

# ENGLISH LANGUAGE TEACHING CATALOGUE 2020/21

PRIMARY &  
SECONDARY READERS

EXAM PRACTICE

PHOTOCOPIABLE  
RESOURCES



# CONTENTS

## POPCORN ELT PRIMARY READERS

Starter Level

Level 1

Level 2

Level 3

Pages 2–11

Pages 4–5

Pages 6–7

Pages 8–9

Pages 10–11

## ELT SECONDARY READERS

Starter Level

Level 1

Level 2

Level 3

Level 4

Pages 12–22

Page 14

Pages 16–17

Pages 18–19

Pages 20–21

Page 22

## ELT EXAMS

Practise it! Smash it!

Timesaver for Exams: FCE

Timesaver for Exams: IELTS

Pages 23–27

Page 23

Pages 24–25

Pages 26–27

## TIMESAVERS

Junior English Timesavers

Activities, Games and Quizzes

Cross-Curricular Activities

Culture in the English-speaking World

Language Practice

Speaking and Listening

Reading and Writing

Combined Skills

Pages 28–32

Page 29

Page 29

Page 29

Page 30

Page 30

Page 31

Page 32

Page 32

## Welcome to the Scholastic English Language Teaching Catalogue for 2020/21!

Our Popcorn ELT Readers collection is growing with the arrival of five new books: *Trolls*, *The Secret Life of Pets*, *Jurassic Park*, *Jurassic World* and *How to Train Your Dragon 3: The Hidden World*. With these exciting new arrivals, our Popcorn range continues to inspire children in the early stages of learning English. See pages 2–11 for more details.

We're also thrilled to be adding *To All the Boys I've Loved Before* and *Hidden Figures* to our collection of ELT Secondary Readers, aimed to motivate older students developing their independent reading skills. Find the full range on pages 12–22.

Help your students get set for success in the FCE or IELTS exams with our Timesaver for Exams series on pages 24–27. Each resource book provides ready-to-use photocopiable lessons and over thirty hours of exam practice, making them ideal preparation for university entrance in the UK and US!

Wishing your students a productive and successful year of language learning.

*Gordon Knowles*

Gordon Knowles  
Director, Scholastic ELT

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# HIGHLIGHTS

Don't miss out on our highlights for 2020/21



## Get younger students reading

Motivate your young learners of English with engaging ELT Primary Readers based on best-loved films and TV series.

See pages 2-11



## Encourage independent reading

Inspire your classes and encourage independent reading with over 50 books that teenage students will love.

See pages 12-22

## Timesaver for Exams

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



See pages 24-27

# Popcorn ELT Primary Readers



**Popcorn ELT Primary Readers** are a series of low-level graded readers from Scholastic. Based on popular films and TV series, Popcorn ELT Primary Readers are targeted at children in the early stages of learning English.



- Over 50 carefully graded readers
- High interest stories based on popular films and TV series
- Created with language learning consultants
- Audio CD of story recording available with each reader
- Each reader comes with free downloadable teacher's notes
- Includes comprehension, vocabulary and language learning activities

## ELT Primary Readers Syllabus

Popcorn ELT Primary Readers are published at four levels following a carefully graded syllabus:

<b>Starter level</b>	For children's first stories in English	<b>150 headwords</b>	Story word count: 200 words
<b>Level 1</b> (Early Beginner)	For children beginning to read independently in English	<b>200 headwords</b>	Story word count: 500 words
<b>Level 2</b> (Mid-Beginner)	For children gaining confidence in reading in English	<b>250 headwords</b>	Story word count: 800 words
<b>Level 3</b> (High Beginner)	For children reading confidently in English	<b>300 headwords</b>	Story word count: 1,100 words

### What are headwords?

Headwords are the selection of words children are expected to know at different stages of their language learning studies without recourse to a dictionary.




# What's inside?

**New Words**

What do these new words mean? Ask your teacher or use your dictionary.

**fence**




The animals are behind a fence.

**DNA**



I'm tall because it's in my DNA.

**grandchildren**



These are my grandchildren.

**electric / electricity**



This is an electric car. It stops when there is no electricity.

**helicopter**



Look at the helicopter.

**Learn...**  
Learn key vocabulary before reading the story

**After you read**

**1 Match the names and the sentences.**

a) John	i) She stopped the computer program.
b) Alan	ii) She helped a Triceratops.
c) Dennis	iii) He ran to his car with the computer.
d) Lex	iv) He was frightened for his grandfather.
e) Tim	v) He saw raptors in the visitor center.
f) Ellie	vi) He threw a light for the T.rex.





**2 True (✓) or False (x)? Write in the box.**

a) The T.rex broke an electric fence.	<input checked="" type="checkbox"/>
b) Lex loved dinosaurs.	<input type="checkbox"/>
c) The T.rex ran after Alan's light.	<input type="checkbox"/>
d) The raptors ate the T.rex.	<input type="checkbox"/>
e) A man had a bag with dinosaur DNA for Dennis.	<input type="checkbox"/>

**Where's the popcorn?**  
Look in your book. Can you find it?

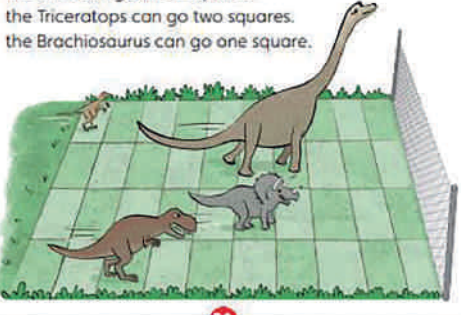
**Quiz time!**  
Activities for different types of learner

**3 Look and match.**

a) 	i) raptor
b) 	ii) T.rex
c) 	iii) mosquito
d) 	iv) Triceratops

**4 Read and look. Which dinosaur is going to be at the fence first?**

In one minute:  
the raptor can go four squares.  
the T.rex can go three squares.  
the Triceratops can go two squares.  
the Brachiosaurus can go one square.



**Chant**

**1 Listen and read.**

The T.rex is coming!  
The T.rex is coming!  
I can hear her feet!  
The T.rex is coming!  
The T.rex wants to eat.  
The T.rex is coming!  
She isn't far away.  
The T.rex is coming!  
Run away!

The raptors are coming!  
They're running! Oh no!  
The raptors are coming!  
Where can we go?  
The raptors are coming!  
Two or three or more.  
The raptors are coming!  
Lock the door!

**2 Say the chant.**

**Chant!**  
Fun and motivating chants and rhymes

# Starter Level

For children in their first year of learning English



**150 headwords** (story up to 200 words)

**Target language includes:**

present simple, present continuous,  
*can* for ability.

“Popcorn Readers are perfect for my class in school, very simple and straight to the point with good teaching ideas, and clear pictures matching the film.”

Online Review



Geronimo Stilton: The Cheese Connection™ © Atlantyca SpA Animated Series © 2010 SpA. All Rights Reserved

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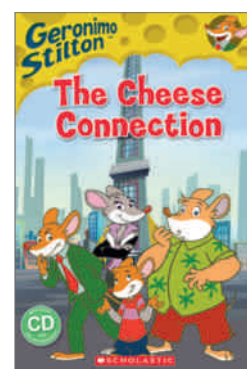


Angry Birds:  
Pigs on Bird Island  
**9781407169859** (Book only)  
**9781407169842** (Book & CD)

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The Animals of Kung Fu Panda  
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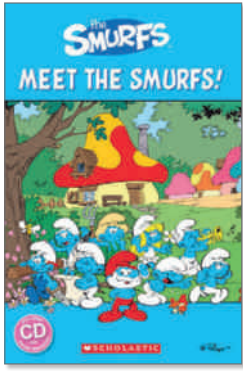
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Trolls  
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Angry Birds: Pigs on Bird Island adapted from the film The Angry Birds Movie. Angry Birds © 2009-2016 Rovio Entertainment Ltd. All Rights Reserved

This is Red. He is always angry. He goes to a class for angry birds.



5

The pigs like to dance and play music.



11



# Level 1

For children beginning to read independently in English

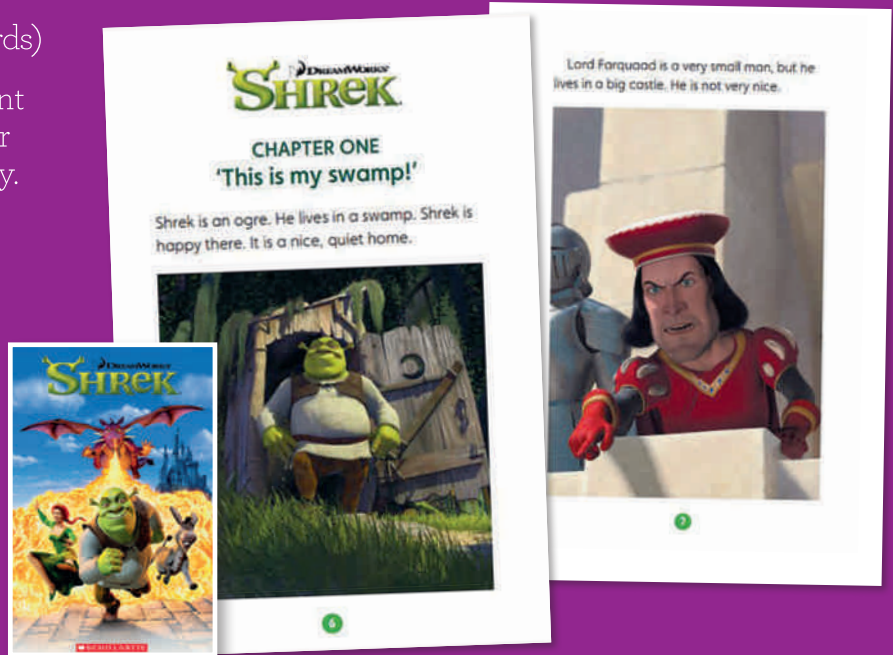


200 headwords (story up to 500 words)

**Target language includes:** present simple, present continuous, *can* for ability, simple adverbs of frequency.

“Ice Age 4: Continental Drift is a fun and engaging book that will give teachers plenty of material to work on and great learning opportunities for Young Learners of English.”

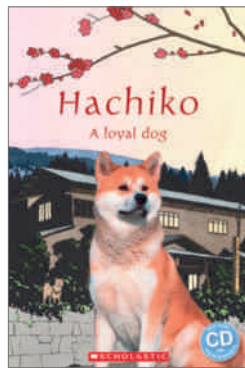
Online review



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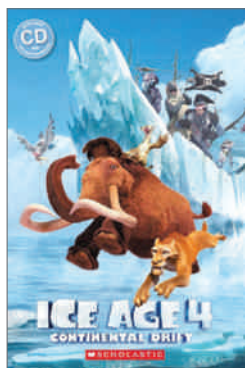


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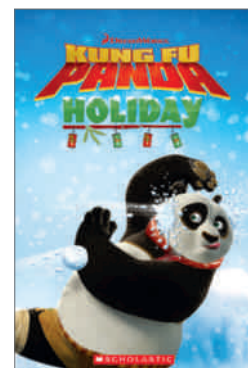


Ice Age  
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Ice Age 4: Continental Drift  
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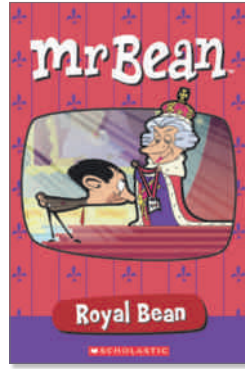
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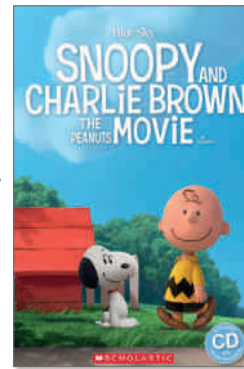


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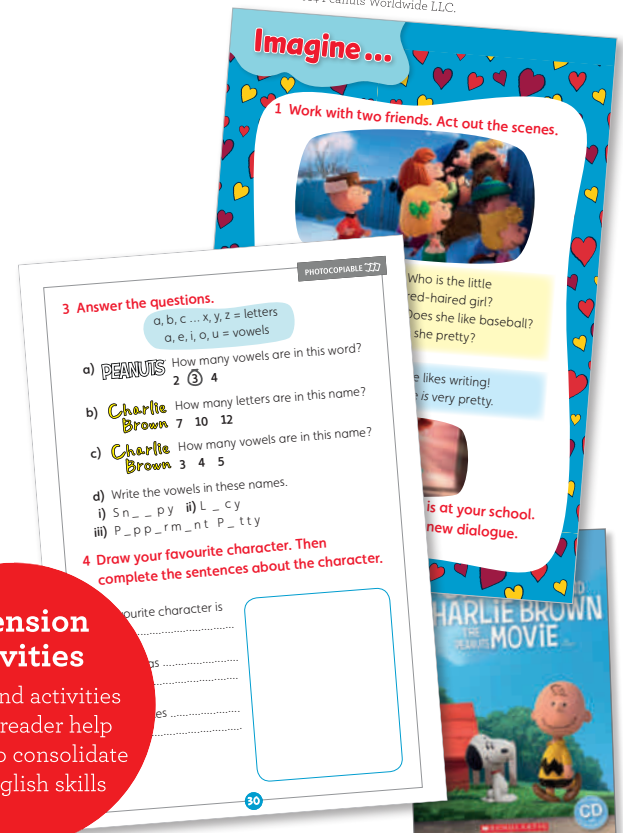
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Teenage Mutant Ninja Turtles:  
Rise of the Turtles  
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9781909221659 (Book & CD)

Peanuts © 2014 Peanuts Worldwide LLC.



## Extension activities

Puzzles and activities in every reader help children to consolidate their English skills

# Level 2

For children gaining confidence  
in reading English



**250 headwords** (story up to 800 words)

**Target language includes:** past simple, and some common irregular pasts, *going to* future, *would like* + infinitive.

“The levels work really well as the steady introduction of new words and phrases helps students progress their English skills without overwhelming them with too much, too soon.”

Dee Fisher, TEFL Teacher



The Little Prince © Le Petit Prince TM LPPM © 2015 - LPPVY - Little Princess - On Entertainment  
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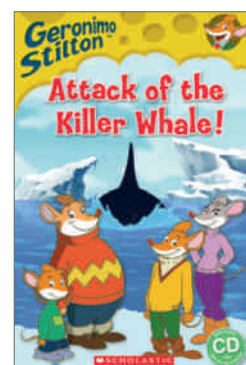
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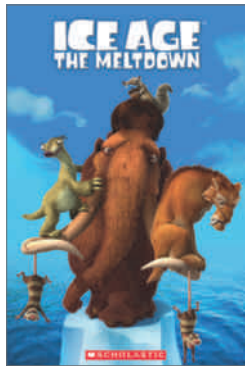


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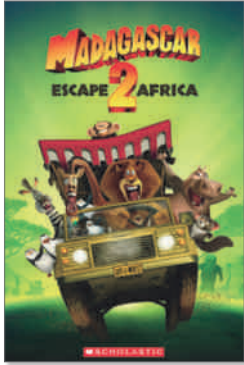


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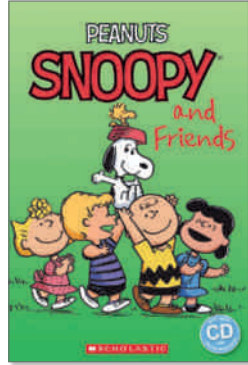


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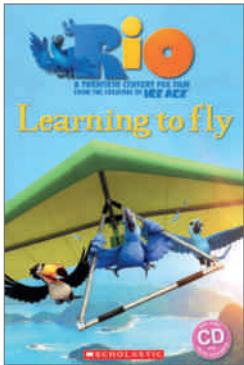


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# Level 3

For children reading confidently in English

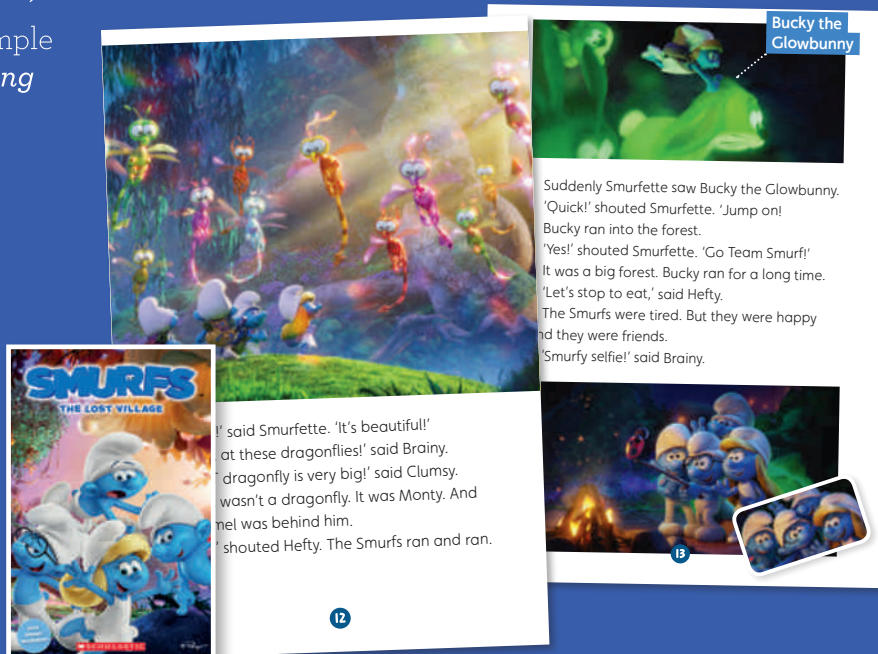


**300 headwords** (story up to 1,100 words)

**Target language includes:** past simple and some common irregular pasts, *going to* future, *must* and *have to*, regular comparatives and superlatives, simple infinitive of purpose.

“we use these as our go-to readers. As a teacher, it's great to know that my students are progressing and developing their skills but most important is that they are enjoying learning English!”

Annie Churchill, Specialist English Teacher



The Smurfs: The Lost Village © Peyo 2018 - Licensed through I.M.P.S. (Brussels) - www.smrurf.com

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How to Train Your Dragon 3: The Hidden World

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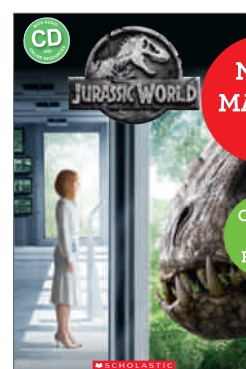


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Jurassic World

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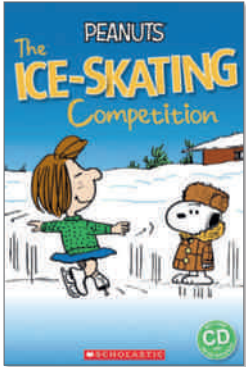


Mr Bean: The Palace of Bean  
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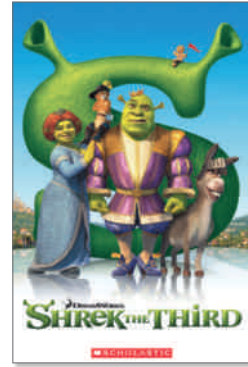
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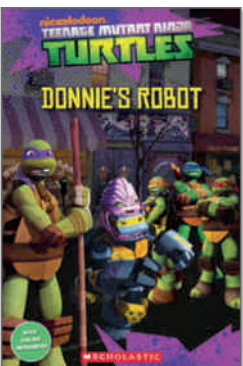
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Teenage Mutant Ninja Turtles:  
Donnie's Robot  
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“These ELT readers have really helped our new starters who are learning English for the first time. our intake has made excellent progress so far and now the students are beginning to enjoy reading the books independently.”

Angela Shrimpton, ELT advisor

# ELT Secondary Readers



Exactly matched to  
CEF levels

**ELT Secondary Readers** from Scholastic are a series of contemporary film and TV adaptations, original teenage fiction, classic literature and biographies specifically targeted at teens.



- Over 40 exciting titles that teenage students will love
- Adaptations of award-winning films and TV series
- Inspiring biographies of contemporary icons
- Carefully graded syllabus
- Self study activities and online resource sheets
- Each reader comes with free downloadable teacher's notes
- Audio CD recording available with every reader

## ELT Secondary Readers Syllabus

ELT Secondary Readers are published at five levels following a carefully graded syllabus:

<b>Starter level</b> (Beginner)	<b>300 headwords</b> (story: up to 1,500 words)	1 year of English	<b>CEF Stage Pre-A1</b>
<b>Level 1</b> (Elementary)	<b>600 headwords</b> (story: up to 4,000 words)	1-2 years of English	<b>CEF Stage A1</b>
<b>Level 2</b> (Pre-intermediate – Intermediate)	<b>1,000 headwords</b> (story: up to 7,000 words)	2-3 years of English	<b>CEF Stage A2</b>
<b>Level 3</b> (Intermediate)	<b>1,500 headwords</b> (story: up to 10,000 words)	3+ years of English	<b>CEF Stage B1</b>
<b>Level 4</b> (Upper-intermediate)	<b>2,000 headwords</b> (story: up to 15,000 words)	4+ years of English	<b>CEF Stage B2</b>



# What's inside?

## Malala Talks To United Nations

The United Nations decided to call her birthday, July the 12th, Malala Day. On the first Malala Day, nine months after the shooting on the bus, she talked to a big group of politicians and young campaigners at the United Nations. She talked of peace and love, and of children's problems in different countries.

'One child, one teacher, one book and one pen can change the world,' she said.



**Full-colour graphics**

Photographs aid comprehension and bring the story to life

31

## FACT FILE



Malala isn't the only teenager with big ideas for change. Meet these fantastic girls from around the world.

### CYCLING FOR FREEDOM

Most girls in Afghanistan can't choose their own husbands, wear short skirts or drive cars. And bikes are only for boys. Afghan women want to change that. They are in the first Afghan Women's Cycling Team. Men often shout angrily when they see them. But when women see them, some want to cycle too. The cycling can bring other changes for women in their country.

The Afghan Women's Cycling Team near Kabul

**Fact File**  
Provides cross-curricular links



34

## PEOPLE AND PLACES



## MALALA

MALALA YOUSAFZAI is from Pakistan. In October 2012, the Taliban shot her on her school bus because she is a campaigner for girls' education.

**MALALA'S FAMILY** live with her in Britain.

Malala's father, **ZIAUDDIN**, is also a campaigner for girls' education. In Pakistan, he owned a group of schools.

Malala's mother, **TOR PEKAI**, didn't have much education as a child. Now she is learning to read, write, and speak English.



Her brother, **ATAL**, is seven years younger than her.

Her brother, **MAHMOOD**, is seven years younger than her.

**THE PAKISTANI TALIBAN** is an Islamic political group. Its leaders want to lead Pakistan. It does not believe in education for girls.



**People and Places**  
Puts characters and settings in context

4

## SELF-STUDY ACTIVITIES

### CHAPTERS 1-2

#### Before you read

You can use your dictionary.

- Complete the sentences with these words.  
agree campaign God leader politics  
a) We are starting a ... for better food at school.  
b) I work in ... because I want changes in our school.  
c) Please don't ... me! I can't help you if I'm ...  
d) She and I have opposite ideas about everything.  
e) He's going to die. Nothing can ... him now.  
f) Long ago in Egypt, people believed in Ra, the ...  
g) Barack Obama became the ... of the USA in 2008.

- Match the two halves of these sentences.

- |  |                    |
|--|--------------------|
| a) People go to school because they want | i) a gun.          |
| b) When two countries fight, there's     | ii) an earthquake. |
| c) Three or more people together are     | iii) a group.      |
| d) To shoot someone, you need            | iv) an education.  |
| e) Buildings sometimes fall down in      | v) a war.          |

- Read 'People and Places' on pages 4-5 and answer the questions.

- Where are Malala and her family from?
- How many brothers and sisters does Malala have?
- Where do Malala and her family live now?

#### After you read

- Complete the sentences with the correct names.  
a) ... didn't learn to read and write as a child.  
b) The ... helped a lot of people after an earthquake.  
c) A lot of people listened to ...'s ideas on the radio.
- True or false? Correct the false sentences.  
a) Malala was with her family when the Taliban shot her.  
b) Women in Swat Valley always wear a *hijab* or *burqa* in town.  
c) When people gave Fazlullah money, he bought school books.  
d) Music and DVD shops closed because of the earthquake.

36

**Self-Study**  
Helps students check comprehension as they progress

# Starter Level

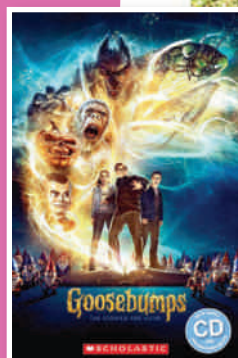
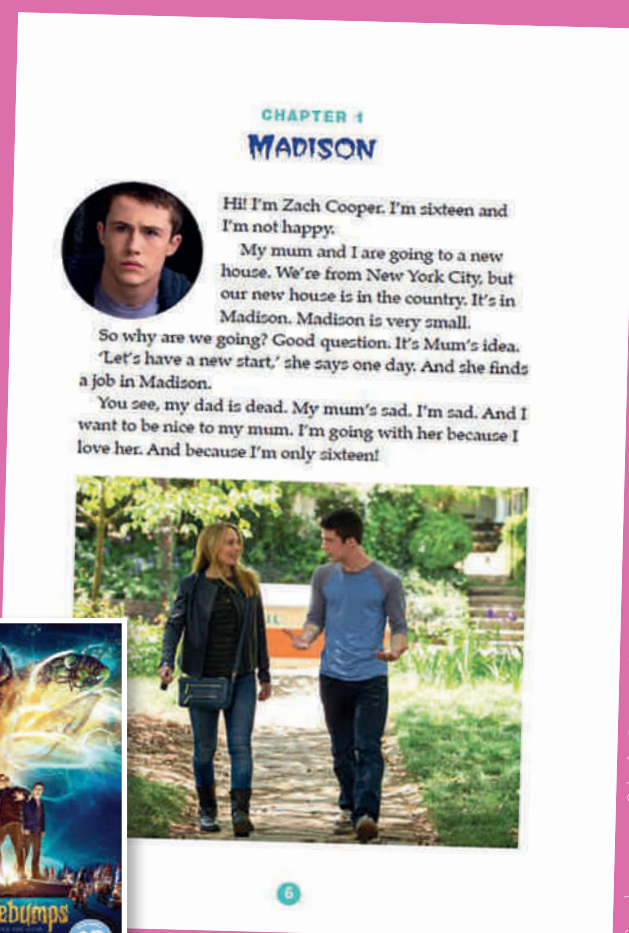
CEF Stage Pre-A1



Beginner • 1 year of English

300 headwords (story up to 1,500 words)

**Target language includes:** present simple, present continuous, present continuous for future use, simple adverbs of frequency, *Let's...*



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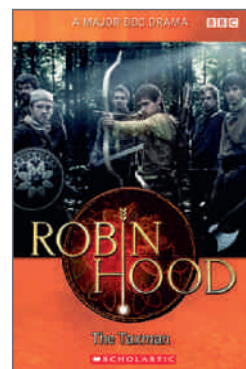


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The Little Prince  
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“My students love the audio CDs and enjoy reading along to the story recording. I've found it's really helped their pronunciation and speaking.”

Lucia Courts, ELT teacher

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**MUHAMMAD**  
Level 2  
This level is suitable for students who have been learning English for at least up to three years. It corresponds with the Common European Framework for users of CROWN/TEAM magazines.

**SYNOPSIS**  
In 1954 a young boy has his new bike stolen. He's angry and ready to punch someone. At that moment, by chance, he meets a man who will change his life. The boy is Cassius Clay, and the police officer turns him into a boxer.

While he's concentrating on his sport, the young Cassius is also learning about life for black people in a country governed by white people. There is segregation in his home state of Kentucky, and he sees things that are wrong. Cassius turns professional and wins fight after fight. He moves to Miami, to work with the best trainer in America. He works hard, he learns, and he develops his own style.

In 1964 he fights and beats Sonny Liston, the Heavyweight Champion of the World. The win gives him the confidence to show the world who he really is: a proud black man who has found a home in the Muslim religion. He changes his name to Muhammad Ali.

Ali continues to box, winning all his fights and becoming more and more popular. But then he refuses to fight in the Vietnam War because he believes it's wrong. For three years, he is not allowed to fight, but his actions help to turn the American people against the war.

When Ali is allowed to fight again, he has lost his best years. People still love to watch him and listen to him. He always has time for fans and ordinary people.

He continues to box long after his body has had enough. He learns that he has Parkinson's Disease.

Ali relieves from the ring but not from life. He continues to make humanitarian trips all over the world, helping and inspiring people who have nothing.

When he died in 2016, President was America, and most people a special man.

**THE BACK STORY**  
This reader tells the story of one heroes, Muhammad Ali. Long art around the world showed that hearts of Americans and spot loved his skill, style and person boxing fans. It's also the story of the twentieth century.

**MEDIA LINKS**  
DVD: Ali (2001) stars Will Smith however, so parts of it will be When We Were Kings (1996) in the jungle. The Truth of on Ali's political life, and he is a gentle portrait of Ali's interviews with people do CD: An audio recording of Scholastic Reader. Visits/Internet: The Ali Louisville, Kentucky. The com. There are many di making political speech.

**HOW TO USE YOUR SCHOLASTIC RE**

**Choosing and motivating**  
Is this the right story for your class? Have your students heard of Muhammad Ali? Try to generate interest by showing a clip of Ali, or by reading aloud the first page of the story with dramatic atmosphere.

**Organising**  
Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. All answers are on page 5 of this resource sheet.

**Using the CD**  
Students can listen and follow in their books. They can

**Glossary**  
Go to 'New Words' at words with the class home. The Vocabulary sheet practices the

**Fact File**  
Set these as self-study on the civil rights as a sport for both

**What did they do**  
Get everyone to do Ali. Compare opi Did you like it?

**Popcorn ELT Readers**  
**Teacher's Notes**  
**ANGRY BIRDS™**  
**PIGS ON BIRD ISLAND**

Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Angry Birds: Pigs on Bird Island Popcorn ELT Reader.

**Starter Level**  
Popcorn ELT Readers Starter level is for children who have just started learning English at primary school. Each Starter level title is written to a 150 headword list. There are no past tenses at this level.  
Angry Birds: Pigs on Bird Island has a total story wordcount of 226 words.

**Angry Birds: Pigs on Bird Island – synopsis**  
The birds live on Bird Island. They can't fly but they are happy here. One bird, Red, is not happy and he is often angry. He goes to a class for angry birds with Chuck, Bomb and Terence. The pigs live on Piggy Island. They like to dance and play music and they are always hungry. Leonard is a big pig and he wants eggs for breakfast. The pigs go to Bird Island and say that they are the birds' friends. The pigs dance for the birds and the birds are happy. But Red doesn't like the pigs. He wants to know if they are really the birds' friends.

**Angry Birds: Pigs on Bird Island** is adapted from the film **Angry Birds**.

**Angry Birds – Animated Film**  
Film: 2016 – present  
Genre: animated comedy  
Suitable for: children with parental guidance  
Actor: Sean Penn (voice of Terence)  
Angry Birds Video Game: 2009 Rovio

**Why not try the other Angry Birds Popcorn ELT Reader?**  
● Angry Birds: Stop the Pig (level 2)

**Transform your lessons for free**

# Level 1

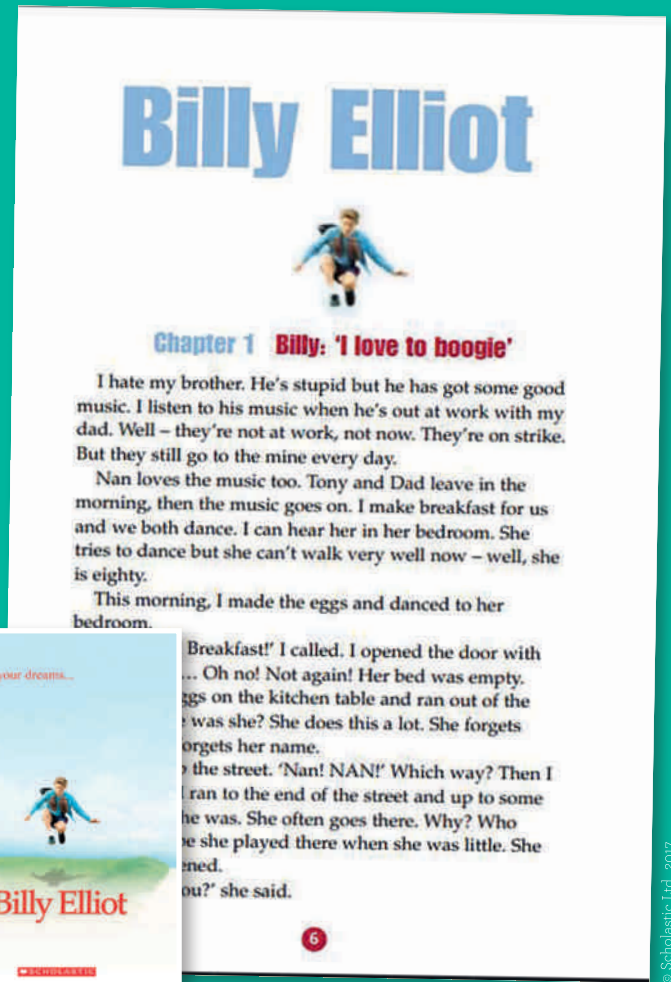
## CEF Stage A1



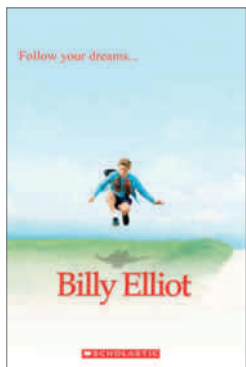
Elementary • 1–2 years of English

600 headwords (story up to 4,000 words)

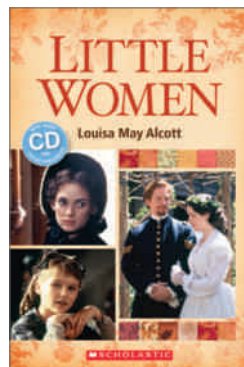
**Target language includes:** past simple and common irregular pasts, *going* to future, regular comparatives and superlatives, *would like* + noun.



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Little Women  
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Hotel for Dogs  
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Malala  
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“*Billy Elliot* is a great easy English read. The words that need explaining are the ones relating to the social unrest at the time. It sparked good conversations in our book group. One of the best things about the book is that it comes with its own CD so that the students can listen to correct pronunciation at home.”



Online review





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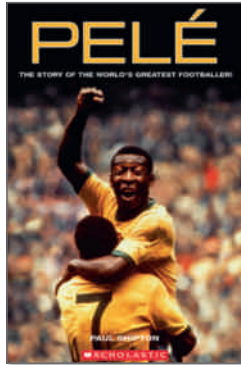
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## FACT FILE

### THE REAL MUSEUM OF NATURAL HISTORY



In *Night at the Museum* Larry is a guard at the Museum of Natural History. It is a real museum in New York. We asked some questions about this very interesting place ...

**Q:** Where is the American Museum of Natural History?

**A:** It's in Manhattan, New York. It's very near Central Park like in the film.

**Q:** When did the museum first open?

**A:** It opened in 1869. The father of President Roosevelt and some other people started it.

**Q:** Are all the people and animals from the film really in the museum?

**A:** Most of them. There's a big statue of Theodore Roosevelt at the door. There are also the bones of a mammoth. But it isn't the Pharaoh. He wasn't a real Egyptian.



The famous blue whale

One of the most famous things you can see is a very big blue whale. It is more than 28 metres long! Also, the Dinosaur Halls are fantastic. They have more than a million things to see there.



Inside the Dinosaur Halls

What famous museums are there in your country? What can you see there?

### A TERRIBLE THEFT

On 29 October 1964 there was a terrible theft from the museum. Some people opened a bathroom window earlier in the day. That night they got into the museum. They took some very famous jewels. Later, the police found most of the jewels in a Miami bus station. But they never found the Eagle Diamond. Where is it today? No one knows.



### FILMING AT THE MUSEUM

Do we see the real museum in the film? Well, the pictures of the front are real. But they didn't film in the museum. They made a copy of the museum in Vancouver, Canada and filmed those scenes there. It's just like the real place!

### MORE FAMOUS NATURAL HISTORY MUSEUMS

There are many other famous museums in the world. You can see many fantastic things there. Here are some of them:

The Natural History Museum, London  
 Egyptian coffins

Smithsonian Museum, Washington DC  
 Hope Diamond

Museum of Anthropology, Mexico City  
 Aztec calendar



Ashmolean Museum, Oxford

Discover facts about famous people and places

What do these words mean? You can use a dictionary.  
 dinosaur whale theft jewels diamond copy calendar

# Level 2

## CEF Stage A2



Pre-intermediate – Intermediate  
1–2 years of English

1,000 headwords (story up to 7,000 words)

**Target language includes:** present perfect, will future, past continuous, zero conditional, defining relative clauses not embedded, reflexive pronouns.



### CHAPTER 1 'Help me'

'Today is a good day,' said Detective Inspector Lestrade.  
'Not for the Waters family,' smiled the policewoman next to him.

The Waters family were famous for their crimes in London. They took thousands of pounds from banks and the police could never stop them. They always left before the police arrived.

But today was different. After months of planning, Lestrade was ready for them. The Waters family were inside a bank, and there were police all around it.

'Nothing can go wrong this time,' said the policewoman. 'We've put ten men on top of the building, and another two on Mafeking Road. There are ...'

'Sorry,' said Lestrade. He had a new text message. 'Let me just read this.'



6

Sherlock © Hartswood Films Ltd.



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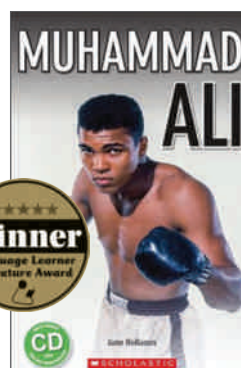
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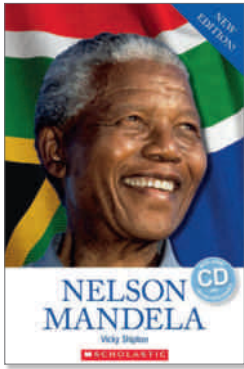


Muhammad Ali

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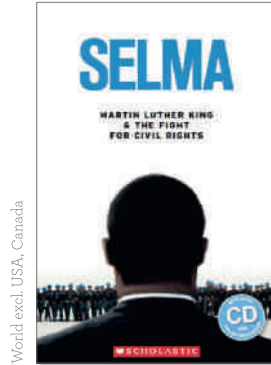
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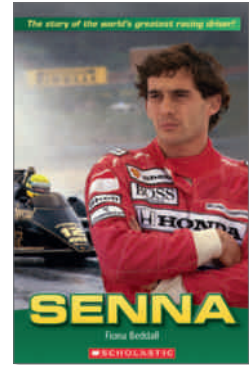


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“Muhammed Ali contains a lot of information but presented in a simple way. It keeps a quick pace and the story telling is good even though it is a non-fiction book. It touches on several sensitive topics that would make it ideal for a post reading discussion.”

Online review

# Level 3

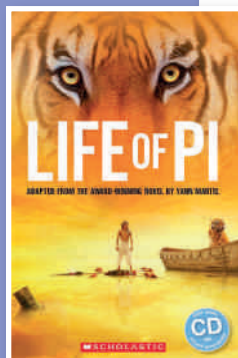
## CEF Stage B1



Intermediate  
3+ years of English

1,500 headwords (story up to 10,000 words)

**Target language includes:** present perfect continuous, past perfect, first and second conditional, present and past passive, simple indirect speech.

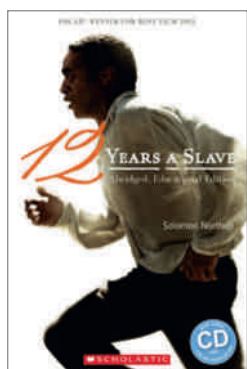


### CHAPTER 22

Richard Parker got his name by mistake. A man called Richard Parker found a young tiger drinking from a river in a forest in Bangladesh. Mr Parker called it Thirsty and sold it to the Pondicherry Zoo. At the railway station in Bangladesh, an official filled in the papers for sending a tiger on the train. He wasn't paying attention. In the box marked 'Sender', he wrote Thirsty. In the box marked 'Animal's name', he wrote Richard Parker. Father laughed when he saw the papers. The tiger had a new name.



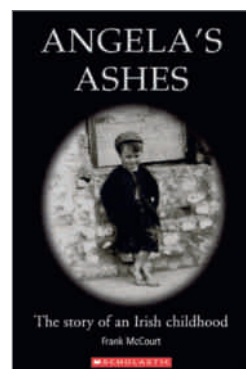
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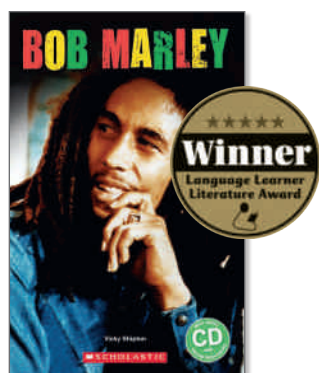
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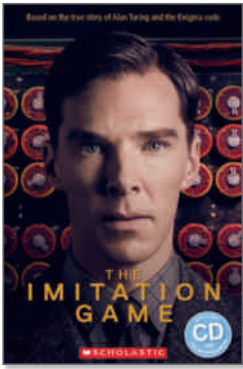
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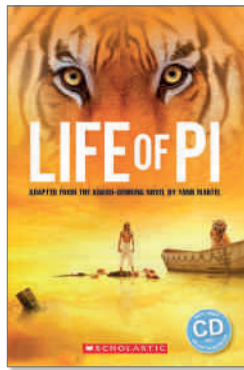
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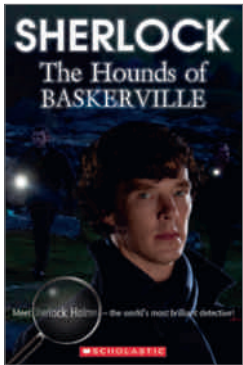
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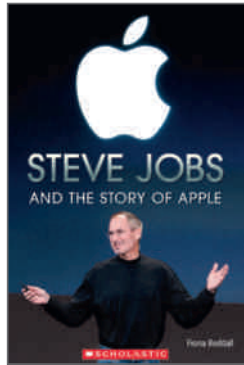
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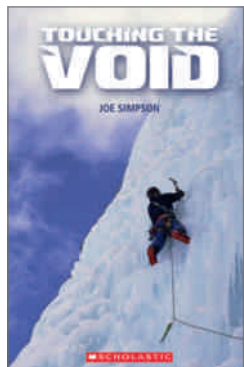
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# Level 4

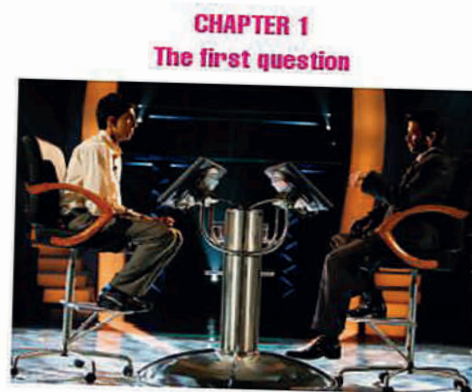
## CEF Stage B2



Upper-intermediate  
4+ years of English

2,000 headwords (story up to 15,000 words)

**Target language includes:** past perfect continuous, passive continuous, present perfect passive, modals in the past, perfect infinitives, non-defining relative clauses embedded.



Jamal had never been in a television studio before, or in front of so many people. He felt nervous in his best white shirt, as Prem Kumar led him to his seat and silenced the audience with one hand.

'So Jamal, tell me about yourself.'

'I work in a call centre.'

A thin smile appeared on Prem's face. 'So you're the one who calls me every day with special offers?'

As the audience began to laugh, Jamal replied,

'Actually, I'm an assistant.'

'An assistant?' Prem's smile grew wider. 'So what does an assistant in a call centre do exactly?'

'I ... make tea for people and ...'

'You're a *chai-wallah*?\*' interrupted Prem, sounding

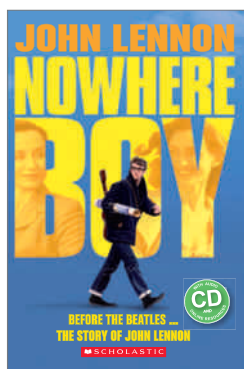
\* A *chai-wallah* is a person who serves tea in a building.

9

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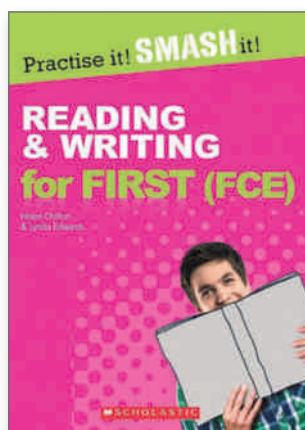
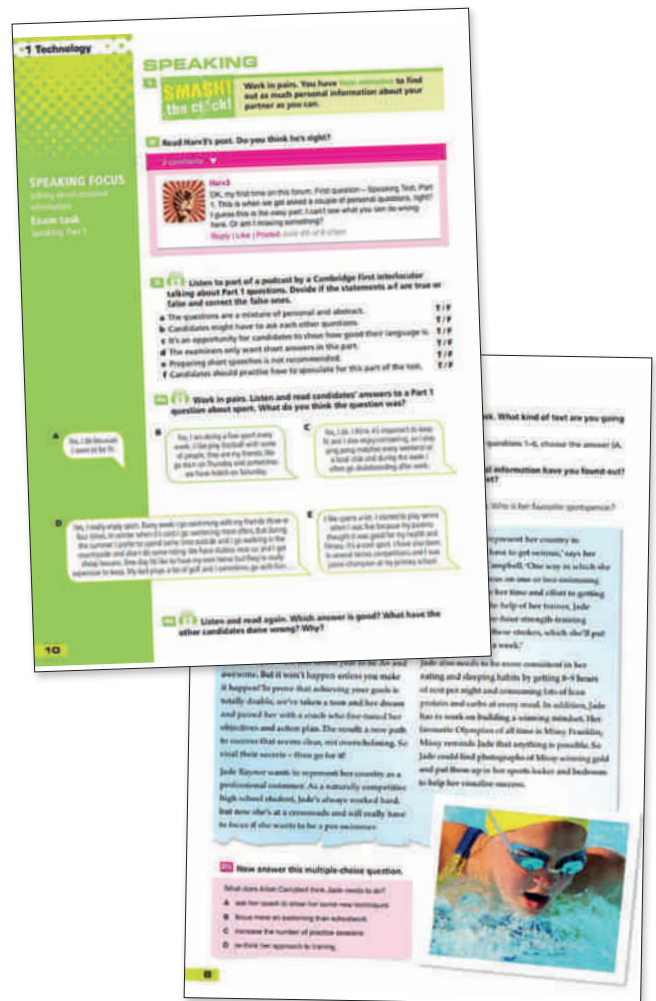
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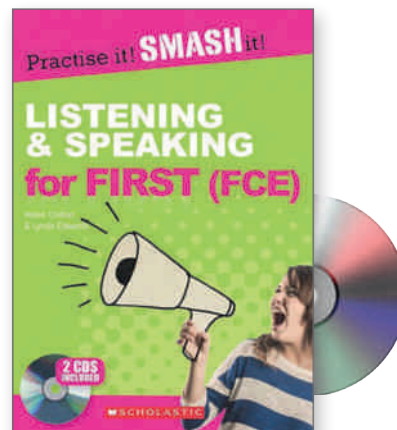
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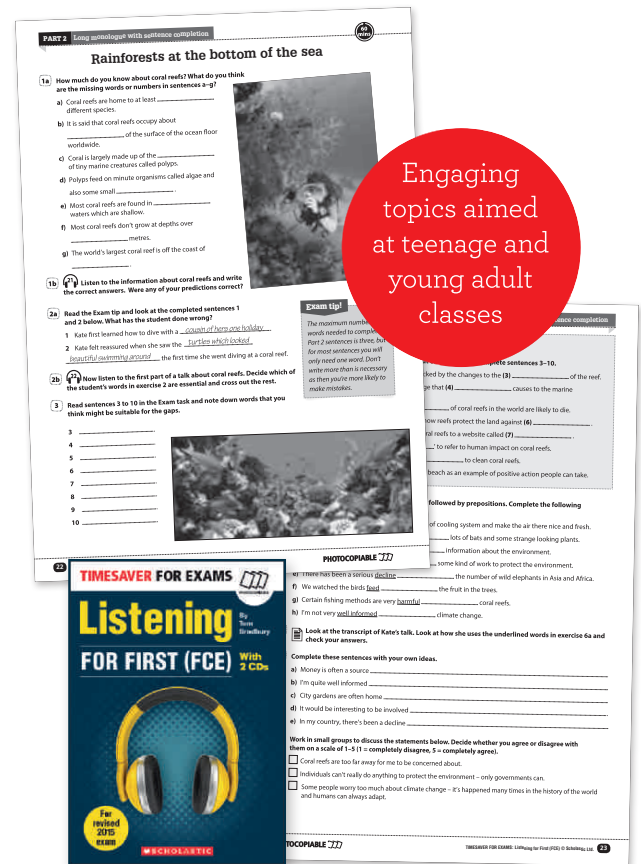
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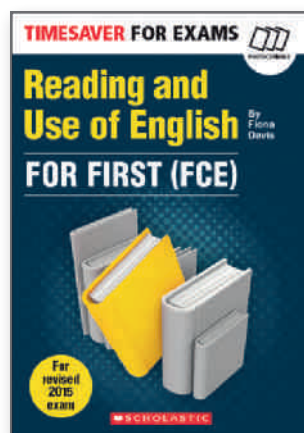
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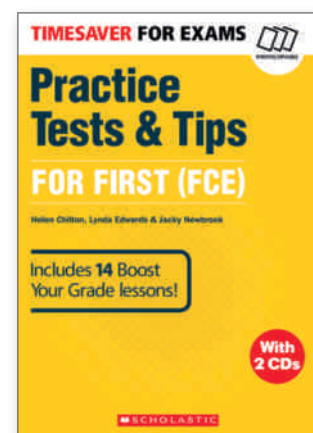
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# Cambridge First (FCE)

**THE COMMON COLD**

**Pair A**

the common cold   the general public   the human body  
a high fever   an infectious disease   a routine check   a sore throat

**Pair B**

the average adult   blood cells   close contact   a leading cause  
a runny nose   severe symptoms   standard practice

**EXAM TASK**

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

A cold is known as the (1) ..... cold for a reason. It is the most frequent (2) ..... disease in humans. The (3) ..... adult suffers from a cold two to four times a year. Children often get between five and seven colds a year due to their (4) ..... contact with other children. Although colds are usually relatively mild, they are a (5) ..... cause of doctor visits and absences from school and work. The symptoms of a cold are a (6) ..... throat and a runny nose. A cold begins when a cold virus attaches to the lining of the nose or throat. Your immune system sends white blood (7) ..... to attack this germ. As the lining of the nose or throat becomes inflamed and produces mucus, see your doctor if you have a sore throat. More (8) ..... symptoms may mean you have flu instead.

1. A common B general C unusual D healthy  
2. A infectious B general C routine D local  
3. A average B adult C child D senior  
4. A close B distant C frequent D regular  
5. A leading B severe C sharp D deep  
6. A sore B runny C high D powerful  
7. A cells B parts C lymph D mucus  
8. A common B general C unusual D healthy

**Telling barefaced lies**

Match the idioms in the text with the definitions. There are two alternatives that you don't need.

My earliest memories are of my grandmother. Whenever I visited with my parents, she would be outside in the garden, (1) *pulling her back into* some project or other: digging, landscaping, tending plants, bringing her dreams to life whatever the weather. When my parents died in a road accident, she welcomed me with open arms. But looking after me wasn't an easy task. I was always (2) *up to the neck* in trouble, whether it was stealing sweets or (3) *being barefaced* lies. She (4) *kept her head*, no matter what I did, and in time I learned to follow her example. I never rebuffed her (5) *green fingers*, but I learned from her that whatever you do, you should do it (6) *with all your heart*. And never (7) *turn your back on* those you love.

a) with all your energy and emotion  
b) be in a situation that it is hard to get out of  
c) not help or support  
d) not doing your best at  
e) stayed calm  
f) love of plants and making them grow  
g) not telling the truth and not ashamed of it  
h) being impatient  
i) working very hard at

**Group A**

pull your head down  
keep someone red-handed at something  
go to your ears in something

**Group C**

keep an eye on someone / something  
pull someone's leg  
have the check to do something

**Group D**

turn a blind eye to something  
break someone's heart  
have no stomach for something

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Jenni Fischer, ELT Teacher



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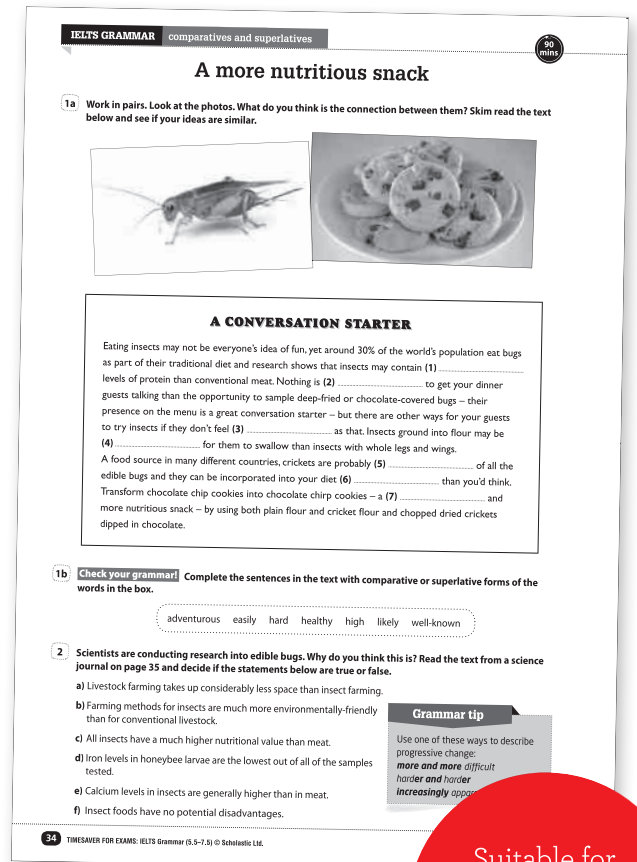
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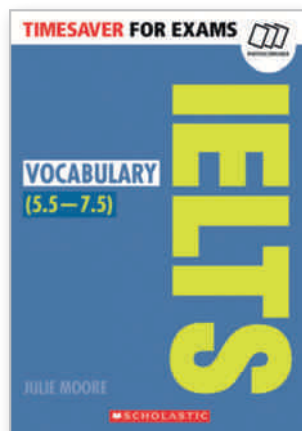
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# IELTS

**TIMESAVER FOR EXAMS**

**GRAMMAR**  
(5.5–7.5)

**IELTS**

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**IELTS GRAMMAR** passive forms

### Toxic footprint

1 What do you think? Discuss the questions in pairs.

- Think of an item of clothing you own. How do you think it was made? Do you think chemicals were used in the production of this item of clothing?
- Which of the stages in the production of a cotton garment – dyeing, washing or weaving – does this photo show? What do you think? Why might chemicals be used at this stage?

2 Check your grammar! The diagrams below show the manufacturing process of the fabric rayon. Complete the sentences describing the process, using the verbs in the box to help you.

combine dry filter look shred soak (x2) store turn into

used in all the gaps in the sentences below?

1 To make rayon, sheets of cellulose (or wood pulp) \_\_\_\_\_ in caustic soda.

2 The dried and pressed sheets \_\_\_\_\_ into tiny pieces, which are called crumbs.

3 The crumbs \_\_\_\_\_ in metal containers for two to three days.

4 The crumbs \_\_\_\_\_ with liquid carbon disulphide, which \_\_\_\_\_ them \_\_\_\_\_ an orange viscose solution.

5 The viscose solution \_\_\_\_\_ in caustic soda. The resulting viscose solution \_\_\_\_\_.

6 The viscose solution \_\_\_\_\_ for impurities and \_\_\_\_\_ in vats for four to five days.

7 The viscose solution \_\_\_\_\_ structures to focus on an action or object instead of the person or thing that does the action (the agent) is used when the person or thing that does the action (the agent) is mentioned, e.g. Rayon is made from wood pulp.

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

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

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**IELTS GRAMMAR** comparatives and superlatives

As the world population continues to rise, one of the largest challenges is securing global food supplies. In a number of countries, bugs such as silkworms, termites and crickets are traditionally collected when other food sources are in short supply. Grazing land for meat is becoming more and more difficult to find and scientists are looking for alternative sources of protein which can be produced on a viable commercial scale. According to current research, insects can be farmed **more sustainably** than conventional livestock because they reproduce at an **even quicker** rate and are **significantly less demanding** in terms of living space. They also do not produce so many greenhouse gases.

A recent report compares the nutritional content of several commercially available insect species with three more commonly consumed forms of protein (chicken, pork and beef) and found that insects had nutritional values that were **just as high**. Indeed the nutritional values of beef and chicken were **considerably lower than** at least three insects. In general, meat contained less calcium, and analysis of iron content showed that the levels in honeybee larvae were **by far the highest** of all the protein sources tested. In addition to the economic and environmental benefits of raising insects, which are becoming increasingly apparent, these results suggest that insects may be good foods to promote in areas where food insecurity and malnutrition are major problems.

On a more cautionary note, the figures also showed that some insect foods had a **much higher** content of sodium and saturated fat than conventional livestock. This suggested that insect foods would be **slightly less suitable** to put forward as alternatives to meat in countries where there are a number of diseases linked to over-nutrition.

10 Use the comparative and superlative forms in bold in the text. Answer the questions.

11 Which words are used to modify comparative forms? How about superlatives?

12 Which modifiers suggest a strong degree of difference?

13 Use your answers with the information in the Grammar reference.

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

Words like far and (very) much to modify comparative forms of adjectives and adverbs. Examples are considerably and significantly; even implies the difference is surprising. Slightly, marginally to indicate a smaller degree of difference.

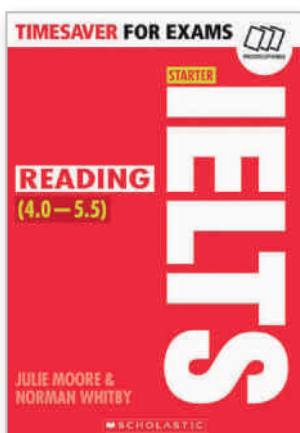
Can use to intensify superlatives include much, by far, easily, quite (= absolutely); one of the best, the most, the fewest.

Very as + adjective + as to express similarity. We can use modifiers such as (not) quite, almost, just. Alternatives are similar to, (approximately) equal to, (about) the same.

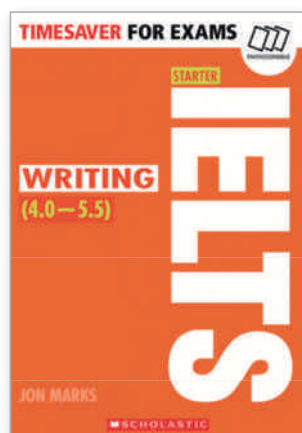
Quantity use as much / many (+ noun) as. We can give more detail with words like twice, (less than) half, three times, e.g. three times as much.

Less are used in front of a noun; the superlative forms are the most, the fewest.

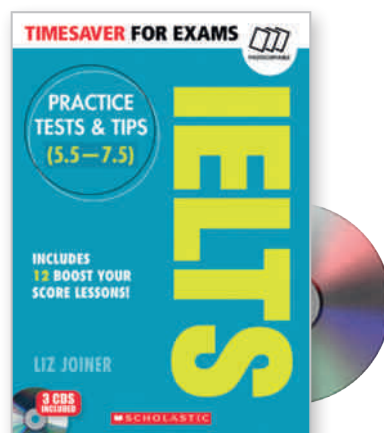
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<b>Level 3</b> (Intermediate)	3+ years of English	CEF Stage B1
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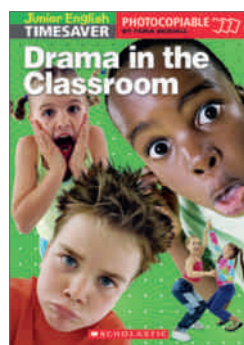
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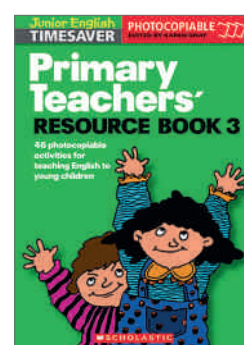
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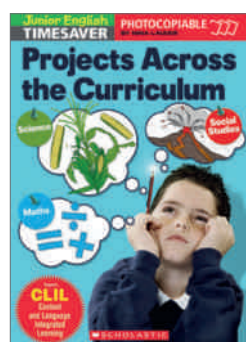
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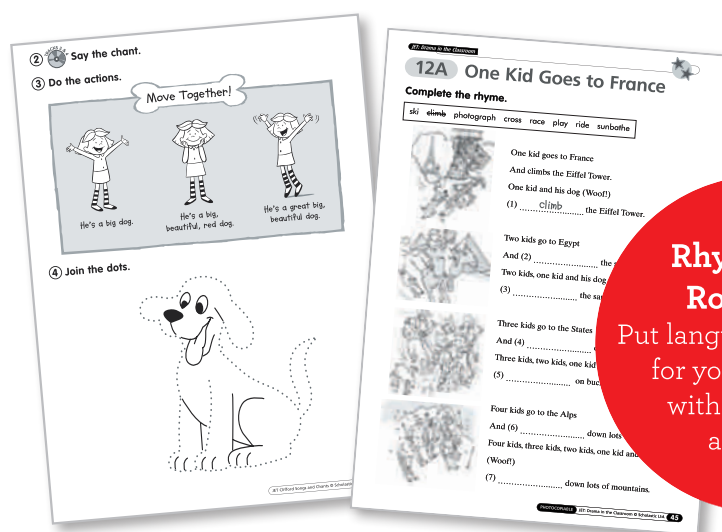
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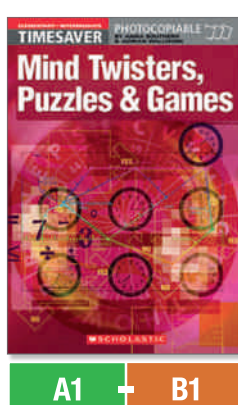
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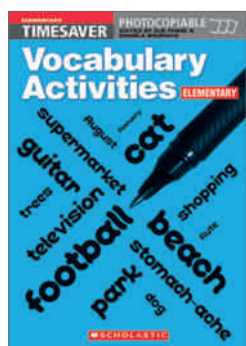


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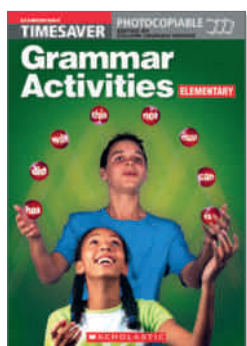
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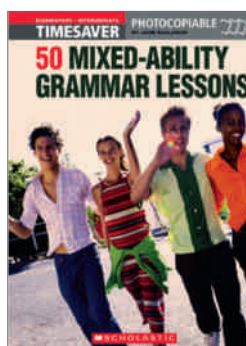
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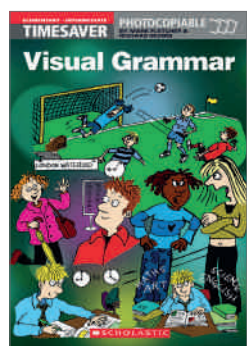
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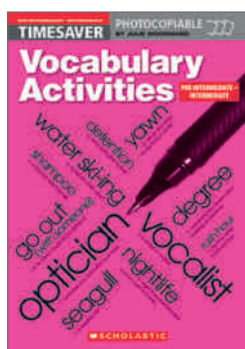


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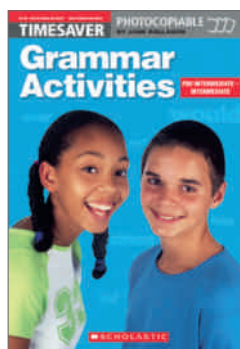


## Language Practice



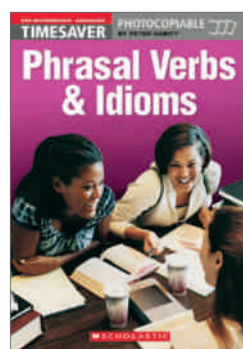
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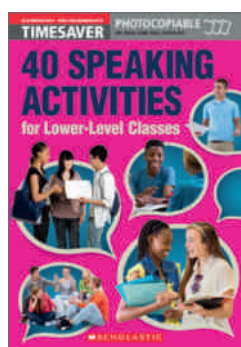
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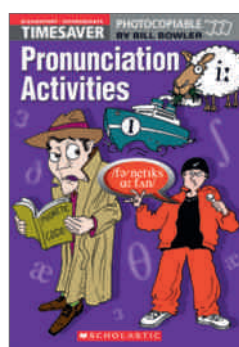


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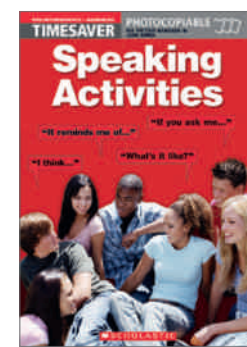
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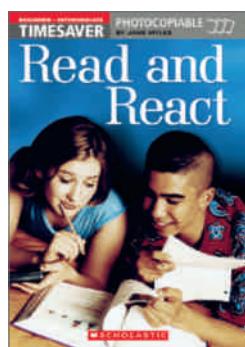


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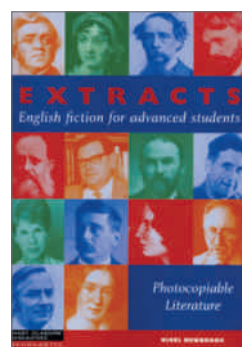
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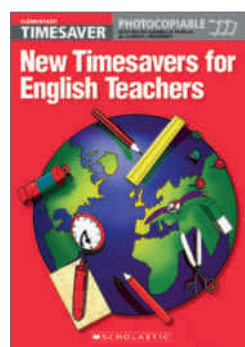


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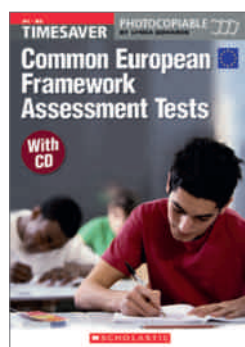
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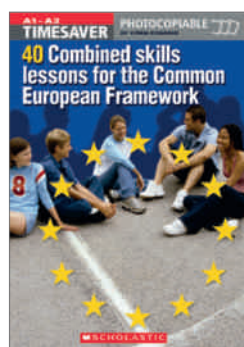
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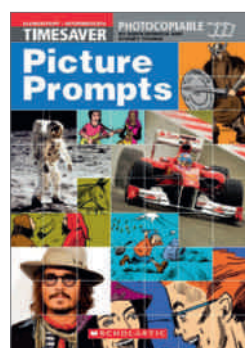
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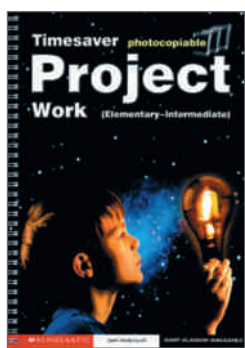
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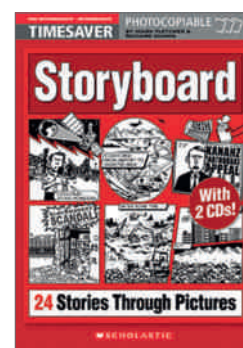
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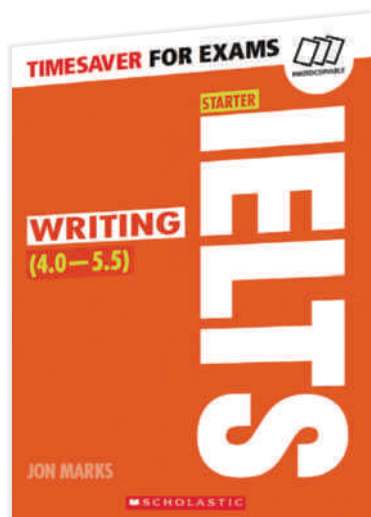
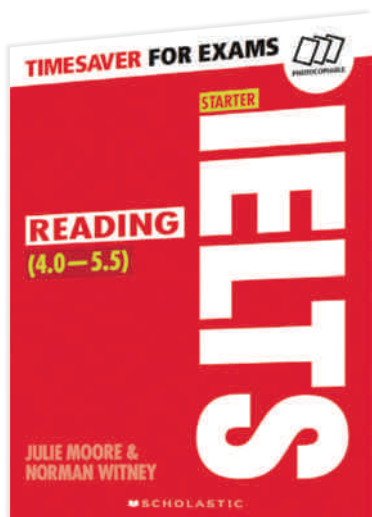
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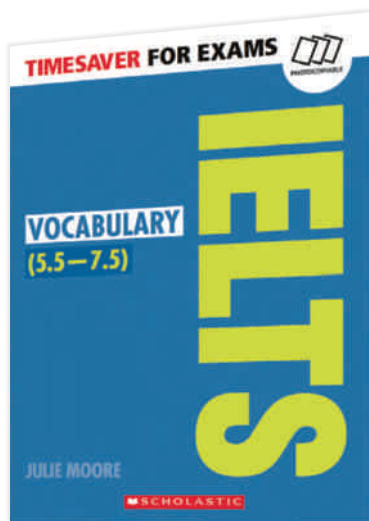
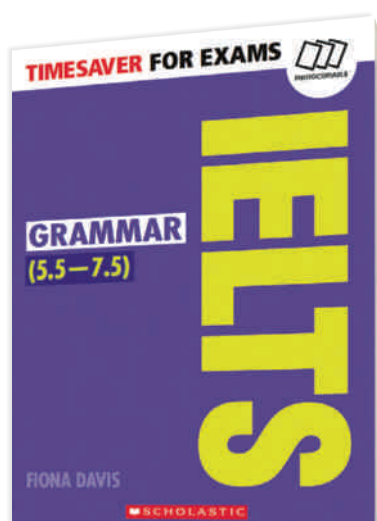


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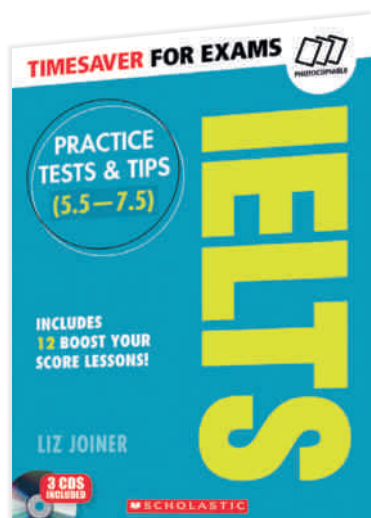
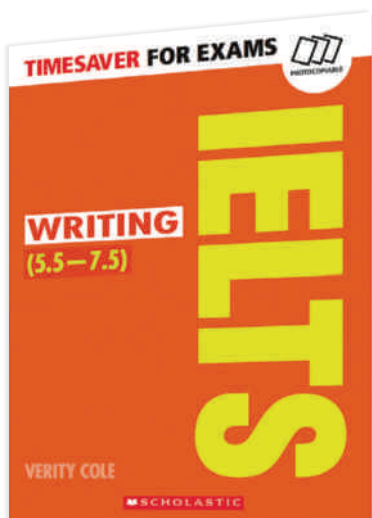
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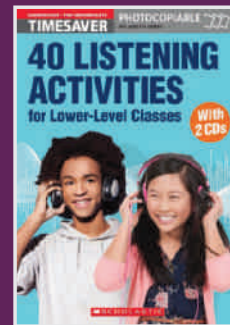
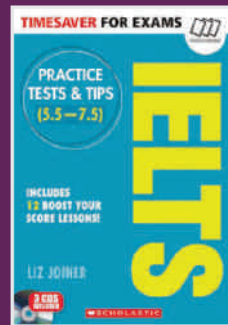
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