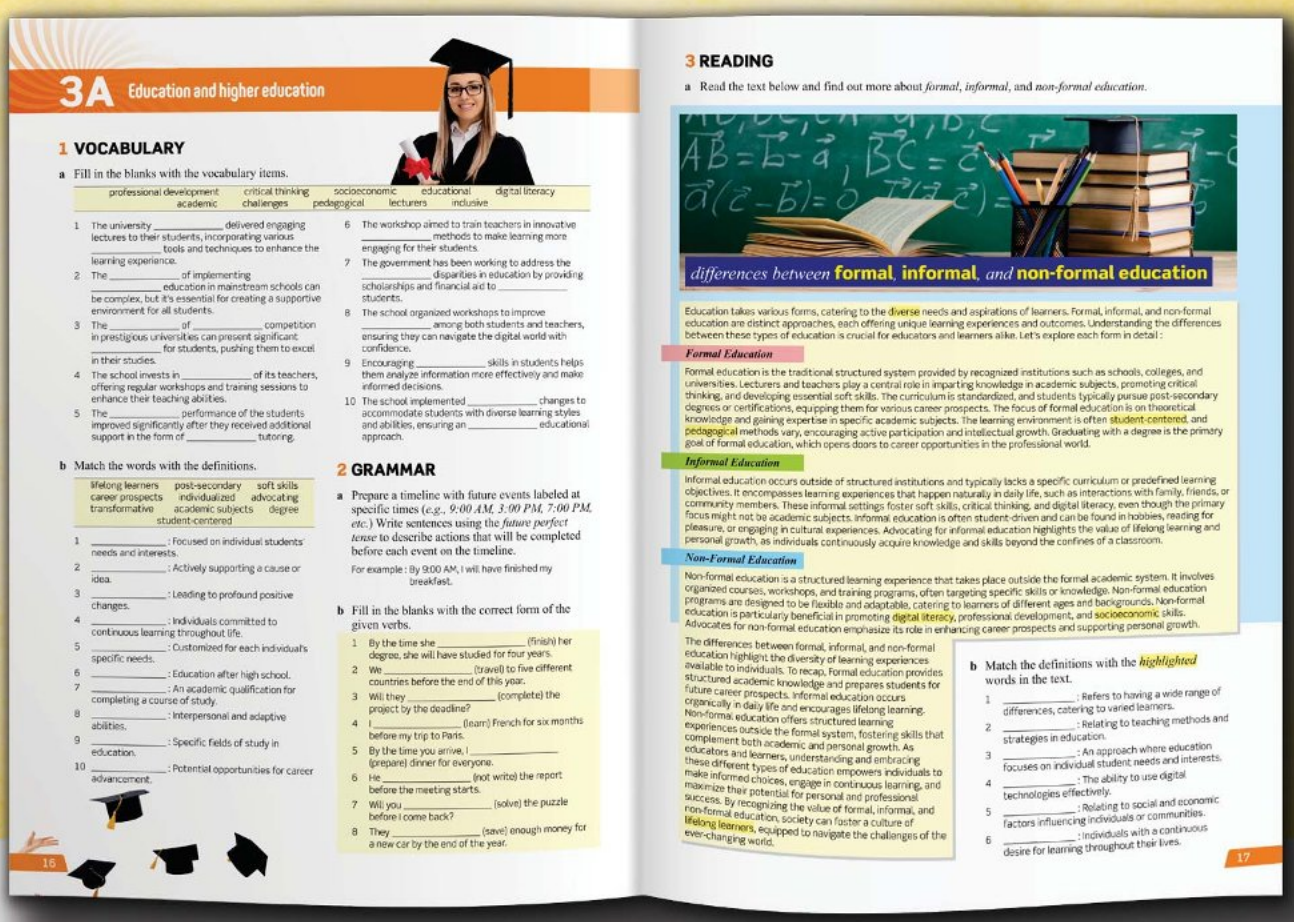
NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST B2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



3A Education and higher education

1 VOCABULARY

a Fill in the blanks with the vocabulary items.

professional development · critical thinking · socioeconomic · educational · digital literacy · academic · challenges · pedagogical · lecturers · inclusive

1 The university _____ delivered engaging lectures to their students, incorporating various _____ tools and techniques to enhance the learning experience.
2 The _____ of implementing _____ education in mainstream schools can be complex, but it's essential for creating a supportive environment for all students.
3 The _____ of _____ competition in prestigious universities can present significant _____ for students, pushing them to excel in their studies.
4 The school invests in _____ of its teachers, offering regular workshops and training sessions to enhance their teaching abilities.
5 The _____ performance of the students improved significantly after they received additional support in the form of _____ tutoring.
6 The workshop aimed to train teachers in innovative _____ methods to make learning more engaging for their students.
7 The government has been working to address the _____ disparities in education by providing scholarships and financial aid to _____ students.
8 The school organized workshops to improve _____ among both students and teachers, ensuring they can navigate the digital world with confidence.
9 Encouraging _____ skills in students helps them analyze information more effectively and make informed decisions.
10 The school implemented _____ changes to accommodate students with diverse learning styles and abilities, ensuring an _____ educational approach.

b Match the words with the definitions.

lifelong learners · post-secondary · soft skills · career prospects · individualized · advocating · transformative · academic subjects · degree · student-centered

1 _____ : Focused on individual students' needs and interests.
2 _____ : Actively supporting a cause or idea.
3 _____ : Leading to profound positive changes.
4 _____ : Individuals committed to continuous learning throughout life.
5 _____ : Customized for each individual's specific needs.
6 _____ : Education after high school.
7 _____ : An academic qualification for completing a course of study.
8 _____ : Interpersonal and adaptive abilities.
9 _____ : Specific fields of study in education.
10 _____ : Potential opportunities for career advancement.

2 GRAMMAR

a Prepare a timeline with future events labeled at specific times (*e.g., 9:00 AM, 3:00 PM, 7:00 PM, etc.*) Write sentences using the *future perfect tense* to describe actions that will be completed before each event on the timeline.

For example : By 9:00 AM, I will have finished my breakfast.

b Fill in the blanks with the correct form of the given verbs.

1 By the time she _____ (finish) her degree, she will have studied for four years.
2 We _____ (travel) to five different countries before the end of this year.
3 Will they _____ (complete) the project by the deadline?
4 I _____ (learn) French for six months before my trip to Paris.
5 By the time you arrive, I _____ (prepare) dinner for everyone.
6 He _____ (not write) the report before the meeting starts.
7 Will you _____ (solve) the puzzle before I come back?
8 They _____ (save) enough money for a new car by the end of the year.

3 READING

a Read the text below and find out more about *formal*, *informal*, and *non-formal education*.

differences between **formal**, **informal**, *and* **non-formal education**

Education takes various forms, catering to the diverse needs and aspirations of learners. Formal, informal, and non-formal education are distinct approaches, each offering unique learning experiences and outcomes. Understanding the differences between these types of education is crucial for educators and learners alike. Let's explore each form in detail :

Formal Education

Formal education is the traditional structured system provided by recognized institutions such as schools, colleges, and universities. Lecturers and teachers play a central role in imparting knowledge in academic subjects, promoting critical thinking, and developing essential soft skills. The curriculum is standardized, and students typically pursue post-secondary degrees or certifications, equipping them for various career prospects. The focus of formal education is on theoretical knowledge and gaining expertise in specific academic subjects. The learning environment is often student-centered, and pedagogical methods vary, encouraging active participation and intellectual growth. Graduating with a degree is the primary goal of formal education, which opens doors to career opportunities in the professional world.

Informal Education

Informal education occurs outside of structured institutions and typically lacks a specific curriculum or predefined learning objectives. It encompasses learning experiences that happen naturally in daily life, such as interactions with family, friends, or community members. These informal settings foster soft skills, critical thinking, and digital literacy, even though the primary focus might not be academic subjects. Informal education is often student-driven and can be found in hobbies, reading for pleasure, or engaging in cultural experiences. Advocating for informal education highlights the value of lifelong learning and personal growth, as individuals continuously acquire knowledge and skills beyond the confines of a classroom.

Non-Formal Education

Non-formal education is a structured learning experience that takes place outside the formal academic system. It involves organized courses, workshops, and training programs, often targeting specific skills or knowledge. Non-formal education programs are designed to be flexible and adaptable, catering to learners of different ages and backgrounds. Non-formal education is particularly beneficial in promoting digital literacy, professional development, and socioeconomic skills. Advocates for non-formal education emphasize its role in enhancing career prospects and supporting personal growth.

The differences between formal, informal, and non-formal education highlight the diversity of learning experiences available to individuals. To recap, Formal education provides structured academic knowledge and prepares students for future career prospects. Informal education occurs organically in daily life and encourages lifelong learning. Non-formal education offers structured learning experiences outside the formal system, fostering skills that complement both academic and personal growth. As educators and learners, understanding and embracing these different types of education empowers individuals to make informed choices, engage in continuous learning, and maximize their potential for personal and professional success. By recognizing the value of formal, informal, and non-formal education, society can foster a culture of lifelong learners, equipped to navigate the challenges of the ever-changing world.

b Match the definitions with the *highlighted* words in the text.

1 _____ : Refers to having a wide range of differences, catering to varied learners.
2 _____ : Relating to teaching methods and strategies in education.
3 _____ : An approach where education focuses on individual student needs and interests.
4 _____ : The ability to use digital technologies effectively.
5 _____ : Relating to social and economic factors influencing individuals or communities.
6 _____ : Individuals with a continuous desire for learning throughout their lives.

Sample pages from AMERICAN QUEST B2 Workbook



4 LISTENING

Latin Literature

4 READING

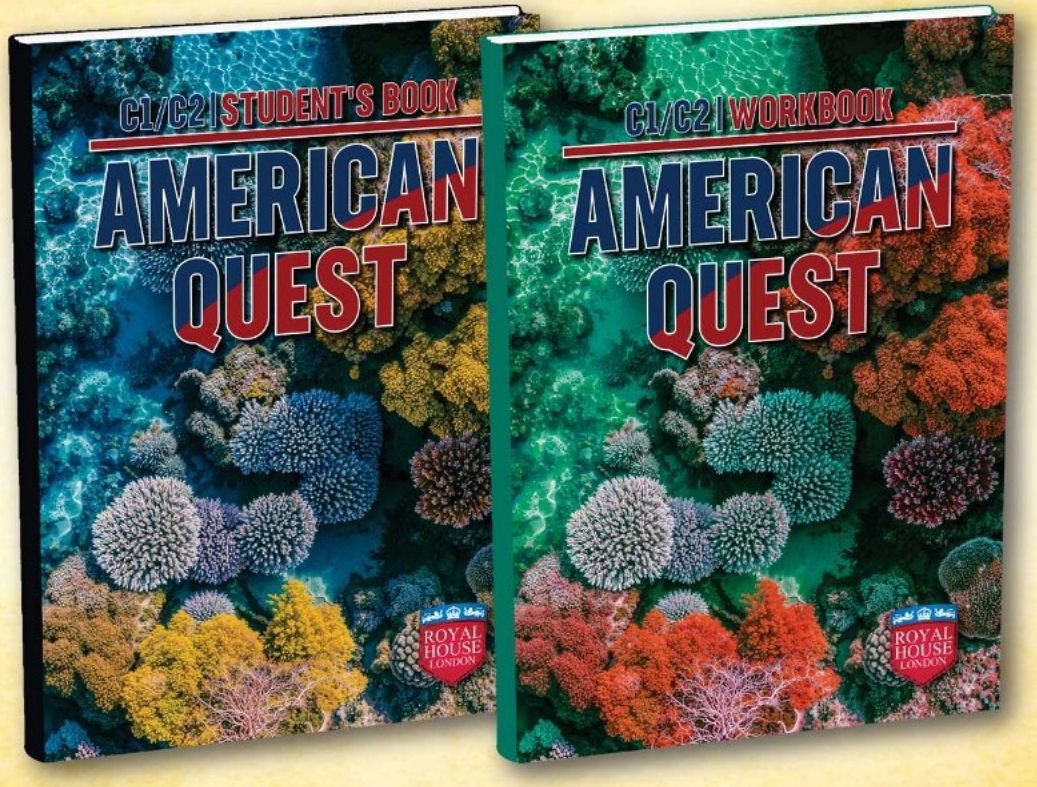
Quixotism

2A Relationships

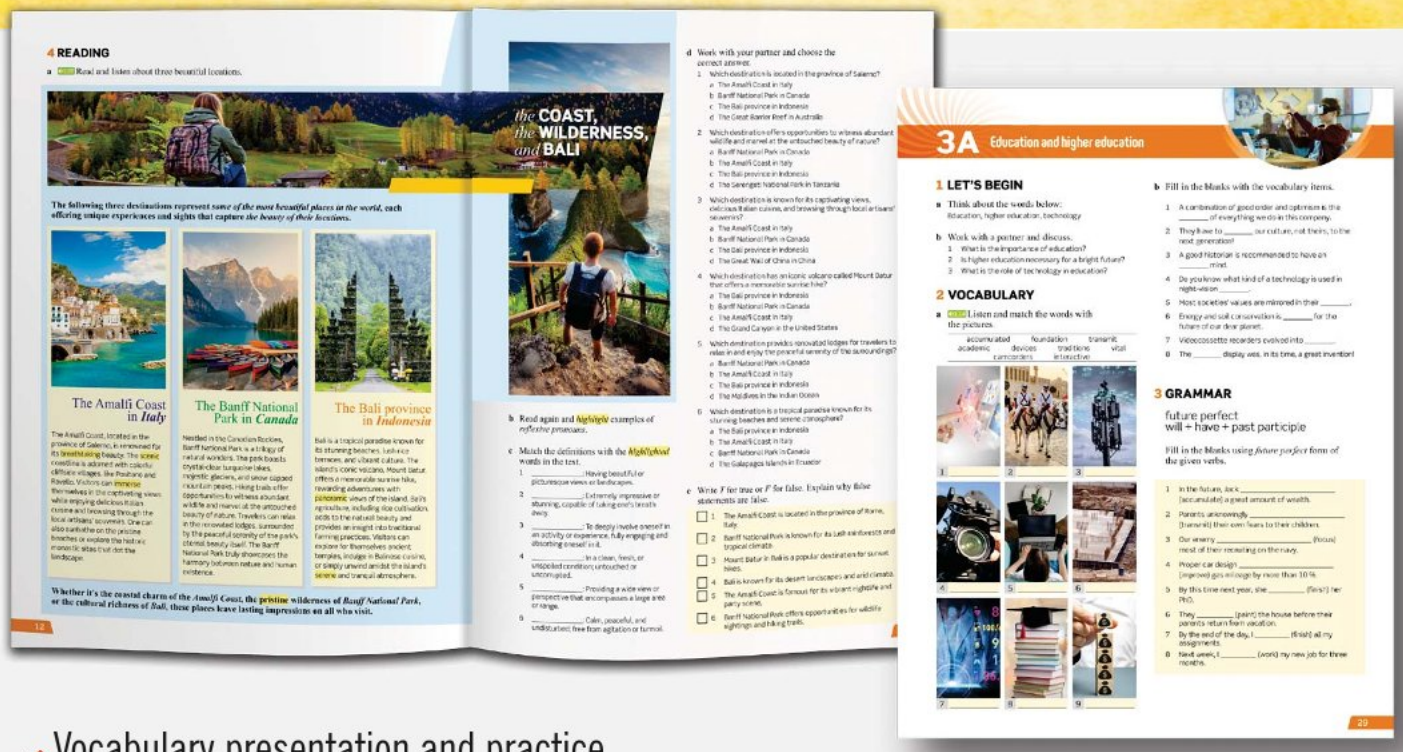
1 VOCABULARY

2 GRAMMAR

Secondary (A1-A2-B1-B1+-B2-C1/C2)



NEW



- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from
AMERICAN QUEST C1/C2
Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)

c Complete the conversation between Mike and Jenny. Choose the correct *preposition*. *about / of / in / for / by / to / among*



Jenny : Hey Mike, I heard you're going on a roller coaster tomorrow! Aren't you excited 1_____ it?

Mike : Oh, Jenny, to be honest, I'm actually afraid 2_____ roller coasters. They make me feel really nervous.

Jenny : Don't worry, Mike. I understand. Some people feel that way. But I promise you, once you try it, you'll be proud 3_____ yourself for facing your fear.

Mike : You think so? I guess I could give it a try. But I'm still worried 4_____ how I'll feel during the ride.

Jenny : It's natural to feel worried, but I'm confident 5_____ your ability to handle it. I'll be there with you, and we can support each other throughout the day.

Mike : Thanks, Jenny. I'm grateful 6_____ your support. Knowing you'll be there makes me feel more at ease.

Jenny : Of course, Mike. We'll have a great time, and I'll be right by your side. Just remember, I've been on that roller coaster before, and it's well-prepared 7_____ safety.

Mike : You're right. Hearing that does make me feel better. I'm still a little surprised 8_____ my decision to go, but I think it's time to face this fear.

Jenny : That's the spirit, Mike! I'm impressed 9_____ your courage, and I know you'll enjoy the experience in the end.

Mike : Thanks, Jenny. Your encouragement means a lot to me. I'm really devoted 10_____ overcoming this fear.

Jenny : You're welcome, Mike. And once we conquer the roller coaster, we'll have a lot of fun on other rides too. You'll be famous 11_____ our friends for your bravery!

Mike : Haha, I never thought of it that way. I guess it's time to embrace the adventure and be known 12_____ my roller coaster conquering skills!

Jenny : Absolutely! And don't forget, even if you're tired 13_____ roller coasters after a few rides, I'll still admire your determination to try something new.

Mike : Thanks, Jenny. You're such a supportive friend. I'm really lucky to have you by my side.

Jenny : The feeling is mutual, Mike. Now let's get ready for an exciting day at the amusement park tomorrow!

3 LISTENING

a 01.04 Listen to a podcast about *respecting your enemy*.

b Listen again and choose the correct answer.

1 What does respecting your enemy involve?
- a Confrontation and hostility
- b Fairness and courtesy
- c Ignoring their existence
- d Engaging in gossip

2 Why is collaboration important in respecting your enemy?
- a To undermine their efforts
- b To find common ground and build bridges
- c To compete and prove superiority
- d To avoid any interaction

3 How does respecting your enemy contribute to unity?
- a By promoting division and hostility
- b By recognizing our interconnectedness as human beings
- c By avoiding any contact with them
- d By fueling animosity and conflicts

4 What is the first step towards fostering inclusivity?
- a Dismissing others' perspectives
- b Understanding and acknowledging biases
- c Engaging in divisive language
- d Avoiding any communication with adversaries

5 Why is ethical responsibility essential in respecting your enemy?
- a To manipulate and control them
- b To take ownership of our actions and treat others kindly
- c To seek revenge and retaliation
- d To avoid any form of cooperation

c Write *T* for true or *F* for false. Explain why false statements are false.

- ☐ 1 Respecting your enemy means avoiding any form of interaction or communication with them.
- ☐ 2 Collaborating with your adversary can lead to finding common ground and potential solutions.
- ☐ 3 Respecting your enemy is a sign of weakness and submission.
- ☐ 4 Fostering inclusivity involves recognizing and acknowledging our biases.
- ☐ 5 Treating your adversary with empathy and compassion is an essential aspect of respecting them.



4 READING

a Read the text below and find out more about *respecting elderly people*.



a cross-cultural perspective on
respecting elderly people

Respecting elderly people varies across cultures, reflecting diverse traditions and values. In some societies, the elderly are revered for their wisdom and experience, while in others, this reverence may be lacking. This essay explores the reasons behind these cultural differences and their implications for societal dynamics.

Certain cultures, like those influenced by Confucian teachings in East Asia, highly value respecting the elderly. In these societies, age is associated with wisdom, and filial piety is emphasized, emphasizing care and respect for elders. Indigenous communities, such as Native American tribes, also hold the elderly in high esteem, preserving their cultural heritage through their wisdom.

In contrast, some Western societies may not prioritize respecting the elderly. Modernization and individualistic values can overshadow traditional family ties, leading to marginalization and undervaluing of the elderly.

Diverse historical influences, economic conditions, and cultural values shape these attitudes. Cultures that value respecting the elderly often have strong community ties, whereas rapid modernization can lead to diminished respect in other societies.

The level of respect for elderly individuals impacts societal dynamics. Cultures that cherish their elders foster strong intergenerational bonds, passing down wisdom and creating stability. Conversely, lack of respect may strain family ties and diminish cultural identity.

The varying respect for elderly people reflects cultural richness. Emphasizing respect is vital for maintaining traditions and building cohesive communities that value every individual, regardless of age.

b Complete the table below.

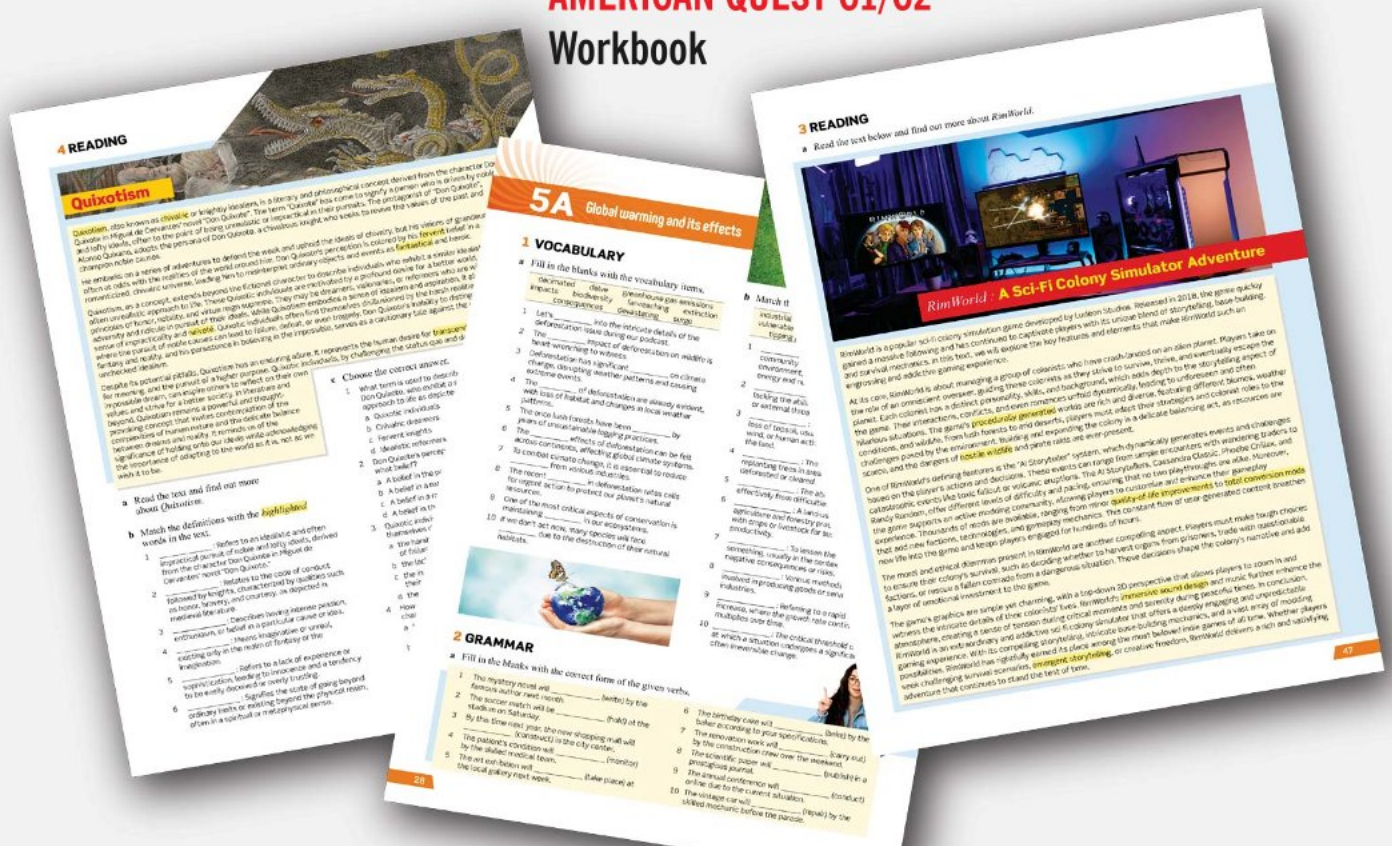
- a Certain cultures influenced by Confucian teachings highly value respecting the elderly.
- b Diverse historical influences, economic conditions, and cultural values shape attitudes towards respecting the elderly.
- c Rapid modernization can lead to diminished respect in some societies.
- d Indigenous communities, like Native American tribes, preserve cultural heritage through valuing the elderly.
- e Lack of respect for the elderly can strain family ties and diminish cultural identity.
- f Cultural richness is reflected in varying levels of respect for elderly individuals.

c Match the definitions with the *highlighted* words in the text.

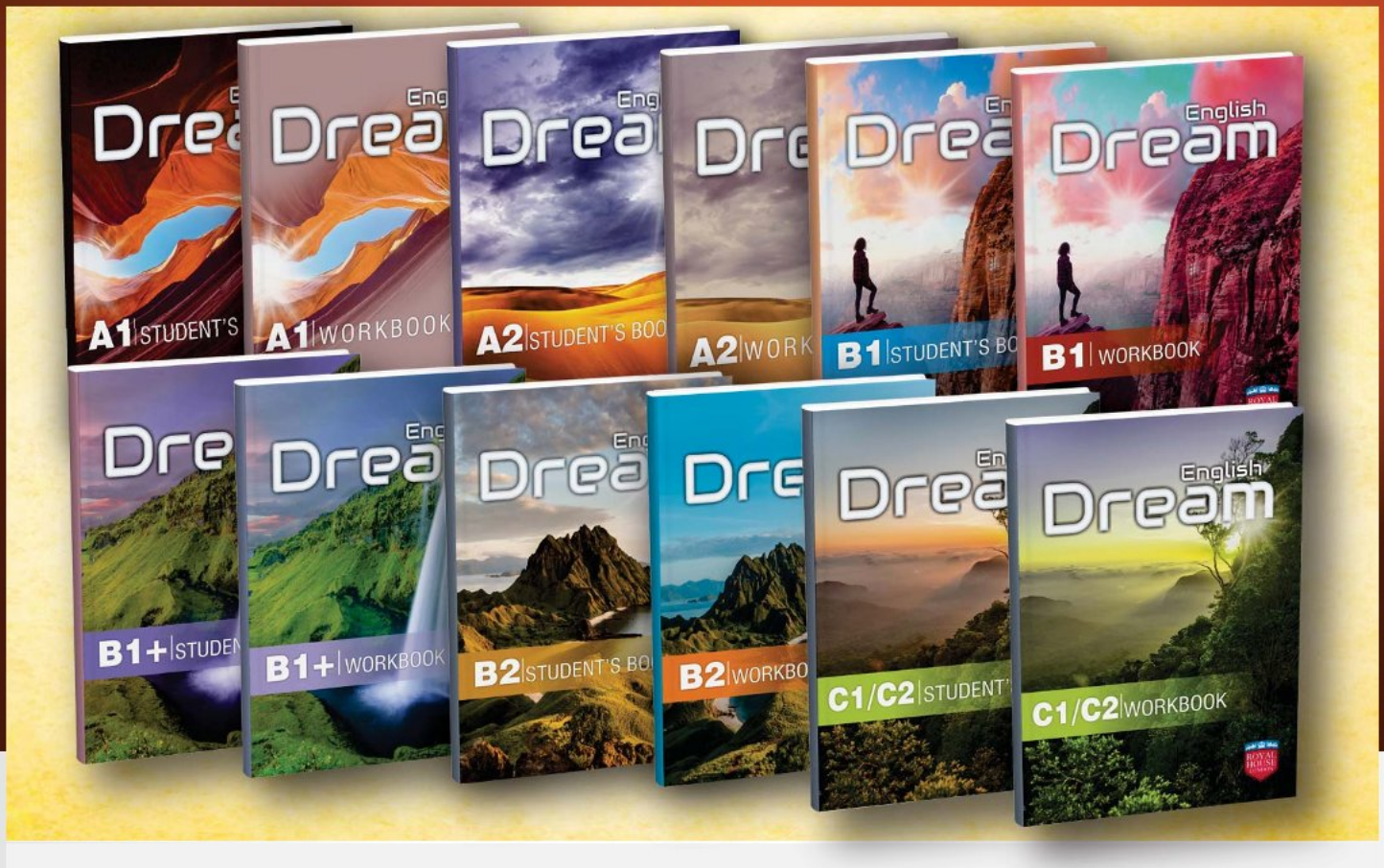
1 _____ : to change or differ in different situations or contexts.
2 _____ : highly respected and admired.
3 _____ : the possible effects or consequences of an action or decision.
4 _____ : a virtue in Confucian teachings emphasizing respect, care, and duty towards one's parents and elders.
5 _____ : to underestimate or not fully appreciate the worth or importance of someone or something.
6 _____ : forming a united and harmonious whole; characterized by being closely connected or well-integrated.

Points	Examples
Respecting elderly varies across cultures	• In some societies, the elderly are revered for their wisdom and experience. • 1 • Some Western societies may not prioritize respecting the elderly, leading to marginalization. • 2
Cultural differences and implications	• Cultures that value elderly respect tend to have strong community ties. • 3
Importance in East Asian cultures	• Confucian teachings emphasize filial piety, care, and respect for elders. • 4
Impact on societal dynamics	• Cultures that cherish their elders foster strong intergenerational bonds and pass down wisdom. • 5
Emphasizing respect for communities	• 6 • Building cohesive communities requires emphasizing respect for all individuals, regardless of age.

Sample pages from AMERICAN QUEST C1/C2 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



Dream is an exciting new multi-level course for students who are studying English from A1 through C1 level of the Common European Framework of Reference. The series develop students' language levels while capturing their interest and motivating them through real-life content.

Key Features of DREAM:

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Secondary (A1-A2-B1-B1+-B2-C1/C2)

English Dream
IWB Software

The English Dream advanced technology IWB software combines all the components of this course into one amazing interactive tool to help teachers bring their lessons to life in the classroom.





English Dream A1 - A2 - B1 - B1+ - B2
Interactive Whiteboard Software contains:

- the interactive Student's Book page-for-page, including the animated story episodes
- the interactive Workbook, which includes all of the Workbook exercises in fully interactive format
- the interactive Grammar Book with fully animated presentations
- all the songs and videos
- interactive games to be played in class and at the end of each unit if time permits.

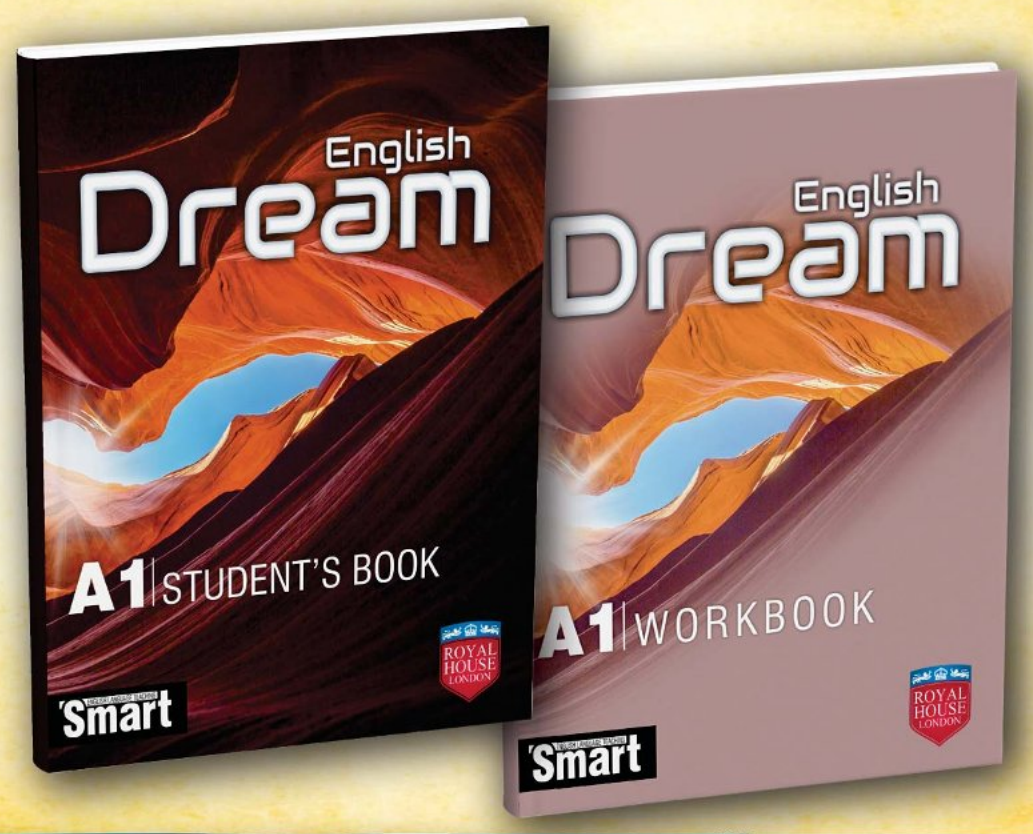


English Dream for the Student

- Student's Book with e-book
- Workbook
- Grammar Book
- Test Book
- Online platform



Secondary (A1-A2-B1-B1+-B2-C1/C2)







- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM A1 Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)

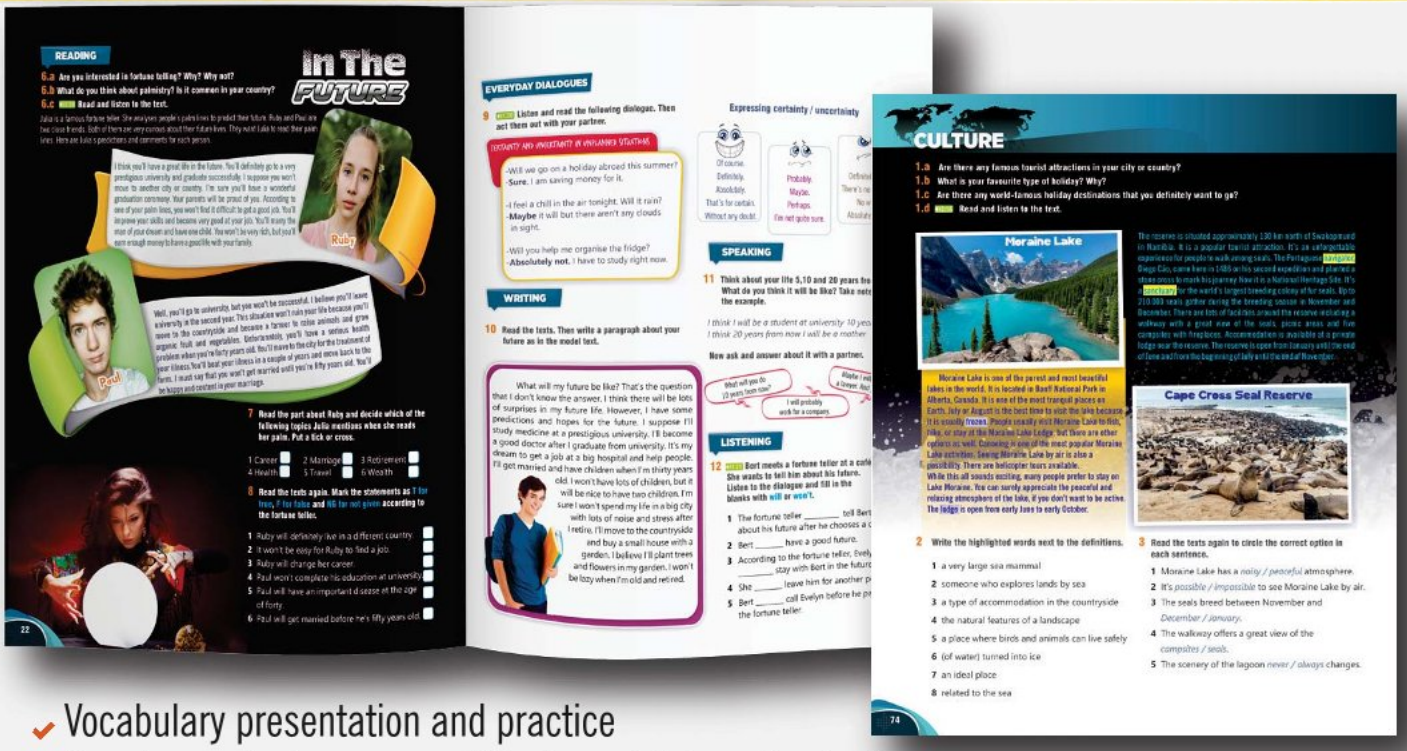


Sample pages from DREAM A1 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)





- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM A2 Student's Book

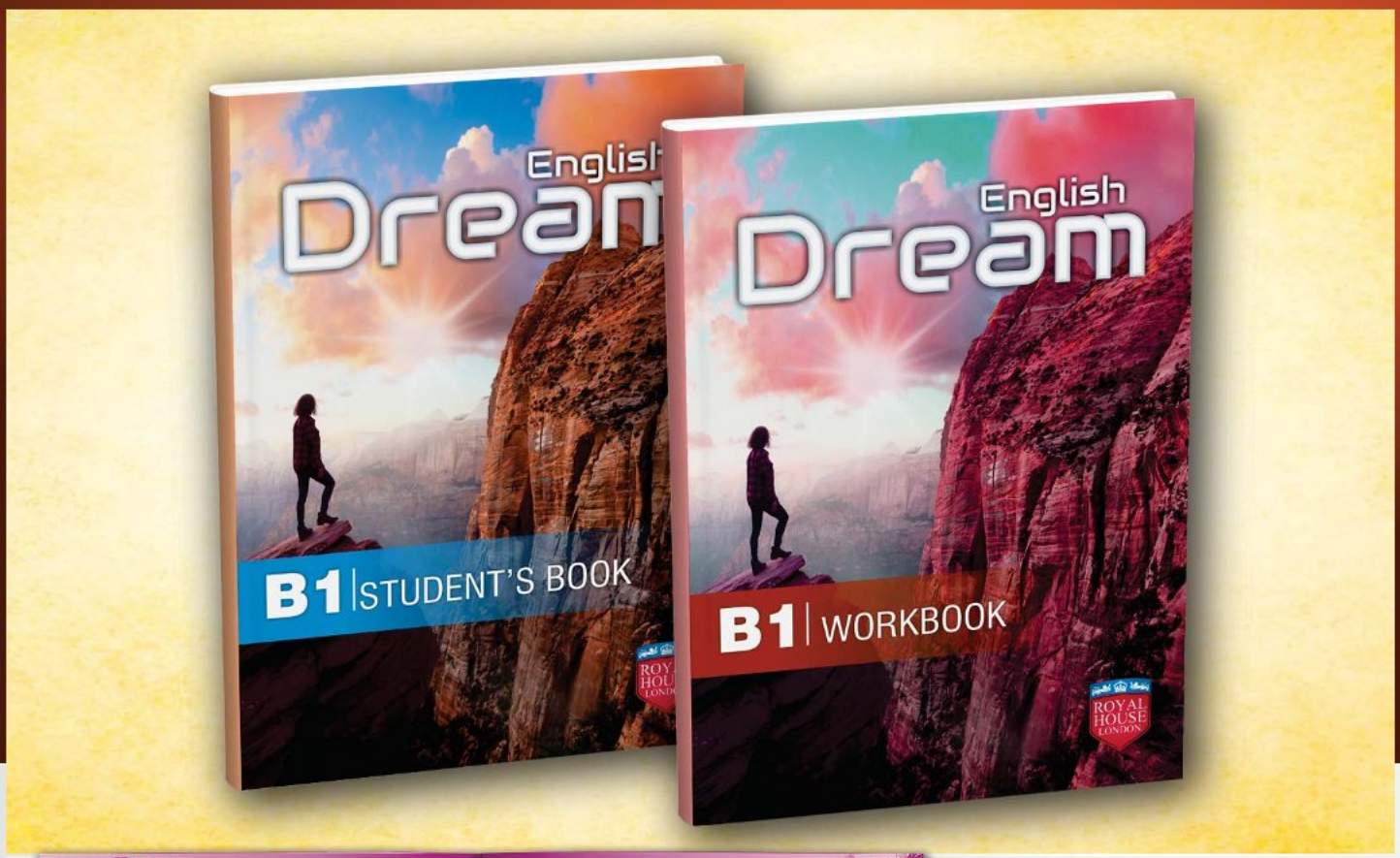
Secondary (A1-A2-B1-B1+-B2-C1/C2)

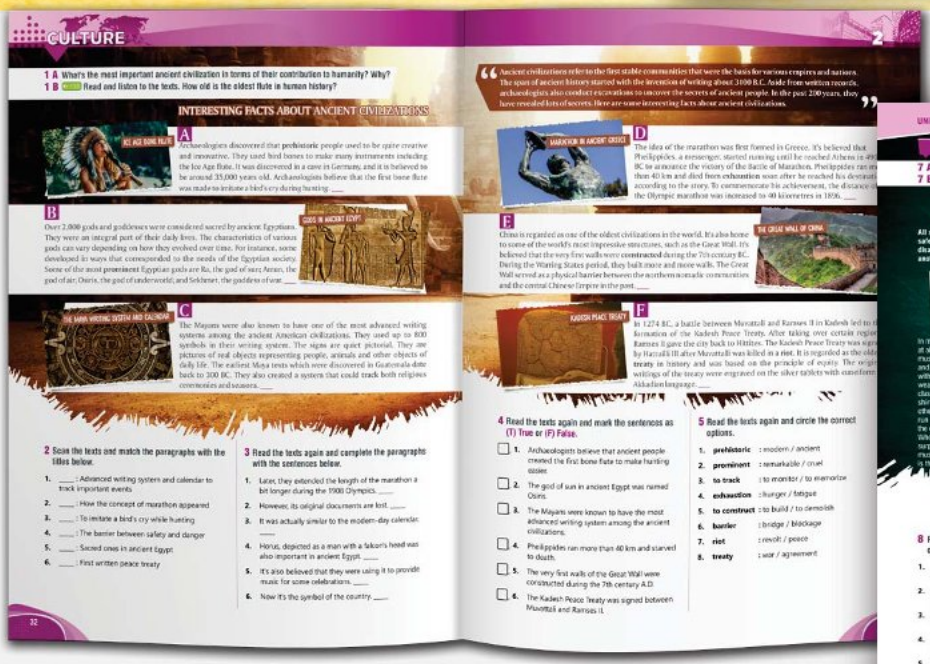


Sample pages from DREAM A2 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)







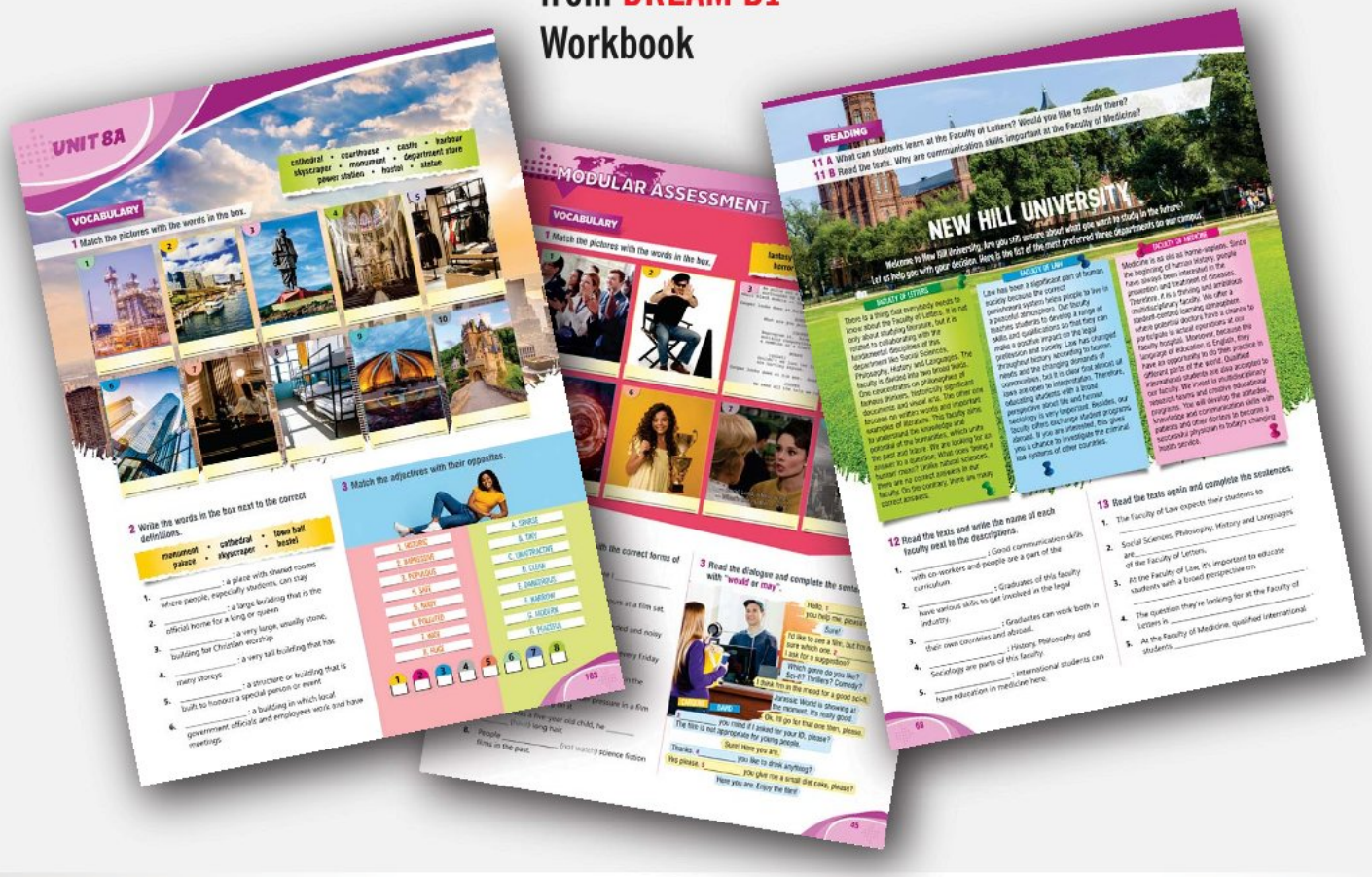
- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM B1 Student's Book

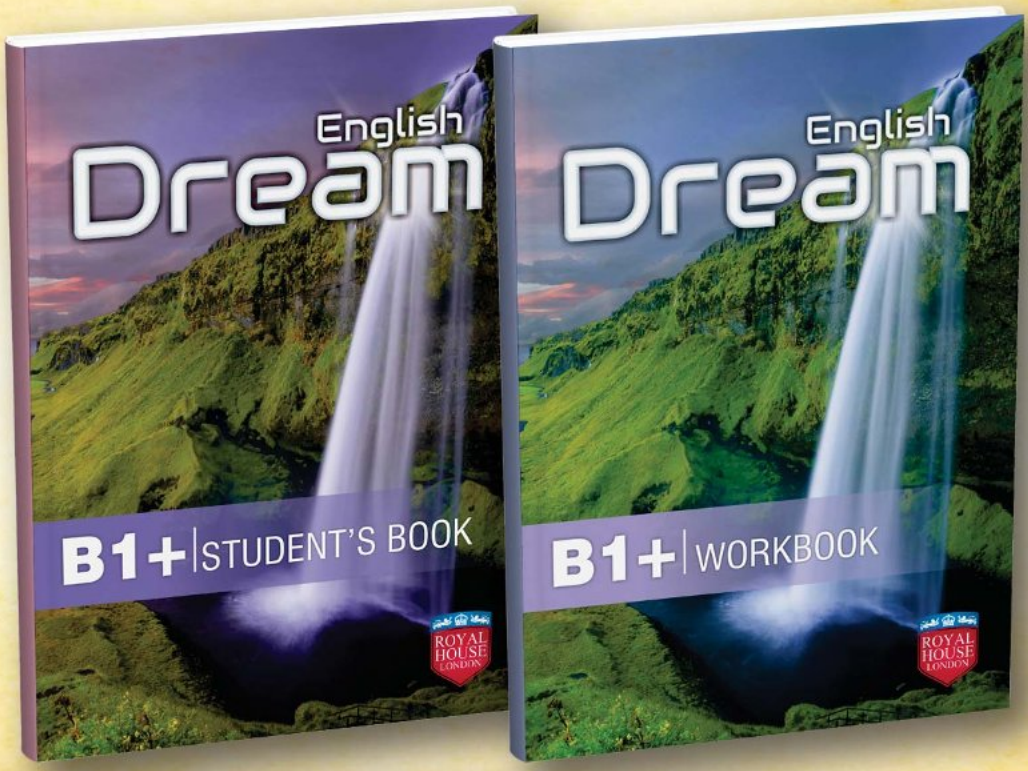
Secondary (A1-A2-B1-B1+-B2-C1/C2)

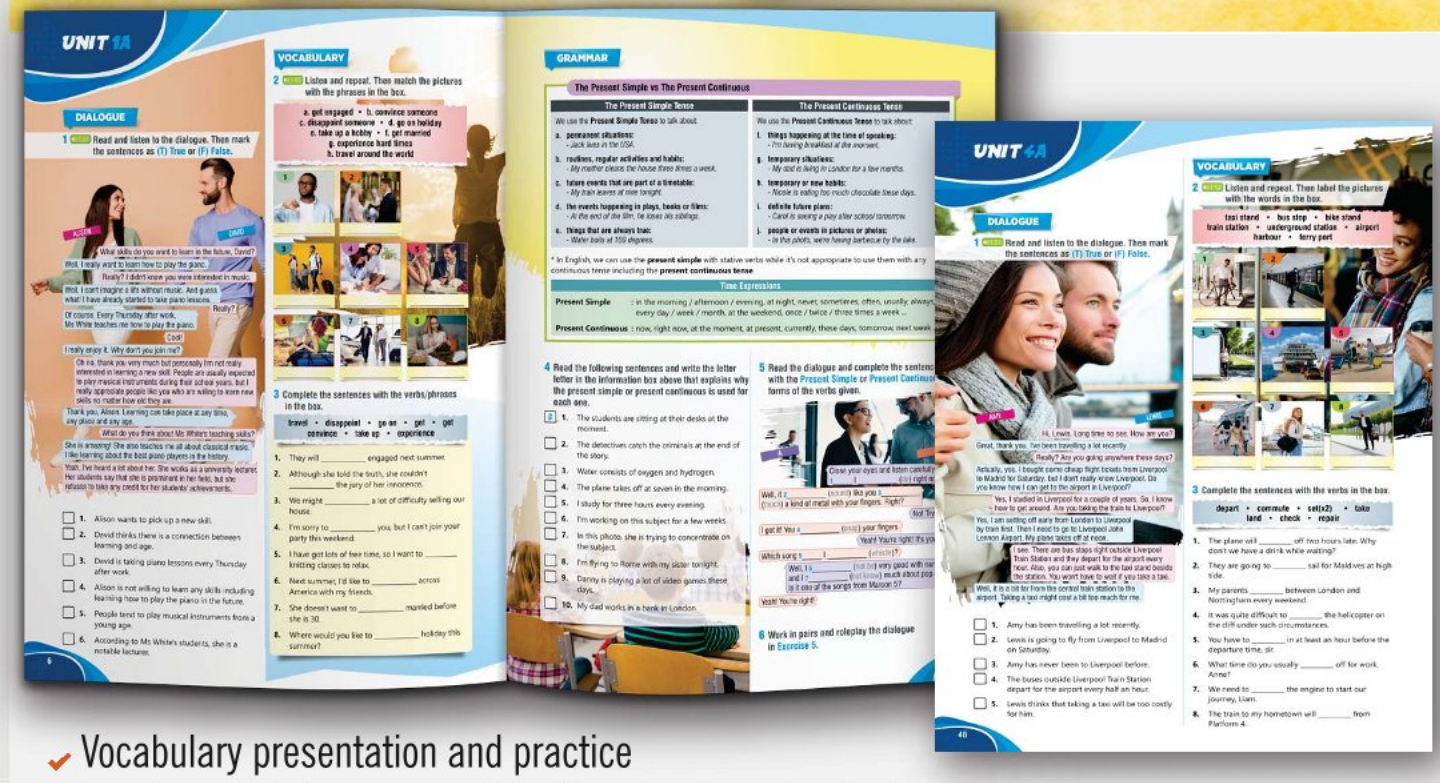


Sample pages from DREAM B1 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)





- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM B1+ Student's Book

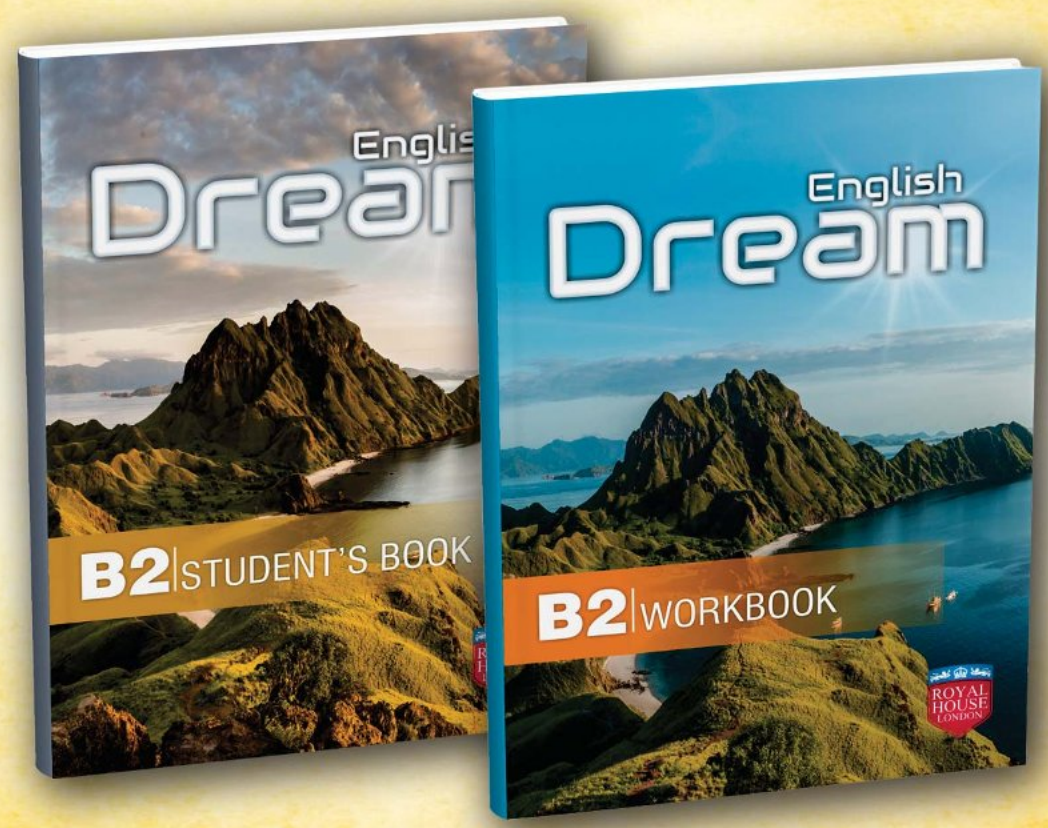
Secondary (A1-A2-B1-B1+-B2-C1/C2)

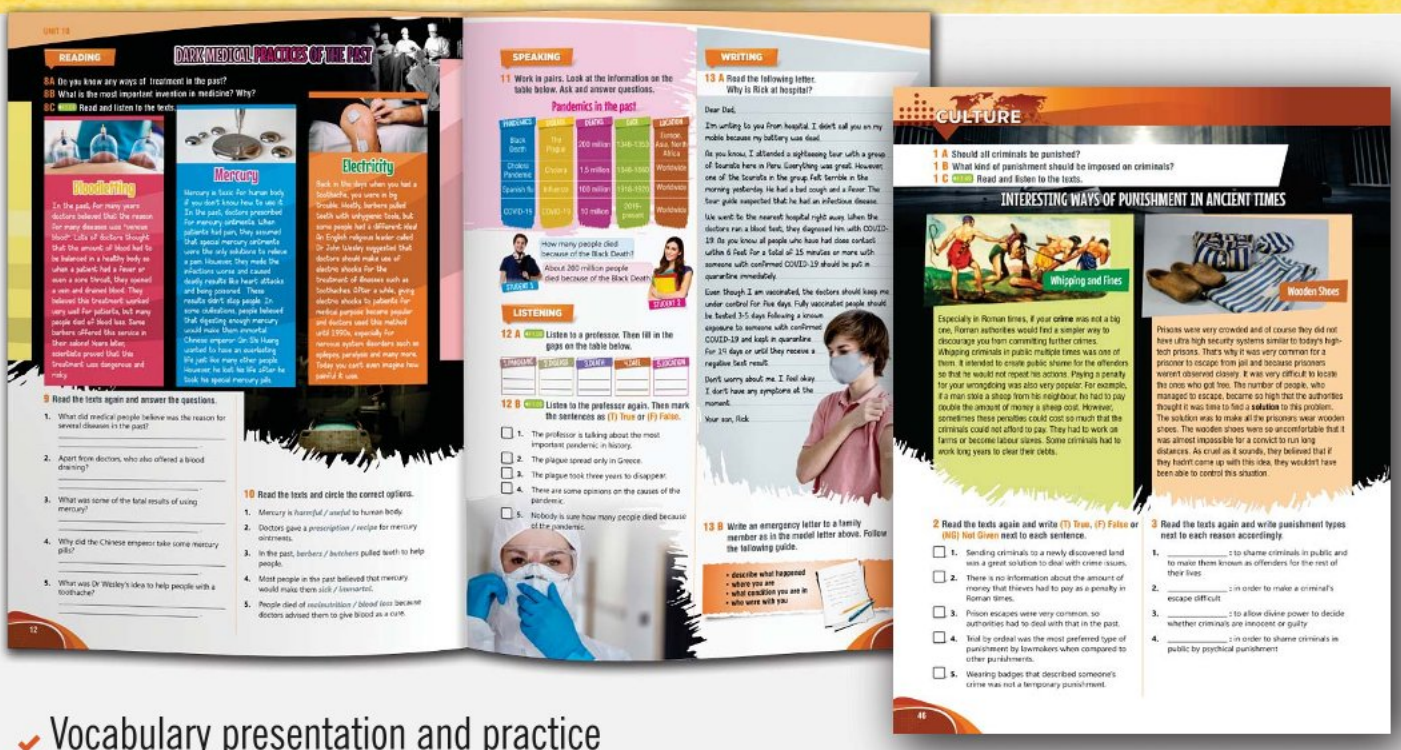


Sample pages from DREAM B1+ Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)





- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM B2 Student's Book

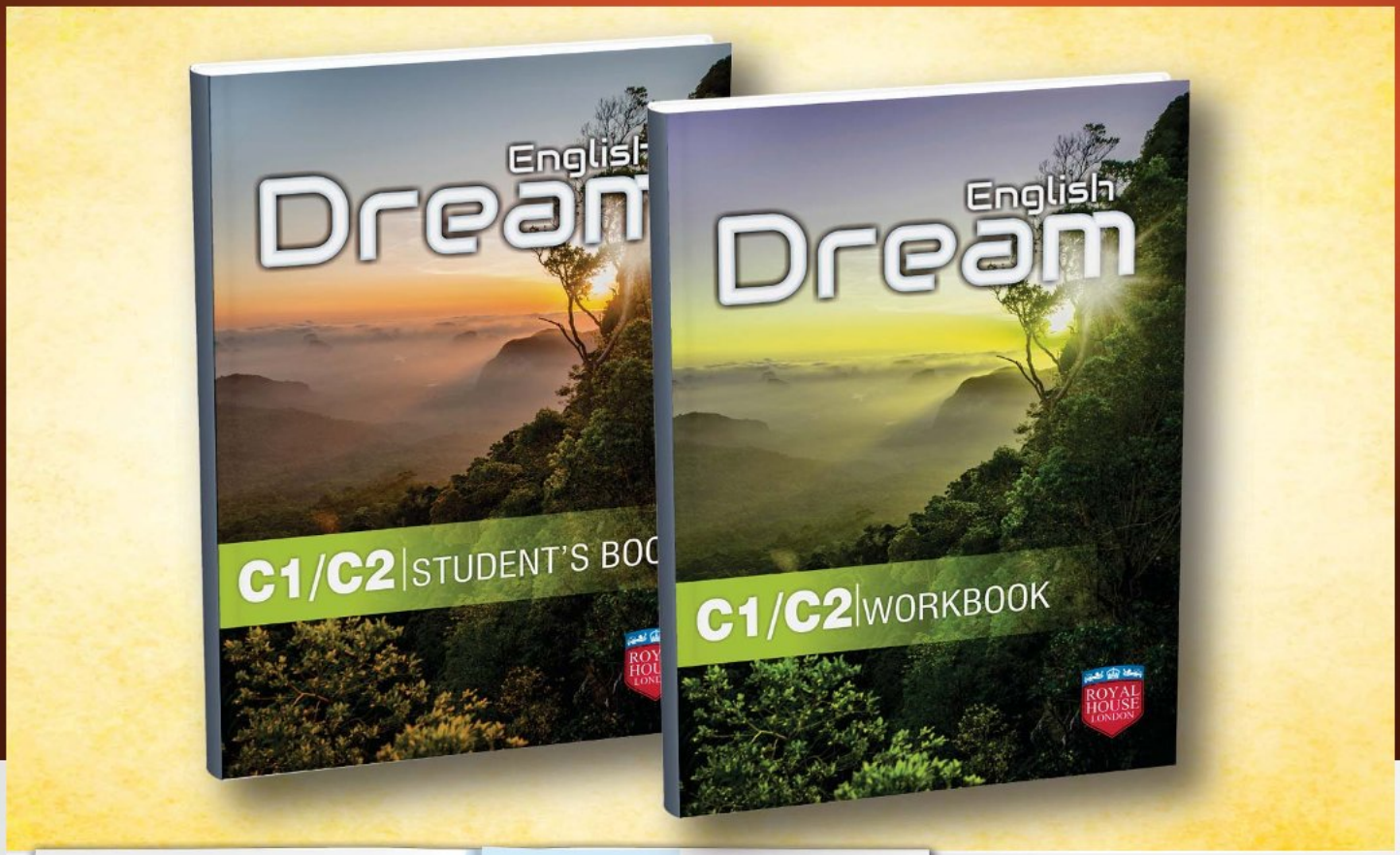
Secondary (A1-A2-B1-B1+-B2-C1/C2)



Sample pages from DREAM B2 Workbook



Secondary (A1-A2-B1-B1+-B2-C1/C2)



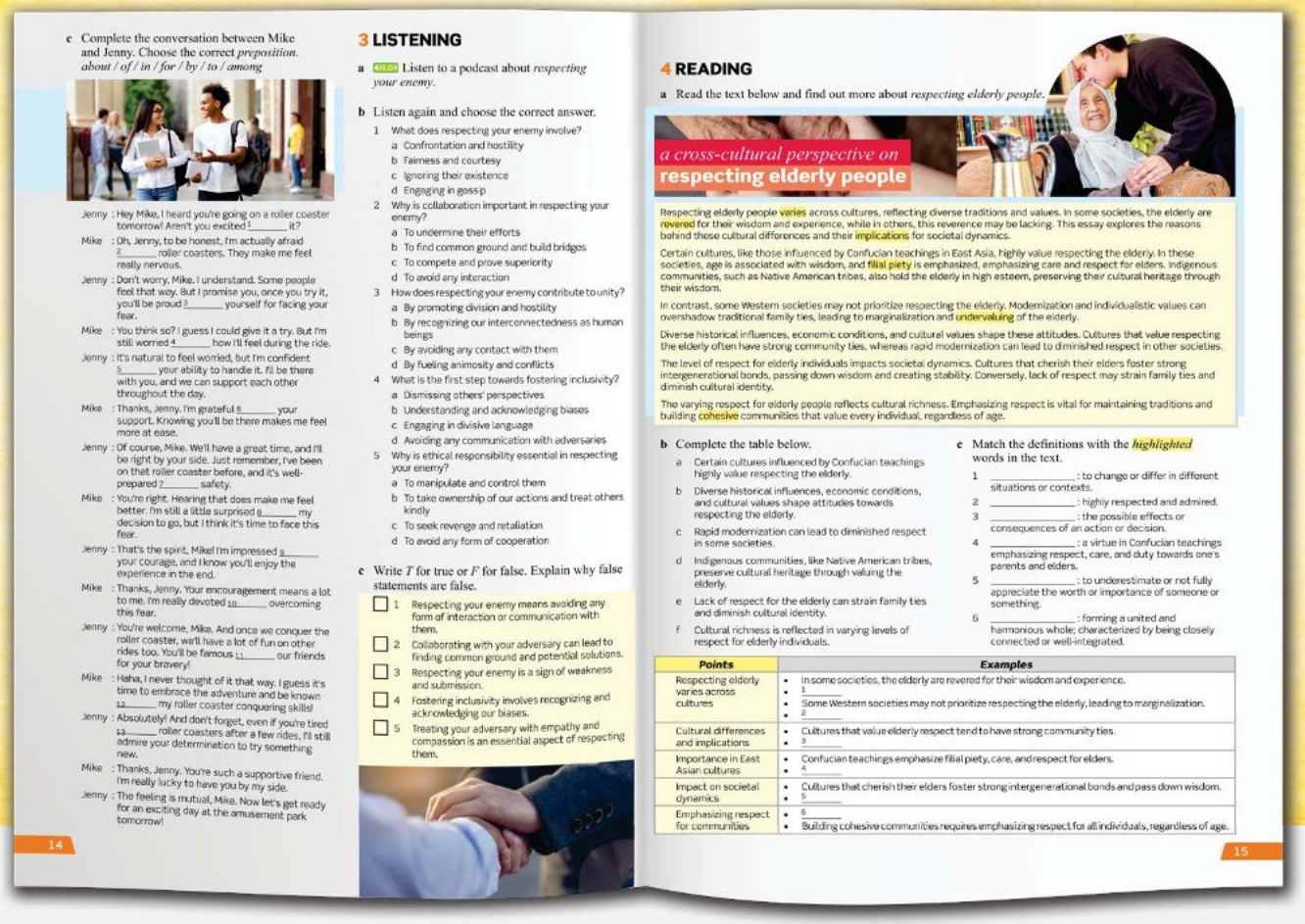




- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks

Sample pages from DREAM C1/C2 Student's Book

Secondary (A1-A2-B1-B1+-B2-C1/C2)



c Complete the conversation between Mike and Jenny. Choose the correct *preposition*. *about / of / in / for / by / to / among*

Jenny : Hey Mike, I heard you're going on a roller coaster tomorrow! Aren't you excited [1] _____ it?

Mike : Oh, Jenny, to be honest, I'm actually afraid [2] _____ roller coasters. They make me feel really nervous.

Jenny : Don't worry, Mike. I understand. Some people feel that way. But I promise you, once you try it, you'll be proud [3] _____ yourself for facing your fear.

Mike : You think so? I guess I could give it a try. But I'm still worried [4] _____ how I'll feel during the ride.

Jenny : It's natural to feel worried, but I'm confident [5] _____ your ability to handle it. I'll be there with you, and we can support each other throughout the day.

Mike : Thanks, Jenny. I'm grateful [6] _____ your support. Knowing you'll be there makes me feel more at ease.

Jenny : Of course, Mike. We'll have a great time, and I'll be right by your side. Just remember, I've been on that roller coaster before, and it's well-prepared [7] _____ safety.

Mike : You're right. Hearing that does make me feel better. I'm still a little surprised [8] _____ my decision to go, but I think it's time to face this fear.

Jenny : That's the spirit, Mike! I'm impressed [9] _____ your courage, and I know you'll enjoy the experience in the end.

Mike : Thanks, Jenny. Your encouragement means a lot to me. I'm really devoted [10] _____ overcoming this fear.

Jenny : You're welcome, Mike. And once we conquer the roller coaster, we'll have a lot of fun on other rides too. You'll be famous [11] _____ our friends for your bravery!

Mike : Haha, I never thought of it that way. I guess it's time to embrace the adventure and be known [12] _____ my roller coaster conquering skills!

Jenny : Absolutely! And don't forget, even if you're tired [13] _____ roller coasters after a few rides, I'll still admire your determination to try something new.

Mike : Thanks, Jenny. You're such a supportive friend. I'm really lucky to have you by my side.

Jenny : The feeling is mutual, Mike. Now let's get ready for an exciting day at the amusement park tomorrow!

3 LISTENING

a 01.09 Listen to a podcast about *respecting your enemy*.

b Listen again and choose the correct answer.

1 What does respecting your enemy involve?
- a Confrontation and hostility
- b Fairness and courtesy
- c Ignoring their existence
- d Engaging in gossip

2 Why is collaboration important in respecting your enemy?
- a To undermine their efforts
- b To find common ground and build bridges
- c To compete and prove superiority
- d To avoid any interaction

3 How does respecting your enemy contribute to unity?
- a By promoting division and hostility
- b By recognizing our interconnectedness as human beings
- c By avoiding any contact with them
- d By fueling animosity and conflicts

4 What is the first step towards fostering inclusivity?
- a Dismissing others' perspectives
- b Understanding and acknowledging biases
- c Engaging in divisive language
- d Avoiding any communication with adversaries

5 Why is ethical responsibility essential in respecting your enemy?
- a To manipulate and control them
- b To take ownership of our actions and treat others kindly
- c To seek revenge and retaliation
- d To avoid any form of cooperation

c Write *T* for true or *F* for false. Explain why false statements are false.

- ☐ 1 Respecting your enemy means avoiding any form of interaction or communication with them.
- ☐ 2 Collaborating with your adversary can lead to finding common ground and potential solutions.
- ☐ 3 Respecting your enemy is a sign of weakness and submission.
- ☐ 4 Fostering inclusivity involves recognizing and acknowledging our biases.
- ☐ 5 Treating your adversary with empathy and compassion is an essential aspect of respecting them.

4 READING

a Read the text below and find out more about *respecting elderly people*.

Respecting elderly people varies across cultures, reflecting diverse traditions and values. In some societies, the elderly are revered for their wisdom and experience, while in others, this reverence may be lacking. This essay explores the reasons behind these cultural differences and their implications for societal dynamics.

Certain cultures, like those influenced by Confucian teachings in East Asia, highly value respecting the elderly. In these societies, age is associated with wisdom, and filial piety is emphasized, emphasizing care and respect for elders. Indigenous communities, such as Native American tribes, also hold the elderly in high esteem, preserving their cultural heritage through their wisdom.

In contrast, some Western societies may not prioritize respecting the elderly. Modernization and individualistic values can overshadow traditional family ties, leading to marginalization and undervaluing of the elderly.

Diverse historical influences, economic conditions, and cultural values shape these attitudes. Cultures that value respecting the elderly often have strong community ties, whereas rapid modernization can lead to diminished respect in other societies.

The level of respect for elderly individuals impacts societal dynamics. Cultures that cherish their elders foster strong intergenerational bonds, passing down wisdom and creating stability. Conversely, lack of respect may strain family ties and diminish cultural identity.

The varying respect for elderly people reflects cultural richness. Emphasizing respect is vital for maintaining traditions and building cohesive communities that value every individual, regardless of age.

b Complete the table below.

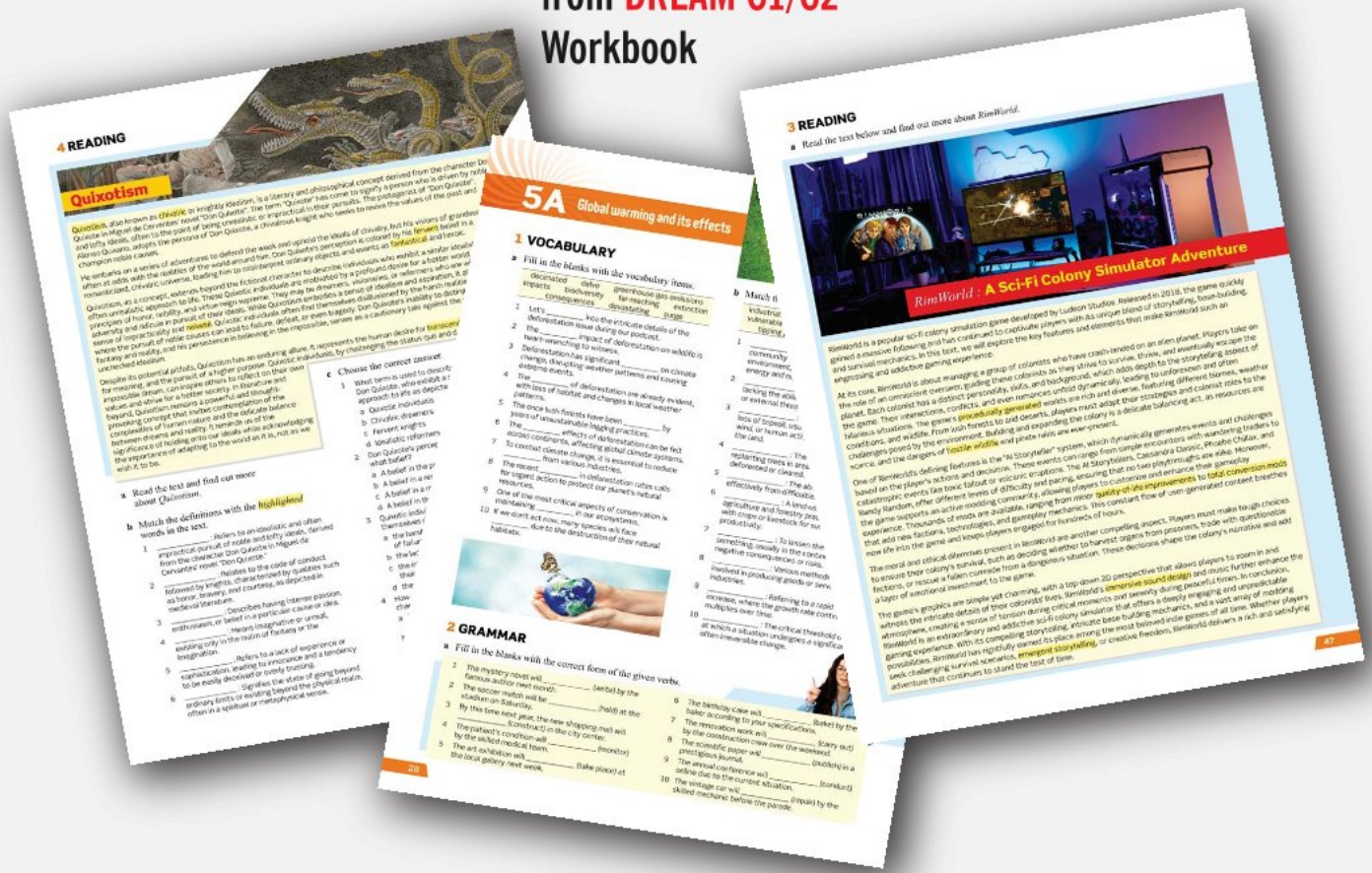
- a Certain cultures influenced by Confucian teachings highly value respecting the elderly.
- b Diverse historical influences, economic conditions, and cultural values shape attitudes towards respecting the elderly.
- c Rapid modernization can lead to diminished respect in some societies.
- d Indigenous communities, like Native American tribes, preserve cultural heritage through valuing the elderly.
- e Lack of respect for the elderly can strain family ties and diminish cultural identity.
- f Cultural richness is reflected in varying levels of respect for elderly individuals.

Points	Examples
Respecting elderly varies across cultures	• In some societies, the elderly are revered for their wisdom and experience. • 1 _____ • Some Western societies may not prioritize respecting the elderly, leading to marginalization. • 2 _____
Cultural differences and implications	• Cultures that value elderly respect tend to have strong community ties. • 3 _____
Importance in East Asian cultures	• Confucian teachings emphasize filial piety, care, and respect for elders. • 4 _____
Impact on societal dynamics	• Cultures that cherish their elders foster strong intergenerational bonds and pass down wisdom. • 5 _____
Emphasizing respect for communities	• 6 _____ • Building cohesive communities requires emphasizing respect for all individuals, regardless of age.

c Match the definitions with the *highlighted* words in the text.

1 _____ : to change or differ in different situations or contexts.
2 _____ : highly respected and admired.
3 _____ : the possible effects or consequences of an action or decision.
4 _____ : a virtue in Confucian teachings emphasizing respect, care, and duty towards one's parents and elders.
5 _____ : to underestimate or not fully appreciate the worth or importance of someone or something.
6 _____ : forming a united and harmonious whole; characterized by being closely connected or well-integrated.

Sample pages from DREAM C1/C2 Workbook



4 READING

Quixotism

Quixotism, also known as *Chivalric* or knightly idealism, is a literary and philosophical concept derived from the character Don Quixote in Miguel de Cervantes' novel "Don Quixote". The term "Quixotic" has come to signify a person who is driven by noble and lofty ideals, often to the point of being unrealistic or impractical in their pursuits. The protagonist of "Don Quixote", Alonso Quixano, adopts the persona of Don Quixote, a chivalrous knight who seeks to revive the values of the past and champion noble causes.

He embarks on a series of adventures to defend the weak and uphold the ideals of chivalry, but his visions of grandeur often result in comedic misunderstandings and failures.

Quixotism, as a concept, extends beyond the fictional character to describe individuals who exhibit a similar idealistic and romanticized, chivalric universe, leading him to misinterpret ordinary objects and events as fantastical and heroic. A approach to life. These Quixotic individuals are motivated by a profound desire for a better world, principles of honor, nobility, and virtue reign supreme. They may be dreamers, visionaries, or reformers who are often unrealistic and impractical in their ideals. While Quixotism embodies a sense of idealism and aspiration, it adversity, and ridicule in pursuit of their goals. While Quixotism often find themselves disillusioned by the harsh realities sense of impracticality and naïveté. Quixotic individuals can also be susceptible to failure, defeat, or even tragedy. Don Quixote's inability to distinguish where the pursuit of noble causes can lead to disillusionment and disappointment when confronted with the harsh realities of factory and reality, and his persistence in believing in the impossible, serves as a cautionary tale against the dangers of unchecked idealism.

Despite its potential pitfalls, Quixotism has an enduring allure. It represents the human desire for transcendence, for meaning, and the pursuit of a higher purpose. Quixotic individuals, by challenging the status quo and embracing impossible dream, can inspire others to reflect on their own values and strive for a better society. In literature and beyond, Quixotism remains a powerful and thought-provoking concept that invites contemplation of the complexities of human nature and the delicate balance between dreams and reality. It reminds us of the significance of holding onto our ideals while acknowledging the importance of adapting to the world as it is, not as we wish it to be.

a Read the text and find out more about Quixotism.

b Match the definitions with the highlighted words in the text.

1 _____ : Refers to an idealistic and often impractical pursuit of noble and lofty ideals, derived from the character Don Quixote in Miguel de Cervantes' novel "Don Quixote."
2 _____ : Relates to the code of conduct followed by knights, characterized by qualities such as honor, bravery, and courtesy, as depicted in medieval literature.
3 _____ : Describes having intense passion, enthusiasm, or belief in a particular cause or idea.
4 _____ : Means imaginative or unreal, existing only in the realm of fantasy or the imagination.
5 _____ : Refers to a lack of experience or sophistication, leading to innocence and a tendency to be easily deceived or overly trusting.
6 _____ : Signifies the state of going beyond ordinary limits or existing beyond the physical realm, often in a spiritual or metaphysical sense.

c Choose the correct answer.

1 Which term is used to describe Don Quixote, who exhibits a approach to life as depicte
- a Quixotic individuals
- b Chivalric dreamers
- c Fervent knights
- d Idealistic reformers

2 Don Quixote's percep what belief?
- a A belief in the p
- b A belief in a ne
- c A belief in a m
- d A belief in th

3 Quixotic individ themselves
- a the hard of failur
- b the bc
- c the ir their
- d the

4 How other a

5A Global warming and its effects

1 VOCABULARY

a Fill in the blanks with the vocabulary items.

decimated delve greenhouse gas evolutions
biodiversity far-reaching extinction
consequences devastating purge

1 Let's _____ into the intricate details of the deforestation issue during our podcast.
2 The _____ impact of deforestation on wildlife is heart-wrenching to witness.
3 Deforestation has significant _____ on climate change, disrupting weather patterns and causing extreme events.
4 The _____ of deforestation are already evident, with loss of habitat and changes in local weather patterns.
5 The once lush forests have been _____ by years of unsustainable logging practices.
6 _____ effects of deforestation can be felt across continents, affecting global climate systems.
7 To combat climate change, it is essential to reduce _____ from various industries.
8 The recent _____ in deforestation rates calls for urgent action to protect our planet's natural resources.
9 One of the most critical aspects of conservation is maintaining _____ in our ecosystems.
10 If we don't act now, many species will face _____ due to the destruction of their natural habitats.

b Match th

1 _____ industrial vulnerable fishing
2 _____ commercially environment, energy and m
3 _____ decking the wate or external threa
4 _____ loss of topsoil, ris wind, or human acti the land.
5 _____ : The re replanting trees in are deforested or cleared.
6 _____ : The ab effectively from efficientle
7 _____ : A land-us agriculture and forestry pra with crops or livestock for ma productively.
8 _____ : To lessen the something, usually in the contex negative consequences or risks.
9 _____ : Various methods involved in producing goods or servi industries.
10 _____ : Referring to a rapid increase, where the growth rate contin multiplies over time.
11 _____ : The critical threshold o at which a situation undergoes a significa often irreversible change.

2 GRAMMAR

a Fill in the blanks with the correct form of the given verbs.

1 The mystery novel will _____ (write) by the famous author next month.
2 The soccer match will be _____ (held) at the stadium on Saturday.
3 By this time next year, the new shopping mall will _____ (construct) in the city center.
4 The patient's condition will _____ (monitor) by the skilled medical team.
5 The art exhibition will _____ (take place) at the local gallery next week.
6 The bakery cake will _____ (bake) by the baker according to your specifications.
7 The renovation work will _____ (carry out) by the construction crew over the weekend.
8 The scientific paper will _____ (publish) in a prestigious journal.
9 The annual conference will _____ (conduct) online due to the current situation.
10 The vintage car will _____ (repair) by the skilled mechanic before the parade.

3 READING

a Read the text below and find out more about *RimWorld*.

RimWorld - A Sci-Fi Colony Simulator Adventure

RimWorld is a popular sci-fi colony simulation game developed by Ludeon Studios. Released in 2018, the game quickly gained a massive following and has continued to captivate players with its unique blend of storytelling, base-building, and survival mechanics. In this text, we will explore the key features and elements that make RimWorld such an engrossing and addictive gaming experience.

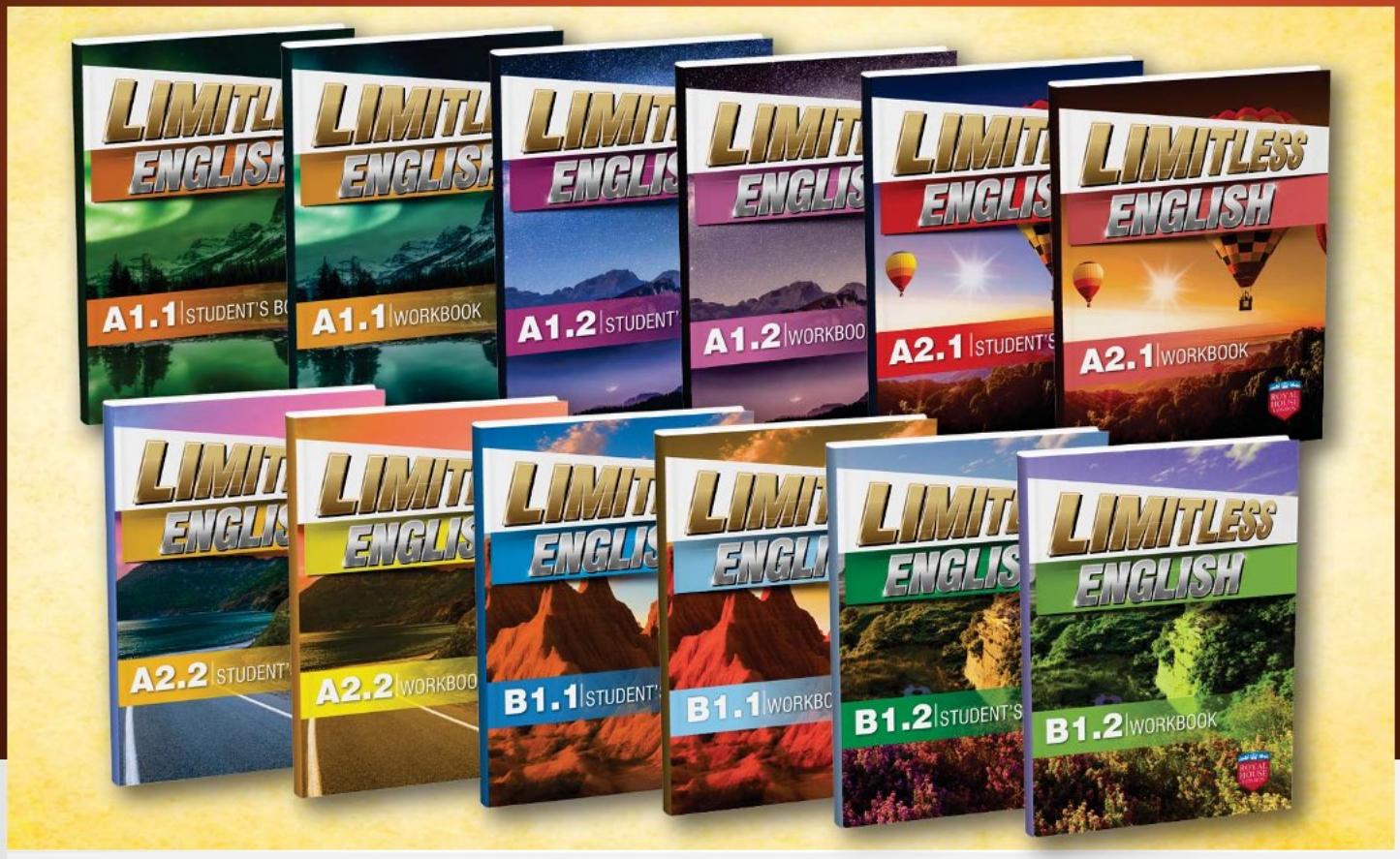
At its core, RimWorld is about managing a group of colonists who have crash-landed on an alien planet. Players take on the role of an omniscient overseer, guiding these colonists as they strive to survive, thrive, and eventually escape the planet. Each colonist has a distinct personality, skills, and background, which adds depth to the storytelling aspect of the game. Their interactions, conflicts, and even romances unfold organically, leading to unforeseen and often hilarious situations. The game's procedurally generated worlds are rich and diverse, featuring different biomes, weather conditions, and wildlife. From lush forests to arid deserts, players must adapt their strategies and colonist roles to the challenges posed by the environment. Building and expanding the colony is a delicate balancing act, as resources are scarce, and the dangers of hostile wildlife and pirate raids are ever-present.

One of RimWorld's defining features is the "AI Storyteller" system, which dynamically generates events and challenges based on the player's actions and decisions. These events can range from simple encounters with wandering traders to catastrophic events like toxic fallout or volcanic eruptions. The AI Storyteller's pacing ensures that no two playthroughs are alike. Moreover, Randy Random, offer different levels of difficulty and pacing, ensuring that no two playthroughs are alike. Moreover, the game supports an active modding community, allowing players to customize and enhance their gameplay experience. Thousands of mods are available, ranging from minor quality-of-life improvements to total conversion mods that add new factions, technologies, and gameplay mechanics. This constant flow of user-generated content breathes new life into the game and keeps players engaged for hundreds of hours.

The moral and ethical dilemmas present in RimWorld are another compelling aspect. Players must make tough choices to ensure their colony's survival, such as deciding whether to harvest organs from prisoners, trade with questionable factions, or rescue a fallen comrade from a dangerous situation. These decisions shape the colony's narrative and add a layer of emotional investment to the game.

The game's graphics are simple yet charming, with a top-down 2D perspective that allows players to zoom in and witness the intricate details of their colonists' lives. RimWorld's immersive sound design and music further enhance the atmosphere, creating a sense of tension during critical moments and serenity during peaceful times. In conclusion, RimWorld is an extraordinary and addictive sci-fi colony simulator that offers a deeply engaging and unpredictable gaming experience. With its compelling storytelling, intricate base-building mechanics, and a vast array of mod possibilities, RimWorld has rightfully earned its place among the most beloved indie games of all time. Whether players seek challenging survival scenarios, emergent storytelling, or creative freedom, RimWorld delivers a rich and satisfying adventure that continues to stand the test of time.

Secondary (A1.1-A1.2-A2.1-A2.2-B1.1-B1.2)



Limitless English is an exciting new multi-level course for students who are studying English from A1 through C1 level of the Common European Framework of Reference. The series develop students' language levels while capturing their interest and motivating them through real-life content. It's desgined as a compressed course for fewer hours a week. Both Student's book and workbook are combined in one book.

Key Features of LIMITLESS ENGLISH:

- Vocabulary presentation and practice
- Development of grammar skills through interactive tasks
- A rich selection of multimedia
- Vocabulary, grammar and revision videos to make learning effective and fun
- A wide variety of listening and reading activities
- Real-life dialogues focusing on everyday situations
- Real-life writing tasks



Secondary (A1.1-A1.2-A2.1-A2.2-B1.1-B1.2)



UNIT 2A

DIALOGUE

1 4.21 Read and listen to the dialogue. Then complete the sentences.

Hannah : Excuse me! I'm a new student. Is there a library on this campus?
Diane : Yes, there's a library next to the faculty of science.
Hannah : Oh, yes. I know the faculty of science.
Diane : Yes, it's just around the corner.
Hannah : What about the canteen? Are there any canteens on campus?
Diane : There are five canteens on campus. You can find the big one opposite the library.
Hannah : Thank you very much for your help.
Diane : You're welcome.

1 Hannah is a new _____.
2 The library is _____ the faculty of science.
3 The faculty of science is just around the _____.
4 There are _____ canteens on campus.
5 There is a _____ canteen _____ the library.

VOCABULARY

2 4.22 Listen and repeat. Then label each picture with the correct letter.

1 library • 2 classroom • 3 sports hall
4 whiteboard • 5 canteen • 6 yard • 7 staffroom
8 science lab • 9 computer lab • 10 map

3 Complete the sentences with the words in the box.

1 I'm a teacher. I go to the _____ at break times.
2 Look at the _____ and show me where Canada is.
3 Return the books to the _____ on time.
4 The weather is sunny today. The students are playing football in the school _____.
5 There isn't a _____ in our classroom.
6 Let's go to the _____. I need to check my email.
7 I eat lunch in the school _____.
8 We exercise in the _____ when the weather is rainy.

library • map • staffroom • sports hall
canteen • yard • computer lab • whiteboard

24

GRAMMAR

PREPOSITIONS OF PLACE – there is / there are – some / any

Prepositions of Place

There is / There are

POSITIVE
There is a café in the town.
There are two cafés in the town.

NEGATIVE
There isn't a café in the town.
There aren't any cafés in the town.

QUESTION
- Is there a café in the town?
- Yes, there is. / No, there isn't.
- Are there any cafés in the town?
- Yes, there are. / No, there aren't.

some / any

- We use some in positive sentences.
There are some hotels in the town.
- We use any in negative and question sentences.
There aren't any hotels in the town.
Are there any hotels in the town?

4 Look at the picture and write (T) True or (F) False.

1 The teacher is behind the board.
2 The globe is under the teacher's desk.
3 The laptops are on the desks.
4 The board is between the posters.
5 The book is on the chair.
6 The handbag is under the desk.

5 Look at the picture in Exercise 4 for ten seconds. Then cover the picture and write sentences about the things in the picture. Use there is / there are / prepositions of place.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

6 Look at the backpack and write sentences about the things that there are / aren't in the picture.

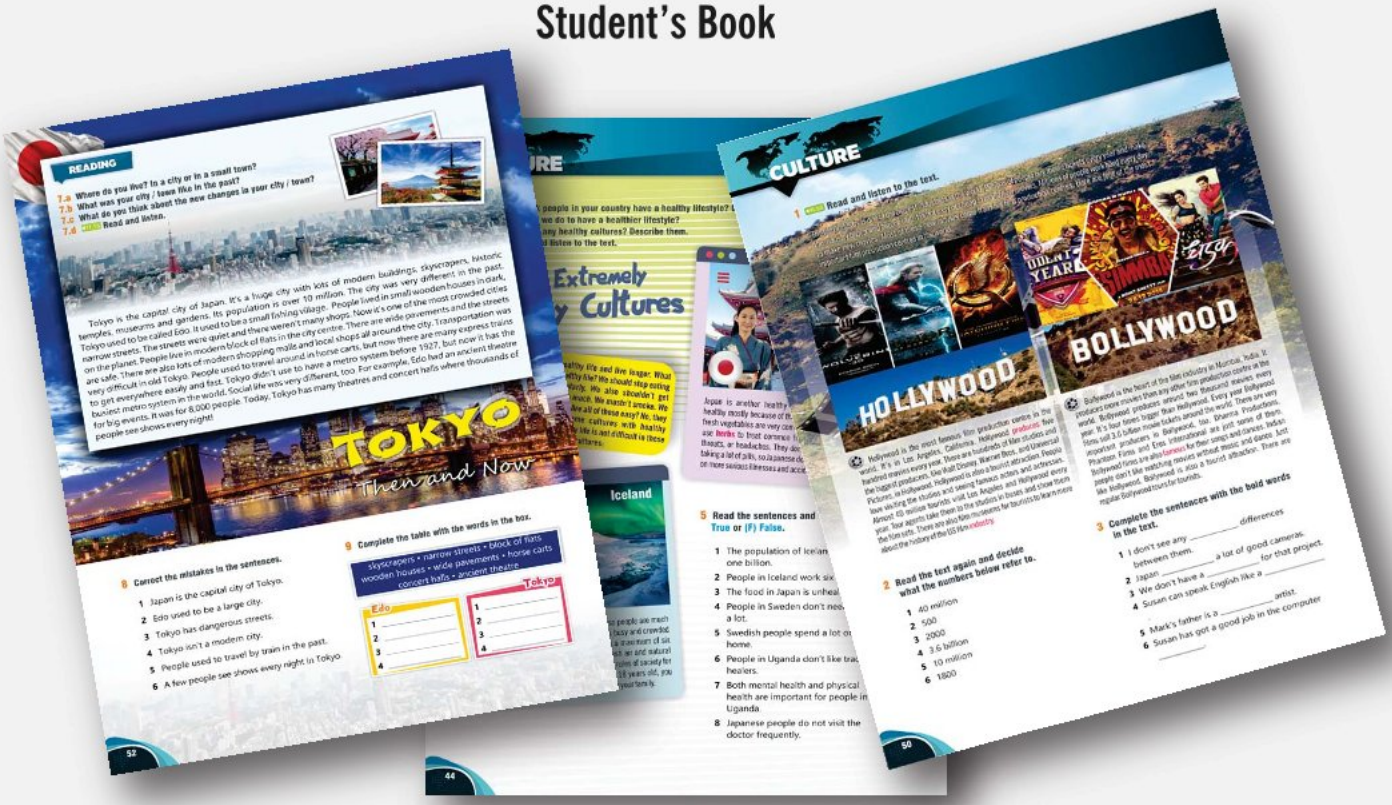
There aren't any rulers in the backpack.
There are some books in the backpack.

7 Work with a partner. Ask and answer questions about the things in his/her backpack. Use there is / are, some or any.

Are there any books in your backpack?
Yes, there are some books in my backpack.
No, there aren't any books in my backpack.

25

Sample pages from LIMITLESS ENGLISH Student's Book



READING

7.a Where do you live? In a city or in a small town?
7.b What was your city / town like in the past?
7.c What do you think about the new changes in your city / town?
7.d 4.23 Read and listen.

Tokyo is the capital city of Japan. It's a huge city with lots of modern buildings, skyscrapers, historic temples, museums and gardens. Its population is over 10 million. The city was very different in the past. Tokyo used to be called Edo. It used to be a small fishing village. People lived in small wooden houses in dark, narrow streets. The streets were quiet and there weren't many shops. Now it's one of the most crowded cities on the planet. People live in modern block of flats in the city centre. There are wide pavements and the streets are safe. There are also lots of modern shopping malls and local shops all around the city. Transportation was very difficult in old Tokyo. People used to travel around in horse carts, but now there are many express trains to get everywhere easily and fast. Tokyo didn't use to have a metro system before 1927, but now it has the busiest metro system in the world. Social life was very different, too. For example, Edo had an ancient theatre for big events. It was for 8,000 people. Today, Tokyo has many theatres and concert halls where thousands of people see shows every night!

TOKYO Then and Now

8 Correct the mistakes in the sentences.

1 Japan is the capital city of Tokyo.
2 Edo used to be a large city.
3 Tokyo has dangerous streets.
4 Tokyo isn't a modern city.
5 People used to travel by train in the past.
6 A few people see shows every night in Tokyo.

9 Complete the table with the words in the box.

skyscrapers • narrow streets • block of flats
wooden houses • wide pavements • horse carts
concert halls • ancient theatre

Edo	Tokyo
1	1
2	2
3	3
4	4

Extremely Cultures

Iceland

5 Read the sentences and True or (F) False.

1 The population of Iceland is one billion.
2 People in Iceland work six
3 The food in Japan is unhea
4 People in Sweden don't nee a lot.
5 Swedish people spend a lot o home.
6 People in Uganda don't like trad healers.
7 Both mental health and physical health are important for people in Uganda.
8 Japanese people do not visit the doctor frequently.

CULTURE

1 4.24 Read and listen to the text.

HOLLYWOOD

BOLLYWOOD

2 Read the text again and decide what the numbers below refer to.

1 40 million
2 500
3 2000
4 3.6 billion
5 10 million
6 1800

3 Complete the sentences with the bold words in the text.

1 I don't see any _____ differences between them.
2 Japan _____ a lot of good cameras.
3 We don't have a _____ for that project.
4 Susan can speak English like a _____.
5 Mark's father is a _____ artist.
6 Susan has got a good job in the computer _____.

Secondary (A1.1-A1.2-A2.1-A2.2-B1.1-B1.2)



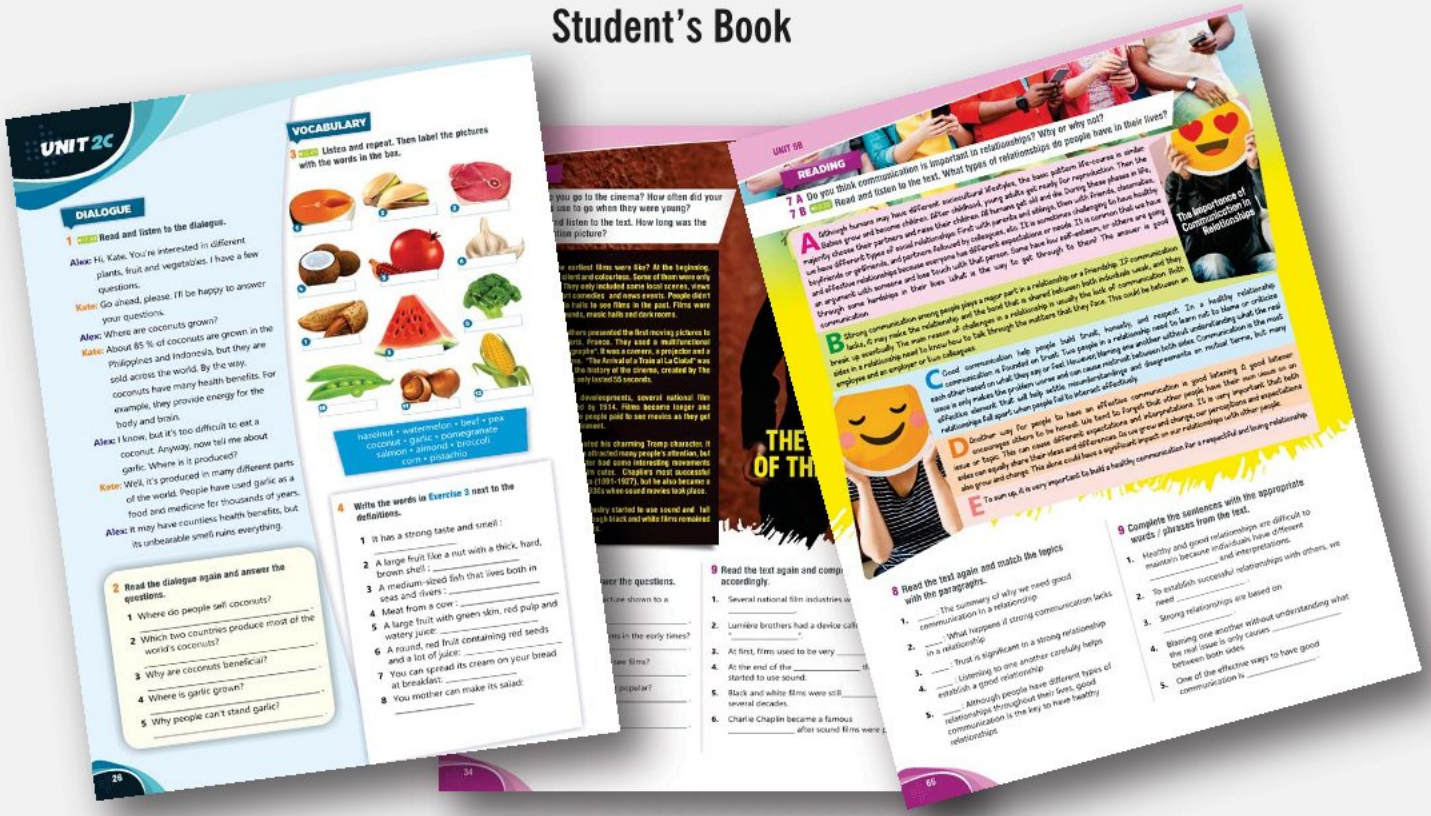
Sample pages from LIMITLESS ENGLISH Workbook



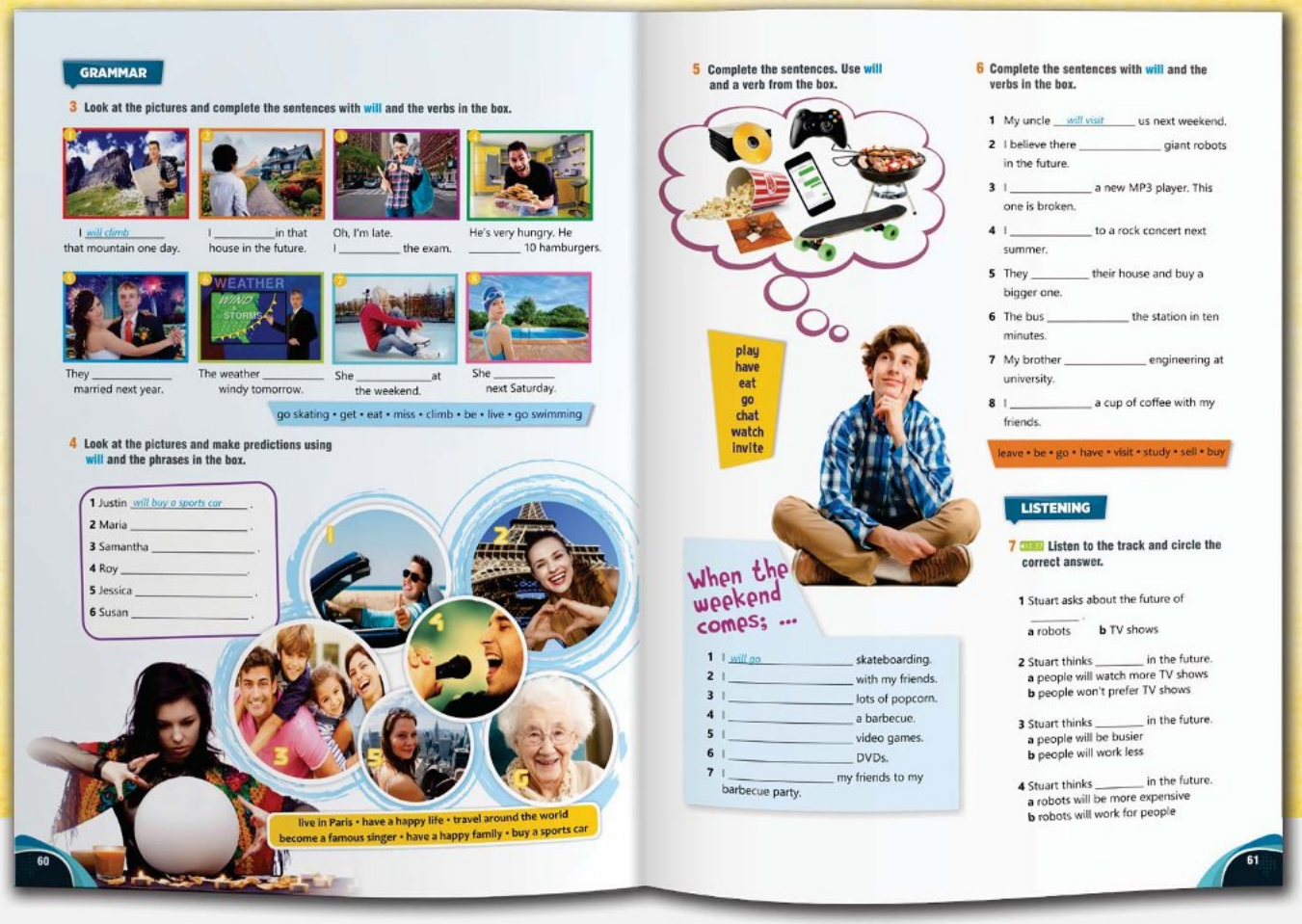
Secondary (A1.1-A1.2-A2.1-A2.2-B1.1-B1.2)



Sample pages from
LIMITLESS ENGLISH
Student's Book



Secondary (A1.1-A1.2-A2.1-A2.2-B1.1-B1.2)



GRAMMAR

3 Look at the pictures and complete the sentences with **will** and the verbs in the box.

1 I *will climb* that mountain one day.
2 I _____ in that house in the future.
3 Oh, I'm late. I _____ the exam.
4 He's very hungry. He _____ 10 hamburgers.
5 They _____ married next year.
6 The weather _____ windy tomorrow.
7 She _____ at the weekend.
8 She _____ next Saturday.

go skating • get • eat • miss • climb • be • live • go swimming

4 Look at the pictures and make predictions using **will** and the phrases in the box.

1 Justin *will buy a sports car*.
2 Maria _____.
3 Samantha _____.
4 Roy _____.
5 Jessica _____.
6 Susan _____.

live in Paris • have a happy life • travel around the world
become a famous singer • have a happy family • buy a sports car

60

5 Complete the sentences. Use **will** and a verb from the box.

play
have
eat
go
chat
watch
invite

When the weekend comes: ...

1 I *will go* _____ skateboarding.
2 I _____ with my friends.
3 I _____ lots of popcorn.
4 I _____ a barbecue.
5 I _____ video games.
6 I _____ DVDs.
7 I _____ my friends to my barbecue party.

6 Complete the sentences with **will** and the verbs in the box.

1 My uncle *will visit* us next weekend.
2 I believe there _____ giant robots in the future.
3 I _____ a new MP3 player. This one is broken.
4 I _____ to a rock concert next summer.
5 They _____ their house and buy a bigger one.
6 The bus _____ the station in ten minutes.
7 My brother _____ engineering at university.
8 I _____ a cup of coffee with my friends.

leave • be • go • have • visit • study • sell • buy

LISTENING

7 Listen to the track and circle the correct answer.

1 Stuart asks about the future of _____.
a robots b TV shows

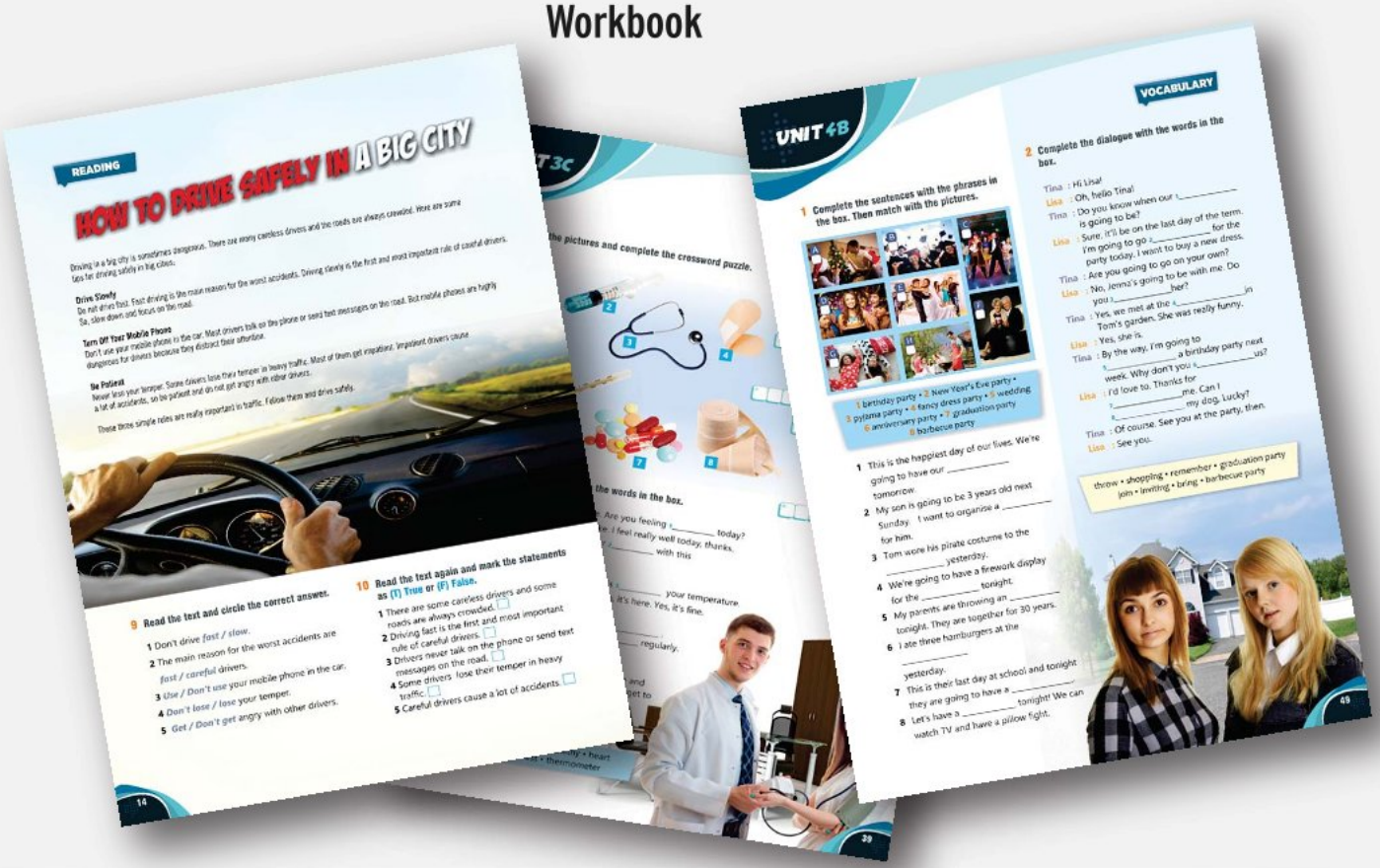
2 Stuart thinks _____ in the future.
a people will watch more TV shows
b people won't prefer TV shows

3 Stuart thinks _____ in the future.
a people will be busier
b people will work less

4 Stuart thinks _____ in the future.
a robots will be more expensive
b robots will work for people

61

Sample pages from
LIMITLESS ENGLISH
Workbook



READING

HOW TO DRIVE SAFELY IN A BIG CITY

Driving in a big city is sometimes dangerous. There are many careless drivers and the roads are always crowded. Here are some tips for driving safely in big cities.

Drive Slowly
Do not drive fast. Fast driving is the main reason for the worst accidents. Driving slowly is the first and most important rule of careful drivers. So, slow down and focus on the road.

Turn Off Your Mobile Phone
Don't use your mobile phone in the car. Most drivers talk on the phone or send text messages on the road. But mobile phones are highly dangerous for drivers because they distract their attention.

Be Patient
Never lose your temper. Some drivers lose their temper in heavy traffic. Most of them get impatient. Impatient drivers cause a lot of accidents, so be patient and do not get angry with other drivers.

These three simple rules are really important in traffic. Follow them and drive safely.

9 Read the text and circle the correct answer.

1 Don't drive *fast / slow*.
2 The main reason for the worst accidents are *fast / careful* drivers.
3 *Use / Don't use* your mobile phone in the car.
4 *Don't lose / lose* your temper.
5 *Get / Don't get* angry with other drivers.

10 Read the text again and mark the statements as **(T) True** or **(F) False**.

1 There are some careless drivers and some roads are always crowded. ☐
2 Driving fast is the first and most important rule of careful drivers. ☐
3 Drivers never talk on the phone or send text messages on the road. ☐
4 Some drivers lose their temper in heavy traffic. ☐
5 Careful drivers cause a lot of accidents. ☐

14

UNIT 4B

VOCABULARY

1 Complete the sentences with the phrases in the box. Then match with the pictures.

1 birthday party • 2 New Year's Eve party • 3 pyjama party • 4 fancy dress party • 5 wedding anniversary party • 6 graduation party • 7 barbecue party • 8 barbecue party

1 This is the happiest day of our lives. We're going to have our _____ tomorrow.
2 My son is going to be 3 years old next Sunday. I want to organise a _____ for him.
3 Tom wore his pirate costume to the _____ yesterday.
4 We're going to have a firework display for the _____ tonight.
5 My parents are throwing an _____ tonight. They are together for 30 years.
6 I ate three hamburgers at the _____ yesterday.
7 This is their last day at school and tonight they are going to have a _____.
8 Let's have a _____ tonight! We can watch TV and have a pillow fight.

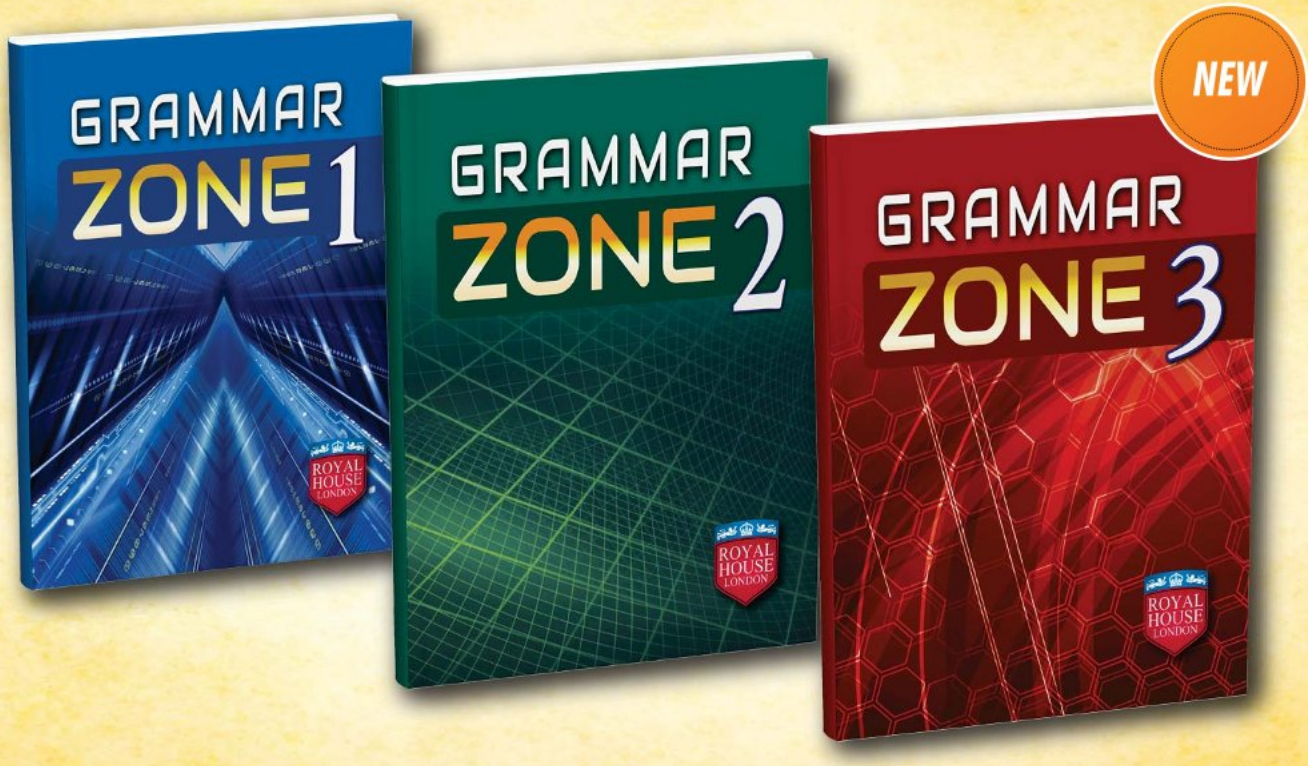
2 Complete the dialogue with the words in the box.

Tina : Hi Lisa!
Lisa : Oh, hello Tina!
Tina : Do you know when our 1 _____ is going to be?
Lisa : Sure. It'll be on the last day of the term. I'm going to go 2 _____ for the party today. I want to buy a new dress.
Tina : Are you going to go on your own?
Lisa : No, Jenna's going to be with me. Do you 3 _____ her?
Tina : Yes, we met at the 4 _____ in Tom's garden. She was really funny.
Lisa : Yes, she is.
Tina : By the way, I'm going to 5 _____ a birthday party next week. Why don't you 6 _____ us?
Lisa : I'd love to. Thanks for 7 _____ me. Can I 8 _____ my dog, Lucky?
Tina : Of course. See you at the party, then.
Lisa : See you.

throw • shopping • remember • graduation party
join • inviting • bring • barbecue party

49

Lower Secondary Grammar

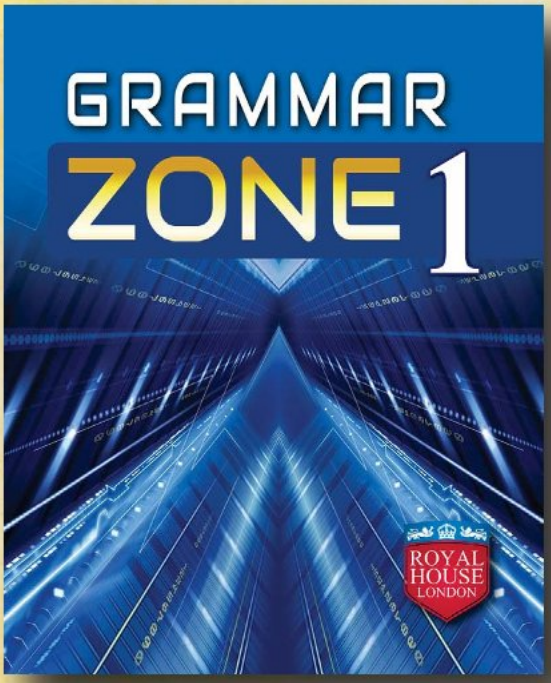


Grammar Zone is a graded grammar series. This highly exciting series adopts an innovative approach to presenting and practising grammar.

Key Features of GRAMMAR ZONE:

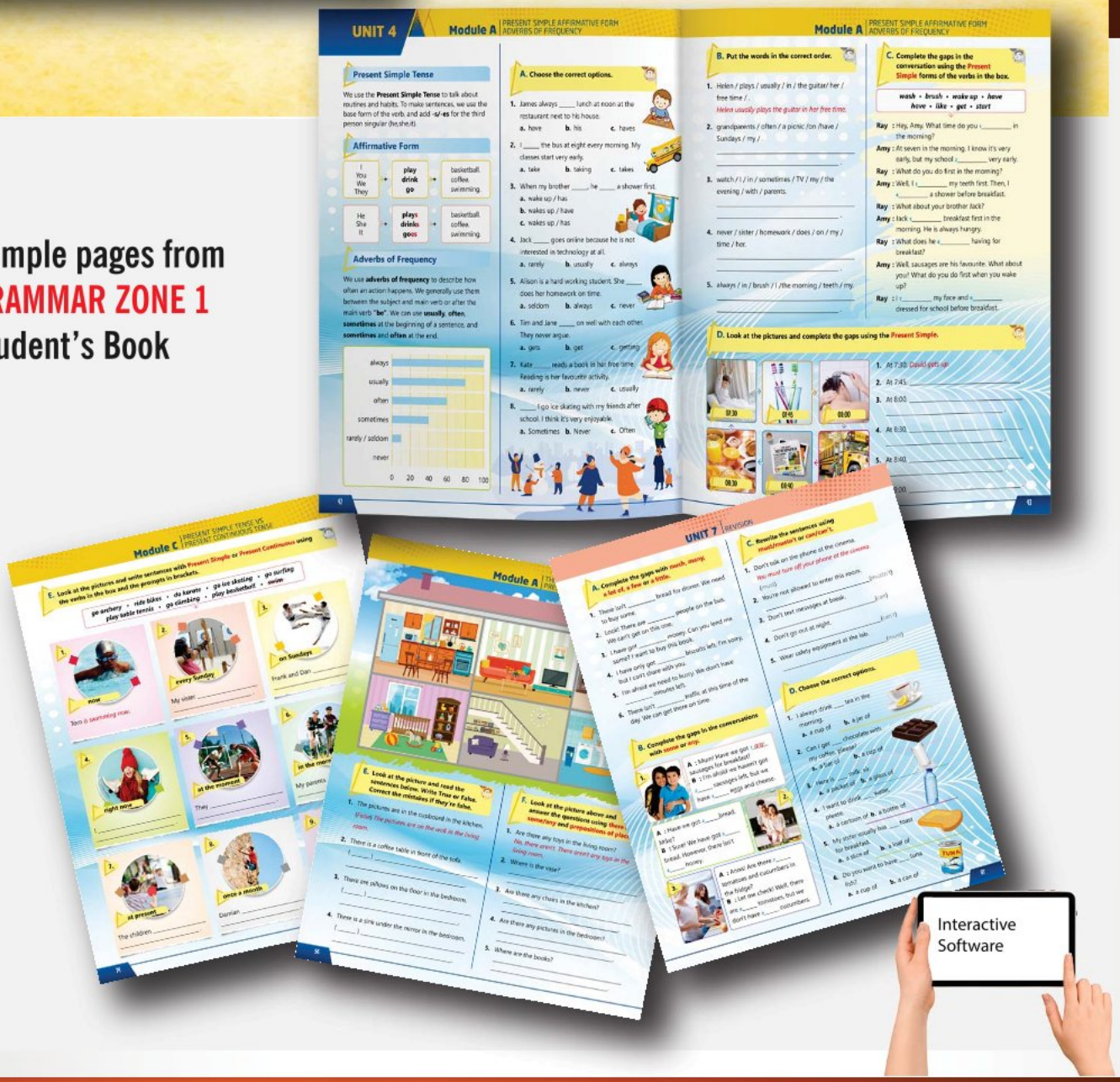
- Presentation of structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Regular revision units

Lower Secondary Grammar

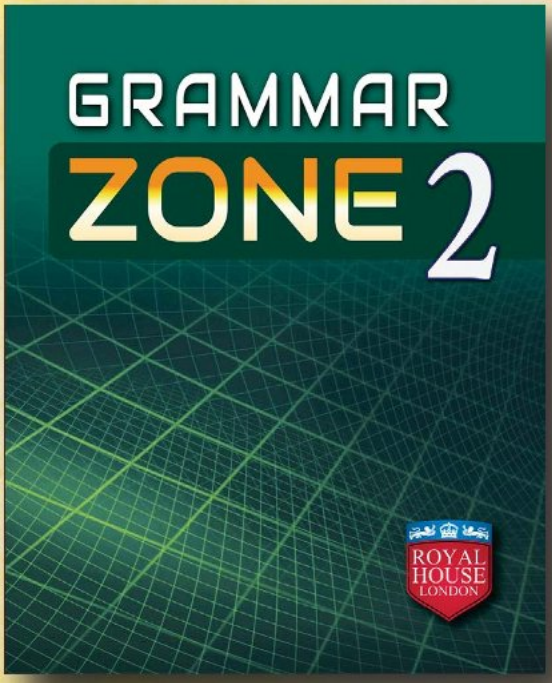


- Presentation of structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Regular revision units

Sample pages from
GRAMMAR ZONE 1
Student's Book



Lower Secondary Grammar

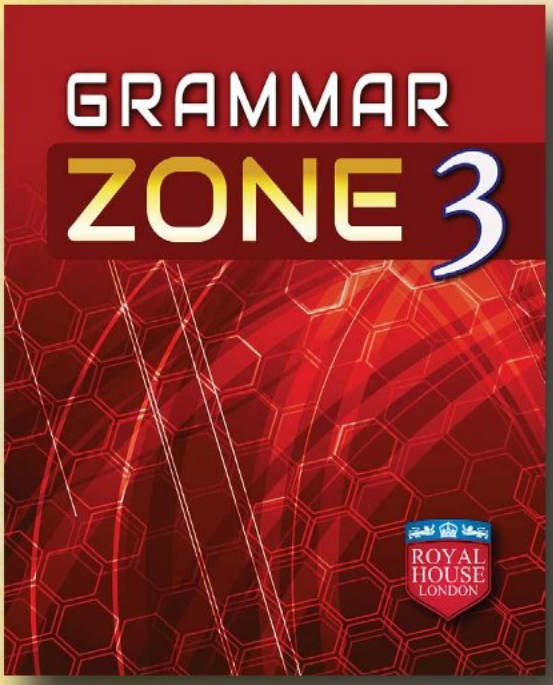


- Presentation of structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Regular revision units

Sample pages from
GRAMMAR ZONE 2
Student's Book

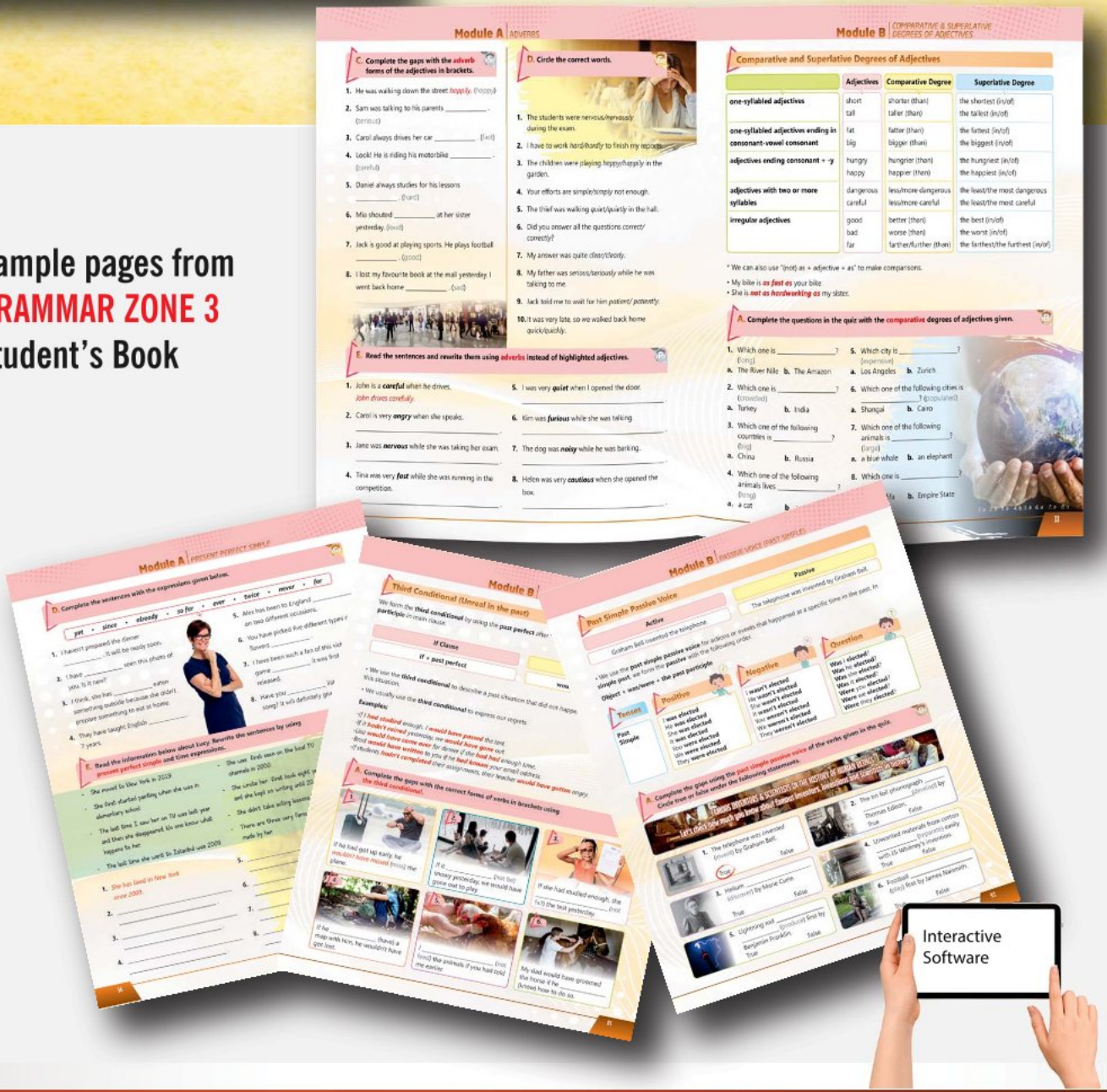


Lower Secondary Grammar



- Presentation of structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Regular revision units

Sample pages from
GRAMMAR ZONE 3
Student's Book



Primary Skills (Listening & Speaking)



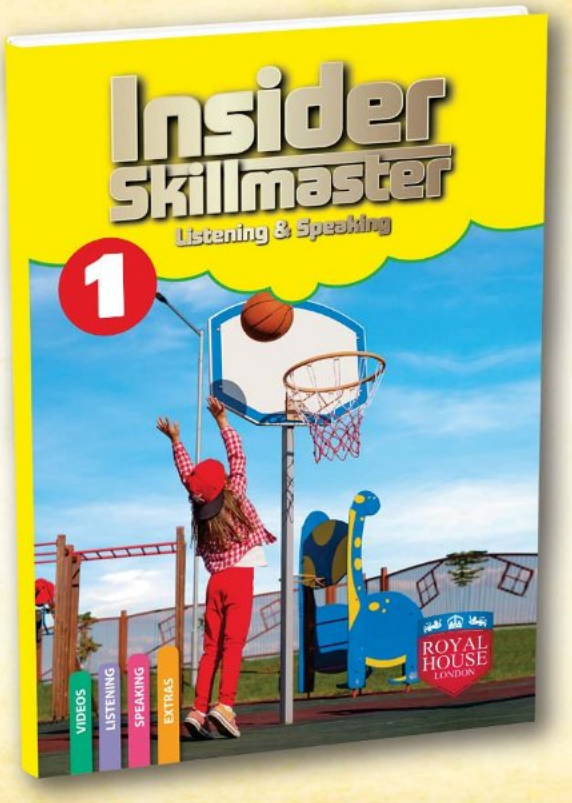
NEW

The Insider Skillmaster series consists of seven speaking skill books methodically designed for students who are ready to take a big step into the world of speech.
The Insider Skillmaster series provides students with a step-by-step guide that goes from sentence practice to speech presentation.

Key Features of INSIDER SKILLMASTER:

- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Primary Skills (Listening & Speaking)



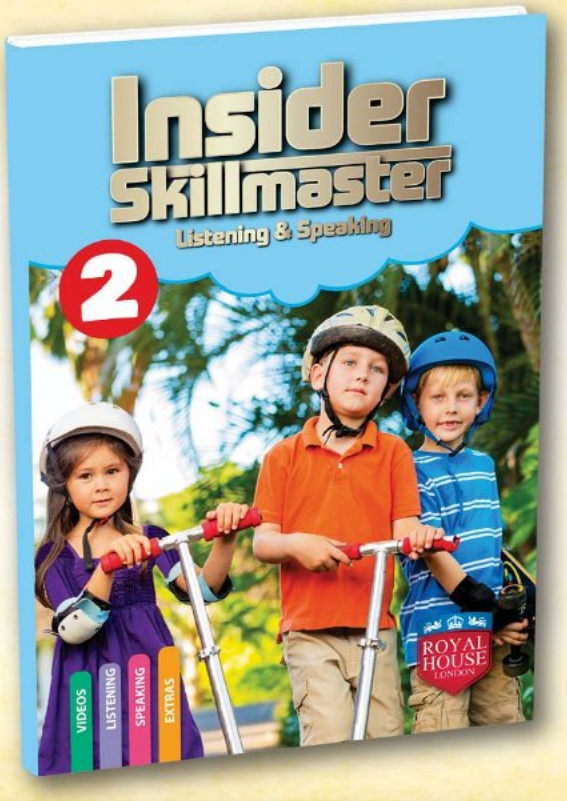
NEW



- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 1
Student's Book

Primary Skills (Listening & Speaking)



NEW



UNIT 3 PRACTICE

LISTENING

A Listen and complete.

Sam: Are you 1. _____?

Joel: No, I'm not.

Sam: Is Tom 2. _____?

Joel: Yes, 3. _____.

Sam: Are Norma and Jane 4. _____?

Joel: No, 5. _____ aren't.

SPEAKING

B Practise these with a partner.

a. Ask how they feel.

Student A: Hello Jim! Are you happy?

Student B: Yes, I am.

b. Ask how other people feel.

Student A: Is Gina surprised?

Student B: Yes, she is.

Student A: Are Tim and Dona scared?

Student B: No, they aren't.

UNIT 4

I CAN

UNIT AIMS

Students will:

— Learn and study abilities and skills
— Ask and answer about abilities and skills
— Listen to people talking about their abilities and skills
— Practise vocabulary about abilities and skills

UNIT 5

ANIMALS

UNIT AIMS

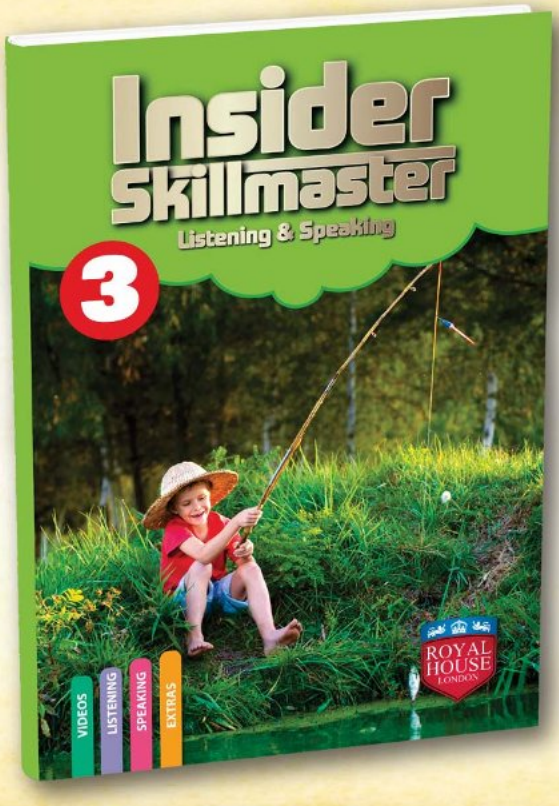
Students will:

— Learn and study vocabulary about animals
— Ask and answer about animals
— Listen to and practise vocabulary about animals
— Practise animal names

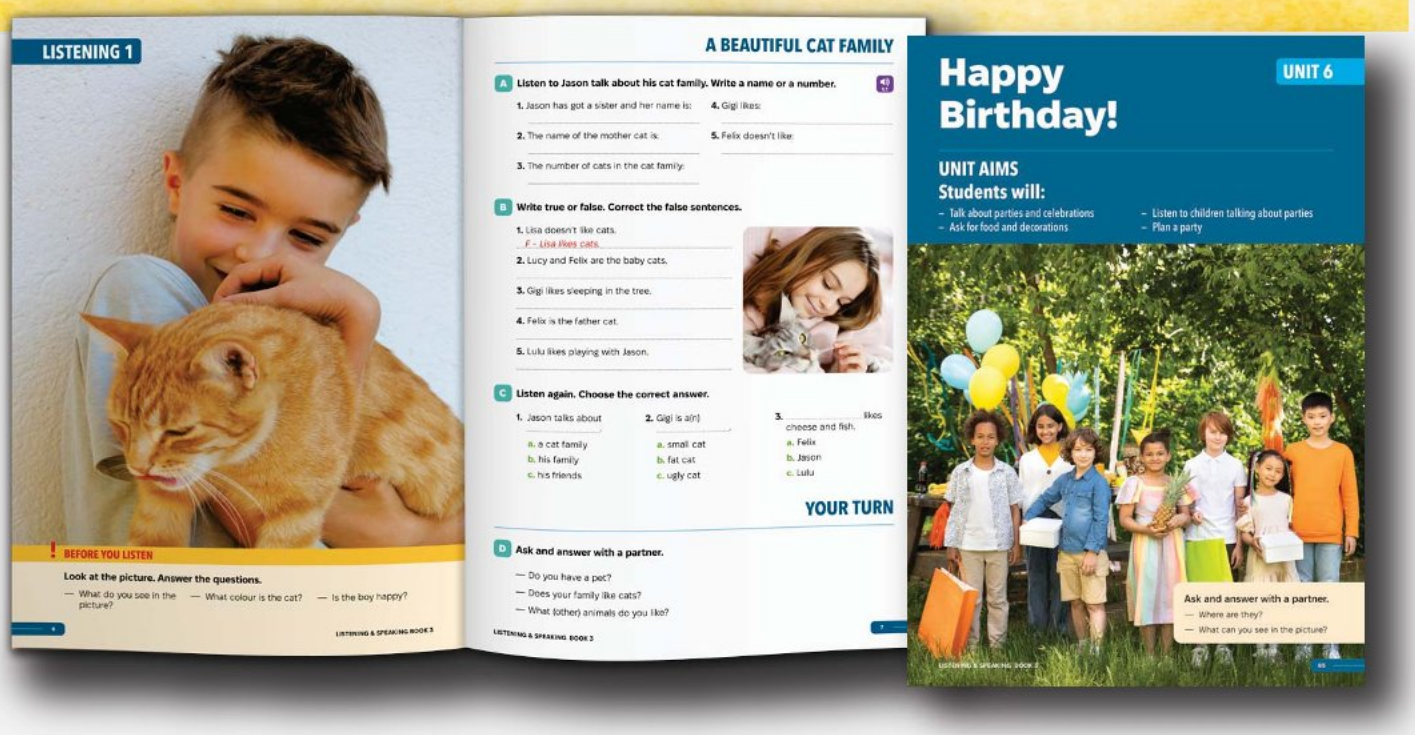
- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 2
Student's Book

Primary Skills (Listening & Speaking)



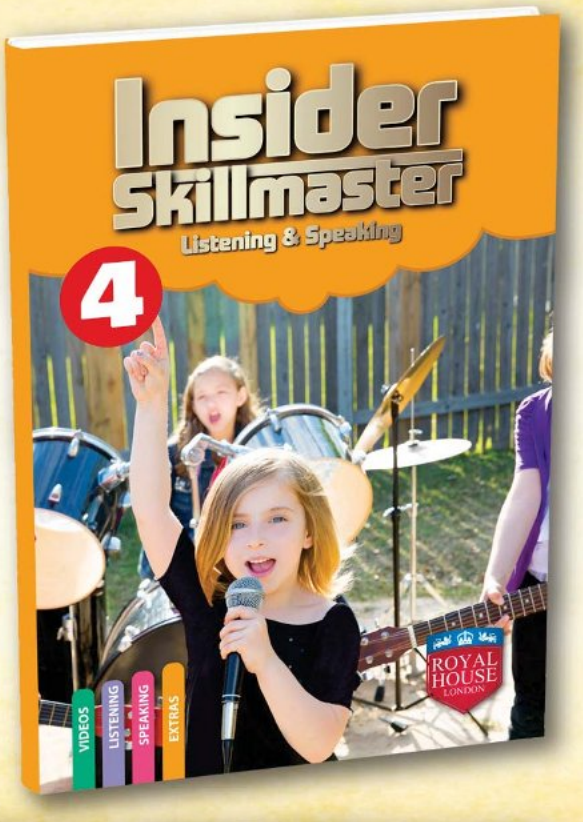
NEW



- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 3
Student's Book

Primary Skills (Listening & Speaking)



NEW



LISTENING 2

BEFORE YOU LISTEN

Ask and answer with a partner.

— Can you write in different colours in your book?
— How do you help your teacher and classmates?
— Can you run in the school corridors?
— Do you have bins for paper and plastic in your classroom?

Dylan Nadia

AFTER YOU LISTEN

Listen to Dylan and Nadia talking about school rules. Answer the questions.

— How many school rules do Dylan and Nadia talk about?
— Do they think school rules are a good idea or a bad idea?

A Listen again and write true (T) or false (F). Correct the false sentences.

1. Dylan says it's important to help other people.
2. Nadia doesn't mind being in a dirty classroom.
3. Dylan likes it when people run in the school corridors.
4. Nadia likes school rules because they make the school a better place.

LISTENING SKILL

SENTENCE STRESS

Sentence stress is important in English. We usually stress words like nouns, verbs, and adjectives. When you don't use sentence stress, you can sound boring and robotic.

A Read these sentences twice. First, read them without sentence stress. Then, read them again and stress the underlined words.

1. I love reading, so the library is my favourite place.
2. We also have a cool playground where you can play during breaks.
3. I hate being in a dirty classroom.
4. When we all know the rules, it makes the school a happier and safer place.

LISTENING & SPEAKING BOOK 4

Seasons and Weather

UNIT 5

UNIT AIMS

Students will:

- Talk about the weather where they live
- Use will and won't to make predictions
- Listen to a talk on extreme weather
- Plan activities for the weekend

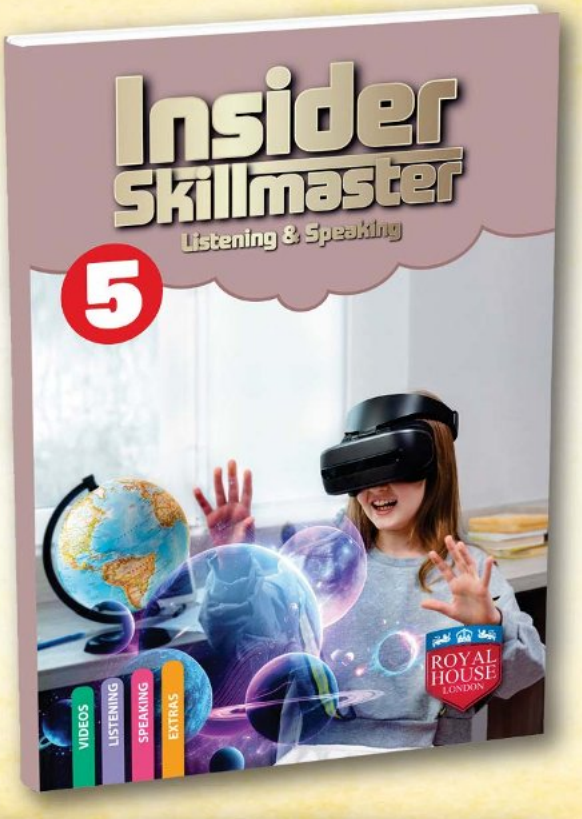
Ask and answer with a partner.

— What season do you think it is? Why?
— What do you like doing when the weather gets cooler?

- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 4
Student's Book

Primary Skills (Listening & Speaking)



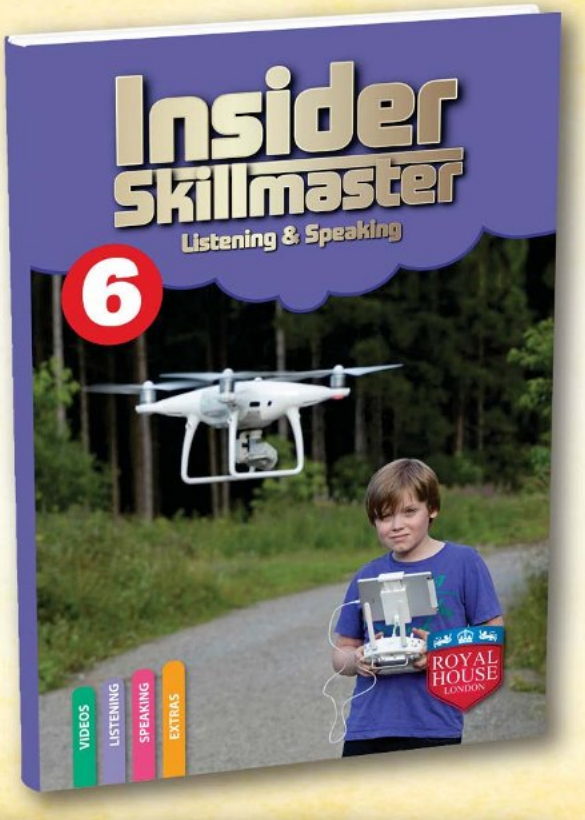
NEW



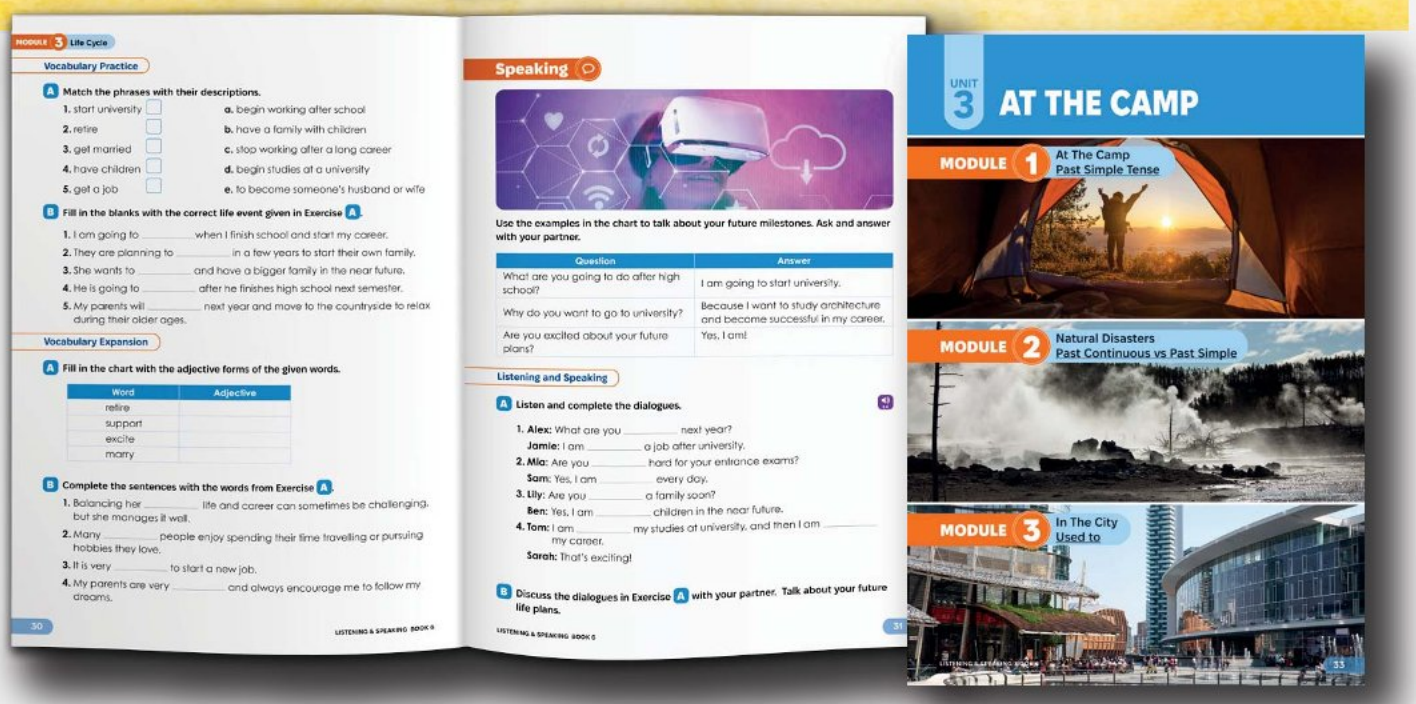
- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 5
Student's Book

Primary Skills (Listening & Speaking)



NEW



MODULE 3 Life Cycle

Vocabulary Practice

A Match the phrases with their descriptions.

1. start university — a. begin working after school
2. retire — b. have a family with children
3. get married — c. stop working after a long career
4. have children — d. begin studies at a university
5. get a job — e. to become someone's husband or wife

B Fill in the blanks with the correct life event given in Exercise A.

1. I am going to _____ when I finish school and start my career.
2. They are planning to _____ in a few years to start their own family.
3. She wants to _____ and have a bigger family in the near future.
4. He is going to _____ after he finishes high school next semester.
5. My parents will _____ next year and move to the countryside to relax during their older ages.

Vocabulary Expansion

A Fill in the chart with the adjective forms of the given words.

Word	Adjective
retire	
support	
excite	
marry	

B Complete the sentences with the words from Exercise A.

1. Balancing her _____ life and career can sometimes be challenging, but she manages it well.
2. Many _____ people enjoy spending their time travelling or pursuing hobbies they love.
3. It is very _____ to start a new job.
4. My parents are very _____ and always encourage me to follow my dreams.

30 LISTENING & SPEAKING BOOK 6

Speaking

Use the examples in the chart to talk about your future milestones. Ask and answer with your partner.

Question	Answer
What are you going to do after high school?	I am going to start university.
Why do you want to go to university?	Because I want to study architecture and become successful in my career.
Are you excited about your future plans?	Yes, I am!

Listening and Speaking

A Listen and complete the dialogues.

1. **Alex:** What are you _____ next year?
   Jamie: I am _____ a job after university.
2. **Mia:** Are you _____ hard for your entrance exams?
   Sam: Yes, I am _____ every day.
3. **Lily:** Are you _____ a family soon?
   Ben: Yes, I am _____ children in the near future.
4. **Tom:** I am _____ my studies at university, and then I am _____ my career.
   Sarah: That's exciting!

B Discuss the dialogues in Exercise A with your partner. Talk about your future life plans.

LISTENING & SPEAKING BOOK 6 31

UNIT 3 AT THE CAMP

MODULE 1 At The Camp
Past Simple Tense

MODULE 2 Natural Disasters
Past Continuous vs Past Simple

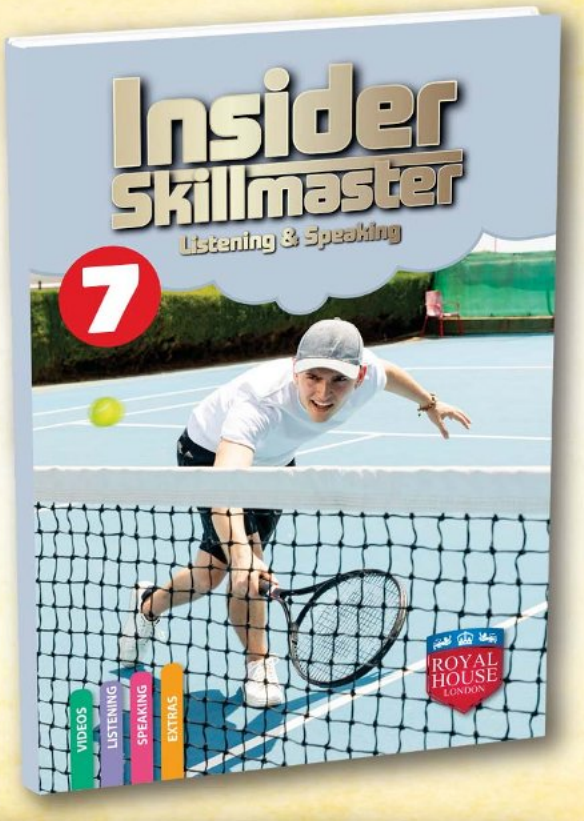
MODULE 3 In The City
Used to

33

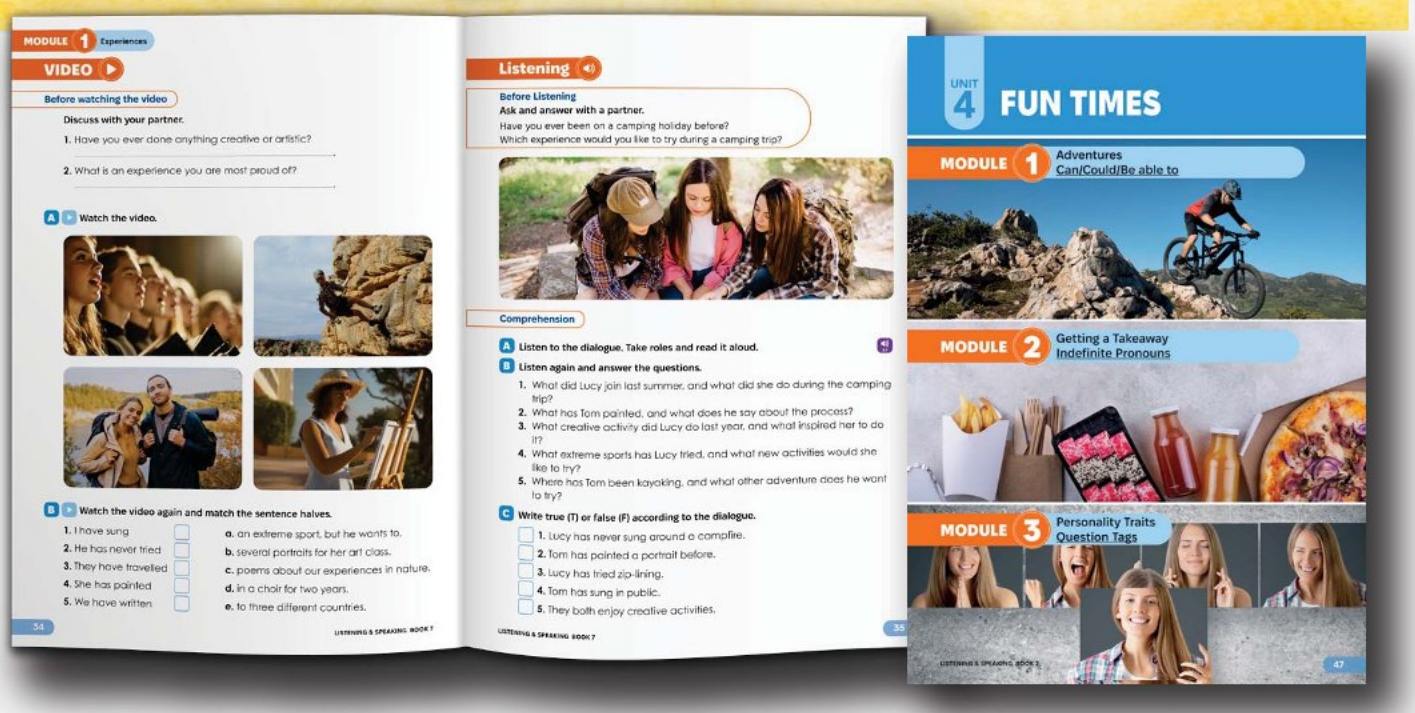
- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 6
Student's Book

Primary Skills (Listening & Speaking)



NEW



- Listening task and skills
- Drills with key sentences
- Speech frame practices
- Speech presentation
- Speech tips

Sample pages from
INSIDER L&S 7
Student's Book

Primary Skills (Reading & Writing)

NEW

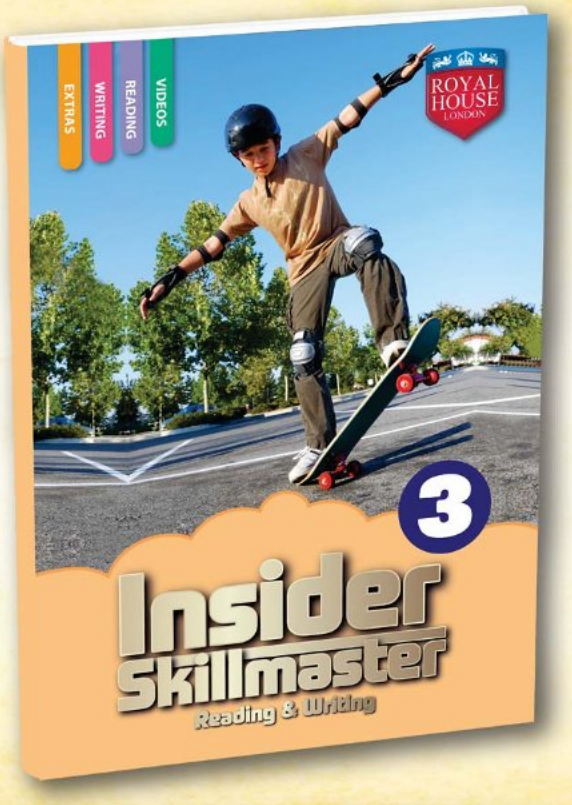


The Insider Skillmaster series consists of seven reading & writing skill books methodically designed for students who are ready to take a big step into the world of writing.
The Insider Skillmaster series provides students with a step-by-step guide that goes from sentence practice to writing presentation.

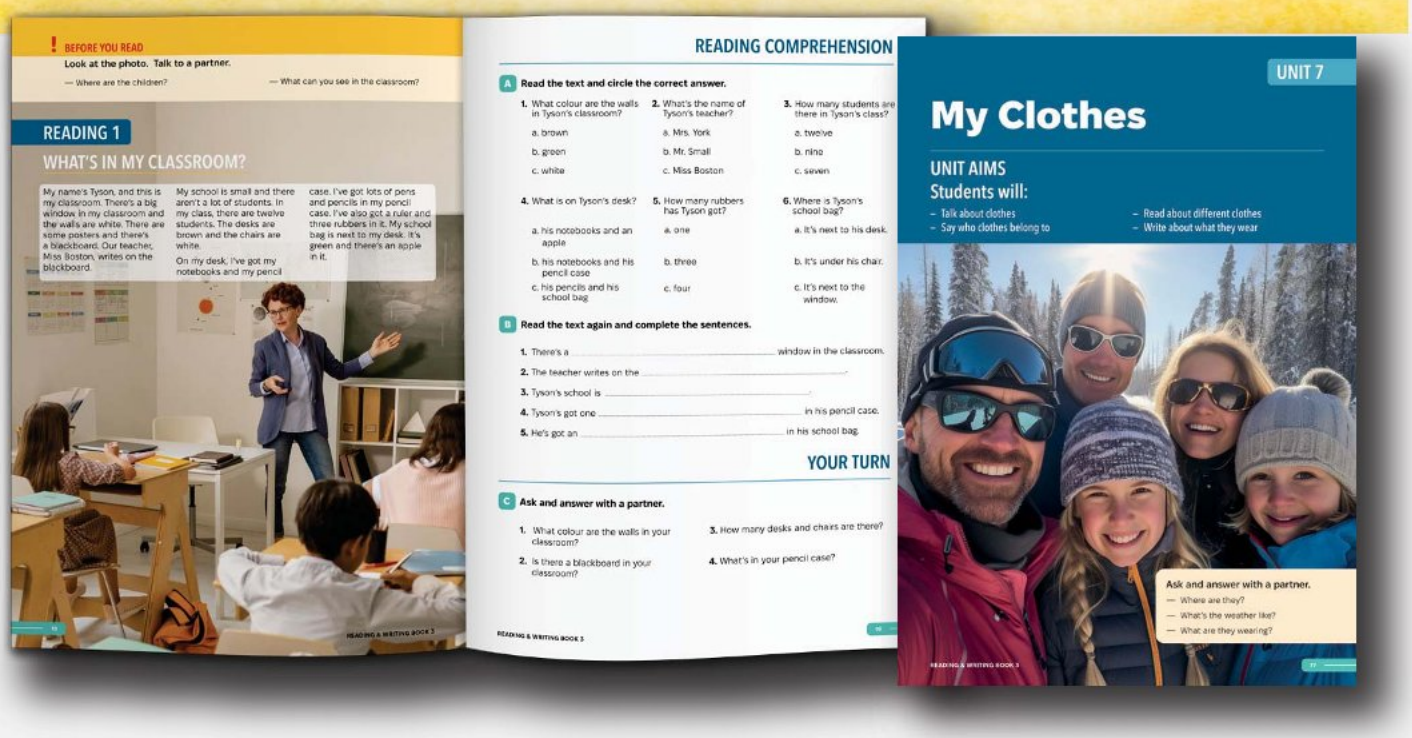
Key Features of INSIDER SKILLMASTER:

- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Primary Skills (Reading & Writing)



NEW



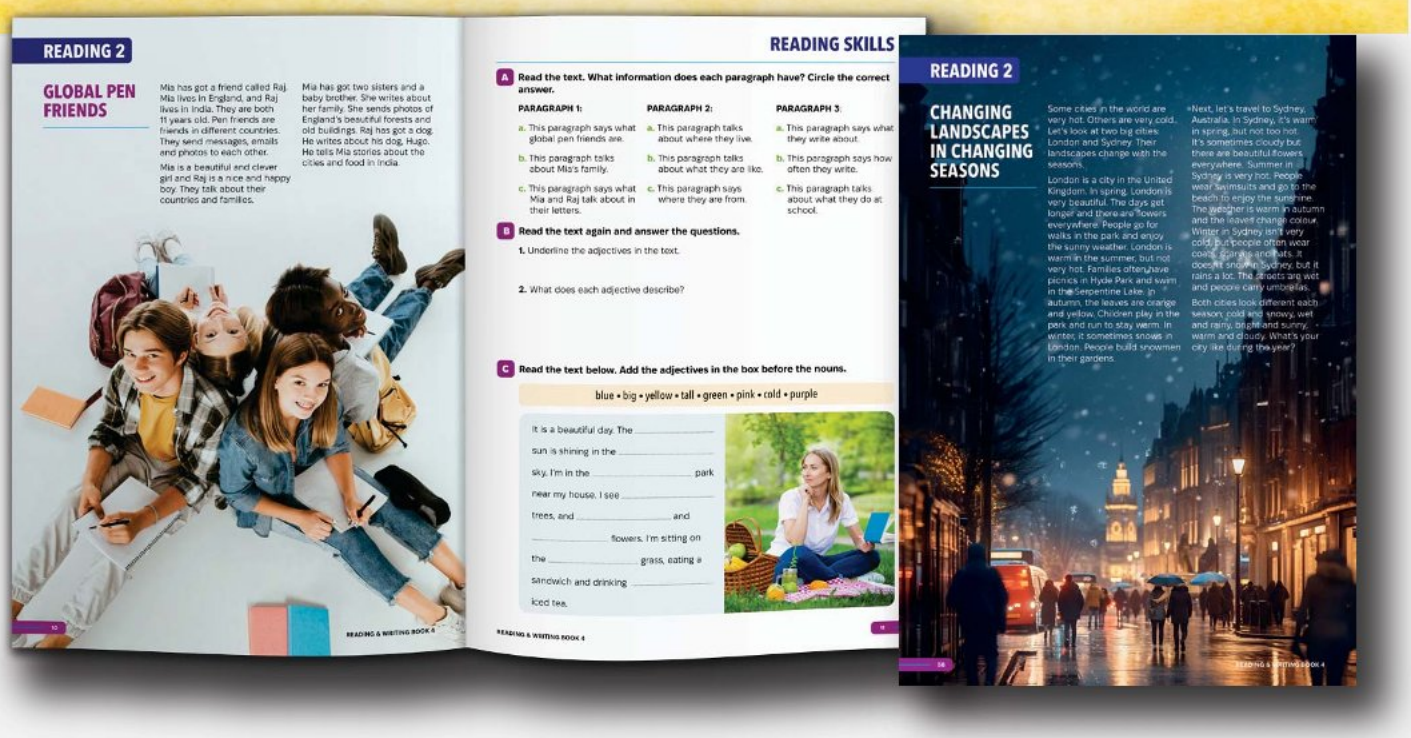
- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Sample pages from
INSIDER R&W 3
Student's Book

Primary Skills (Reading & Writing)



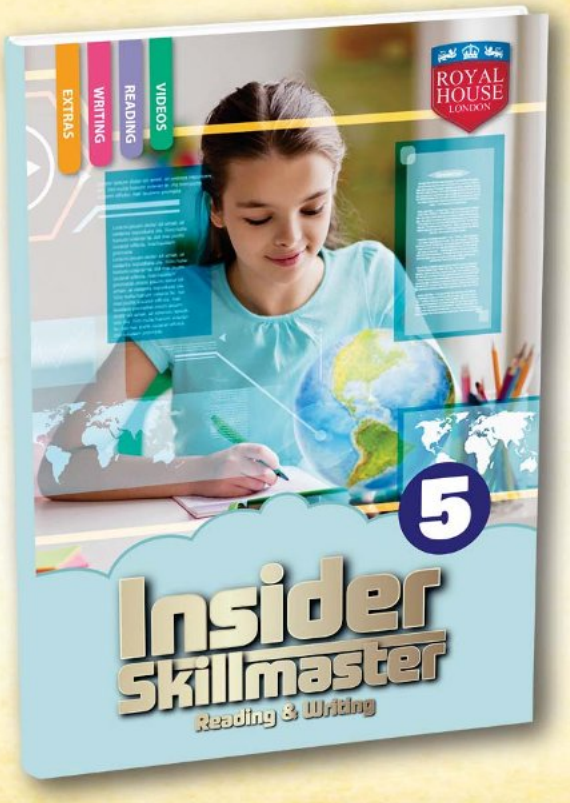
NEW



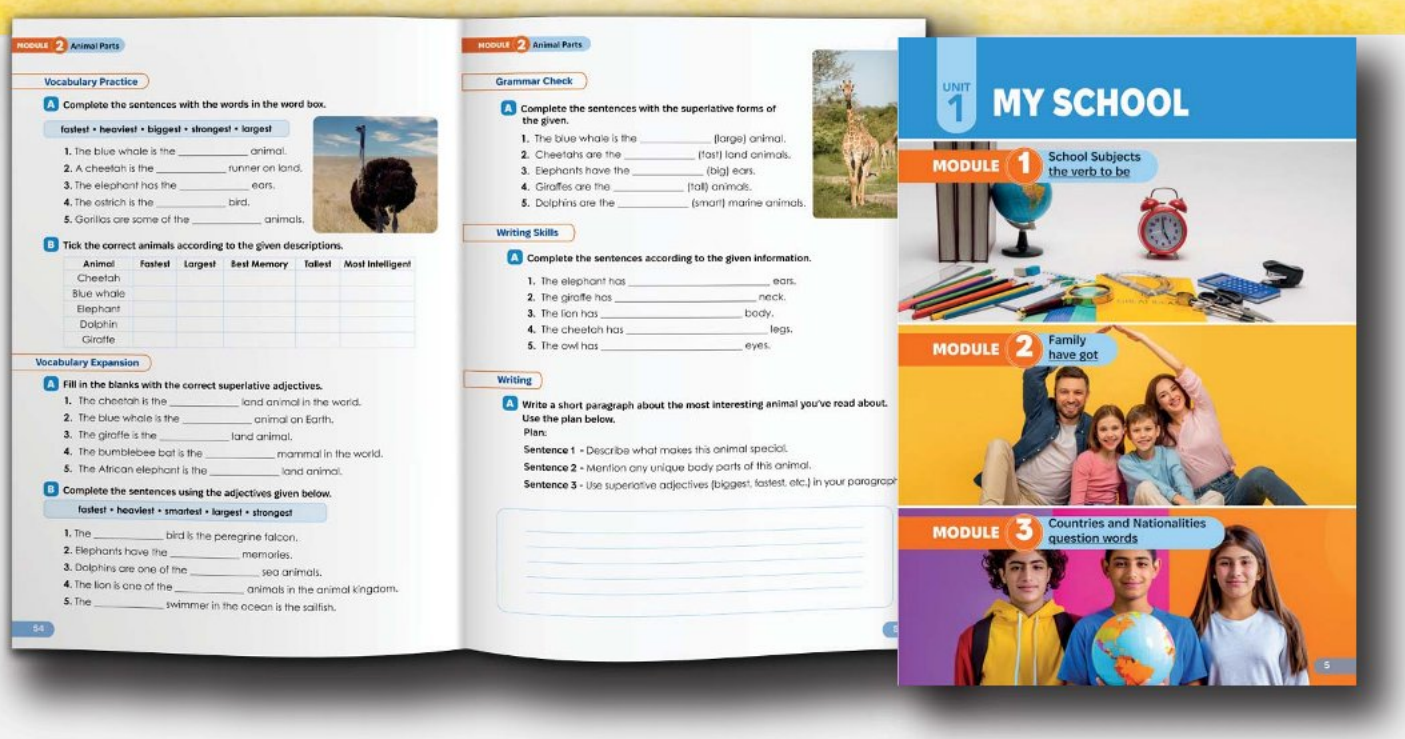
- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Sample pages from
INSIDER R&W 4
Student's Book

Primary Skills (Reading & Writing)



NEW



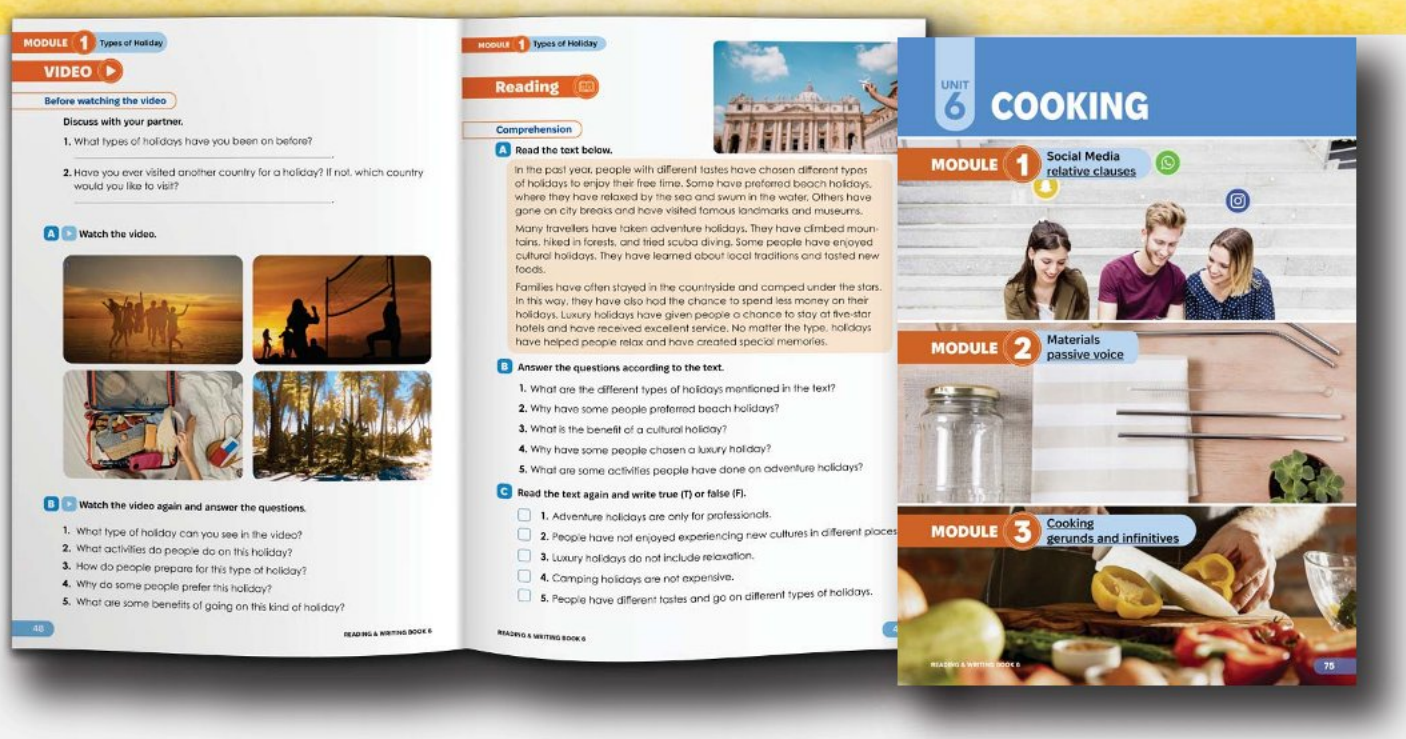
- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Sample pages from
INSIDER R&W 5
Student's Book

Primary Skills (Reading & Writing)



NEW



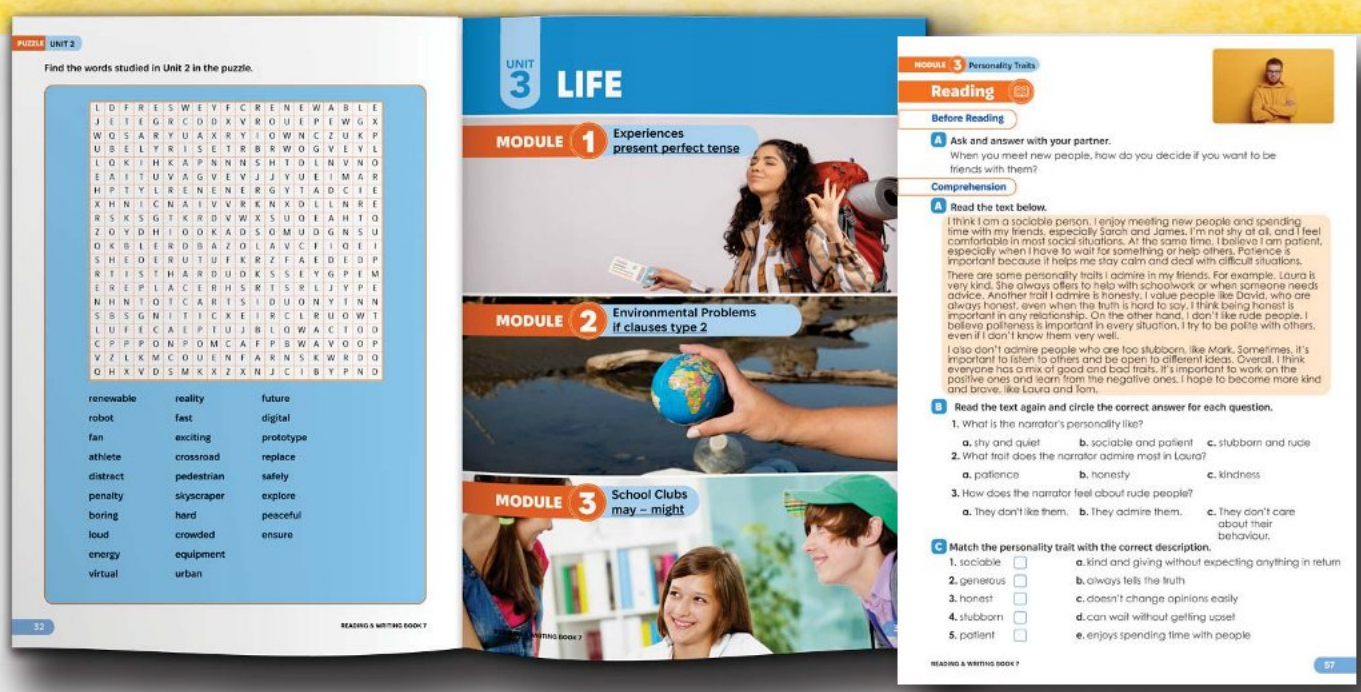
- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Sample pages from
INSIDER R&W 6
Student's Book

Primary Skills (Reading & Writing)



NEW



- Reading task and skills
- Drills with key sentences
- Writing frame practices
- Writing presentation
- Reading tips

Sample pages from
INSIDER R&W 7
Student's Book

Lower Secondary Skill Blocks

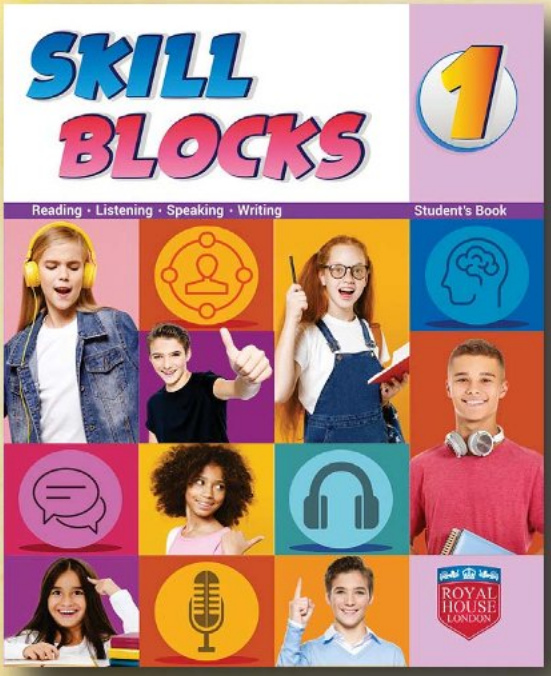


Skill Blocks is a new three-level skills book series specially researched and written for students studying English at levels A1 to B1 of the CEFR. Each book of the series consists of theme based units that develop students reading, writing, listening and speaking skills. Skill Blocks may be used with any course of a similar level or independently.

Key Features of SKILL BLOCKS:

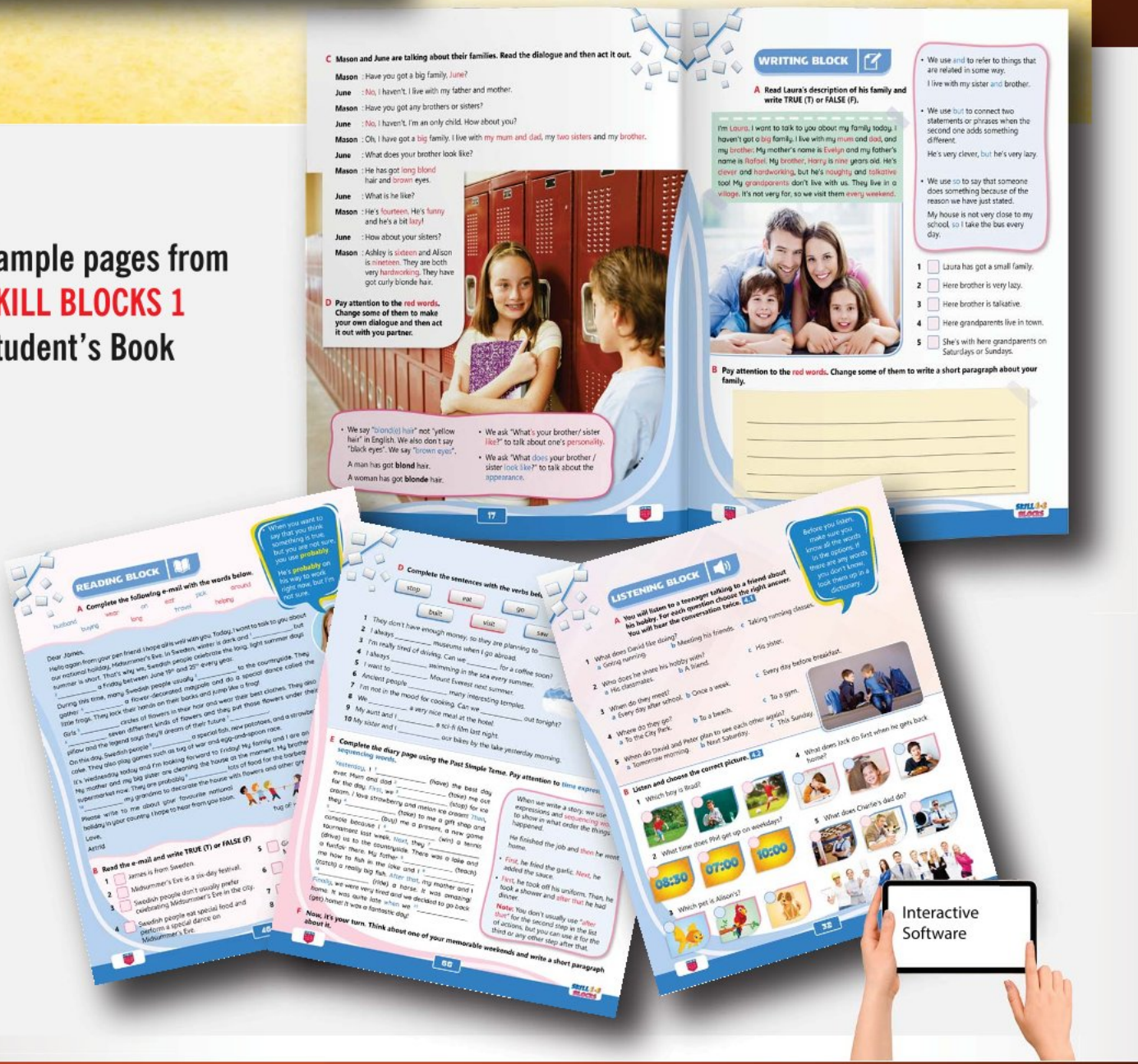
- A variety of reading texts with level appropriate task types that ensure students learn to read for different purposes
- A variety of listening and speaking tasks
- Guidance and hints leading to succesful writing

Lower Secondary Skill Blocks

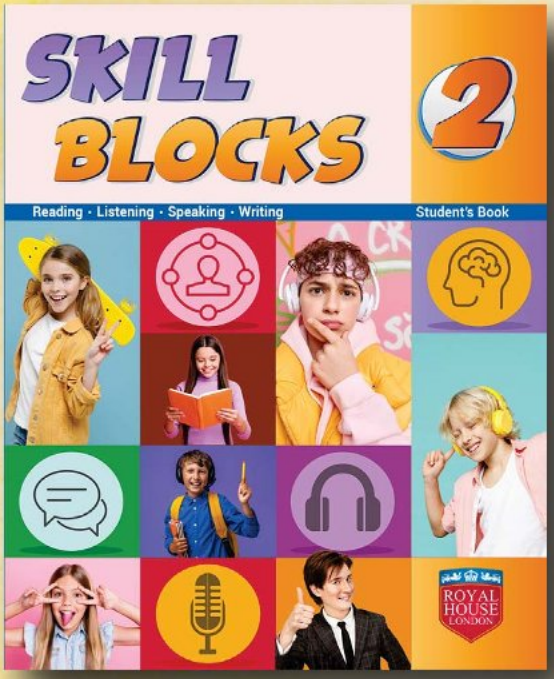


Skills Blocks is a new three-level skills series specially researched and written for students learning English at A1-B1 levels.
Each book in the series consists of 12 carefully-designed theme-based units that develop students' reading, writing, listening and speaking skills.
Skill Blocks may be used with any course of a similar level, or independently.

Sample pages from SKILL BLOCKS 1 Student's Book



Lower Secondary Skill Blocks

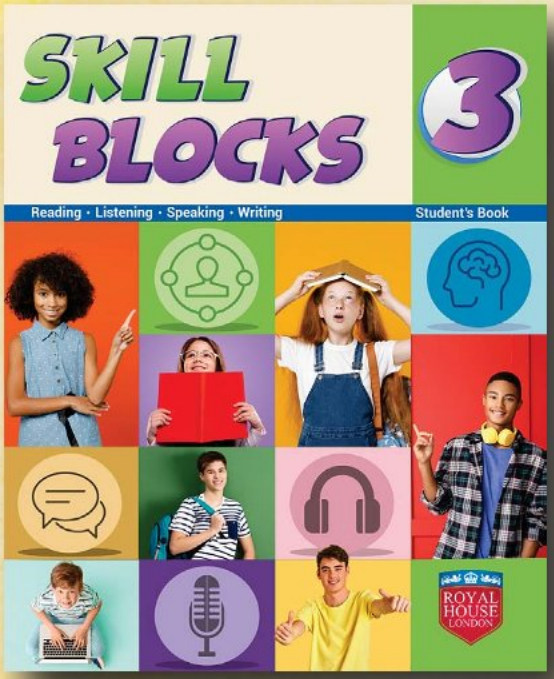


Skills Blocks is a new three-level skills series specially researched and written for students learning English at A1-B1 levels.
Each book in the series consists of 12 carefully-designed theme-based units that develop students' reading, writing, listening and speaking skills.
Skill Blocks may be used with any course of a similar level, or independently.

Sample pages from
SKILL BLOCKS 2
Student's Book

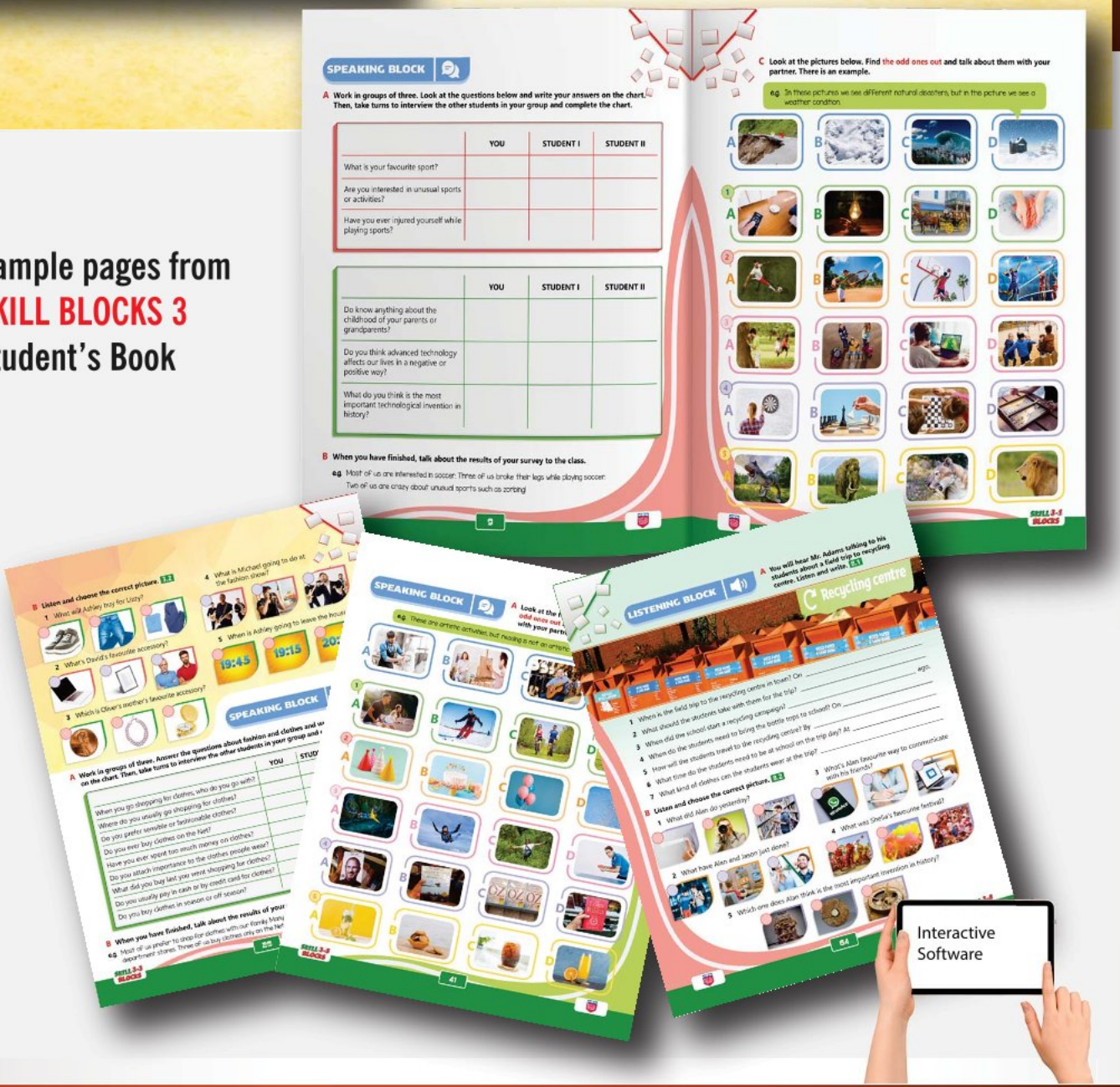


Lower Secondary Skill Blocks



Skills Blocks is a new three-level skills series specially researched and written for students learning English at A1-B1 levels.
Each book in the series consists of 12 carefully-designed theme-based units that develop students' reading, writing, listening and speaking skills.
Skill Blocks may be used with any course of a similar level, or independently.

Sample pages from SKILL BLOCKS 3 Student's Book



Primary (1-2-3-4-5-6)



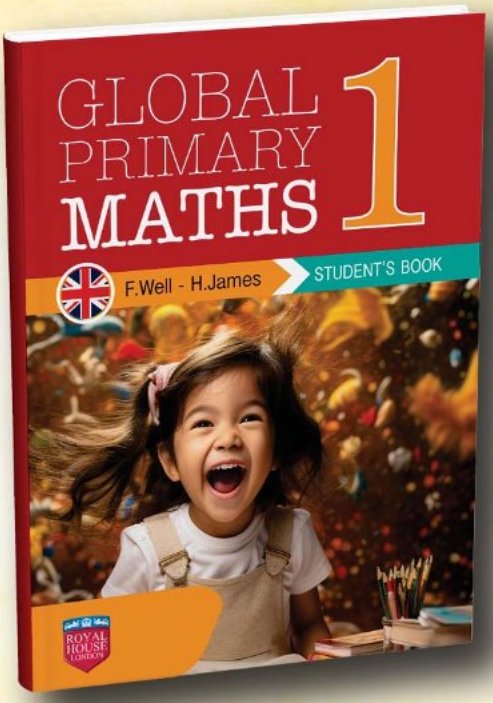
NEW

Global Primary Maths series is a complete six-year course designed to meet the needs of international students. Through its well-designed approach, it promotes an effective, balanced and progressive development of mathematics learning objectives.

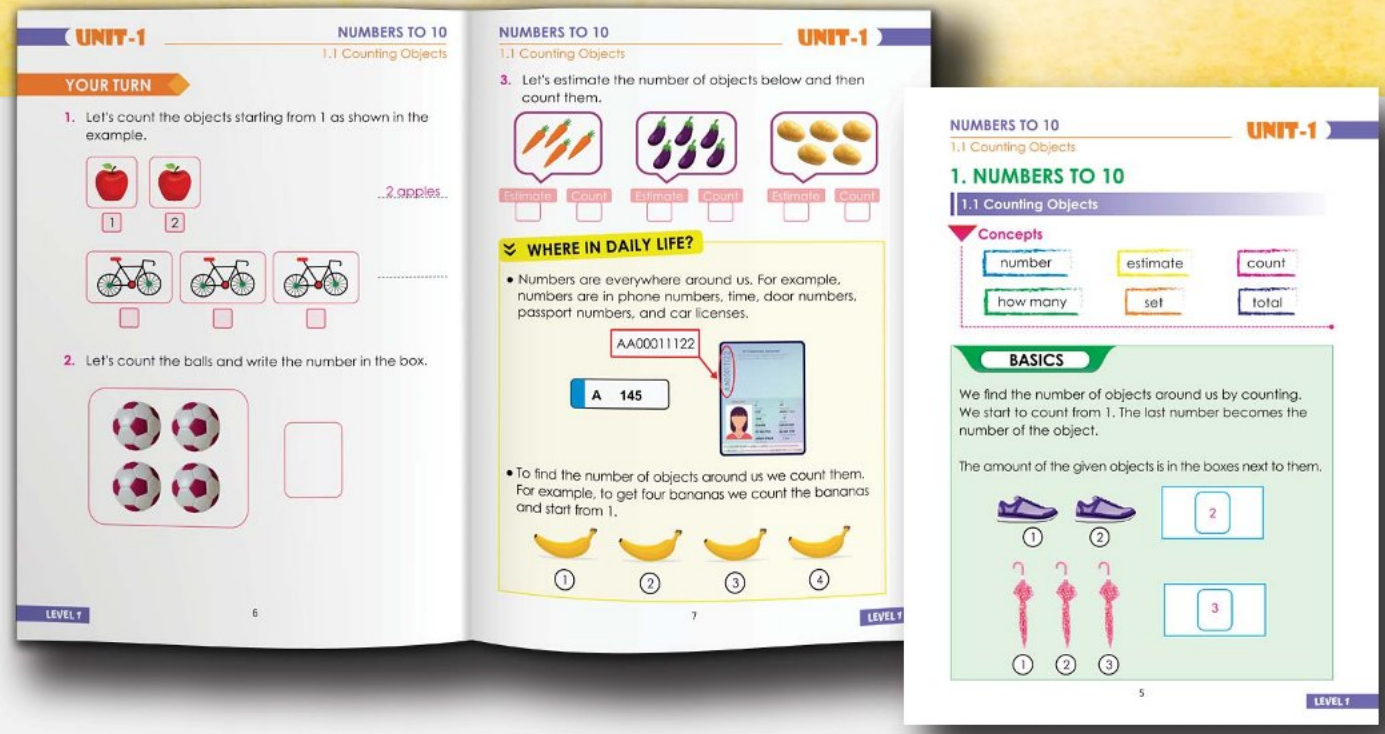
Key Features of GLOBAL PRIMARY MATHS:

- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Primary (1-2-3-4-5-6)



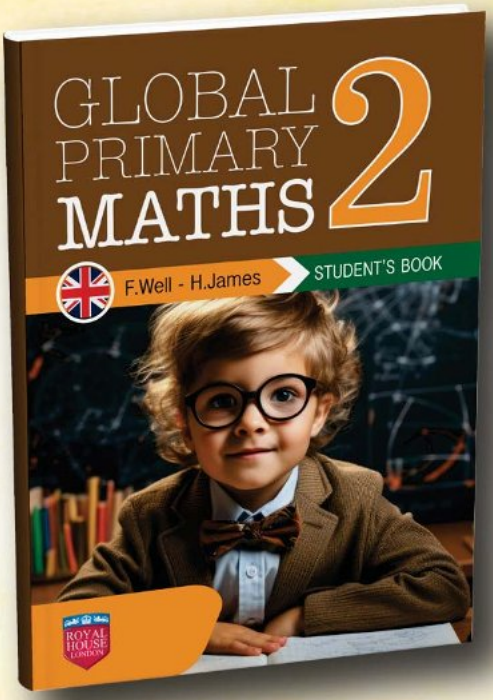
NEW



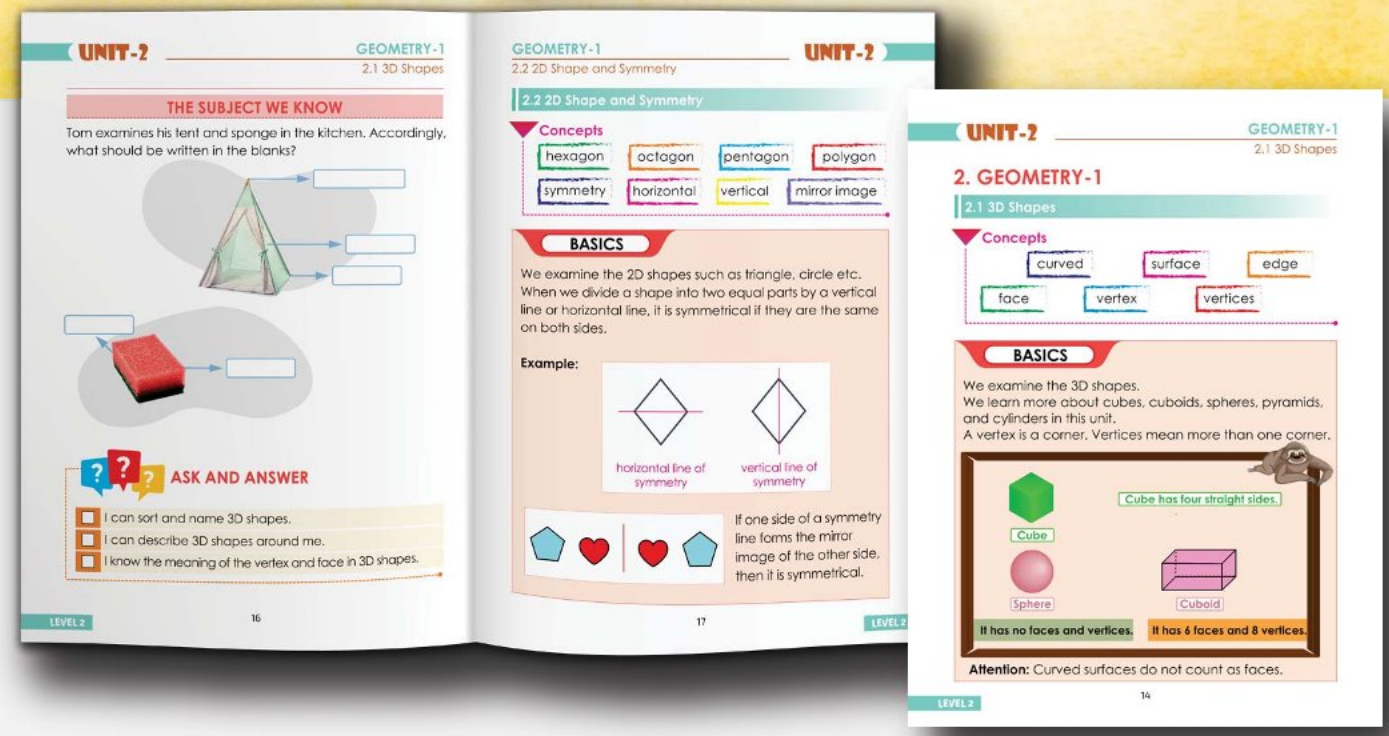
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 1 Student's Book

Primary (1-2-3-4-5-6)



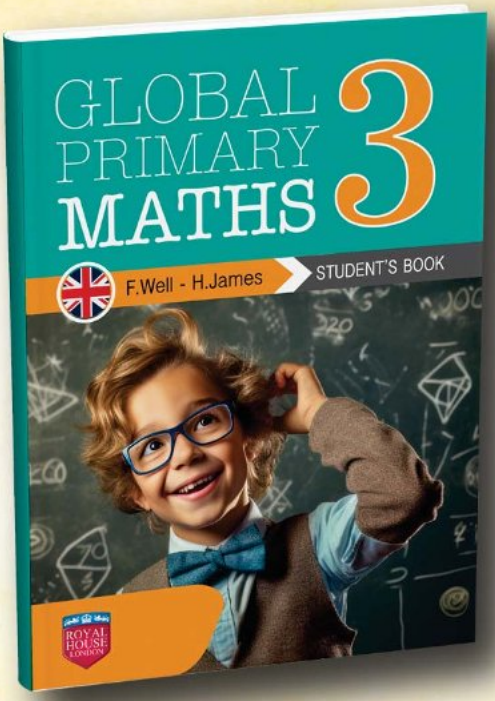
NEW



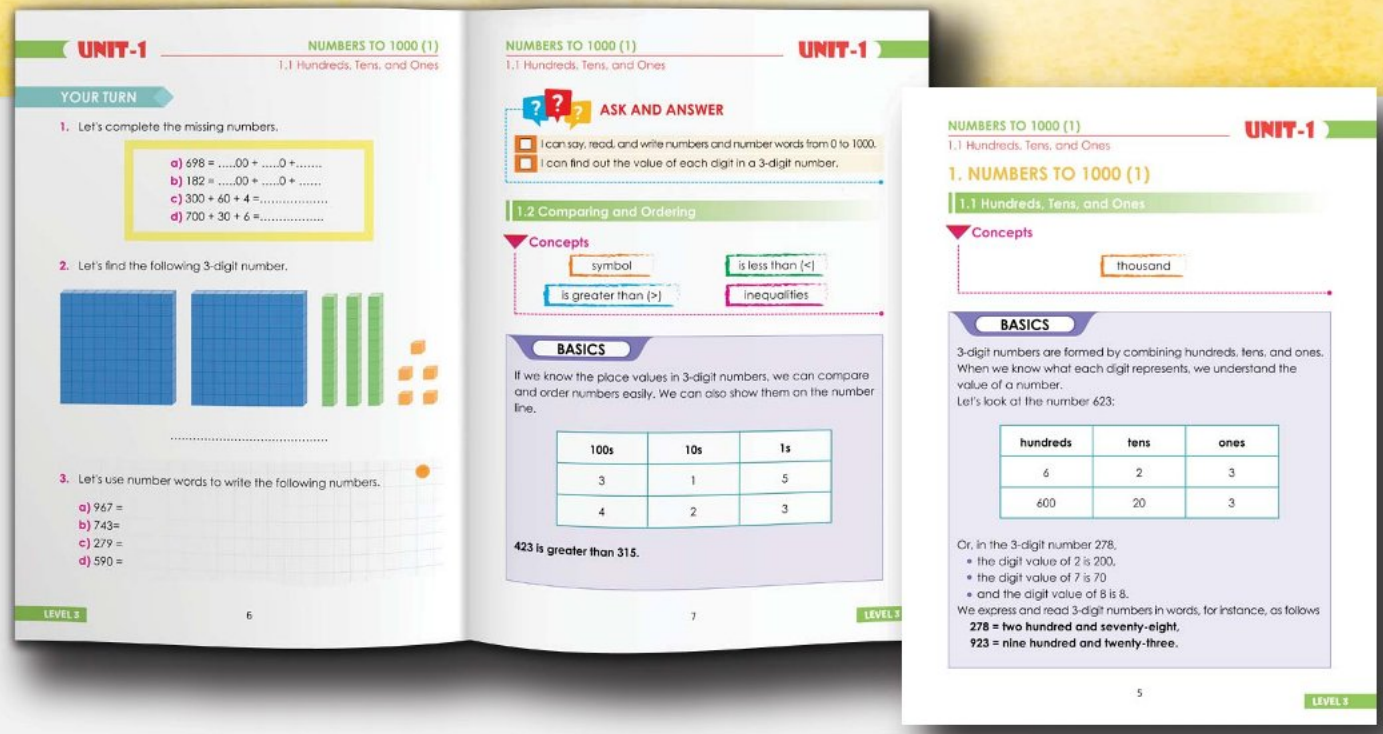
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 2 Student's Book

Primary (1-2-3-4-5-6)



NEW



UNIT-1 NUMBERS TO 1000 (1)
1.1 Hundreds, Tens, and Ones

YOUR TURN

1. Let's complete the missing numbers.

a) 698 = ...00 + ...0 +.....
b) 182 = ...00 + ...0 + ...
c) 300 + 60 + 4 =.....
d) 700 + 30 + 6 =.....

2. Let's find the following 3-digit number.

.....

3. Let's use number words to write the following numbers.

a) 967 =
b) 743=
c) 279 =
d) 590 =

LEVEL 3 6

NUMBERS TO 1000 (1) UNIT-1
1.1 Hundreds, Tens, and Ones

ASK AND ANSWER

- I can say, read, and write numbers and number words from 0 to 1000.
- I can find out the value of each digit in a 3-digit number.

1.2 Comparing and Ordering

Concepts

symbol | is less than (<) | is greater than (>) | inequalities

BASICS

If we know the place values in 3-digit numbers, we can compare and order numbers easily. We can also show them on the number line.

100s	10s	1s
3	1	5
4	2	3

423 is greater than 315.

7 LEVEL 3

NUMBERS TO 1000 (1) UNIT-1
1.1 Hundreds, Tens, and Ones

1. NUMBERS TO 1000 (1)

1.1 Hundreds, Tens, and Ones

Concepts

thousand

BASICS

3-digit numbers are formed by combining hundreds, tens, and ones. When we know what each digit represents, we understand the value of a number.
Let's look at the number 623:

hundreds	tens	ones
6	2	3
600	20	3

Or, in the 3-digit number 278,
- the digit value of 2 is 200,
- the digit value of 7 is 70
- and the digit value of 8 is 8.

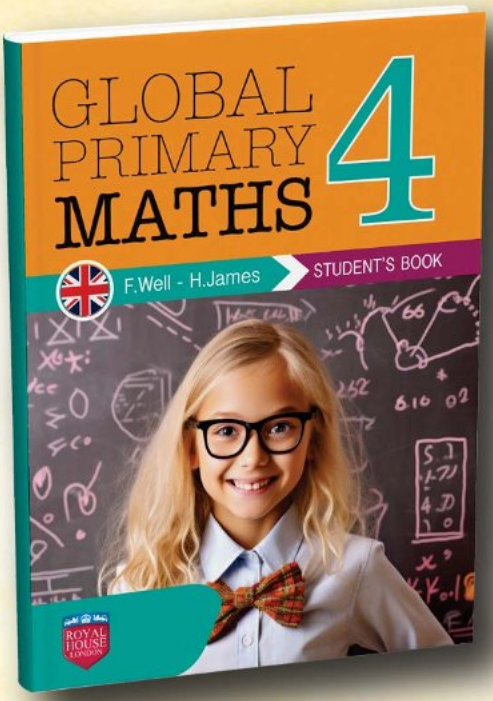
We express and read 3-digit numbers in words, for instance, as follows
278 = two hundred and seventy-eight,
923 = nine hundred and twenty-three.

5 LEVEL 3

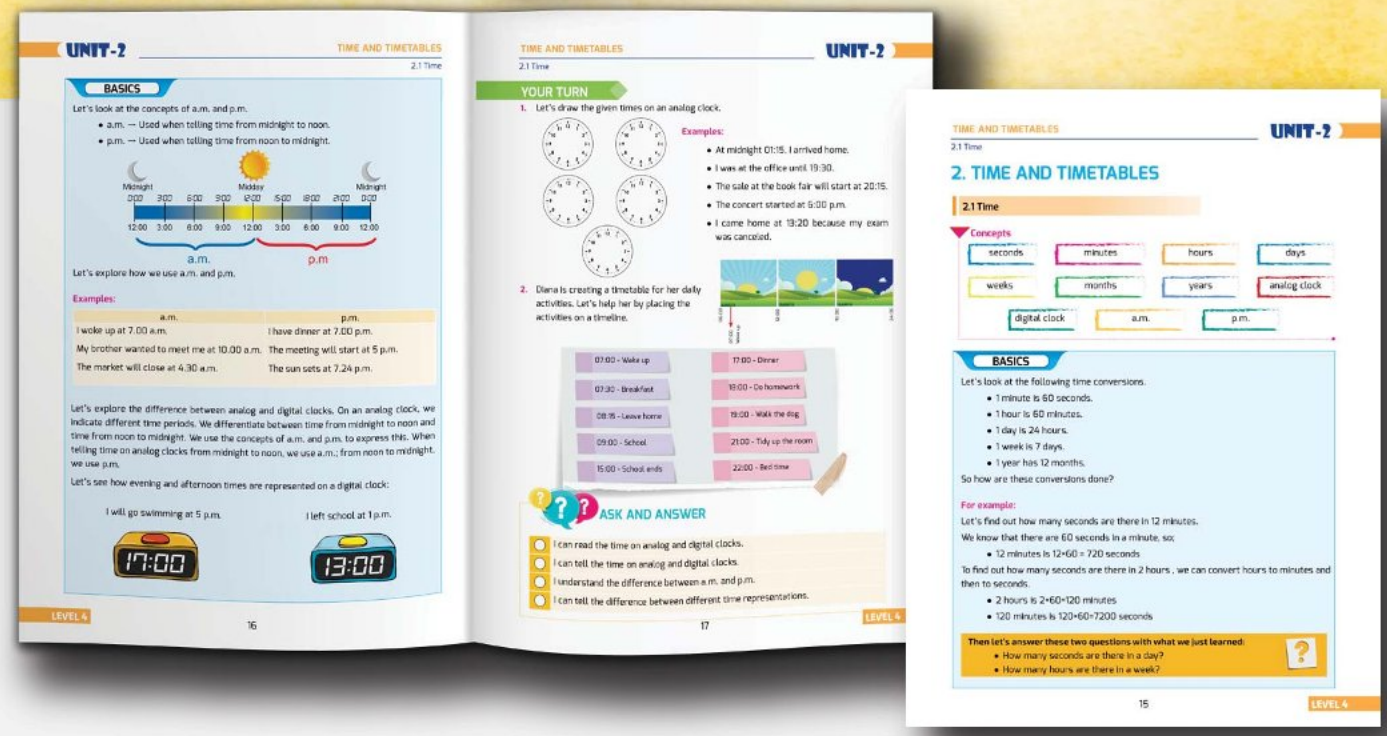
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 3 Student's Book

Primary (1-2-3-4-5-6)



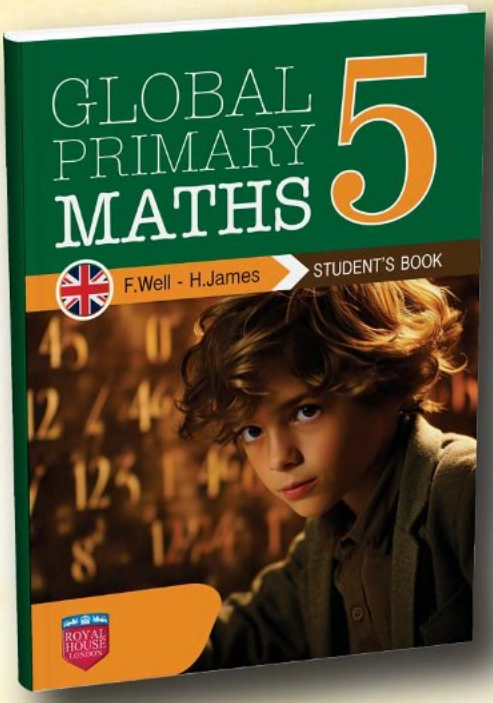
NEW



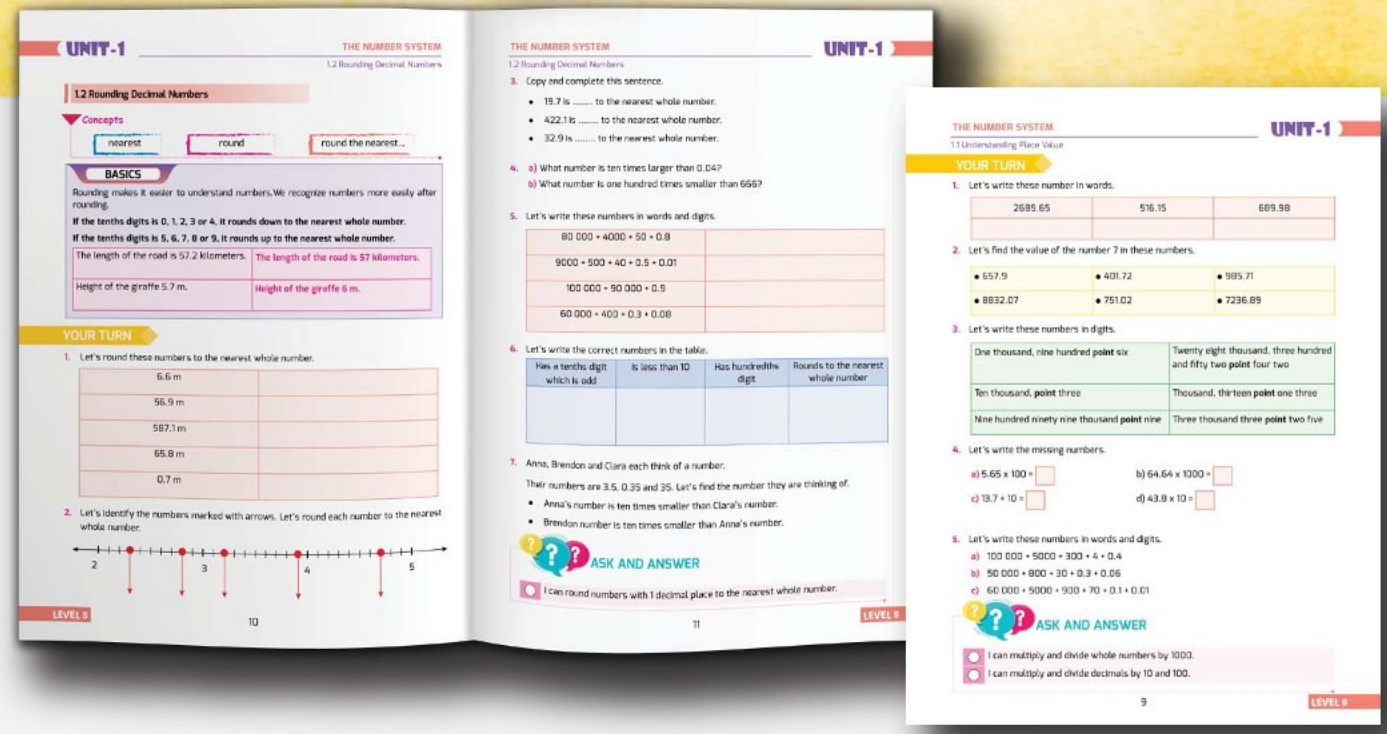
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 4 Student's Book

Primary (1-2-3-4-5-6)



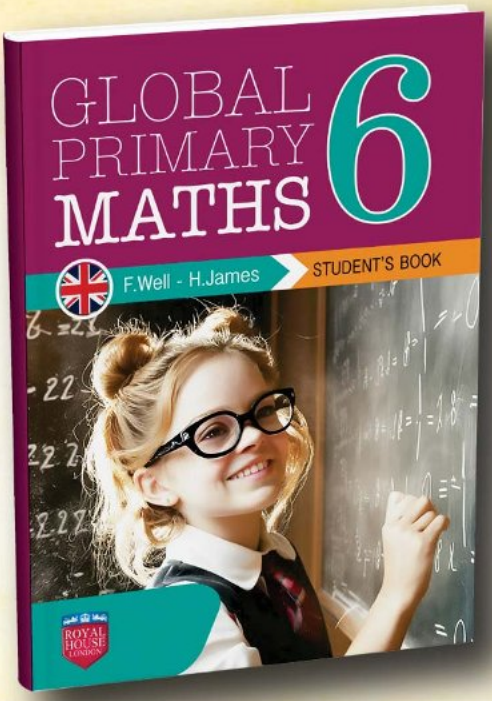
NEW



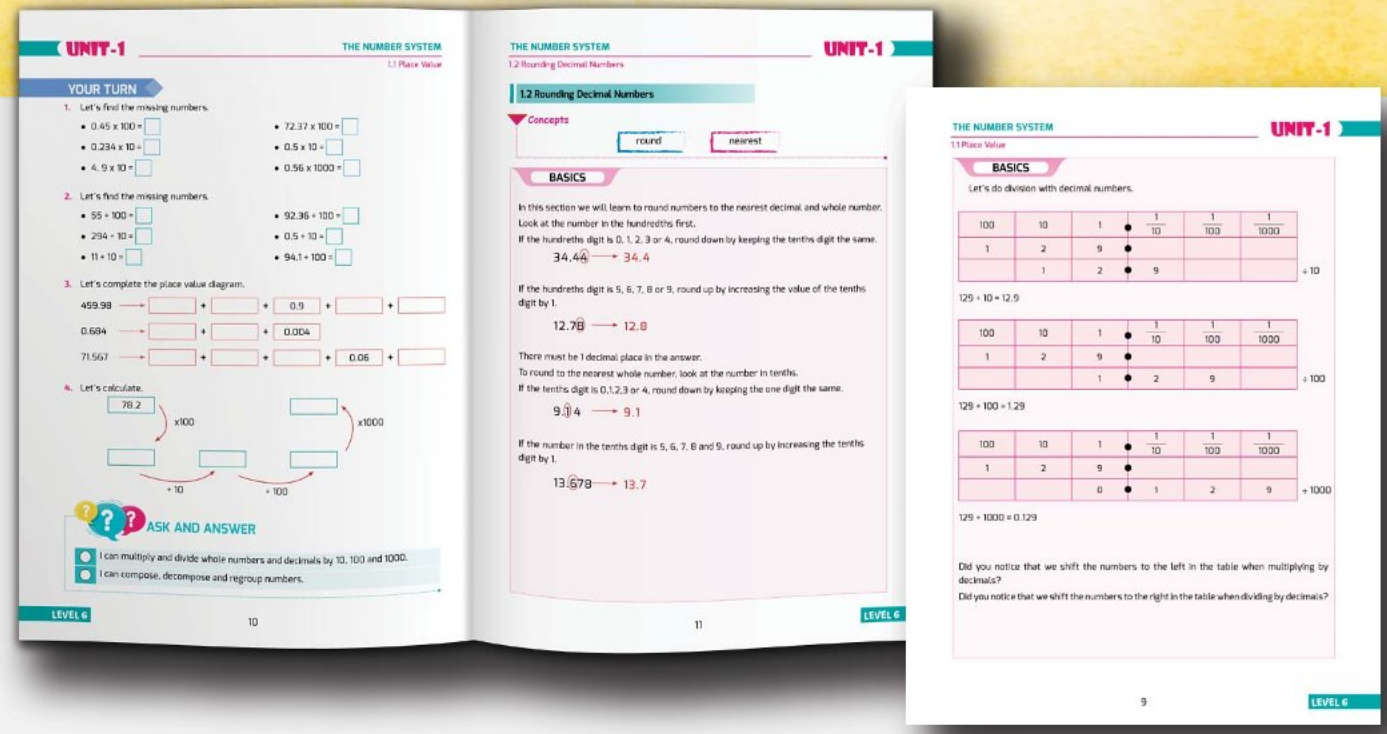
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 5 Student's Book

Primary (1-2-3-4-5-6)



NEW



- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential mathematical skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire problem-solving and logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY MATHS 6 Student's Book

Primary (1-2-3-4-5-6)



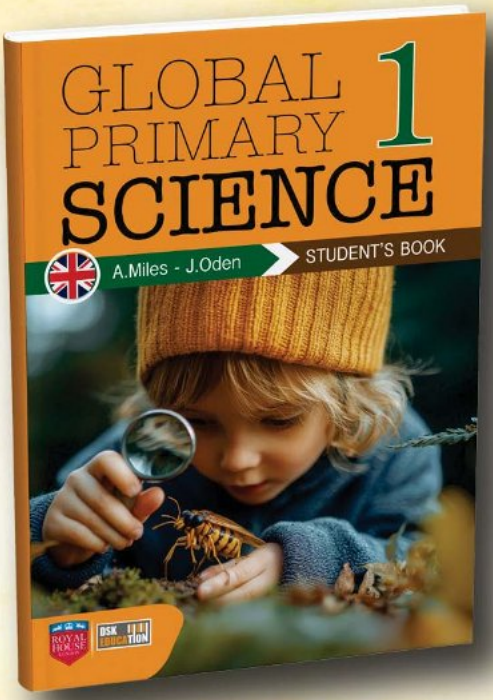
NEW

Global Primary Science series is a complete six-year course designed to meet the needs of international students. Through its well-designed approach, it promotes an effective, balanced and progressive development of science learning objectives.

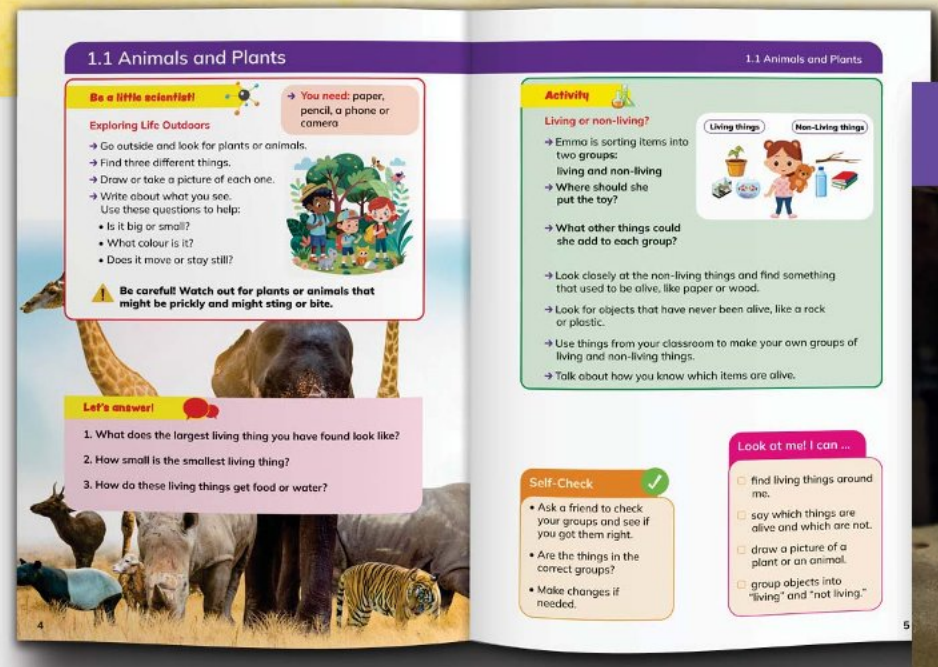
Key Features of GLOBAL PRIMARY SCIENCE:

- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Primary (1-2-3-4-5-6)



NEW

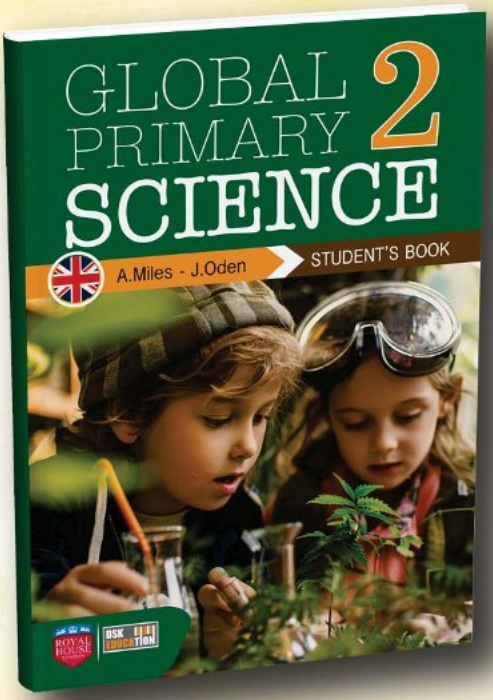




- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 1 Student's Book

Primary (1-2-3-4-5-6)



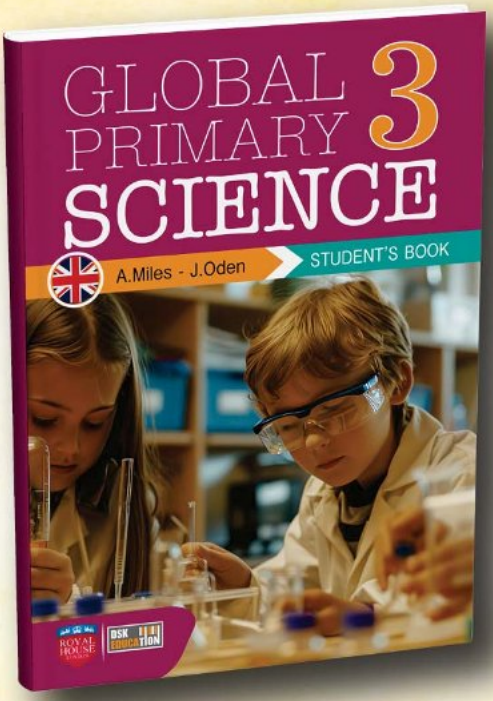
NEW



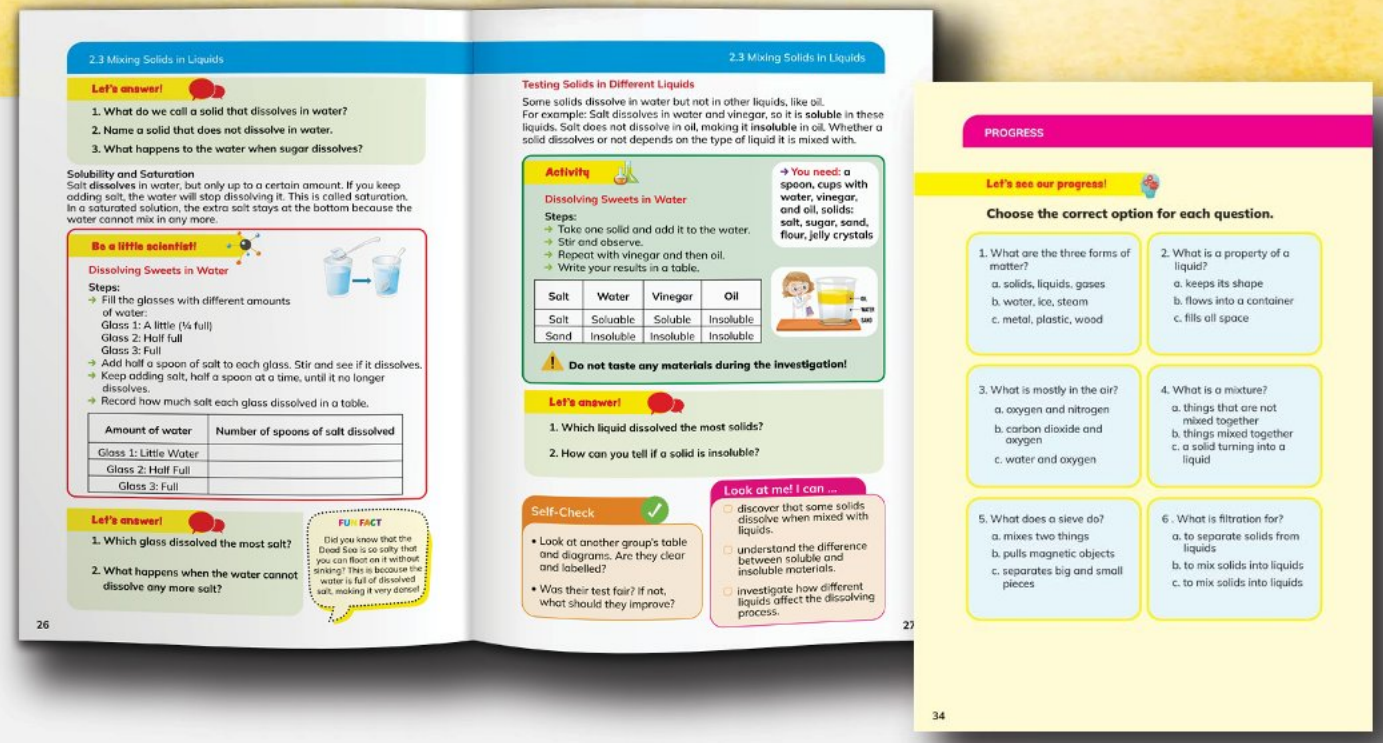
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 2 Student's Book

Primary (1-2-3-4-5-6)



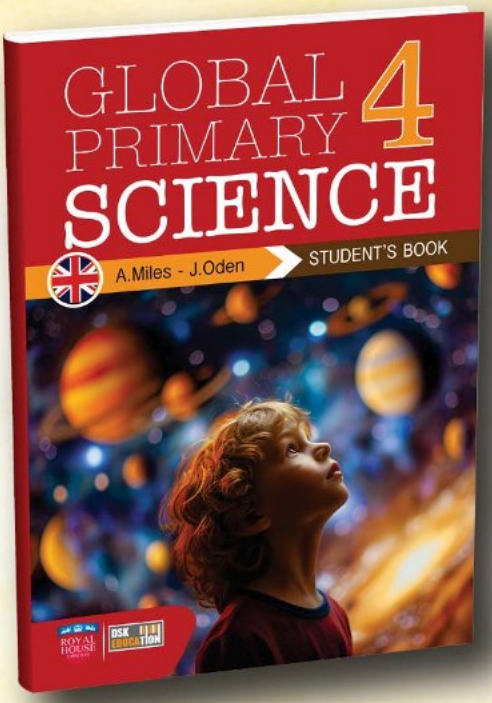
NEW



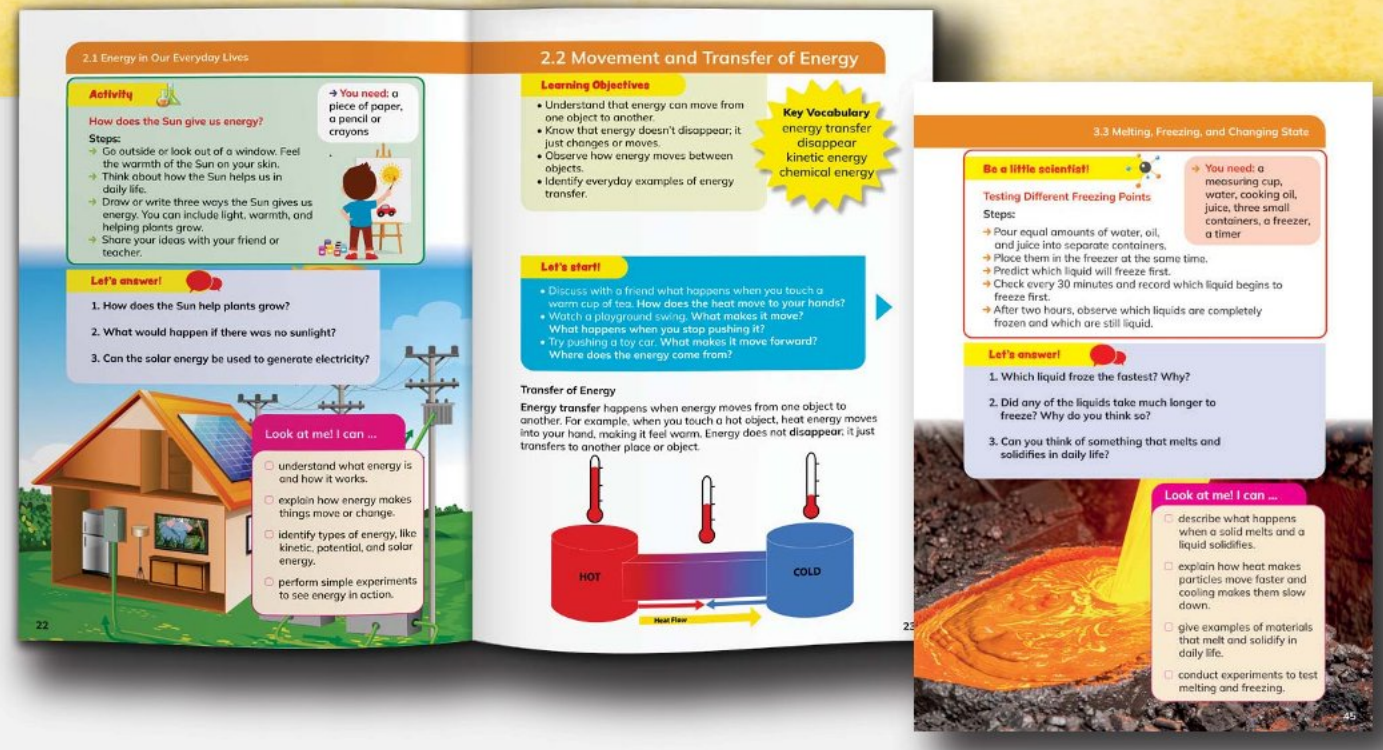
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 3 Student's Book

Primary (1-2-3-4-5-6)



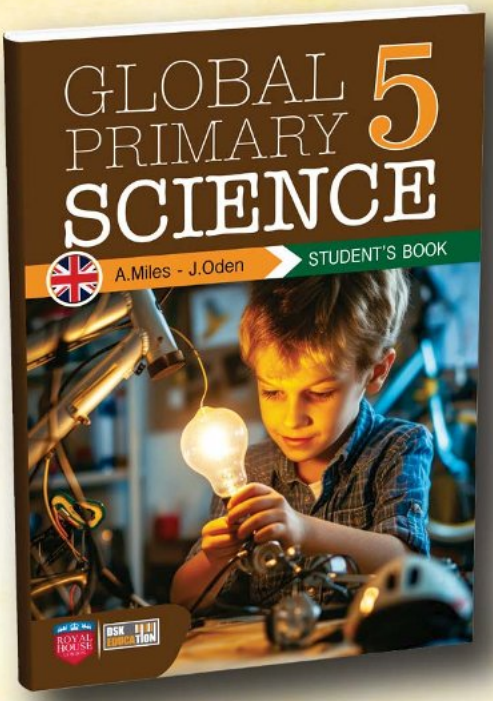
NEW



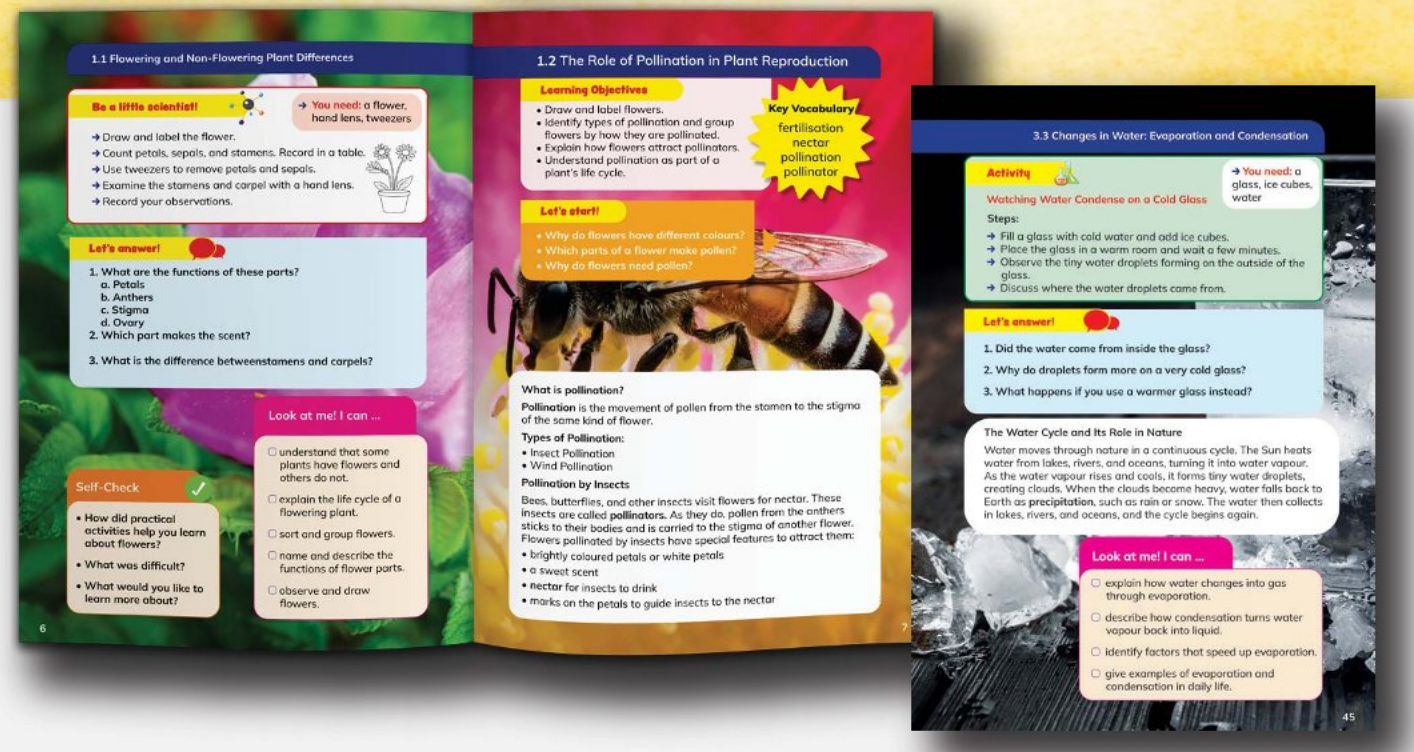
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 4 Student's Book

Primary (1-2-3-4-5-6)



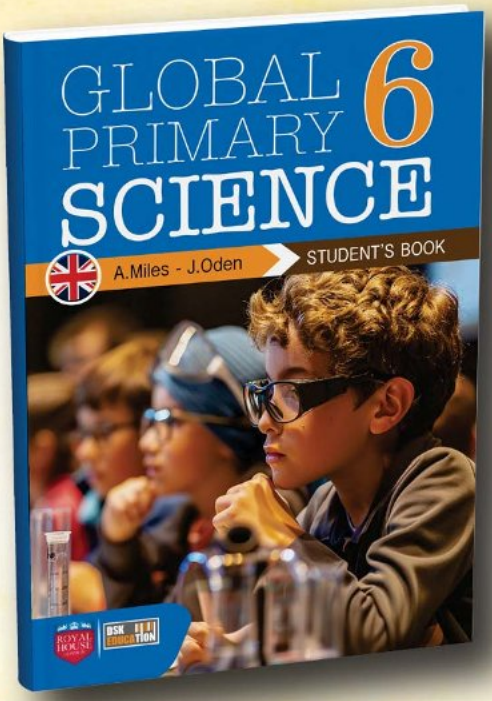
NEW



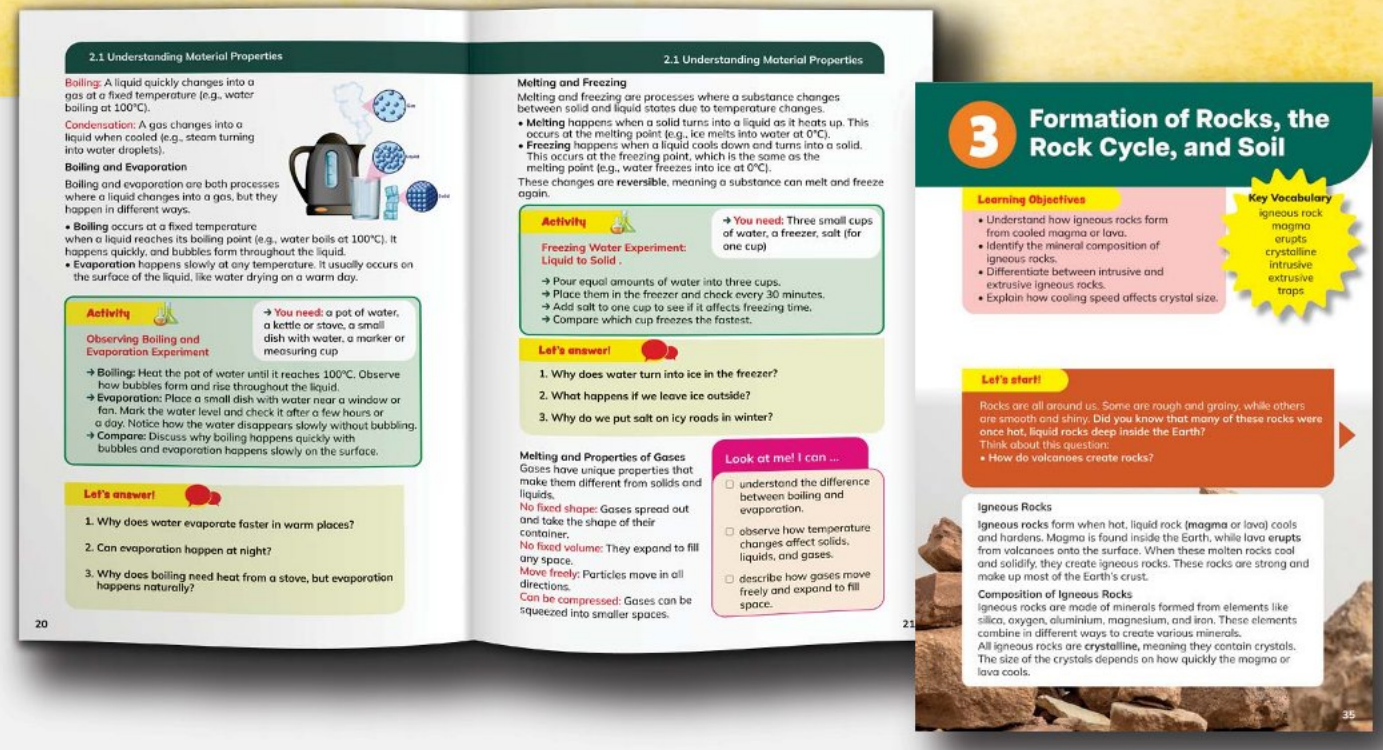
- Clearly structured, easy to follow lessons, organised to fit the teaching year
- Graded activities that enable the students to gain experience and reinforce essential science skills
- Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 5 Student's Book

Primary (1-2-3-4-5-6)



NEW



2.1 Understanding Material Properties

Boiling: A liquid quickly changes into a gas at a fixed temperature (e.g., water boiling at 100°C).

Condensation: A gas changes into a liquid when cooled (e.g., steam turning into water droplets).

Boiling and Evaporation

Boiling and evaporation are both processes where a liquid changes into a gas, but they happen in different ways.

- **Boiling** occurs at a fixed temperature when a liquid reaches its boiling point (e.g., water boils at 100°C). It happens quickly, and bubbles form throughout the liquid.
- **Evaporation** happens slowly at any temperature. It usually occurs on the surface of the liquid, like water drying on a warm day.

Activity

Observing Boiling and Evaporation Experiment

→ You need: a pot of water, a kettle or stove, a small dish with water, a marker or measuring cup

→ **Boiling:** Heat the pot of water until it reaches 100°C. Observe how bubbles form and rise throughout the liquid.
→ **Evaporation:** Place a small dish with water near a window or fan. Mark the water level and check it after a few hours or a day. Notice how the water disappears slowly without bubbling.
→ **Compare:** Discuss why boiling happens quickly with bubbles and evaporation happens slowly on the surface.

Let's answer!

1. Why does water evaporate faster in warm places?
2. Can evaporation happen at night?
3. Why does boiling need heat from a stove, but evaporation happens naturally?

20

2.1 Understanding Material Properties

Melting and Freezing

Melting and freezing are processes where a substance changes between solid and liquid states due to temperature changes.

- **Melting** happens when a solid turns into a liquid as it heats up. This occurs at the melting point (e.g., ice melts into water at 0°C).
- **Freezing** happens when a liquid cools down and turns into a solid. This occurs at the freezing point, which is the same as the melting point (e.g., water freezes into ice at 0°C).

These changes are **reversible**, meaning a substance can melt and freeze again.

Activity

Freezing Water Experiment: Liquid to Solid .

→ You need: Three small cups of water, a freezer, salt (for one cup)

→ Pour equal amounts of water into three cups.
→ Place them in the freezer and check every 30 minutes.
→ Add salt to one cup to see if it affects freezing time.
→ Compare which cup freezes the fastest.

Let's answer!

1. Why does water turn into ice in the freezer?
2. What happens if we leave ice outside?
3. Why do we put salt on icy roads in winter?

Melting and Properties of Gases

Gases have unique properties that make them different from solids and liquids.

No fixed shape: Gases spread out and take the shape of their container.
No fixed volume: They expand to fill any space.
Move freely: Particles move in all directions.
Can be compressed: Gases can be squeezed into smaller spaces.

Look at me! I can ...

- ☐ understand the difference between boiling and evaporation.
- ☐ observe how temperature changes affect solids, liquids, and gases.
- ☐ describe how gases move freely and expand to fill space.

21

3 Formation of Rocks, the Rock Cycle, and Soil

Learning Objectives

- Understand how igneous rocks form from cooled magma or lava.
- Identify the mineral composition of igneous rocks.
- Differentiate between intrusive and extrusive igneous rocks.
- Explain how cooling speed affects crystal size.

Key Vocabulary

igneous rock
magma
erupts
crystalline
intrusive
extrusive
traps

Let's start!

Rocks are all around us. Some are rough and grainy, while others are smooth and shiny. Did you know that many of these rocks were once hot, liquid rocks deep inside the Earth?
Think about this question:
• How do volcanoes create rocks?

Igneous Rocks

Igneous rocks form when hot, liquid rock (**magma** or lava) cools and hardens. Magma is found inside the Earth, while lava **erupts** from volcanoes onto the surface. When these molten rocks cool and solidify, they create igneous rocks. These rocks are strong and make up most of the Earth's crust.

Composition of Igneous Rocks

Igneous rocks are made of minerals formed from elements like silica, oxygen, aluminium, magnesium, and iron. These elements combine in different ways to create various minerals.
All igneous rocks are **crystalline**, meaning they contain crystals. The size of the crystals depends on how quickly the magma or lava cools.

35

- ✔ Clearly structured, easy to follow lessons, organised to fit the teaching year
- ✔ Graded activities that enable the students to gain experience and reinforce essential science skills
- ✔ Authentic activities based on the students' daily lives that motivate the students to learn easily and help them to acquire logical thinking skills
- ✔ Well-designed review activities that consolidate the students' learning and help them to check their learning and to progress at their own speed.

Sample pages from GLOBAL PRIMARY SCIENCE 6 Student's Book

Elt Readers A1

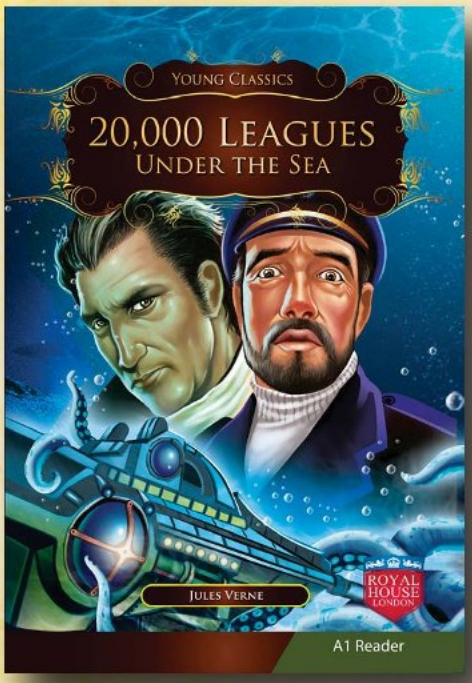


LEVEL A1 GRAMMAR STRUCTURES USED IN THIS BOOK:

- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Modals (should-must)
- Comparatives - Superlatives



Elt Readers A1



- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Modals (should-must)
- Comparatives - Superlatives

Sample pages from 20.000 Leagues Under The Sea Readers



CHAPTER ONE

A Monster in the Sea!

The year was 1866. Every seaman had the same story. "We saw a giant whale, a hundred metres long. It came near our boat," they said. "It's faster and bigger than any other sea animal!"

The story was in the newspapers and a lot of people talked about it. People were afraid. They wanted to find this monster.

"It can't be a whale," scientists said. "A big blue whale is only twenty-five or thirty metres long. Perhaps it is a coral reef."

"But a coral reef can't send water fifty metres into the air," the seamen answered. "This animal can. We saw it!" It went near one boat in Australian waters. Three days later, it was seven hundred leagues away in the Pacific.

"Whales can't swim seven hundred leagues in three days," the scientists said. "Perhaps it's a submarine."

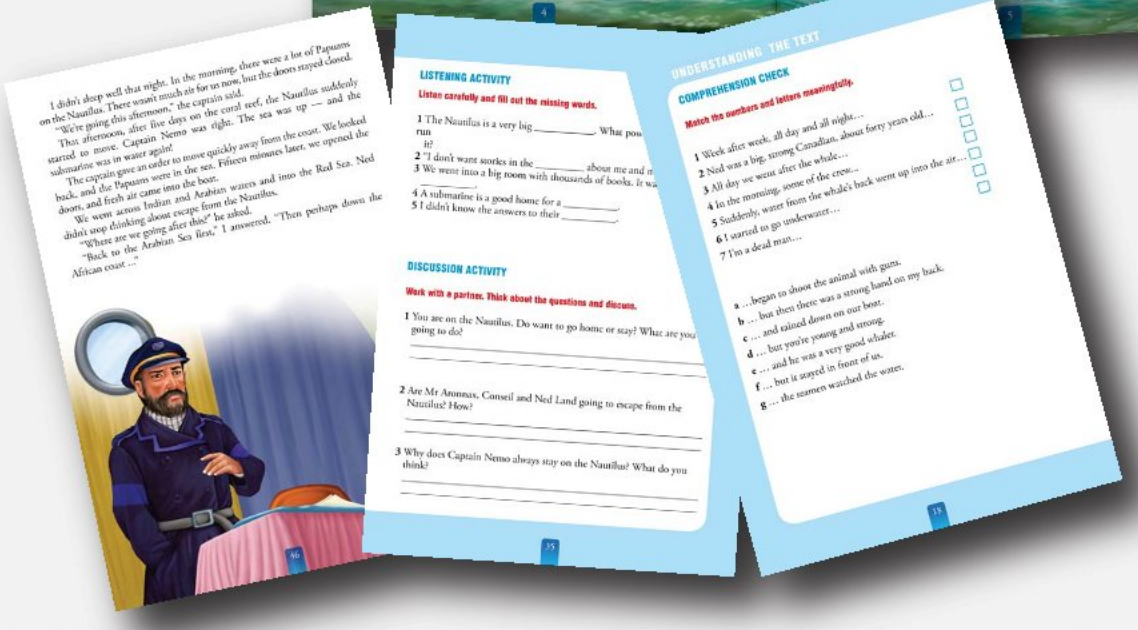
But only a rich country with a lot of money can build a submarine, and the same answer came back from every country: "We haven't got a submarine!"

One day a British boat, the Scotia, was in the Atlantic. Suddenly, water started to come into the boat. The captain looked for the problem. There was a big hole in the boat. "The Scotia is very strong," he said.

"I don't understand this hole. Is it the work of the giant whale?"

To me, a French scientist, the stories of the whale were, of course, very interesting.

This could be a monster animal, but it could be some kind of ship too. But I didn't think anyone could build a big ship without others knowing about it. I thought it was a big whale or a new sea creature.



I didn't sleep well that night. In the morning, there were a lot of Papuans on the Nautilus. There wasn't much air for us now, but the doors stayed closed.

"We're going this afternoon," the captain said.

That afternoon, after five days on the coral reef, the Nautilus suddenly started to move. Captain Nemo was right. The sea was up — and the submarine was in water again!

The captain gave an order to move quickly away from the coast. We looked back, and the Papuans were in the sea. Fifteen minutes later, we opened the doors, and fresh air came into the boat.

We went across Indian and Arabian waters and into the Red Sea. Ned didn't stop thinking about escape from the Nautilus.

"Where are we going after this?" he asked.

"Back to the Arabian Sea first," I answered. "Then perhaps down the African coast ..."

LISTENING ACTIVITY

Listen carefully and fill out the missing words.

1 The Nautilus is a very big _____. What pow... run it?

2 "I don't want stories in the _____ about me and m...

3 We went into a big room with thousands of books. It wa... _____.

4 A submarine is a good home for a _____.

5 I didn't know the answers to their _____.

DISCUSSION ACTIVITY

Work with a partner. Think about the questions and discuss.

1 You are on the Nautilus. Do want to go home or stay? What are you going to do?

2 Are Mr Aronnax, Conseil and Ned Land going to escape from the Nautilus? How?

3 Why does Captain Nemo always stay on the Nautilus? What do you think?

UNDERSTANDING THE TEXT

COMPREHENSION CHECK

Match the numbers and letters meaningfully.

1 Week after week, all day and all night...

2 Ned was a big, strong Canadian, about forty years old...

3 All day we went after the whale...

4 In the morning, some of the crew...

5 Suddenly, water from the whale's back went up into the air...

6 I started to go underwater...

7 I'm a dead man...

a ... began to shout the animal with guns.

b ... but then there was a strong hand on my back.

c ... and calmed down on our boat.

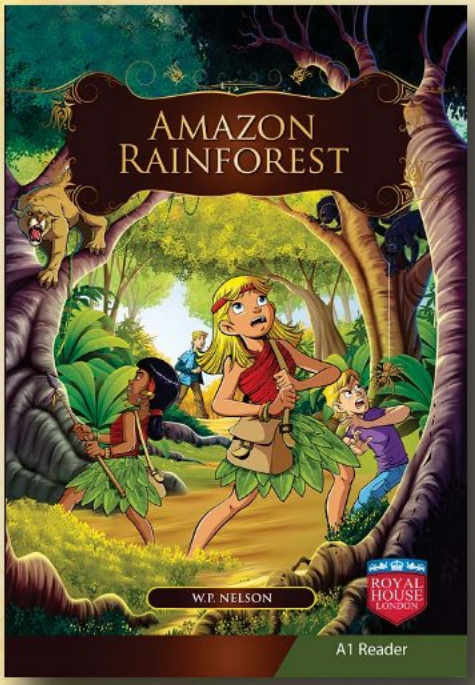
d ... but you're young and strong.

e ... and he was a very good whaler.

f ... but it stayed in front of us.

g ... the seamen watched the water.

Elt Readers A1



- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Modals (should-must)
- Comparatives - Superlatives

Sample pages from Amazon Rainforest Readers





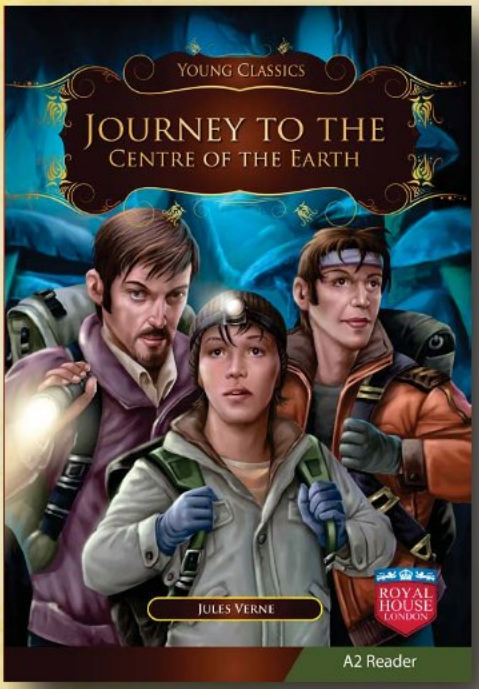


LEVEL A2 GRAMMAR STRUCTURES USED IN THIS BOOK:

- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense
- Modals
- Comparatives - Superlatives
- If Clauses (zero & first)
- Passive Voice (present simple)
- Relative Clauses

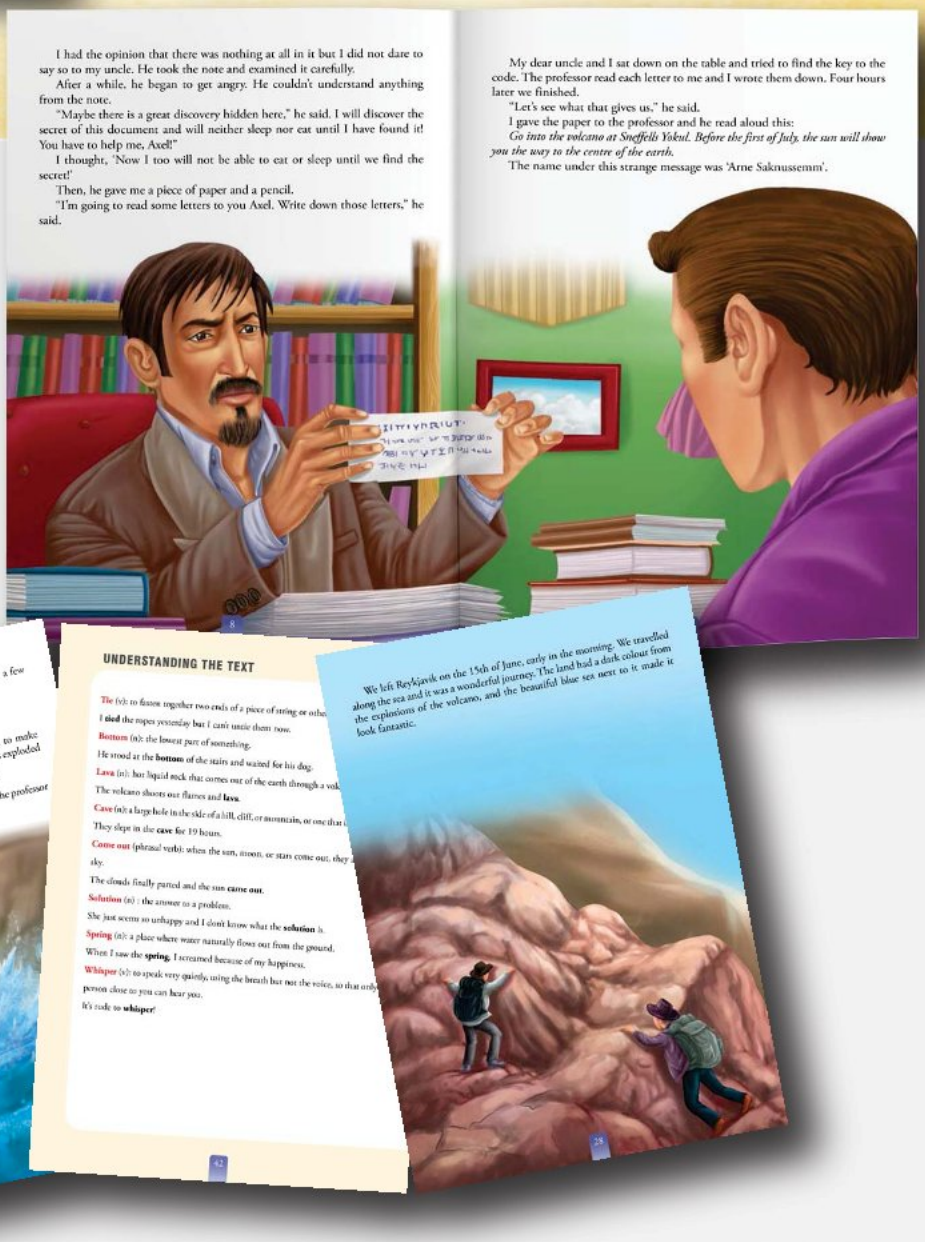


Elt Readers A2



- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense
- Modals
- Comparatives - Superlatives
- If Clauses (zero & first)
- Passive Voice (present simple)
- Relative Clauses

Sample pages from Journey To The Centre Of The Earth Readers



I had the opinion that there was nothing at all in it but I did not dare to say so to my uncle. He took the note and examined it carefully.

After a while, he began to get angry. He couldn't understand anything from the note.

"Maybe there is a great discovery hidden here," he said. I will discover the secret of this document and will neither sleep nor eat until I have found it! You have to help me, Axel!"

I thought, 'Now I too will not be able to eat or sleep until we find the secret!'

Then, he gave me a piece of paper and a pencil.

"I'm going to read some letters to you Axel. Write down those letters," he said.

My dear uncle and I sat down on the table and tried to find the key to the code. The professor read each letter to me and I wrote them down. Four hours later we finished.

"Let's see what that gives us," he said.

I gave the paper to the professor and he read aloud this:

Go into the volcano at Sneffels Yokul. Before the first of July, the sun will show you the way to the centre of the earth.

The name under this strange message was 'Arne Saknussemm'.

"Axel, check the temperature of the water here," said professor.

I took a thermometer out of my pocket and I put it in the water for a few seconds. "163 Fahrenheit," I said.

"We're close to the centre."

"We can't go on, uncle. It's too hot."

"We must."

The electric light coming from the rocks over our heads began to make explosions. The clouds were now near the water. Small lines of lights exploded all around us. The waves became bigger and they pushed us away.

I was very scared. "What's happening?" I screamed.

The explosions were too loud for us to hear each other. I heard the professor screaming: "It's an electrical storm!"

UNDERSTANDING THE TEXT

Tie (v): to fasten together two ends of a piece of string or other

I **tied** the ropes yesterday but I can't untie them now.

Bottom (n): the lowest part of something.

He stood at the **bottom** of the stairs and waited for his dog.

Lava (n): hot liquid rock that comes out of the earth through a vol

The volcano shoots out flames and **lava**.

Cave (n): a large hole in the side of a hill, cliff, or mountain, or one that

They slept in the **cave** for 19 hours.

Come out (phrasal verb): when the sun, moon, or stars come out, they sky.

The clouds finally parted and the sun **came out**.

Solution (n) : the answer to a problem.

She just seems so unhappy and I don't know what the **solution** is.

Spring (n): a place where water naturally flows out from the ground.

When I saw the **spring**, I screamed because of my happiness.

Whisper (v): to speak very quietly, using the breath but not the voice, so that only person close to you can hear you.

It's rude to **whisper**!

We left Reykjavik on the 15th of June, early in the morning. We travelled along the sea and it was a wonderful journey. The land had a dark colour from the explosions of the volcano, and the beautiful blue sea next to it made it look fantastic.

Elt Readers B1

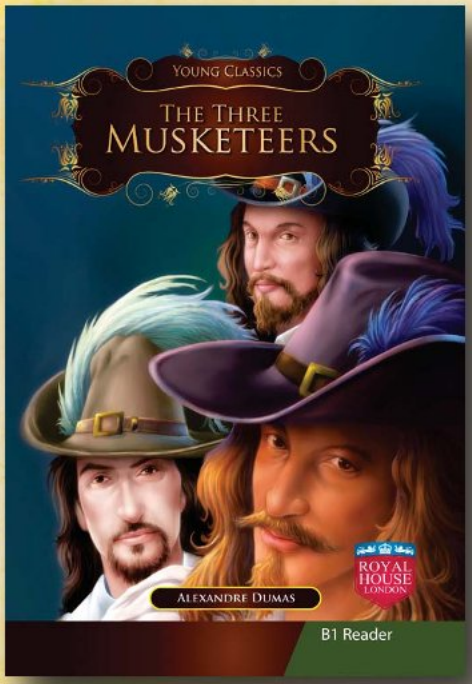


LEVEL B1 GRAMMAR STRUCTURES USED IN THIS BOOK:

- ✔ Relative Clauses
- ✔ Reported Speechent Simple Tense
- ✔ Present Continuous Tense
- ✔ Simple Future Tense
- ✔ Simple Past Tense
- ✔ Past Continuous Tense
- ✔ Present Perfect Tense
- ✔ Past Perfect Tense
- ✔ Past Perfect Continuous Tense
- ✔ Modals
- ✔ Comparatives - Superlatives
- ✔ If Clauses
- ✔ Passive Voice
- ✔ Present Simple Tense
- ✔ Present Continuous Tense
- ✔ Simple Future Tense
- ✔ Simple Past Tense
- ✔ Past Continuous Tense
- ✔ Present Perfect Tense



Elt Readers B1



- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense
- Past Perfect Tense
- Past Perfect Continuous Tense
- Modals
- Comparatives - Superlatives
- If Clauses
- Passive Voice
- Relative Clauses
- Reported Speechent Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense

Sample pages from The Three Musketeers Readers



The next moment, d'Artagnan charged at the stranger with his sword. However, the gentleman stepped sideways and without warning, his companions fell upon him with sticks. The stranger too joined them. D'Artagnan put up a brave fight against them but he couldn't hold up long against their collective blows. With a bow to his head, he fainted.

D'Artagnan woke up after a while. His head was bound. With difficulty, he walked up to a window looking out at the street. There, he saw the stranger near a carriage. He was talking to a young woman. She was between twenty and twenty-two years old and very pretty. She had golden curls that fell over her shoulders and a pale skin. Her eyes were large and blue, her lips were rose-red and her hands were as white as snow.

"So, His Eminence's orders are...," the lady was saying.

"To return to England immediately, Milady, and to let him know the moment the duke leaves London."

"Very well," the young lady replied. "I'll leave now. The smallest delay could be fatal."

"Goodbye, Milady!"

The lady climbed into the coach, which set off at great speed down the street in a cloud of dust. At the same time the strange man with the moustache jumped on his horse and galloped away in the opposite direction.

D'Artagnan was curious. His Eminence? That must be Cardinal Richelieu himself. Could the man and the woman be involved in one of the cardinal's dark secrets?

After a day at the inn d'Artagnan regained his health but he discovered that his letter of recommendation was missing. He learnt from the innkeeper that the stranger had stolen it.

"He will pay for this," said d'Artagnan.

"You are brave but prudent, Monsieur d'Artagnan," continued the cardinal. "But you are young and have powerful enemies who can destroy you if you are not cautious."

"Monseigneur!" replied d'Artagnan.

"But you have a lot of potential. All you need is right guidance. Now, how about you join my guards?"

D'Artagnan refused the offer even when the Cardinal said that he had proof to establish that d'Artagnan had worked against France.

The meeting ended on a tense note. The next morning d'Artagnan left for La Rochelle.

The Siege of La Rochelle was one of the biggest military enterprises of the Cardinal. Previously, the French Catholics and Protestants, who were called Huguenots, had lived together peacefully. However, the Cardinal wanted to unite all of France under the Catholic rule.

The siege had now continued for a few months. The only happy thing that eased d'Artagnan during the war was that Constance was now hid safely in a convent. He had fought bravely but had missed his friends.

day a messenger brought him a bottle of wine from the Musketeers.

"They haven't forgotten me," cried d'Artagnan.

He invited a few comrades to enjoy the wine. Before they coul drink it, a great uproar announced the king's arrival with his Musketeers. D'Artagnan met his friends and thanked them for the wine.

"But we didn't send you wine," said the Musketeers.

astonished.

D'Artagnan grew pale, and Athos said, "I suspect something horrible."

At once they rushed to inspect the wine. However, to d'Artagnan's horror, one of his comrade's had drunk it and had fallen dead.

"The wine was poisoned. The sender wanted you to be dead!" said Athos.

Both Athos and d'Artagnan understood that Milad had sent the wine.

UNDERSTANDING THE TEXT

COMPREHENSION CHECK

Match the numbers and letters meaningfully.

1 The landlord's wife is one among the queen's confida
2 The landlord receives a letter and...
3 After the arrest of the landlord...
4 D'Artagnan told Madame how her husband had come
him after her kidnap...
5 When the landlord was long gone, ...

a ... gave it to d'Artagnan.
b... the Musketeers came to d'Artagnan's apartment.
c... the Cardinal's Guards kept a close watch on his house.
d... she was kidnapped.
e... and how he was arrested

LISTENING ACTIVITY

Listen and choose the correct option.

1 "By kidnapping my wife, I think the _____ can learn the qu
secrets."
a lord b Cardinal c captain
2 "Madame Bonacieux's kidnap and the queen's _____ are connected
Perhaps the duke is in Paris."
a husband b house c kidnap
3 "Do not seek your wife. She will be _____ when she is no longer needed."
a set off b set free c set up
4 D'Artagnan saw and heard all through _____ in the floor of his room.
a a hole b a window c a door

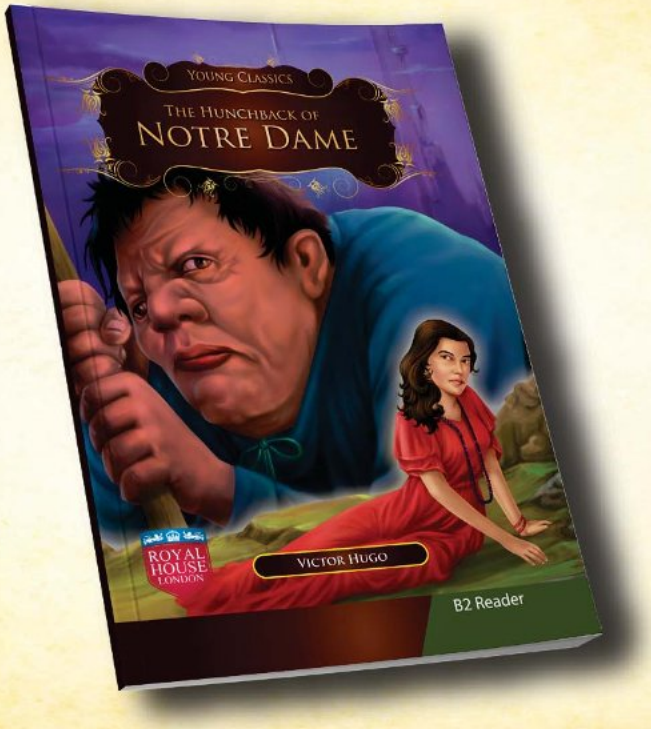
A duel began between them. Within minutes, d'Artagnan wounded Rochefort three times. Then, quick as lightning, d'Artagnan took his pass and was on his way to England. When he reached the duke's palace, he rushed to meet him.

"Has something happened to the queen?" cried the duke.

D'Artagnan gave him the queen's letter. The duke became pale after reading it and said, "Follow me, my boy."

D'Artagnan told the duke about all that was happening in Paris. When they entered the duke's room, he pulled out a casket containing the diamond necklace. Seeing it, the duke gasped. "Two diamonds are missing!" he said. "They are stolen!"

Elt Readers B2

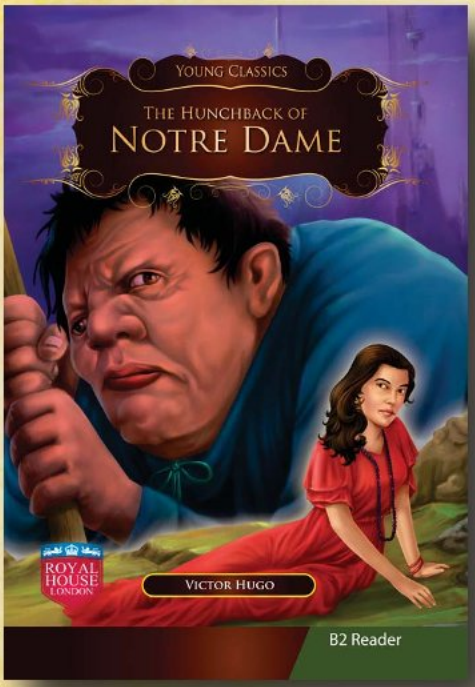


LEVEL B2 GRAMMAR STRUCTURES USED IN THIS BOOK:

- Relative Clauses
- Reported Speechent Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense
- Past Perfect Tense
- Past Perfect Continuous Tense
- Modals
- Comparatives - Superlatives
- If Clauses
- Passive Voice
- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense

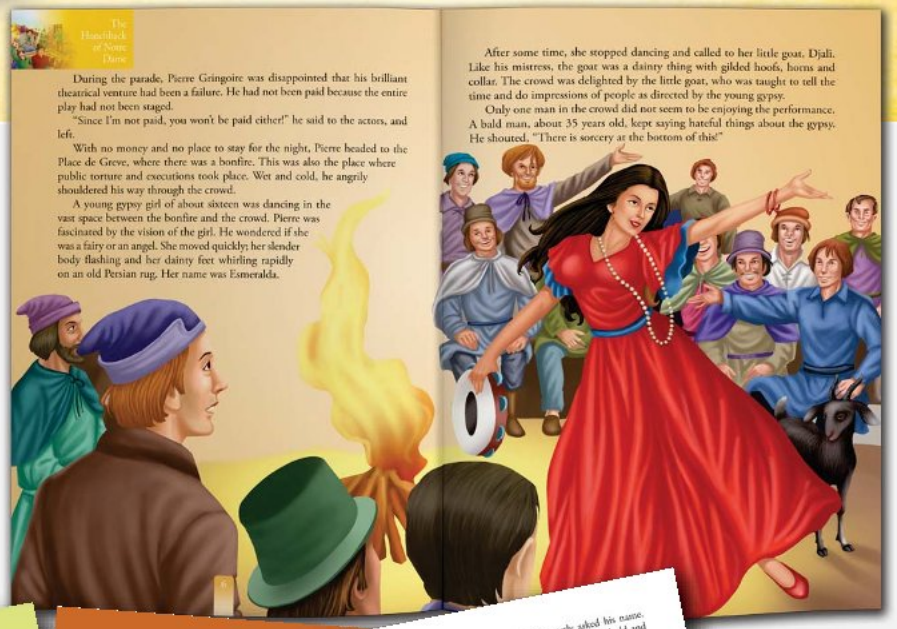


Elt Readers B2



- Present Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense
- Past Perfect Tense
- Past Perfect Continuous Tense
- Modals
- Comparatives - Superlatives
- If Clauses
- Passive Voice
- Relative Clauses
- Reported Speechent Simple Tense
- Present Continuous Tense
- Simple Future Tense
- Simple Past Tense
- Past Continuous Tense
- Present Perfect Tense

Sample pages from The Hunchback of Notre Dame Readers



During the parade, Pierre Gringoire was disappointed that his brilliant theatrical venture had been a failure. He had not been paid because the entire play had not been staged.

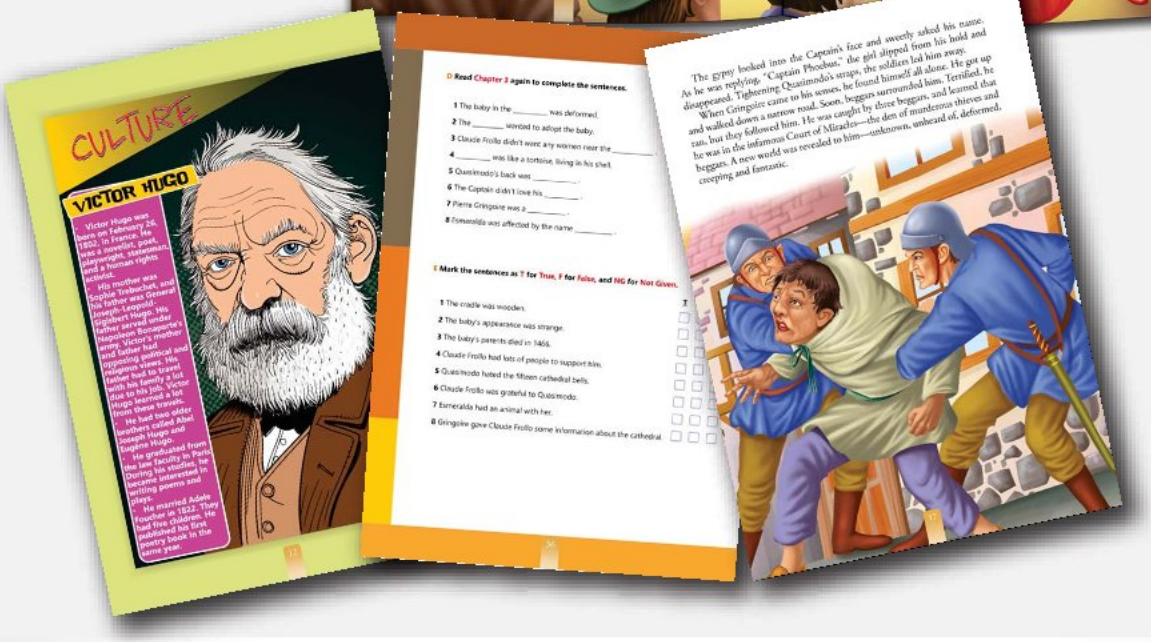
"Since I'm not paid, you won't be paid either!" he said to the actors, and left.

With no money and no place to stay for the night, Pierre headed to the Place de Greve, where there was a bonfire. This was also the place where public torture and executions took place. Wet and cold, he angrily shouldered his way through the crowd.

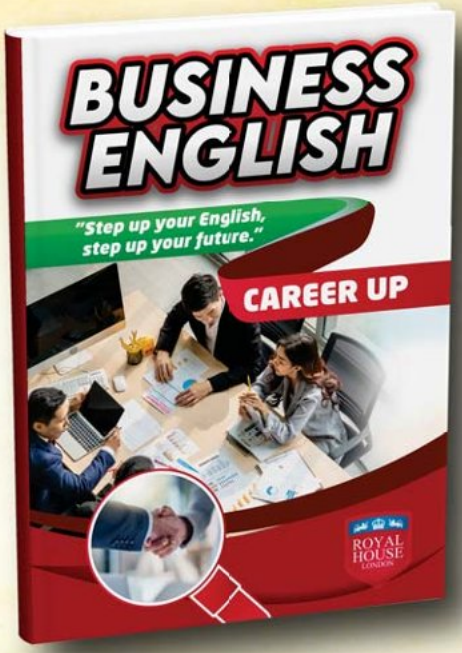
A young gypsy girl of about sixteen was dancing in the vast space between the bonfire and the crowd. Pierre was fascinated by the vision of the girl. He wondered if she was a fairy or an angel. She moved quickly; her slender body flashing and her dainty feet whirling rapidly on an old Persian rug. Her name was Esmeralda.

After some time, she stopped dancing and called to her little goat, Djali. Like his mistress, the goat was a dainty thing with gilded hoofs, horns and collar. The crowd was delighted by the little goat, who was taught to tell the time and do impressions of people as directed by the young gypsy.

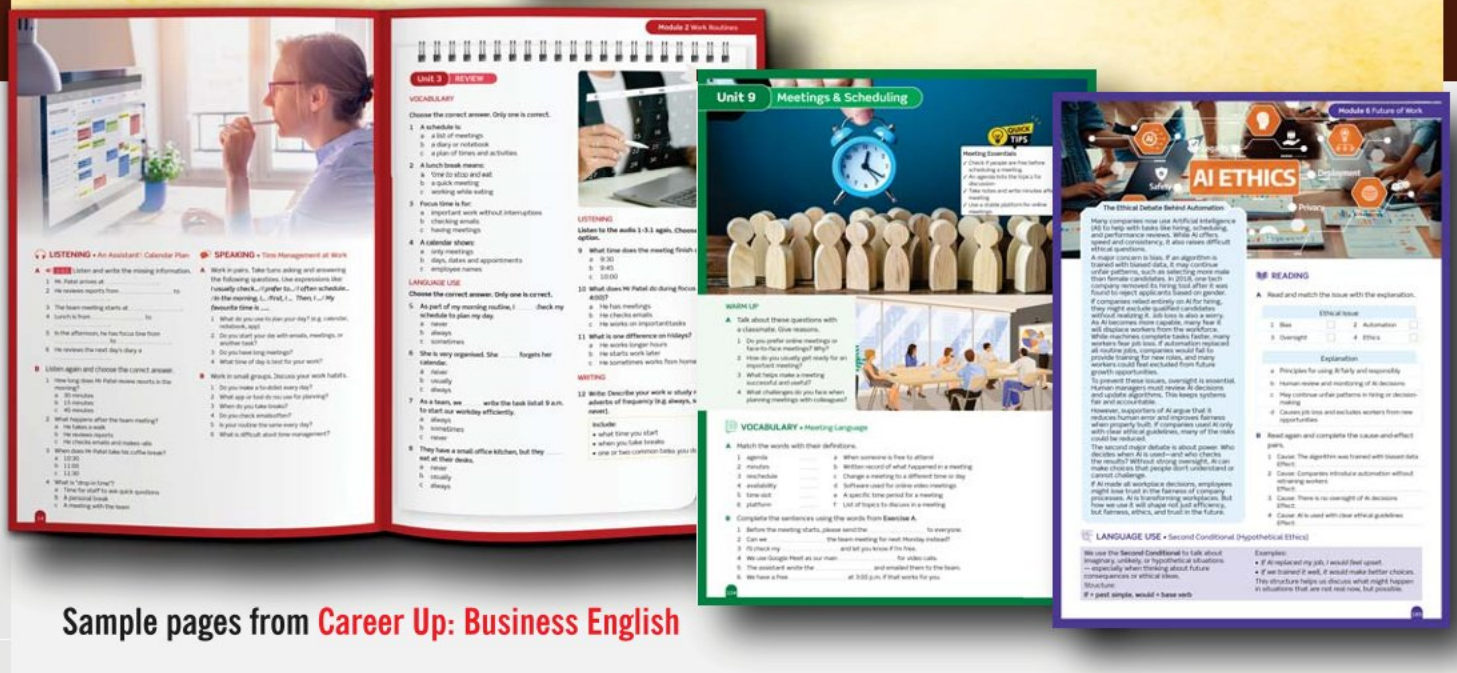
Only one man in the crowd did not seem to be enjoying the performance. A bald man, about 35 years old, kept saying hateful things about the gypsy. He shouted, "There is sorcery at the bottom of this!"



ESP Titles



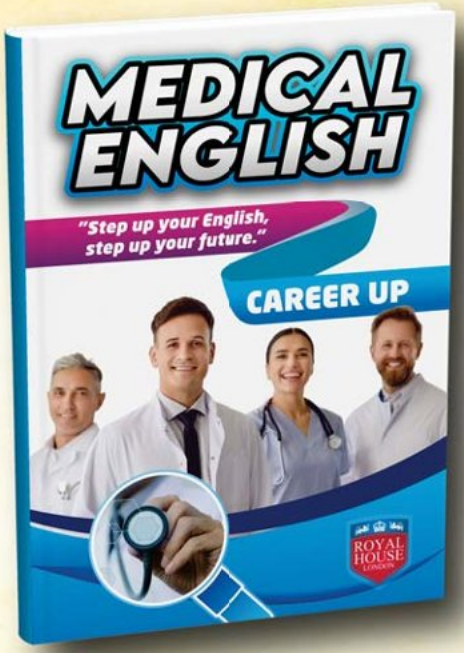
NEW



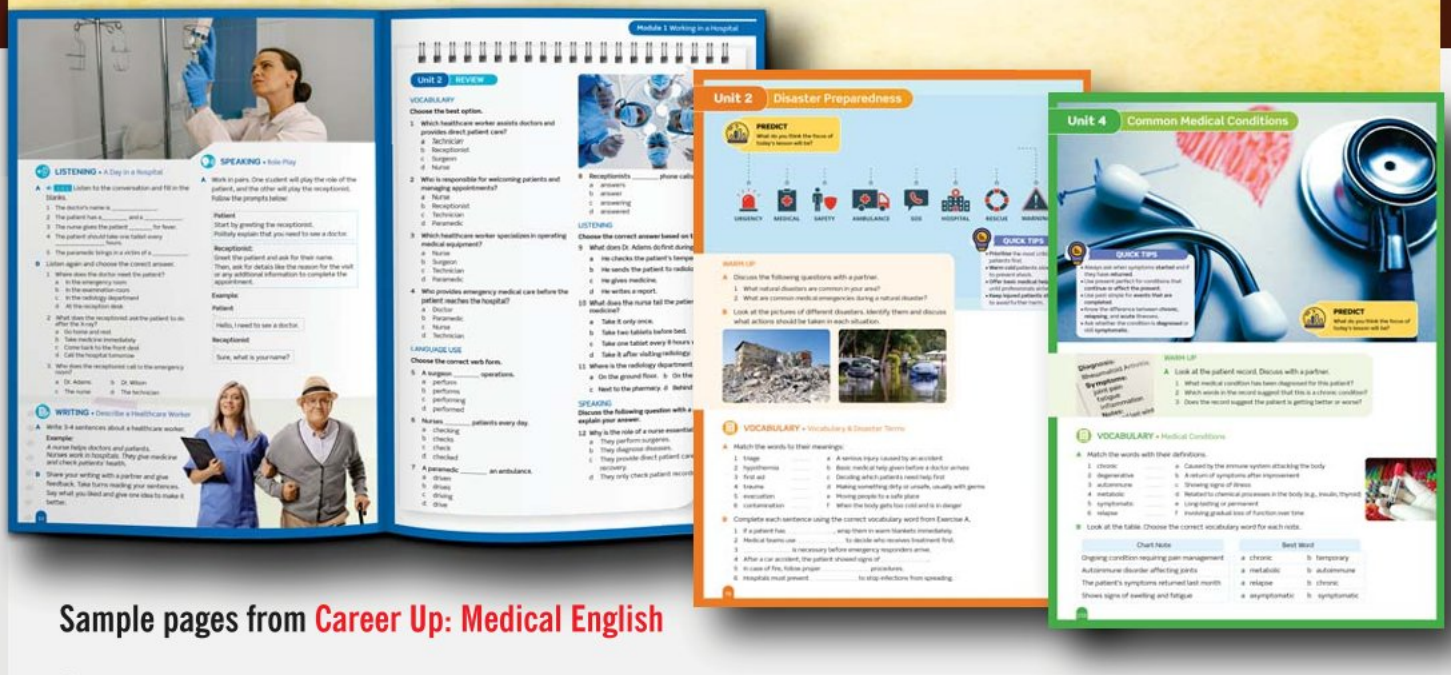
Sample pages from Career Up: Business English

- **Career Up: Business English** is a dynamic course designed for students and professionals who require clear, effective, and confident communication in modern business environments. Blending practical business language with real-world workplace scenarios, this course helps learners interact professionally with colleagues, clients, and international partners.
- Each unit presents essential business vocabulary, functional expressions, and realistic communication tasks that reflect everyday professional practice — including meetings, presentations, negotiations, emails, reports, networking, and problem-solving discussions. Learners develop all four skills while improving fluency, accuracy, and professionalism in business contexts.
- Key topics include professional introductions and networking, workplace communication, meetings and presentations, business correspondence, customer relations, negotiations, teamwork, project communication, and intercultural business communication.
- With its engaging approach and outcome-focused training, **Career Up: Business English** equips learners to communicate confidently in the workplace, build strong professional relationships, and succeed in today's global business world.

ESP Titles



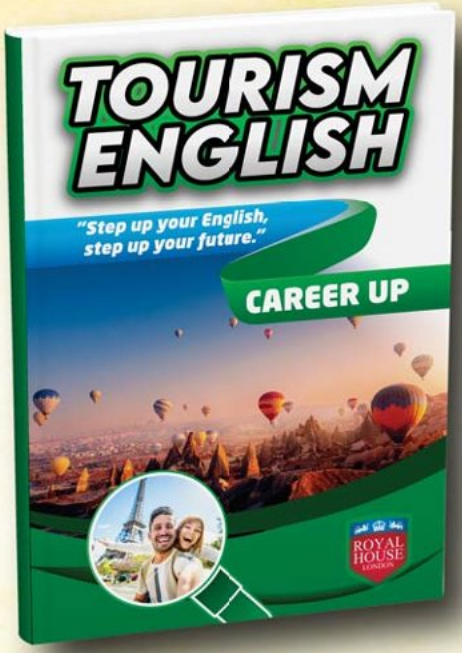
NEW



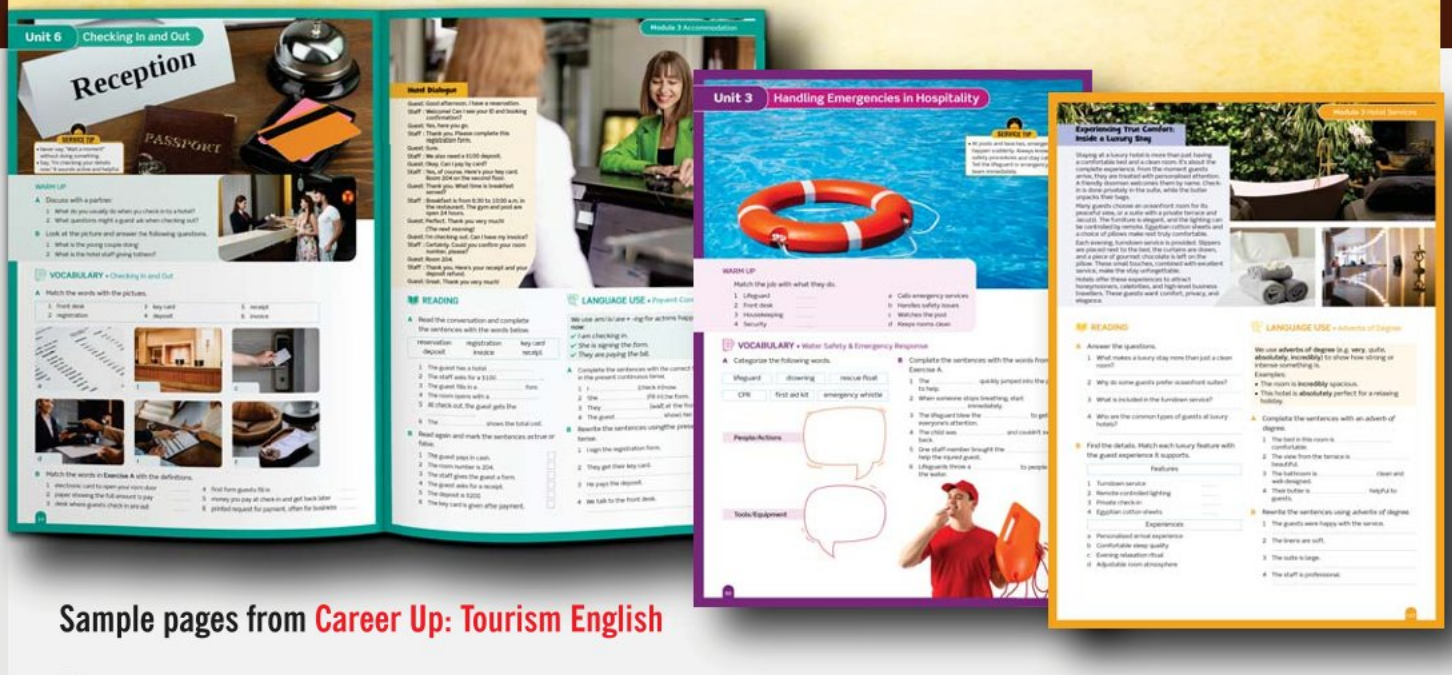
Sample pages from Career Up: Medical English

- **Career Up: Medical English** is a dynamic course designed for healthcare students and professionals who require clear, accurate, and compassionate communication in clinical settings. Blending practical medical language with real hospital scenarios, this course helps learners interact confidently with patients, colleagues, and medical teams.
- Each unit provides essential medical vocabulary, functional expressions, and realistic communication tasks that reflect daily professional practice — including patient interviews, medical histories, ward handovers, consultations, case discussions, and written healthcare communication. Learners develop all four skills while improving fluency, accuracy, and cultural sensitivity in medical contexts.
- Key topics include introductions and patient rapport, taking medical histories, symptoms and diagnoses, care instructions, hospital routines, multidisciplinary teamwork, patient education, and intercultural communication in healthcare.
- With its engaging approach and outcome-focused training, **Career Up: Medical English** equips learners to communicate effectively in clinical environments and deliver high-quality patient care.

ESP Titles



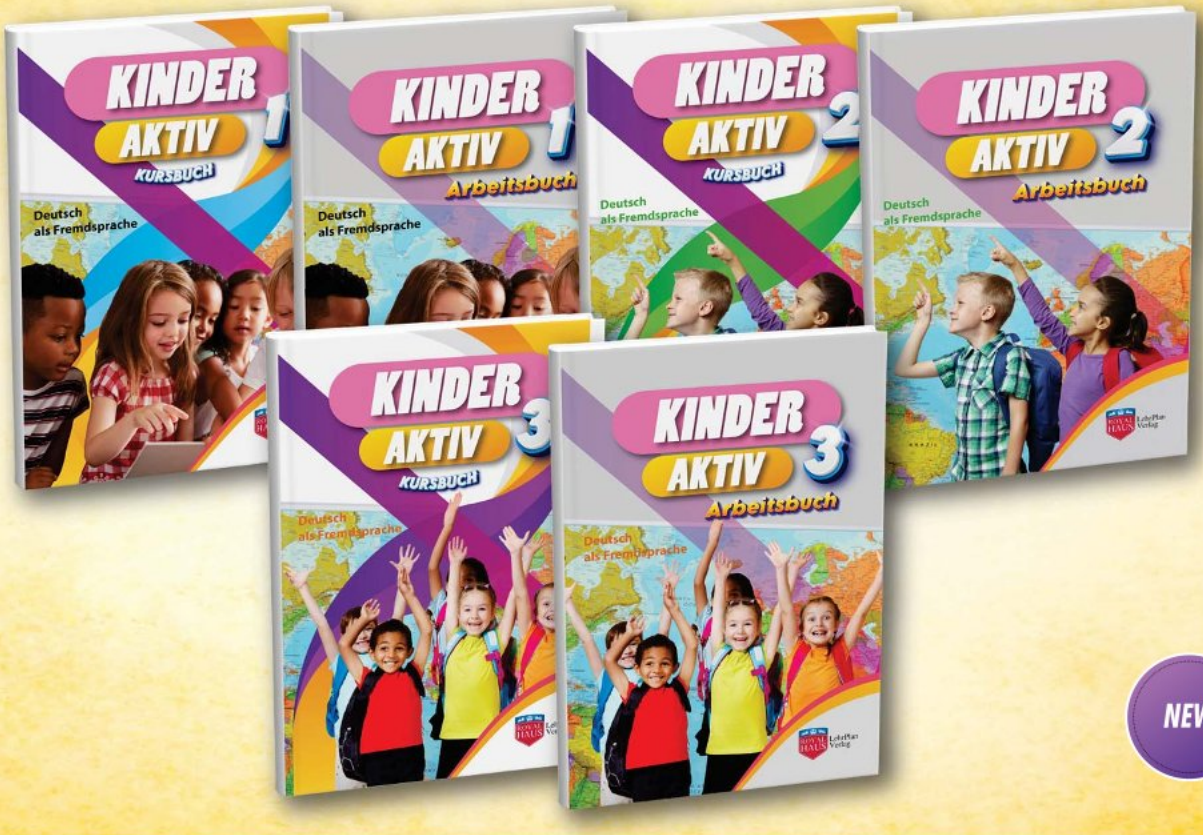
NEW



Sample pages from Career Up: Tourism English

- **Career Up: Tourism English** is a dynamic course designed for students and professionals working in hospitality and tourism who need clear, friendly, and effective communication with international visitors. Combining practical language, real-world service situations, and essential customer-care skills, this course helps learners interact confidently in hotels, travel agencies, tours, and tourism services.
- Each unit provides useful tourism and hospitality vocabulary, functional expressions, and realistic communication tasks that mirror daily work scenarios — including welcoming guests, handling enquiries, giving recommendations, managing bookings, dealing with complaints, and promoting local experiences. Learners develop all four skills while improving fluency, accuracy, and intercultural awareness.
- Key topics include greeting and assisting guests, hotel and travel services, tour guiding, customer service excellence, cultural etiquette, travel advice and safety, and promoting destinations and experiences.
- With its engaging approach and outcome-focused practice, **Career Up: Tourism English** equips learners to deliver exceptional service and succeed in the global tourism sector.

German Language (1-2-3)



Deutsch lernen mit Spaß und Bewegung!

Kinder aktiv ist ein spielerisches Lehrwerk, das junge Lernende mit lebendigen Bildern, interaktiven Übungen und einfachen Dialogen an die deutsche Sprache heranführt.

- Einfache und alltagsnahe Dialoge für erste Sprachkontakte
- Farbenfrohe Übungen und Spiele für motivierendes Lernen
- Grundwortschatz und einfache Grammatik mit klaren Erklärungen
- Strukturierte Lerneinheiten für kontinuierlichen Fortschritt
- Gezielte Vorbereitung auf frühe Sprachprüfungen
- Hörverstehen und Aussprachetraining mit authentischen Audio-Dateien

Komponenten:

- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

German Language (1-2-3)



NEW

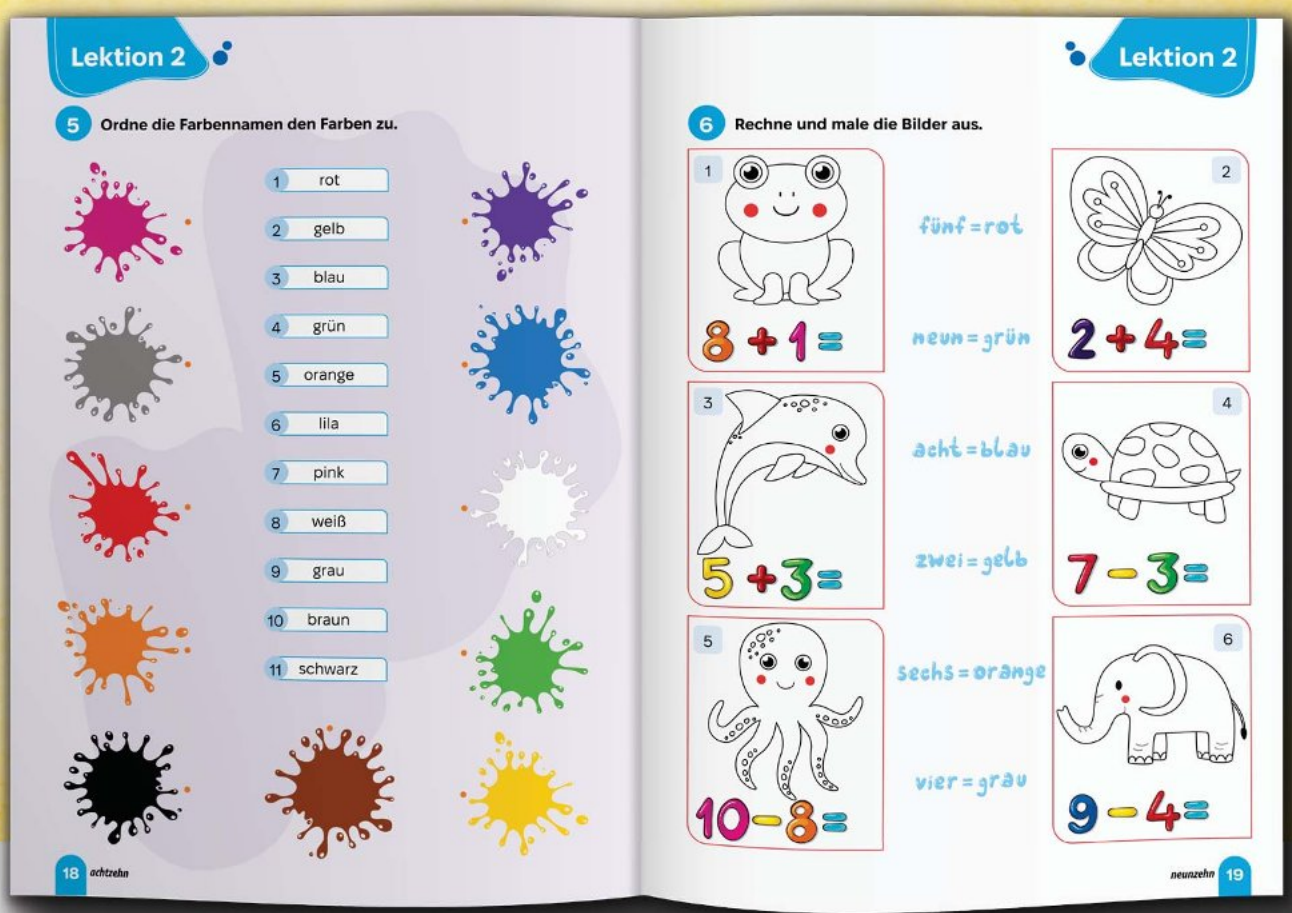


- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Beispielseiten von KINDER AKTIV 1 Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

German Language (1-2-3)



Beispielseiten von
KINDER AKTIV 1
Arbeitsbuch



German Language (1-2-3)



NEW



- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Beispielseiten von KINDER AKTIV 2 Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

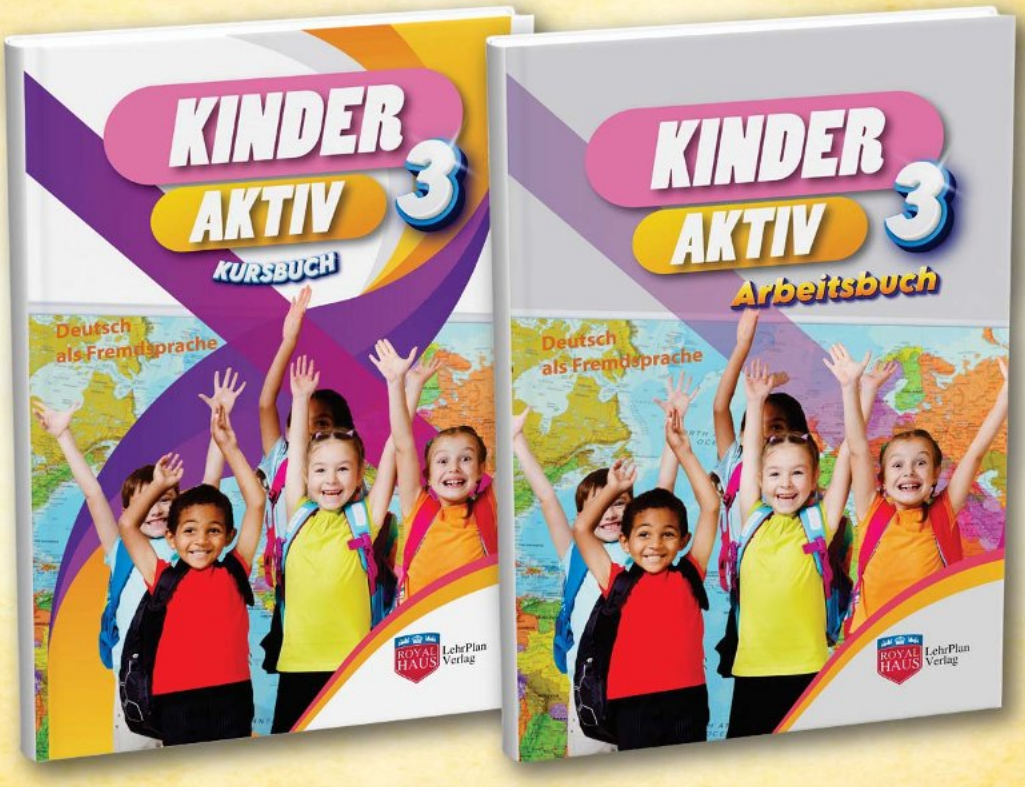
German Language (1-2-3)



Beispielseiten von
KINDER AKTIV 2
Arbeitsbuch



German Language (1-2-3)



NEW



- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

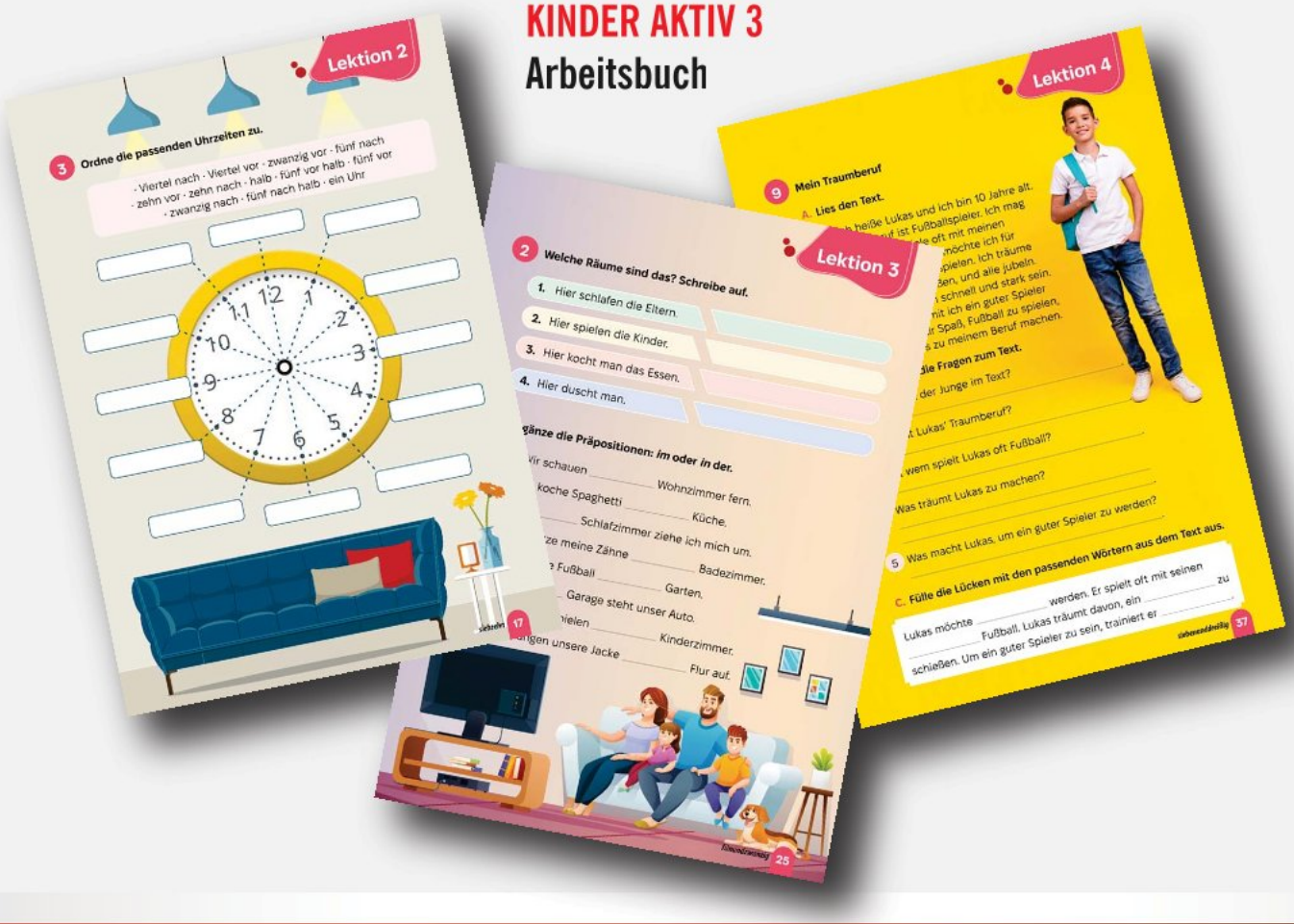
Beispielseiten von KINDER AKTIV 3 Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

German Language (1-2-3)



Beispielseiten von
KINDER AKTIV 3
Arbeitsbuch



German Language (A1.1-A1.2-A2.1)



Kommunikativ, interaktiv, erfolgreich!

Deutsch aktiv ist ein modernes Lehrwerk für Jugendliche, das die Sprachfertigkeiten gezielt stärkt und auf kommunikative Kompetenz setzt.

- Authentische Dialoge und praxisnahe Texte für den Schulalltag
- Klar strukturierte Grammatik mit einfachen Erklärungen und Beispielen
- Vielfältige Übungen für Hörverstehen, Sprechen, Lesen und Schreiben
- Effektive Strategien für Prüfungen und Sprachzertifikate
- Interkulturelle Inhalte für ein erweitertes Sprachverständnis
- Digitale Unterstützung für flexibles und selbstständiges Lernen

Komponenten:

- ✔ Schülerbuch mit realitätsnahen Situationen und Aufgaben
- ✔ Arbeitsbuch mit gezielten Übungen zur Festigung
- ✔ Lehrerhandbuch mit Lösungen und methodischen Tipps
- ✔ Interaktives Whiteboard für den Unterricht
- ✔ Audio-Dateien zum Download

Der ideale Begleiter für Jugendliche auf ihrem Weg zur Sprachsicherheit!

German Language (A1.1-A1.2-A2.1)



NEW



- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Beispielseiten von
DEUTSCH AKTIV A1.1
Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

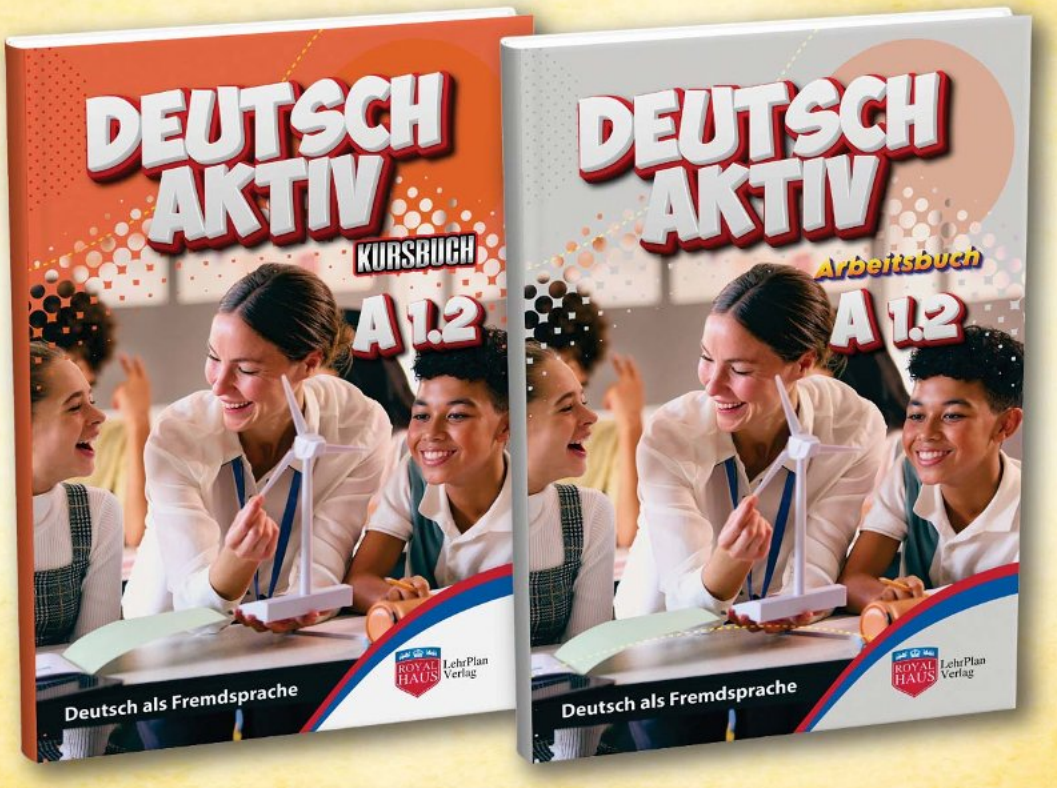
German Language (A1.1-A1.2-A2.1)



Beispielseiten von
DEUTSCH AKTIV A1.1
Arbeitsbuch



German Language (A1.1-A1.2-A2.1)



NEW

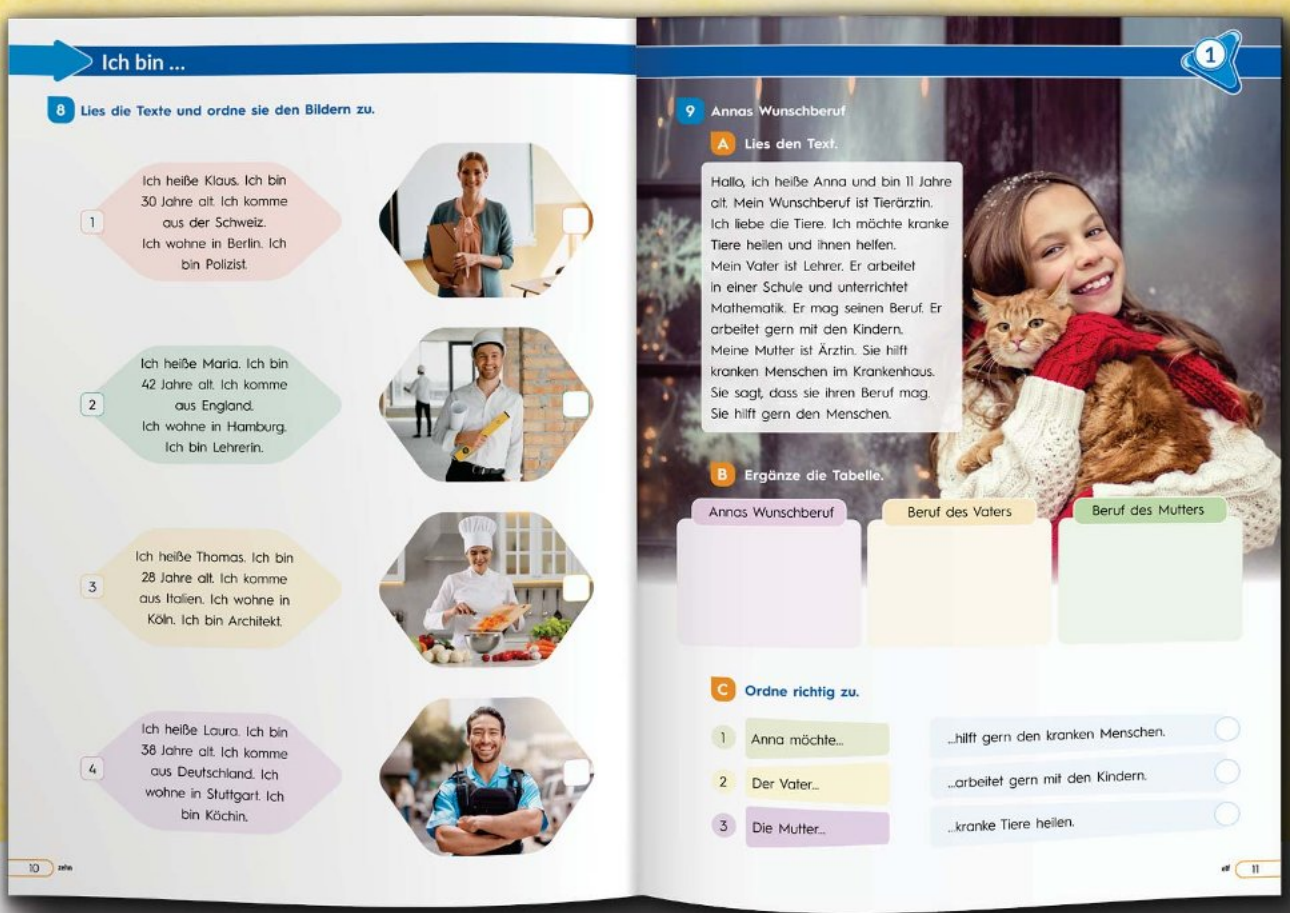


- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Beispielseiten von
DEUTSCH AKTIV A1.2
Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

German Language (A1.1-A1.2-A2.1)



Beispielseiten von
DEUTSCH AKTIV A1.2
Arbeitsbuch



German Language (A1.1-A1.2-A2.1)



NEW

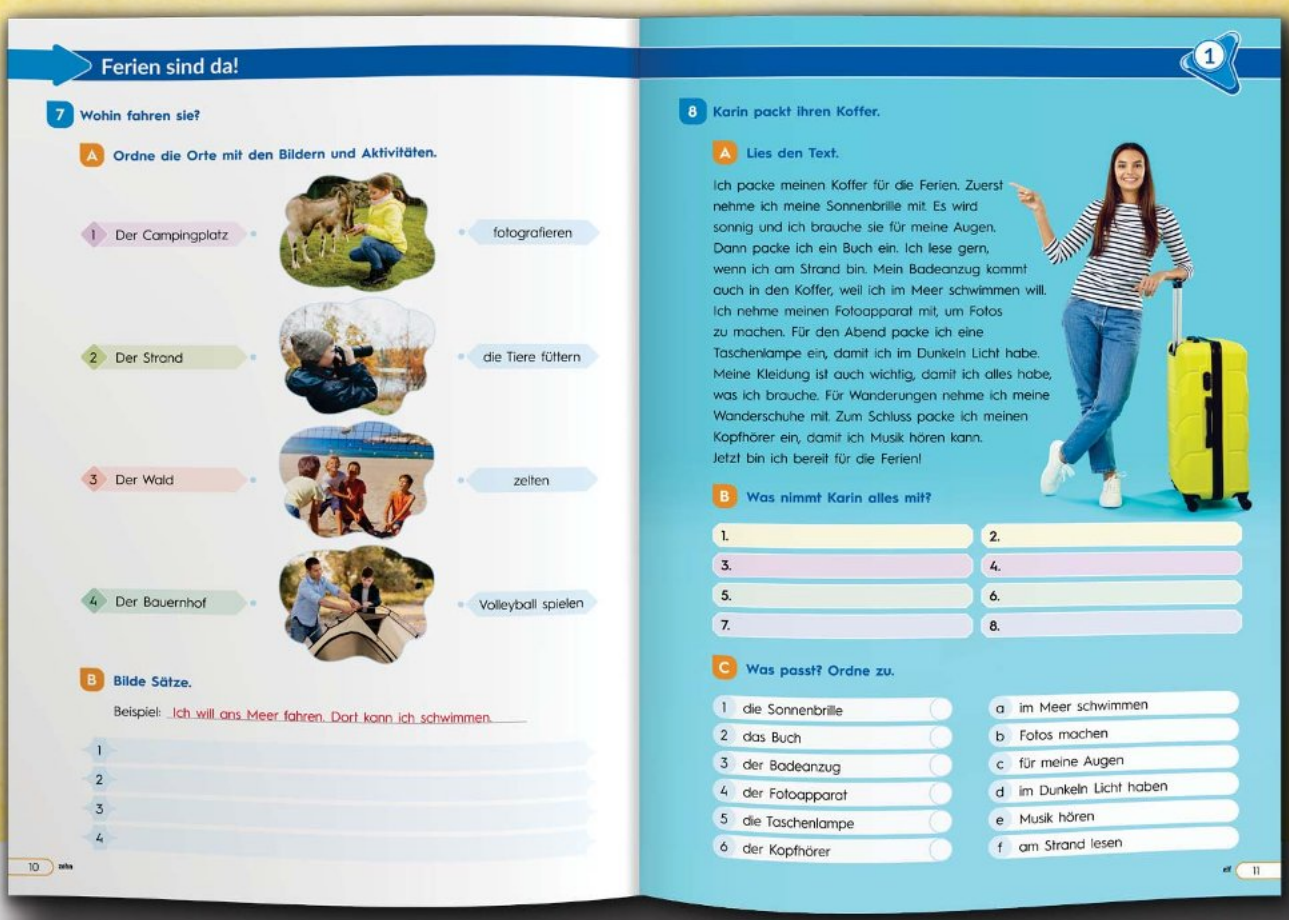


- ✔ Schülerbuch mit spannenden Geschichten und Aufgaben
- ✔ Arbeitsbuch mit ergänzenden Übungen
- ✔ Lehrerhandbuch mit Lösungen und Unterrichtsideen
- ✔ Interaktives Whiteboard für den digitalen Unterricht
- ✔ Audio-Dateien zum Herunterladen

Beispielseiten von
DEUTSCH AKTIV
A2.1 PLUS
Kursbuch

Der perfekte Einstieg für junge Lernende in die deutsche Sprache!

German Language (A1.1-A1.2-A2.1)



Ferien sind da!

7 Wohin fahren sie?

A Ordne die Orte mit den Bildern und Aktivitäten.

1 Der Campingplatz		fotografieren
2 Der Strand		die Tiere füttern
3 Der Wald		zelten
4 Der Bauernhof		Volleyball spielen

B Bilde Sätze.

Beispiel: Ich will ans Meer fahren. Dort kann ich schwimmen.

1
2
3
4

10

1

8 Karin packt ihren Koffer.

A Lies den Text.

Ich packe meinen Koffer für die Ferien. Zuerst nehme ich meine Sonnenbrille mit. Es wird sonnig und ich brauche sie für meine Augen. Dann packe ich ein Buch ein. Ich lese gern, wenn ich am Strand bin. Mein Badeanzug kommt auch in den Koffer, weil ich im Meer schwimmen will. Ich nehme meinen Fotoapparat mit, um Fotos zu machen. Für den Abend packe ich eine Taschenlampe ein, damit ich im Dunkeln Licht habe. Meine Kleidung ist auch wichtig, damit ich alles habe, was ich brauche. Für Wanderungen nehme ich meine Wanderschuhe mit. Zum Schluss packe ich meinen Kopfhörer ein, damit ich Musik hören kann. Jetzt bin ich bereit für die Ferien!

B Was nimmt Karin alles mit?

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

C Was passt? Ordne zu.

1 die Sonnenbrille	a im Meer schwimmen
2 das Buch	b Fotos machen
3 der Badeanzug	c für meine Augen
4 der Fotoapparat	d im Dunkeln Licht haben
5 die Taschenlampe	e Musik hören
6 der Kopfhörer	f am Strand lesen

11

Beispielseiten von
DEUTSCH AKTIV A1.2 PLUS
Arbeitsbuch



8 Der Hase

A Lies den Text.

Mein Lieblingstier ist der Hase.
Der Hase ist schnell.
Er ist schneller als die Maus.
Der Hase ist klein, aber er ist größer als der Vogel.
Der Hase ist leise. Er ist leiser als der Hund.
Der Hase ist am niedlichsten!

B Fülle die Sätze mit den passenden Adjektiven aus dem Text aus.

1. Der Hase ist _____.
2. Er ist _____ als die Maus.
3. Der Hase ist _____, aber größer als der Vogel.
4. Der Hase ist _____ als der Hund.
5. Der Hase ist am _____.

C Lies den Text noch einmal und unterstreiche alle Adjektive. Schreibe sie danach in drei Gruppen.

Adjektiv	Komparativ	Superlativ

2

5 Auf dem Tisch

Mein Wortschatz

der Tag, das Jahr, der Mittag, die Nacht, die Sekunde, der Herbst

Zeitangaben: die Woche, der Morgen, der Nachmittag, die Uhrzeit, der Frühling, der Winter, der Monat, der Vormittag, der Abend, die Minute, der Sommer, das Wochenende

Zeitangaben in der Vergangenheit: gestern, letzte Woche, im letzten Monat, vor zwei Tagen, vor langer Zeit

Grammatik: Perfekt mit haben und sein

Perfekt mit haben
(für transitive Verben, viele intransitive Verben, Reflexivverben, Modalverben)
Ich **habe** gespielt.
Du **hast** gelernt.
Er/Sie/Es **hat** gearbeitet.
Wir **haben** gekocht.
Ihr **habt** ferngesehen.
Sie/sie **haben** Musik gehört.

Perfekt mit sein
(für Verben der Bewegung oder Zustandsänderung)
Ich **bin** gegangen.
Du **bist** gefahren.
Er/Sie/Es **ist** geschwommen.
Wir **sind** gelaufen.
Ihr **seid** gekommen.
Sie/sie **sind** geflogen.

28


ROYAL
HOUSE
LONDON

ROYAL HOUSE LONDON

Website : www.royalhouselondon.co.uk
Email : info@royalhouselondon.co.uk

