

mm publications elt catalogue 2025

for Greece & Cyprus



11200

learn, share,
inspire

50 years
of mmeducational group

mmpublications specialises in
**English Language Teaching (ELT) books and
e-learning materials.**

Since our first steps in 1974, we have been committed to **excellence in education**, an idea which we continuously uphold through our innovative content and high-quality educational services.

Our books and materials explicitly demonstrate how English is used in real-life situations. They enable learners to communicate with people from different locations and cultural backgrounds fluently, accurately and confidently.

Our team is committed to the design of an **ideal educational experience**. We offer continuous customer support in the form of online learning and testing solutions, in-service teacher training, syllabus design and customised materials creation.

Our portfolio consists of best-selling titles around the world, ranging from Asia, the Middle East and Africa to Europe and the Americas. In close collaboration with ministries of education, we have also produced special editions of our series in compliance with local standards and specifications.

Our slogan, "Learn, Share, Inspire!" constitutes the keystone of our endeavours. We are committed to the provision of quality ELT materials and services of lasting value.

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spreading knowledge

MM Publications is the core of a bigger family...

MM Educational Group is a content creator with a global presence that delivers complete educational solutions. It consists of seven distinct companies that collectively develop content and provide educational materials and services in four subject areas:

- **English Language Teaching**
- **Computing and ICT**
- **Maths and Science**

MM Educational Group is committed to **spreading knowledge** – a mission which it continuously accomplishes through the provision of localised educational solutions set to global standards. Since its foundation in 1974, MM Educational Group has achieved an ever-growing global presence. With offices in 11 countries and distributors in more than 150 countries, its materials and services are now available on every continent. It has published tens of coursebook series, thousands of components, and a wide range of e-learning solutions. In collaboration with ministries, universities, schools, and publishers around the world, it has released hundreds of special editions.

New Releases

by  **mm**
publications

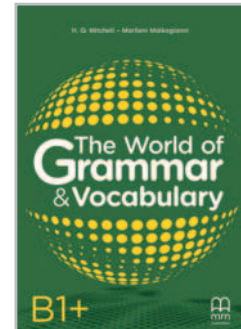
JUNIOR CLASS



including
3D animations

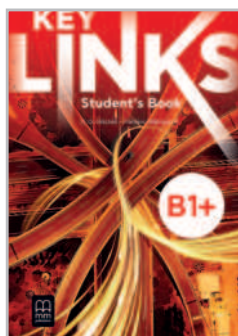
LEADING TO A1 | **p. 6-9**

GRAMMAR



B1+ | p. 31

B1+ CLASS



B1+ | p. 18-19



C1/C2 | p. 31

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New!

Cool Team



including
3D animations



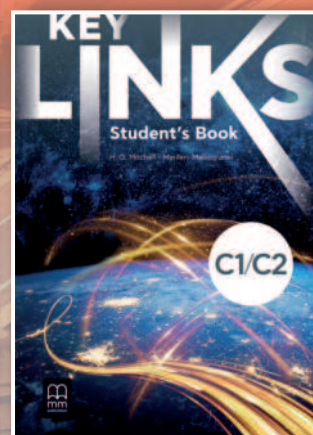
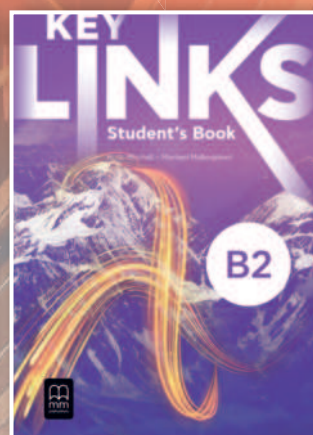
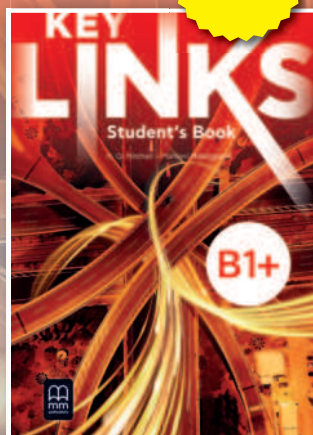
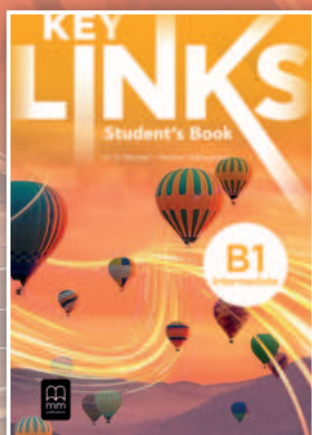
SCAN the QR code
and download
the sample pages
catalogue!



New!

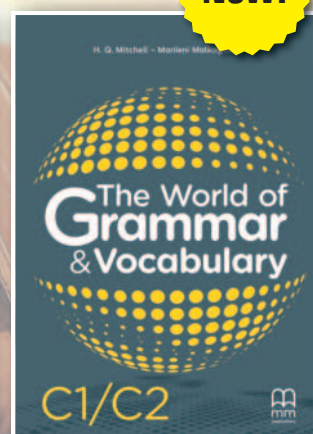
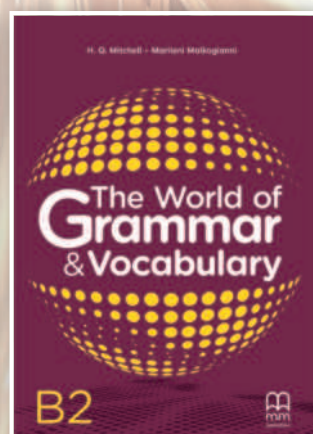
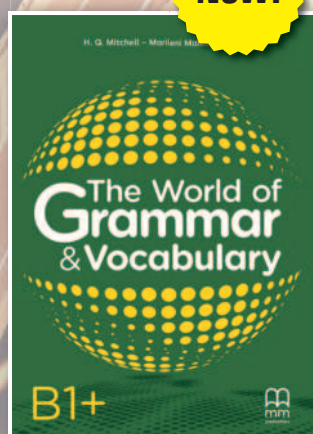
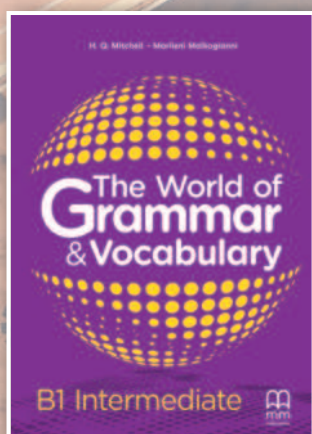
**No Missing Links!
The Key Links Series
is Now Complete!**

New!



The World of Grammar & Vocabulary

New!



New!

New!

Cool Team



Where Fun and Learning Meet!

Cool Team is a dynamic primary course that combines a well-structured language syllabus with songs and play to give young learners a fun and engaging start to learning English. The course is aligned with the latest Common European Framework requirements and builds on modern educational approaches by employing critical thinking activities, and cross-curricular themes that make learning both meaningful and enjoyable.

BEGINNER LEADING TO A1  

including
3D animations

Course Features



- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations
- Story Time sections that promote critical thinking
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Gradual development of all four skills
- Activities designed to develop 21st-century skills
- Activities that help students develop mediation strategies
- Revision units
- Two plays
- Cool Skills sections
- Cool Steps sections that develop higher-order thinking skills
- Self-evaluation sections
- Phonics
- Short videos (teasers) introducing the topic of the module
- Videos consolidating each module

Components for STUDENTS



Student's Book with
abc Book



Workbook



Companion & Grammar

- Student's Digital Material (including 3D animations)
- Test Booklet
- Online Tests

Components for TEACHERS



Teacher's Book



Workbook
Teacher's Edition



Companion & Grammar
Teacher's Edition

- Interactive Whiteboard Material (including 3D animations)
- Class Audio Material
- Teacher's Digital Resources
- Flashcards
- Readers
- Posters

2 Let's Start

1 Listen, point and say.

plane pilot doctor chef vet cat

2 Listen to the song and write a or b.

Jobs

I'm a chef. I'm a chef. I'm a chef.
Oh yes, I am! Oh yes, I am!
My name is Jeff. 1 ____

He's a pilot. He's a pilot. He's a pilot.
Oh yes, he is! Oh yes, he is!
Look! A white plane! 2 ____

She's a vet. She's a vet. She's a vet.
Oh yes, she is! Oh yes, she is!
Look! It is Jet.
My cat, Jet. 3 ____

3 Look at activity 2 and complete the sentences. plane cat Jeff

1 This is ____

2 This is a white ____

3 This is a white ____

Grammar
The verb to be: Affirmative

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is

I'm a pilot. You're a doctor. He's a vet. She's a chef. It's a pen.

4 Look and write. He She It

1. He 2. 3. 4. 5.

5 Play a game.

She's a chef.

22 I can name people's occupations. 23

presentation of new vocabulary
always with pictures

always a new song that
presents vocabulary
and grammatical
structures

the Grammar
box highlights
grammatical
structures

communication
cooperation

practice of vocabulary and structures

2 Cool Team

1 Listen, point and say.

sister mum/mother dad/father baby brother friend

2 Listen and answer: Who's the kids' new friend? Then read.

1 What's that? Is it an animal? No, it isn't. Hello! I'm Mark. I'm Toby.

2 Hello! Is she your friend? No, she isn't. She's my sister, Lucy. And this is Kim.

3 Are you his sister too? No, I'm not.

4 Come with us, Toby.

3 Look at activity 2 and put a tick (✓) or an X.

1. animal 2. brother and sister 3. friend

4 Look and choose. Guess where the kids and Toby go in the next episode.

1 2 3

5 Discuss why it is important to make new friends.

Grammar
The verb to be: Questions and Short answers

Are you a doctor? Yes, I am. / No, I'm not. Is she a baby? Yes, she is. / No, she isn't. Is it an animal? Yes, it is. / No, it isn't.

6 Listen and choose a or b.

1 a. Yes, she is. b. No, she isn't. 2 a. Yes, it is. b. No, it isn't. 3 a. Yes, he is. b. No, he isn't. 4 a. Yes, I am. b. No, I'm not.

7 Play a game.

Who is she? Is she your sister? Yes, she is. It's 2.

24 I can name family members and friends. 25

presentation of new vocabulary
always with pictures

reading comprehension
activity

making a prediction
about the next
adventure

activities
encouraging
critical
thinking

listening
activities
practising
new language
items

communication
cooperation

comic strip: the
characters of the book
in different situations

practice of vocabulary and structures through
game-like activities – the aim is COMMUNICATION

Designed with a proven pedagogy that appeals to every learning style and developed with captivating and beautifully illustrated content, our courses make learning fun and teaching a delight.

CEFR		
LEVELS		leading to A1
Cool Team British edition	p. 4	New!
Hi Kids! British & American edition	p. 11	
New Yippee! British & American edition	p. 11	
Best Friends Forever British edition	p. 12	
Young Stars British edition	p. 13	



Pre-Junior & Junior Classes



LEADING TO A1



BEGINNER

3 LEVELS



Leading to A1



Leading to A1



Leading to A1

Hi Kids!

COURSE FEATURES

- Units which include songs, animated stories, games and listening activities, as well as a wide range of hands-on activities
- Alphabet / phonics section
- Revision units to recycle and consolidate through various activities which promote students' autonomous learning
- Activities promoting critical thinking skills
- Cross-curricular topics
- Self-assessment section
- Interactive games
- A digital vocabulary list

COMPONENTS

- Student's Book including ABC book & Student's Digital Material
- Workbook
- Teacher's Book
- Class Audio Material
- Flashcards
- Interactive Whiteboard Material
- Puppet

For a full list of components, visit



To make a purchase, visit



LEADING TO A1

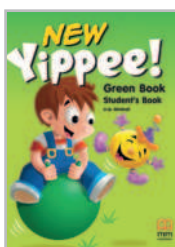


BEGINNER

3 LEVELS



Leading to A1



Leading to A1



Leading to A1

New Yippee!

COURSE FEATURES

- 8 topic-based units which include songs, stories, listening activities, a picture dictionary and stickers, as well as a wide range of hands-on activities
- 4 revision units to recycle and consolidate through songs and games
- Cross-curricular activities
- Extra activities

COMPONENTS

- Student's Book
- Funbook including Digital Material
- Teacher's Book
- Class Audio Material
- Flashcards
- Interactive Whiteboard Material
- Puppet

For a full list of components, visit



To make a purchase, visit



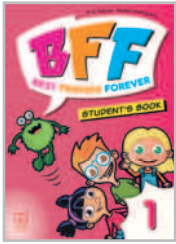


LEADING TO A1



BEGINNER

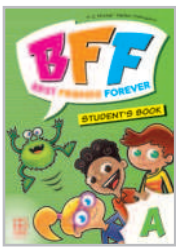
4 LEVELS



Pre-Junior



Pre-Junior



Junior A



Junior B



Junior A & B

BFF

Best Friends Forever

COURSE FEATURES

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Activities designed to develop 21st-century skills
- Revision units
- A play
- Super skills sections
- Super moves sections that develop higher-order thinking skills
- Self-evaluation sections
- Short videos (teasers) introducing the topic of the module
- Videos consolidating each module
- A digital vocabulary list
- Interactive (individual & team) games

COMPONENTS

- Student's Book including ABC book (Levels 1, A, A&B)
- Workbook with online code
- Companion & Grammar
- Test Booklet
- MM Series Student's Resources
- Teacher's Book
- Workbook Teacher's Edition
- Companion & Grammar Teacher's Edition
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material
- Flashcards

For a full list of components, visit



To make a purchase, visit





LEADING TO A1



BEGINNER

4 LEVELS



Pre-Junior



Pre-Junior



Junior A



Junior B



Junior A & B

* **Young Stars 1:**
No reading or writing

Young Stars 2:
With reading and writing

Young Stars

COURSE FEATURES

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations that present new structures and vocabulary
- Adaptation of well-known tales with animations that promote critical thinking
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Activities encouraging critical thinking and personal response
- Revision units
- Star skills sections
- Self-evaluation sections
- Interactive games and board games
- Phonics
- A digital vocabulary list

COMPONENTS

- Student's Book including ABC book (Levels 1, A, A&B)
- Workbook
- Companion
- Grammar
- Test Booklet
- MM Series Student's Resources
- Teacher's Book
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material
- Flashcards

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Young Stars A&B
For a full list of components, visit



Our secondary courses equip the teacher with enhanced support, both in print and digital form, and motivate learners with engaging topics and activities that sharpen their critical skills and deepen their understanding of the world.

Senior Classes

CEFR	A1		A2		B1		B2		C1		C2	
LEVELS	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
World Watchers British edition p. 15												
Key Links British edition p. 18												
Full Blast Plus British edition p. 22												
Portal To English British edition p. 23												

Adult Courses

CEFR	A1		A2		B1		B2		C1		C2	
LEVELS	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
Traveller 2nd Edition BRITISH & AMERICAN EDITION p. 24												
Pioneer British edition p. 25												
Explorer British edition p. 25												



Senior Classes & Adult Courses



World Watchers

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Animated storyline in interrelated episodes presenting our young heroes in different situations through which language is introduced in an amusing way
- Animated comic strips presenting language in an engaging and motivating manner
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Systematic development of reading and listening skills and subskills
- Grammar presented and practised in context
- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- Activities designed to develop 21st-century skills
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- CLIL (Content and Language Integrated Learning) pages
- Songs
- A grammar reference section
- A project skills section
- Videos
- A digital vocabulary list

COMPONENTS

- Student's Book
 - Workbook with online code
 - Companion
 - Grammar
 - Test Booklet
 - MM Series Student's Resources
- Teacher's Book
 - Workbook Teacher's Edition
 - Companion Teacher's Edition
 - Grammar Teacher's Edition
 - Class Audio Material
 - MM Series Teacher's Resources
 - Interactive Whiteboard Material

For a full list of components, visit



To make a purchase, visit



A1 → A2



BEGINNER TO PRE-INTERMEDIATE

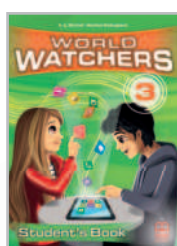
3 LEVELS



Class A



Class B



Class C



Senior Classes

WORLD WATCHERS 1 STUDENT'S BOOK

SAMPLE PAGES

practical tips helping students to develop skills and become autonomous learners

vocabulary presented through visual prompts

grammar explanations and grammar reference section at the back of the book

grammar clearly presented and practised

a variety of listening activities

1a 1 Vocabulary

Listen and repeat. Have you got any of these things?

2 Read

Before you read the text, look at the pictures. They will help you understand what the text is about.

1 Look at the pictures. What is Betty looking for? Listen and find out. Then read.

2 Listen to a girl describing her new friend to her mum. Which girl is her friend? Choose a, b or c.

3 Read the sentences and correct the mistakes.

1. Betty has got a purple laptop.
2. Harry's got the tablet.
3. Mrs Bing has got rollerblades.
4. Mrs Bing has got e-scooters for the kids.

animated comic strips with the characters of the book in different situations

activities focusing on reading for detail

a variety of communicative tasks practising the language presented

systematic development of writing skills

sample text functioning as a model

a variety of listening activities

a variety of speaking activities

speaking activity helping students prepare for producing their own piece of writing

useful guidance enabling students to develop their writing skills

guided writing task

sample dialogue functioning as a model

useful tips enabling students to develop skills and strategies

1e 1 Vocabulary

Listen and repeat.

2 Listen

Listen to a girl describing her new friend to her mum. Which girl is her friend? Choose a, b or c.

3 Speak

GUESSING GAME: Who is it?
Student A: Choose one of your classmates, but don't tell Student B who it is.
Student B: Ask questions to find out who Student A has chosen.

4 Speak & Write

A. Read the blog and complete the profile below.

My best friend

My best friend's name is Marvin. He's eleven years old. Marvin is tall and slim. He's got short dark hair and brown eyes. Marvin is great! He can swim, ride a bike and skateboard. He has got a cat and a parrot. His cat's name is Muffin, and his parrot's name is Larry. Marvin is crazy about gadgets. He's got a tablet, a smartwatch and a game console. His favourite gadget is his smartwatch.

B. Talk in pairs about your best friend.

Who's your best friend?
How old is he/she?
What does he/she look like?
What can he/she do?
Has he/she got a pet?
What's his/her favourite gadget / computer game / book?

C. Read and add punctuation and capitals to the sentences.

Capital letters

- Use capital letters:
 - at the beginning of a sentence
 - with names and surnames
 - with Mr/Ms/Miss/Ms
 - with cities/countries/nationalities
 - with languages
 - with the pronoun I

Punctuation

- Affirmative and negative sentences end with a full stop (.)
- Questions end with a question mark (?)

1. my name is matilda smith
2. can freed ride a bike
3. i'm ten years old
4. my teacher's name is ms julia miles

5. whose tablet is this
6. have you got your headphones in your bag
7. melina is from canada

D. Use the notes to write a paragraph about your best friend on a blog. Use the information in activity B.

My best friend
My best friend's name is...
He/She's... years old.
He/She is...
He/She's got... hair and... eyes.
He/She can... but he/she can't...
He/She has got / hasn't got a pet.
He/She is crazy about... and his/her favourite... is...

Tip Remember to check punctuation and capital letters in your writing.



WORLD WATCHERS 1 STUDENT'S BOOK

SAMPLE PAGES

vocabulary, grammar and
communication revision activities

texts giving cross-curricular information
linking English with other school subjects

1 Round-up

Vocabulary

A. Put the words in the correct column.

CLOTHES	ANIMALS/PETS	GADGETS
trousers	dog	headphones
jeans	parrot	smartphone
leggings	spider	tablet
cat	smartwatch	laptop
		skirt

Score: / 12

B. Complete with the words in the box.

wings tail legs slim

- My brother is tall and _____.
- That cat has got a long _____.
- My parrot has got blue and green _____.
- A spider has got eight _____.

Score: / 4

Grammar

C. Complete with the correct form of have got.

- A: _____ you _____ a blue jacket?
B: Yes, I _____.
- They haven't got rollerblades.
They _____ skateboards.
- A: _____ he _____ a tablet?
B: No, he _____.
- My sister's got fair hair. She _____ dark hair.

Score: / 7

D. Write the plural of the following nouns.

- smartwatch
- foot
- child
- pen
- teeth
- scarf
- body

Score: / 7

Communication

E. Choose a or b.

- _____ trainers are blue.
a. That b. Those
- _____ is my new pet rabbit. It's cute!
a. This b. These
- _____ boots are these?
a. Whose b. Who's
- Those are _____ sunglasses.
a. Tinas' b. Tina's

Score: / 4

F. Complete with the correct form of can.

- A: _____ your brother play the guitar?
B: No, he _____.
- A: _____ play the drums.
B: Yes, I _____ but I _____ ride a horse.

Score: / 7

G. Complete the dialogues with the phrases a-d.

- Matt: Look, Tom! This is my new pet cat, Pip. Tom: It's cute! I _____.
Mike: Yes, I can. My grandparents have got _____ horses.
Toby: 2 _____
Mike: Yes! 3 _____
- Jill: My new teacher is cool. Tina: 4 _____
Jill: She's tall and slim. She's got long fair hair and brown eyes. Score: / 4

TOTAL SCORE: / 45

Now I can...

- talk about my possessions
- talk about my clothes
- talk about my talents and abilities
- talk about pets
- describe people's appearance
- write about my best friend

CLIL 1 **Science**

ANIMAL GROUPS

A. Look at the animals in the pictures. Do they live on land, in water or both? Write L for land, W for water or B for both. Then listen and check your answers.

1. Mammals: Most mammals have got fur or hair on their bodies and live on land, but some, like dolphins, live in water. Mammals have babies. They don't lay eggs.

2. Reptiles: Reptiles haven't got fur on their bodies. They have got scales. Some reptiles have got legs, and some haven't got legs, like snakes. Reptiles lay eggs.

3. Amphibians: Amphibians, for example frogs, haven't got scales or fur. They can live on land and in water. They lay their eggs in water.

4. Birds: Birds, for example parrots, are animals with feathers and wings. Birds lay eggs. Most birds can fly, but some birds, like penguins, can't fly.

5. Fish: Fish live in water. They haven't got legs or arms. Some are big, like sharks, and some are very small.

C. Read again and write the names of the animals in the correct groups.

MAMMALS	REPTILES	BIRDS
parrot	dolphin	
penguin	frog	
shark	snake	
cat		

PROJECT

Make a 'My Favourite Animal' poster!

A. Look at the table. Do some research on the internet and find information about your favourite animal and some pictures of it.

Animal	Animal group	Body fur / scales? legs / arms?	Lives: water or land?

B. Use a large piece of card for your poster. Write the name of your favourite animal, and stick the pictures you have found on the card. Use the information to write a few things about the animal.

C. Present your poster to the class.

a self-evaluation
section promoting
learner autonomy

CLIL

Project

Song

videos
consolidating
the vocabulary,
grammar and
functions of
the module

a variety of projects developing students'
research, writing and presentation skills

critical thinking

personal and
social responsibility
critical thinking

Literature 1

A. Look at the title of the story and the pictures. What is the story about? Listen, read and find out.

THE ADVENTURES OF Tom Sawyer



Tom Sawyer was a young American boy. He lived with his aunt, Polly, and his brother, Sid. Their house was in the village of St Petersburg near a very big river, the Mississippi. Tom was a popular boy and he had lots of friends, but he was sometimes naughty.

One day, Aunt Polly couldn't find Tom. She looked in his bedroom, in the living room and outside in the garden. "Tom, where are you?" she called.

Then she saw him in the kitchen. He had red jam on his face and hands.

"I told you not to eat the strawberry jam! I made it this morning!" she said. "I wanted to try it, Aunt Polly. But I didn't like it," said Tom.

"That wasn't very nice!" said Aunt Polly.

Tom didn't say sorry, and he ran out.



Tom was angry. "I don't like your hat!" said Tom. The boy was sad. Aunt Polly heard the boys and went to speak to Tom. "Tom, you weren't polite to me and you weren't polite to that boy, and he's sad now. You must say sorry to us."

Values:

- Be polite.
- Be considerate of others.

B. Read again and put the sentences in the correct order. Write 1-4.

- Tom met a boy, but the boy didn't want to tell him his name.
- Tom ate some strawberry jam.
- Aunt Polly made strawberry jam.
- Aunt Polly got angry, and Tom ran outside.

C. Read again and write T for True or F for False.

- Tom lived with his parents and his brother.
- Aunt Polly found Tom in the kitchen.
- Tom thought the jam was delicious.
- Tom told the boy his name.
- Aunt Polly thought Tom wasn't polite.

D. Talk with your partner. What do you think about Tom's behaviour towards Aunt Polly and the boy? Should he have apologised to them? Do you think he understands what he has done wrong? Do you think Tom is going to get into trouble again?

Make a poster:

The Adventures of Tom Sawyer
A. Do some research on the internet and find information about The Adventures of Tom Sawyer. Find or draw some pictures to illustrate the information you find.

B. Use a large piece of card for your poster. Write the title The Adventures of Tom Sawyer, and stick the pictures you have found/drawn on the card. Use the information to write a few things about the book.
C. Present your poster to the class.

critical thinking
communication
cooperation
ICT literacy
autonomous learning

critical thinking
communication
cooperation



B1 → C1/C2



INTERMEDIATE TO C1/C2

4 LEVELS



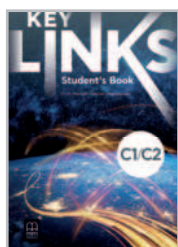
Class B1



Class B1+



Class B2



Class C1/C2

Key Links

COURSE FEATURES

- Motivating and contemporary topics related to learners' lives and interests
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of speaking tasks preparing learners for using English in exam settings and real life contexts
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to cope with examination and real-life tasks
- A two-page review section in each module featuring examination tasks
- Documentary-style videos providing a link to the real world
- A grammar reference section
- A digital vocabulary list

COMPONENTS

- Student's Book
- Workbook
- Grammar (B1 Intermediate, B1+, B2, C1/C2)
- Companion
- Test Booklet
- MM Series Student's Resources
- Teacher's Book
- Workbook Teacher's Edition
- Companion Teacher's Edition
- Grammar Teacher's edition (B1 Intermediate, B1+, B2, C1/C2)
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material

For a full list of components, visit



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KEY LINKS B1+ STUDENT'S BOOK

SAMPLE PAGES

questions to activate Ss' background knowledge

activities focusing on reading for gist (top-down strategy)

activities focusing on reading for detail (bottom-up strategy)

3a Reading

A Discuss.

If you could start your own business, what would it be?

B Quickly read texts A-C. What type of texts are they?

Mooreland University

ABOUT US FACILITIES ACADEMIC UNITS COLLEGES RESEARCH

Have you always dreamt of being your own boss?

Then enrol on Mooreland University's introductory summer course, *How to Start a Business*.

This six-week course is for 18 to 35-year-olds. Mooreland University's students will receive a 15% discount. By the end of the course, you will know how to...

• develop a business idea • get funding • design products/services • advertise products/services

Dr Alan Harding is a lecturer at Mooreland University's School of Business and has been teaching this course for six years.

Dr Diane Bradley is the author of the bestseller *The Startup Guide*.

OUR PROFESSORS

Dear Graduates,

We are delighted to announce that the Business Idea of the Year competition is back. Participants will once again compete to win £10,000 in funding; in addition, industry experts will offer the winner support and advice to help get the business started. The competition is open to graduates and to those who have completed Mooreland University's introductory summer course *How to Start a Business*. This year, for the first time ever, participants can enter in teams of up to four members. As always, entering is free of charge.

Visit the [competition web page](#) to register. The same page also has a link to download a document with instructions on what you must include in your business plan. Plans that do not meet these requirements will not be assessed, so it is important to check this carefully. All business plans will be assessed based on how creative and original they are as well as on their environmental impact. Finalists will make a presentation to the judges on 25 October.

Yours faithfully,
Dr Alan Harding
Lecturer in Business Studies
Mooreland University School of Business

Should secondary schools teach students how to start their own business?

By Sue Bennett

In countries like the UK and the USA, the number of young people starting their own business—whether to follow a dream or to be their own boss—has been increasing fast recently. According to one UK survey, more than half of people between the ages of 18 and 24 have considered starting a business.

There is clearly a need for young people to have knowledge of what it's like to run a business and to understand all the hard work that is involved. And secondary schools can play a key role in providing this education. Through classes, workshops and hands-on projects, schools can equip students with the practical and theoretical knowledge they need to succeed in business.

But of course, it's not every student's ambition to become a business owner. So is educating them on this subject a waste of time? Dr Alan Harding, at Mooreland University's School of Business, certainly doesn't think so. 'Secondary school students who learn to set up a business are able to develop certain skills, like problem-solving and decision-making skills, that are required in a lot of jobs,' he told me. 'They also gain valuable knowledge on how to manage money, something that is important in both our professional and personal lives. In addition, studying things like product development encourages students to use their imagination and be more creative.'

When considering all these benefits, including business startup classes in the secondary school programme seems like an obvious choice.

C Read texts A-C again and answer the questions. Choose a, b, c or d.

Question 1 refers to text A.

- It offers discounts for those who register early.
- It promises those who complete the course will have success in business.
- It describes what students will gain from the course.
- It shows the university has hired new staff.

Questions 2 and 3 refer to text B.

- What does the author of the email say is different about this year's competition?
- Students are no longer required to pay to take part.
- The prize for the winner is better than in previous years.
- Students can enter more than one business idea.
- It is possible for students to take part as a group.
- In the third sentence of the second paragraph, what does this refer to?

- the requirements
- the document with instructions
- the download link
- the competition web page

Questions 4, 5 and 6 refer to text C.

- What is the main purpose of the text?
- to discuss difficulties secondary school teachers might face when teaching business skills
- to suggest how secondary schools can better prepare students for their future
- to advise secondary school students to think about starting a business
- to recommend ways to teach business skills in the classroom
- In the last sentence of the second paragraph, what does *equip* mean?

- provide
- challenge
- match
- involve

6. What does Dr Harding suggest about teaching business skills in secondary schools?

- that it will encourage more students to start a business
- that most students will enjoy getting to be creative
- that learning to manage money is the most important skill students can develop
- that it will help students to become more successful in many aspects of their lives

7. Which texts mention how students can benefit from studying how to start a business?

- texts A and B
- texts B and C
- texts A and C
- texts A, B and C

D Talk in groups. Imagine you want to take part in the Business Idea of the Year competition. Think of an original business idea that would make a difference to our society. Think about technology, the environment or social good.

Grammar

Present Perfect Simple – Past Simple, Present Perfect Simple – Present Perfect Progressive

A Read the examples and answer the questions.

- It's the first time my sister has **tidied** the whole house!
- My sister **tidied** the whole house yesterday!
- In example a, what is important, the action or the exact time the action happened?
- In example b, why is the Past Simple used?
- Lydia has **lived** in Cambridge since she started university.
- What does the sentence mean?
- Lydia used to live in Cambridge but doesn't any more.
- Lydia still lives in Cambridge.
- Which tense is since followed by?
- Dan's **been working** as a reporter for eight years.
- What does the example mean?
- Dan started working as a reporter eight years ago but has now stopped.
- Dan started working as a reporter eight years ago and is still.
- I've **been reading** this book all afternoon!
- I've **read** 30 pages so far.
- In which example is the duration of the action important?
- In which example is the result of the action important?

B Choose the correct option.

- We **haven't received** / **didn't receive** the appliances we ordered yet.
- They **have been painting** / **have painted** that building all week, and it's still not finished.
- Janet **hasn't travelled** abroad **for** / **since** ten years, and she's really excited about her trip to Japan.
- Hi Taylor's **been** / **gone** next door to get a file, but he'll be back in a second.
- It's the first time she **has flown** / **flies** alone on such a long flight.
- How long has your brother **been attending** / **attended** evening classes?
- I haven't seen Linda since we **graduated** / **have graduated** from college.
- We've visited two museums **before** / **so far** and we plan to visit one more tomorrow.
- Leo is **amused** because he **has prepared** / **has been preparing** for his job interview all day. He **didn't** / **hasn't** even had lunch yet.
- Where **did you get** / **have you got** that book? I **have been trying** / **have tried** to find it for months now!

an inductive approach to presenting grammar

activities encouraging personal response

step-by-step guide to help Ss develop their writing skills

sample text functioning as a model

brainstorming activities to help Ss generate ideas

5b Writing (An essay (1))

A Discuss.

- Have you ever found on social media health advice or information relating to health issues that was helpful to you? If yes, what was it?
- To what extent do you trust health advice found on social media sites or given by influencers?

B Read the writing task and the two introductions below. Which one do you think is more appropriate for the essay? Why?

Introduction 1

It is widely known that social media play an important role in how we find and share information about many topics, including our health. Some people believe they are a valuable source of information about health issues, while others say the opposite. In my opinion, using social media for health advice has both pros and cons.

Introduction 2

People use social media to post pictures and to share opinions about many different topics. There are both advantages and disadvantages to using social media. In my opinion, users of social media can gain many health benefits from what they read online.

C Read the rest of the essay and answer the questions that follow.

First of all, social media provide access to valuable health information at any time. People can save their awareness of important issues, such as the benefits of exercise and a balanced diet. Moreover, social media build communities of people who share a motivation to improve their health. **Therefore**, they provide many opportunities for promoting healthy lifestyles.

On the other hand, using social media as a source of health information has disadvantages. Firstly, some information is unreliable and can even be harmful in some cases. One example of this is when people take up dangerous fitness trends. **In addition**, social media are full of different opinions and advice on the same topic, which leads to confusion. **Last but not least**, people may compare themselves to health influencers or other individuals they come across on social media and as a result, they may suffer from low confidence and anxiety.

In conclusion, it is obvious that social media offer people access to health information that is otherwise hard to find. **However**, that access comes with risks. **Personally**, I believe people should use social media carefully and responsibly when it involves health-related issues.

- In which paragraph does the writer mention the advantages and the disadvantages?
- In a pros-and-cons essay, we can mention our opinion in the conclusion or in both. Where does the writer express his/her opinion?

D Look at the linking words/phrases in bold in the essay and complete the table below.

Linking points	to begin/start with, firstly	firstly, secondly, thirdly, finally
Adding more points	moreover, furthermore, what is more, also, apart from this, besides	another thing is this, in addition
Giving an example	for instance, for example	
Expressing contrast	on the other hand, even though	although, while, in spite of, despite
Expressing result/consequence	so, in this case, for this reason, as a result (of)	
Summing up	to sum up, in all, on the whole	
Giving your opinion	In my opinion/view, from my point of view	

Below are two people's opinions about the pros and cons of personalised workouts and individual sports. Complete the paragraphs using the words/phrases in the boxes.

Mark, 18

for example, however, first of all, in addition

(1) personalised workouts offer guidance for those who may be new to exercising. Trainers make sure you start with exercises that are effective and safe, in order to avoid injuries. (2) ... you can achieve your goals faster because the workouts focus on your specific needs. (4) ... these workouts can be expensive, and not everyone can afford them.

to begin with, on the other hand, result in, furthermore

(5) ... individual sports allow you to have a flexible schedule, and they also allow you to develop at your own pace and not have to keep up with others. (6) ... you can get a great sense of personal achievement from seeing the progress you make. (7) ... doing a sport alone can be lonely, and this might ... your losing interest in it.

Emily, 17

Read the writing task below and the statements that follow. Decide if they refer to advantages or disadvantages. Write A for Advantages and D for Disadvantages.

You have been asked to write an essay on the following topic:

What are the advantages and disadvantages of being a team sport?

- You learn how to cooperate and work in a team.
- Team sports do not offer a flexible schedule.
- Team sports provide opportunities to socialise.
- Coaches have less time to help individual players.
- Teammates can support and encourage you when things are difficult.
- You may disagree with your teammates about how best to play the game.

Make a plan for your essay by answering the questions below.

Plan

An essay (presenting advantages and disadvantages)

INTRODUCTION

What is the topic?

MAIN PART (2 paragraphs)

1st paragraph:

- What are the advantages?
- How can you explain them?
- Can you give any examples/consequences?

2nd paragraph:

- What are the disadvantages?
- How can you explain them?
- Can you give any examples/consequences?

CONCLUSION

What is your opinion?

Write your essay for the writing task in Activity F. Use your plan from Activity G and refer to the TP taskbox. You can use the ideas in Activity F as well as your own.

When you are writing an essay:

- Think about the topic carefully.
- Choose two or three disadvantages (those that you can explain and support for each paragraph) or the main part. Start by thinking about the main points you want to make. Then think about the main points you want to make.
- Use the plan to support your ideas. Start your paragraph with a topic sentence.
- Write a final paragraph summarising your ideas, repeating the main points you have made.

model answers for all the writing activities provided in the Teacher's Book and on the IWB

Senior Classes

KEY LINKS B1 STUDENT'S BOOK SAMPLE PAGES

questions to activate
Ss' background
knowledge

development of vocabulary building skills
by deducing the meaning of unknown
words from the context

activities
encouraging
personal
response

an inductive
approach to
presenting
grammar

activities
focusing on
reading for
gist (top-down
strategy)

activities
focusing on
reading for detail
(bottom-up
strategy)

4a

France
Discovering what it really
is like to live in France

Reading
Discuss.
When you visit an area for the first time, what kinds of places do you usually want to visit? Why?

Read the text quickly. What is the writer's purpose?

- to give readers information about the history of a place
- to describe her experiences in a place and encourage readers to visit it
- to explain the advantages of travelling abroad

Read the text again and answer the questions. Choose a, b, c or d.

- What was the main reason the author wanted to visit the Vézère Valley?
 - to visit the town of Montignac
 - to study the history of the Middle Ages
 - to visit the area's caves
 - to spend a few days outside Paris
- Who wanted that the author do something at the outdoor market?
 - a person selling books
 - a local farmer
 - a shopper
 - a person selling vegetables
- Hiring a canoe was a good idea because the author...
 - was tired of walking
 - wanted to get some exercise
 - could get to the caves her best way
 - had the chance to see the sights of the town better
- Why did the author not go to Lascaux?
 - Because she couldn't see the real cave there.
 - Because she preferred to stay in the town.
 - Because she didn't have time to go there.
 - Because Rouffignac was nearer.
- How does the author feel about her visit to the cave at Rouffignac?
 - She thought it took too long.
 - She found it strange, but interesting.
 - She found it scary to go so far underground.
 - She thought it was incredible.

38

39

Grammar
Relative clauses

Read the examples and answer the question.

- The state, **which** mostly sold vegetables and other food products, were crowded with cheerful shoppers.
- Around 17,000 years ago, the people **who** lived here hunted wild animals.
- On the way out, I noticed an old man **whose** stall contained antiques and old books.
- I had always wanted to visit the valley of the river Vézère in the southwest of France, **where** charming villages and spectacular caves can be found.

Which of the words in bold refers to:

- people?
- things or ideas?
- places?
- possessions?

Read the examples below, note the relative clauses in bold and answer the questions.

- In the valley of the river Vézère there are more than twenty caves.
 - The cave **which** I visited is at Rouffignac.
 - Rouffignac, **which** continues for eight kilometres underground, is the cave I visited.

1. Which sentence (a or b) is incomplete without the relative clause?

2. In which sentence (a or b) does the relative clause give additional information?

3. What is the difference in punctuation in sentences a and b?

4. Did the rules and decide which relative is in Activity B is defining and which is non-defining.

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete.
- are not separated from the rest of the sentence by commas.

In defining relative clauses, we can use that instead of who or which. Who, which and that can be omitted if they refer to the subject of the sentence.

Non-defining relative clauses:

- give additional information about someone or something.
- are separated from the rest of the sentence by commas.

In non-defining relative clauses, we can't use that instead of who or which.

Choose the correct option and add commas where necessary.

- I want to visit the cave **which** / **whose** I discovered last week.
- Sydney **where** / **which** my cousin was born is a beautiful city in Australia.
- His father **that** / **who** lives on the fourth floor has lost her cat.
- This is the website **which** / **where** I found information about caves for my project.
- Lee **who** / **whose** bike I borrowed yesterday is a locomotive of mine.
- I can't find the souvenir **that** / **who** my mother bought me.

vocabulary presented
through visual prompts

a variety of listening tasks

systematic
development of
vocabulary
skills

notes
highlighting
key language
points

4a

Vocabulary

Label the geographical features using the words in the box. Can you think of any well-known examples of these geographical features?

waterfall, falls, mountain peak, coast, hill, volcano

Read the NOTE and match the words in the boxes with the ones given to form one-word or two-word compound nouns.

side back rain, book life, shop road journey, back life, gear tour

- time
- back
- see
- guide
- guide
- camping
- forest
- train

Read the NOTE. Look at the adjectives in the boxes and write how they are formed, as in the example. Then form adjectives to complete the sentences. Use the words in capitals and the suffixes. Make any necessary changes.

adventurous (noun) + **ous** = **adventurous**

- That man is very **MYSTERY**.
- Manarola Falls is a very **FAME**.
- Every year my cousins stay at a **LUXURY**.

natural

- Manarola is a small Italian **COAST**.
- Traveling helps you learn about **CULTURE**.
- Lots of women at the festival were wearing **TRADITION**.

enjoyable

- Visiting the Sahara Desert is one of the most **travel**.
- Everybody must wear shoes that are **SUIT** for hiking.
- The necklace she's wearing is **VALUE**.

39

Listening

You will hear people talking in five different situations. For questions 1-5, choose the picture which answers the question correctly.

1. Where are they probably going to travel to?

ITALY SPAIN IRELAND

2. What did the man not do?

3. Where are they probably going this summer?

4. What was her favourite part of the trip?

5. What did the girl forget to pack?

Speaking

Step 1: Describe
Talk in pairs. The pictures below show people on holiday. Look at the pictures and answer the questions.

1. Where are the people in each picture?

2. What kind of holiday is shown in each picture?

3. What are the people doing in each picture?

4. What is the relationship between the people in the pictures?

5. How do they feel? Are they enjoying themselves?

Step 2: Compare and contrast
Use the sentences below to talk about what is similar and different between the two pictures. The information in brackets can help you.

Both pictures show people (kind of holiday) and it seems that they (what they are doing), while in the second picture we can see (family/friends) on a (kind of holiday). It looks like they (what they are doing).

Useful vocabulary

- camping
- signposting
- relaxing
- adventurous
- explore nature
- escape daily routine
- disappointing
- educational
- visit museums
- archaeological sites
- taste local cuisine
- meet people
- dangerous
- uncomfortable
- need equipment

Step 3: Express opinions
Take turns to answer the following questions.

- Which holiday would you prefer to go on? Why?
- What are the difficulties of each holiday?

Go to the Speaking Activities section.

40

41

pair-work
activities
helping Ss to
develop their
communication
and
collaboration
skills while
practising the
language
presented

emphasis on word building

useful vocabulary and
expressions to help Ss
express themselves



KEY LINKS B2 STUDENT'S BOOK

SAMPLE PAGES

an inductive approach to presenting grammar

step-by-step guide to help Ss develop their speaking skills

useful vocabulary and expressions to help Ss express themselves

notes highlighting key language points

2a Grammar Past Simple – Past Progressive, used to – would, be/get used to

Match the rules 1-10 about the uses of the Past Simple and Past Progressive with the examples a-i.

- Jane worked as a receptionist when she was younger.
- He was speeding through the woods on his mountain bike when I fell off.
- It was 7 p.m. and it was getting dark.
- Maxine filled the kettle with some water, waited for the pot to boil, and then made a vegetable soup.
- I was talking to the shop assistant when he was trying on a shirt.
- I often played video games with my brother when I was younger.
- Yesterday I had an accident.
- Water was always taking any things without asking when we were teens.
- This time last Saturday, we were hiking in the mountains.

The Past Simple is used for:

- actions that started and were completed at a specific time in the past.
- completed actions that happened one after the other in the past.
- past habits or repeated actions in the past (often used with adverbs of frequency).
- permanent situations in the past.
- actions in the past that interrupted an action which was already in progress.

The Past Progressive is used for:

- actions that were in progress at a certain time in the past.
- actions which were in progress in the past and were interrupted by another action.
- actions that were happening at the same time in the past (usually with while or as).
- setting the scene in a story.
- repetitive or annoying past habits (both always, forever, constantly and continuously).

Read the note, in which of the examples in Activity A could we replace the Past Simple with used to or with would?

Used to – have been used to describe past habits and repeated actions in the past.
Would – have been used to describe past habits or repeated actions in the past. It is not used to talk about past states.

Read the examples and match the phrases in bold with their meanings.

- I've **used to living** in a flat on my own. I don't mind it.
 - It took me months to **get used to living** in a flat on my own. It wasn't easy.
- a. to become familiar with sth
b. to be familiar with sth

Read the note and match the phrases in bold with their meanings.

Be careful of **used to** – it can mean 'be/get used to' or 'used to do something'.

Choose A, B or C.

- The hikers **were crossing** a bridge when they saw a bear on the other side.
a. were crossing b. crossed c. would cross
- She **was reading** a lot of detective stories, but she doesn't like them any more.
a. used to reading b. used to read c. was reading
- My brother always **was crying** when he was a baby.
a. crying b. cried c. would cry
- As Jane **was walking** down the street, she met one of her old classmates.
a. used to walk b. was walking c. would walk
- When I was younger, I **was more patient** than I am now.
a. would b. use to c. used to
- She moved to a big city two months ago, and she still hasn't **got used to living** there.
a. got used to living b. lived c. used to living
- Henry **was learning** to snowboard last year, but he had to stop after his accident.
a. would start b. started c. was starting
- As soon as I **was starting** at the restaurant, Kate sent me a message to say that she wasn't coming.
a. would arrive b. was arriving c. arrived
- Clare **was using** an early every morning.
a. to wake b. to waking c. wake
- When we were in Italy, we **got used to going** to the same restaurant for pizza every day.
a. were going b. would go c. got used to going

Speaking

- Discuss.
- What do you consider an adventure?
 - What kinds of adventures can you think of?
 - Have you ever tried any extreme sports, such as bungee jumping or rock climbing? If yes, did you like it? If not, would you like to?

The two pictures show people doing different activities. Think about the similarities and differences between the two activities and make notes in the space provided. Then discuss, using some of the useful phrases and vocabulary in the tables.

Comparing/Contrasting

- Both pictures show/depict...
- In the first picture, we can see...
- The first picture shows/depicts... while/in the second picture...
- One difference/similarity is...
- The main similarity/difference is...
- The most obvious similarity/difference is...

Speculating

- It seems/appears that they...
- They must appear to be...
- It looks like they...
- It looks as if / as though...

Useful vocabulary

- underwater cage
- exciting/thrilling/adventurous/challenging
- adrenaline rush
- explore the underwater world
- dangerously
- get over fear
- sense of achievement/fulfilment
- relaxing
- peaceful atmosphere
- relieve stress
- away from the hustle and bustle
- dull/uninteresting/monotonous

Discuss.

- What do you think people find interesting about these activities?
- Which activity would you like to try?

suggested answers to all activities requiring oral production are provided in written form in the Teacher's Book, and in written and recorded form on the IWB

activities encouraging personal response

KEY LINKS C1/C2 STUDENT'S BOOK

SAMPLE PAGES

questions to activate students' background knowledge

activities focusing on reading for gist (top-down strategy)

post-reading questions to help Ss elaborate on the topic of the reading activity

1a reading

Discuss.

- Does memorizing information help you with your studies? Why? / Why not?
- Do you think it is necessary to have a good memory these days? Why? / Why not?

You are going to read an extract from a science-fiction story. First, read it quickly and choose the best title.

A, B or C.

THE END OF EDUCATION

Teaching the Machine to Think

Life Before the Machine

Life After the Machine

Read the first paragraph again, then match options a-d in Question 1 with sentences 1-4, which explain why the options are correct or incorrect.

Read TIP 1.1 in the Reading Reference.

- How does the main character feel about learning from the machine?
a. She would rather be able to choose what she learns.
b. She feels it makes learning too easy.
c. She finds the process boring.
- She feels she is given too much information every day.

This seems quite logical, but isn't mentioned anywhere in the text, so it is a distractor.

The phrases 'shifting impatiently' and 'his long five minutes' indicate how the character feels about learning from the machine, so this option is correct.

This is a view held by the main character, but it is not something he says, so it is a distractor.

The main character uses a phrase from the passage, but it is a distractor since she does not express any feelings on this issue.

Now read the whole extract, and for questions 2-5, choose answer A, B, C or D.

- It is suggested that, when the machine was invented, people
a. thought it might be dangerous for schoolchildren.
b. made a lot of mistakes using it at first.
c. did not expect it to be successful so quickly.
d. thought it worked exactly like a computer.
- Why does the main character mention a language dictionary?
a. to show that memorizing information is not enough
b. to explain why language learning is faster now
c. to describe how the technology helps teach languages
d. to suggest that it is now harder to practice languages
- It is implied that students in the time the story is set
a. do not need to learn how to read.
b. finish school at a younger age than students did in the past.
c. spend a lot more time at school.
d. only learn about things they enjoy.
- What is the main character's opinion about books printed on paper?
a. She's only interested in them when she knows what they're about.
b. She thinks it's fun to read them sometimes.
c. She thinks young people don't fully appreciate them.
d. She doesn't see the point of reading them.

Match the highlighted words 1-4 from the extract with their meanings a-d.

Read TIP 1.2 in the Reading Reference.

- recall a. be noticed by sth
- apply b. put to use
- determine c. decide
- perceive d. remember
- integrate e. realize
- register f. combine into a whole

Discuss.

- Do you wish you could learn like this? Why? / Why not?
- What do you think are the disadvantages of learning information like this? What are the advantages?

activities focusing on reading for detail (bottom-up strategy)

a variety of authentic or authentic-like reading material commonly found in examinations

Every morning, we queue up in a neat line in front of the machine. We don't choose what we learn. Our teacher sets up the headphones every day, and then we put them on, press the button, and stand there shifting impatiently from one foot to the other while we wait the long five minutes it takes to upload the entire data pack into our brains. Sometimes, when I'm wearing the headphones, I feel a warmth between my ears, but otherwise I don't feel any different afterwards. It's only when I look over the activities for the day's lesson, or when our teacher asks me a question, that I realize just how much information is in my brain that wasn't there the day before.

There aren't many people left now who remember life before the machine. My grandfather recalls computers – bulky pieces of equipment that needed a table to stand on, then later little black screens you could hold in your hand, but you could store whatever information you wanted on them. Eventually, some bright young scientist found a way to apply the same technology to the human brain – and we've been learning from the machine ever since. They said it would transform people's lives. Since any information in the world could be uploaded into your brain in minutes, they said there would be no more need for tests or exams to check if someone had learnt something. With no more tests, they decided to close down all the schools; they said there was no point to them any more.

Of course, it wasn't as simple as that. The brain is still organic. It can't hold all the information in the world, so you have to determine what you want to keep and what you don't need and can delete. My grandfather says they should have realized that earlier, because computers worked exactly the same way. The organic brain also needs time to rest and recover; that's why we get a little bit of information every day and never too much all at once. They made that mistake in the beginning and the results were horrible. Even once they got the process working perfectly, they soon perceived that having information in your brain isn't the same as being able to use it. You still need to train your mind and practice using the skills. Schools opened again.

My grandfather is still trying to understand how it works. 'What is it you do in school all day?' he's always asking me. 'You get everything from that machine,' I've tried to explain it to him. 'Imagine you've memorized a language

dictionary. I tell him, 'It doesn't mean you can go out and speak the language instantly. You still have to practice communicating with others. You need to integrate the information you've just received with all the knowledge and memories you've already acquired.' He can't really imagine it. Of course, the same way I can't imagine what it was like for him. He spent years reading and studying. In his day, people finished school at 16 – or even older. That seems inconceivable today. Even now, he reads a lot of books. Old-fashioned books, I mean, made of paper. It's a huge waste of time, but he enjoys it. Recently, he's been trying to persuade me to read books too. 'Look,' I said, 'last time he brought me one. I've learnt information from 14,286 books already this year. Why do you want me to spend hours reading just one? What's it about, anyway? It looks ancient. I lifted the cover and wrinkled my nose at the grimy yellow pages. He just shook his head at me and wandered off, muttering something about young people not knowing how to have fun or appreciate good literature. I've tried to tell him that sort of thing isn't useful any more, but it just doesn't seem to register.

development of lexical inferencing skills by deducing the meaning of unknown words from the context





A1 → B2



BEGINNER TO B2

6 LEVELS

* In accordance with the Revised 2015
Cambridge English: B2 First (FCE)



Class A



Class B



Class C



Class D



Class B1+



Class B2

Full Blast PLUS

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Grammar presented and practised in context
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and cross-curricular pages
- Songs
- A grammar reference section
- Interactive games

COMPONENTS

- Student's Book
- Workbook
- Companion
- Grammar
- Test Booklet
- MM Series Student's Resources
- Teacher's Book
- Workbook Teacher's Edition
- Grammar Teacher's Edition
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material

Revised
edition of our
best seller!

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of components,
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purchase, visit





Portal to English



A1 → B1



BEGINNER TO INTERMEDIATE

4 LEVELS



Class A



Class B



Class C



Class D

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context & through videos
- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- Activities designed to develop 21st-century skills
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and CLIL pages
- Songs
- A grammar reference section
- Three videos per module
- A digital vocabulary list

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COMPONENTS

- Student's Book
- Workbook with online code
- Companion
- Grammar
- Test Booklet
- MM Series Student's Resources
- Teacher's Book
- Workbook Teacher's Edition
- Grammar Teacher's Edition
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material





A1 → B2



BEGINNER TO B2

6 LEVELS



A1.1



A1.2



A2



B1



B1+



B2

Traveller Second Edition

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Culture and cross-curricular pages

COMPONENTS

- Student's Book
- Workbook
- MM Series Student's Resources
- Online Glossary
- Teacher's Book
- Class Audio Material
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- Interactive Whiteboard Material

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A1 → C1/C1+

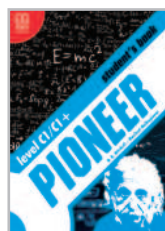


BEGINNER TO ADVANCED

7 LEVELS



A1.1



C1/C1+

Pioneer

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Reading material from authentic sources
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills

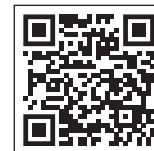
COMPONENTS

- Student's Book
- Workbook
- Grammar (Beginner to Pre-Intermediate)
- Teacher's Book
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material

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B1 → B2



INTERMEDIATE TO B2

2 LEVELS



Class B1



Class B2

Explorer

COURSE FEATURES

- Well-organised units, each of which is clearly divided into three lessons
- An integrated approach to the development of the four skills

COMPONENTS

- Student's Book
- Workbook
- MM Series Student's Resources
- Online Glossary
- Teacher's Book
- Workbook Teacher's Edition
- Class Audio Material
- MM Series Teacher's Resources
- Interactive Whiteboard Material

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CEFR		A1		A2		B1		B2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2
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Pioneer Grammar p. 33									
Traveller Grammar 2nd Edition p. 33									



Grammar



Junior A

Cool Team

Companion & Grammar

KEY FEATURES

- Translation of all the vocabulary in the Student's Book in order of appearance
- Simple and clear Grammar tables
- Activities to practise the vocabulary of each lesson
- Lessons that follow the syllabus of the Student's book
- Lively presentations
- Grammar boxes
- Colourful and amusing illustrations
- A variety of activities
- Revision sections
- Tests

COMPONENTS

- Student's book
- Student's book Teacher's edition (with the key overprinted)
- MM Series Teacher's resources





Junior A



Junior B



Junior A&B

BFF Companion & Grammar

KEY FEATURES

Companion

- Translation of all the vocabulary in the Student's Book in order of appearance
- Simple and clear Grammar tables
- Activities to practise the vocabulary of each module

Grammar

- Lessons that follow the syllabus of the Student's book
- Lively presentations
- Grammar boxes
- Colourful and amusing illustrations
- A variety of activities
- Revision units
- Tests

**FOR
JUNIOR
A, B, A&B**



For a full list of components, visit



To make a purchase, visit



COMPONENTS

- Student's Book
- Student's book Teacher's edition (with the key overprinted)
- MM Series Teacher's Resources



Junior A



Junior B

Young Stars Grammar

KEY FEATURES

- Brief, fun presentations
- Informative Grammar boxes which stress memorable points
- Cheerful, lively illustrations
- Variety of activities
- Revision units for the consolidation of previously taught grammar

**FOR
JUNIOR
A, B**

COMPONENTS

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- MM Series Teacher's Resources

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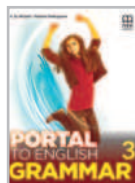




Class A



Class B



Class C



Class D

Portal To English Grammar

KEY FEATURES

- 22 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units

COMPONENTS

- Student's Book
- Teacher's Book
- Interactive Whiteboard Material
- MM Series Teacher's Material

**AVAILABLE IN BOTH
GREEK & ENGLISH EDITIONS**

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of components,
visit



To make a
purchase, visit



Class A



Class B



Class C



Class D

Full Blast PLUS Grammar

KEY FEATURES

- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Tests available in Full Blast!Plus Teacher's Digital Resources

COMPONENTS

- Student's Book
- Teacher's Book
- Interactive Whiteboard Material
- MM Series Teacher's Resources

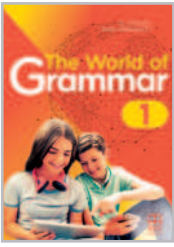
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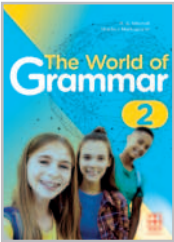


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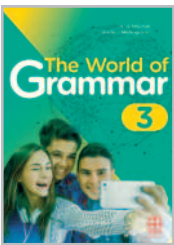




Class A



Class B



Class C

The World of Grammar

KEY FEATURES

- Presentation of grammatical structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded and challenging exercises
- Communicative activities which give learners the opportunity to practise the structures in a natural way
- Oral and written practice in every unit
- Revision units

COMPONENTS

- Student's Book
- Student's Book Teacher's Edition (with the key overprinted)
- Interactive Whiteboard Material
- Tests

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B1 → C1/C2

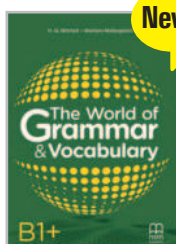


B1 INTERMEDIATE TO PROFICIENCY

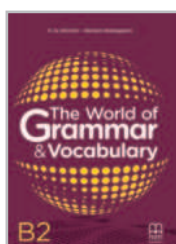
4 LEVELS



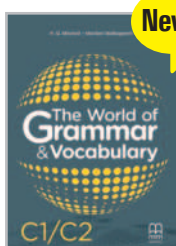
Class B1



Class B1+



Class B2



Class C1/C2

The World of Grammar and Vocabulary

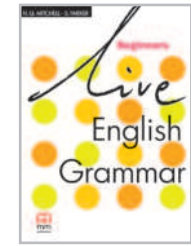
KEY FEATURES

- Presentation of grammatical structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded and challenging exercises
- Communicative activities which give learners the opportunity to practise the structures in a natural way
- Oral and written practice in every unit
- Revision units

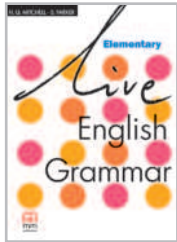
COMPONENTS

- Student's Book
- Student's Book Teacher's Edition (with the key overprinted)
- Interactive Whiteboard Material
- Tests

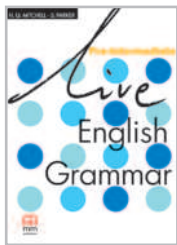




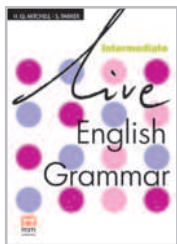
Class A



Class B



Class C



Class D

Live English Grammar

KEY FEATURES

- Presentation of grammatical structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Communicative activities which give learners the opportunity to practise the structures in a natural way
- Oral and written practice in every unit
- One revision exercise in each unit consolidating structures previously taught
- Regular revision units

COMPONENTS

- Student's Book
- Teacher's Book

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Smart Grammar and Vocabulary

KEY FEATURES

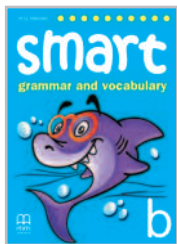
- Vocabulary practice
- Grammar boxes
- Colourful and amusing illustrations
- Oral activities/songs encouraging communication
- Revision units consolidating grammar and vocabulary
- Spelling and writing techniques
- Lively material for learning phonics

COMPONENTS

- Student's Book
- Teacher's Book
- Class Audio Material



Junior A



Junior B

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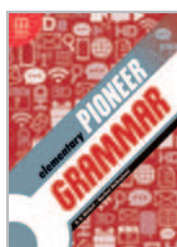


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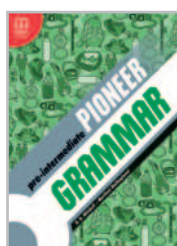




Class A



Class B



Class C

Pioneer Grammar

KEY FEATURES

- 30 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Communicative activities
- Written practice
- Revision sections

COMPONENTS

- Student's Book
- MM Series Teacher's Resources



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Class A



Class B



Class C

Traveller Grammar Second Edition

KEY FEATURES

- Presentation, rules and activities on each grammar function
- A revision page per module, including writing activity

COMPONENTS

- Student's Book
- MM Series Teacher's Resources



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Our exam-preparation books familiarise students of all levels with various examination formats, while providing them with the opportunity to adequately prepare and practise in order to maximise their chances of success.

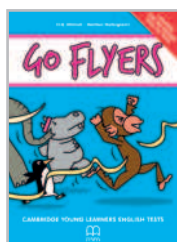
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Examinations



3 LEVELS
BEGINNER TO PRE-INTERMEDIATE
LEADING TO A1 → A2



Go Starters Go Movers Go Flyers

Updated for
the latest YLE
Tests.

KEY FEATURES

- 14 topic-based units practising grammar and vocabulary through activities in the format of the Pre A1 Starters / A1 Movers / A2 Flyers YLE tests
- Four tests in a reduced format
- One Final Test in the exact layout of the test
- Object Cards cut-outs
- An alphabetical Word List at the back of the Student's Book
- Teacher's notes (included in the second Class Audio Material)

COMPONENTS

- Student's Book (inc. Student's Digital Material)
- Class Audio Material

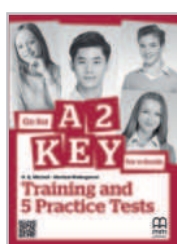
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1 LEVEL
PRE-INTERMEDIATE
A2



Go for A2 Key Practice Tests updated for the latest exam

KEY FEATURES

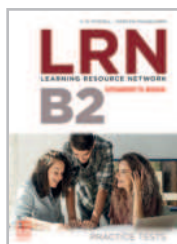
- An introduction with detailed information about the test
- A step-by-step training section which focuses on specific features of the test – including activities, tips and test-taking strategies – and is divided into three parts: Reading & Writing (Paper 1), Listening (Paper 2), Speaking (Paper 3)
- Comprehensive appendices for reference purposes
- Key and justifications for answers to reading and listening tasks, listening transcripts, sample answers for the writing tasks and suggested points for the speaking tasks

COMPONENTS

- Student's Book with Audio Material and Glossary Online
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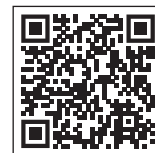
KEY FEATURES

- A detailed presentation of each part of the examination in the first practice test, including exam tips
- Model answers for the writing tasks
- Suggested answers for the speaking tasks
- Key and justification of answers for reading and listening tasks

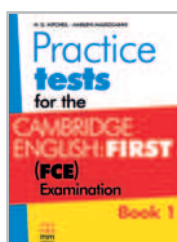
COMPONENTS

- Student's Book
- Teacher's Book
- Glossary
- Audio Material

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Practice tests for the Cambridge English: First (FCE) Examination

KEY FEATURES

- A wide range of authentic materials which reflect the variety used in the Cambridge English: B2 First (FCE) examination
- A table including information on the layout of each paper
- Vocabulary definitions for Paper
- Visual materials for speaking practice
- Sample answer sheets
- Full-length exam standard Audio Material including instructions
- Tests which have been pre-tested on students

COMPONENTS

- Student's Book
- Teacher's Book
- Glossary
- Class Audio Material

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B2 → C2



UPPER-INTERMEDIATE TO PROFICIENCY

2 LEVELS



Michigan ECCE/ECPE Practice Tests

KEY FEATURES

- A detailed presentation of each part of the examination in the first practice test, including exam tips
- Extra grammar and vocabulary practice after each practice test
- Model answers for the writing tasks

also for ECCE

- Suggested answers for the speaking tasks

also for ECPE

- A writing supplement, giving students guidance and practice on the new writing tasks
- Speaking material for a third student
- The examiner scripts for the speaking tasks

COMPONENTS

- Student's Book
- Teacher's Book
- Glossary
- Audio Material

Updated
for the
latest
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KEY FEATURES

- Units based on different topics and divided into three thematically linked sections, each of which corresponds to one of the three skills
- Topics which both interest learners and are commonly found in examinations
- A variety of speaking and listening tasks providing extensive practice in the language and functions which learners can use in the writing section
- Guidance, plans, tips and tasks leading to successful writing of all composition types
- Teacher's Books including key, listening transcripts and notes

COMPONENTS

- Student's Book
- Teacher's Book
- Class Audio Material

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B2+ → C1+

ADVANCED

1 LEVEL



IELTS Practice Tests

KEY FEATURES

- Student resource pages including: speaking practice, vocabulary consolidation and a writing appendix
- Key and transcripts
- Suggested answers to writing and speaking tasks
- Justifications for answers to all reading and listening tasks
- Learning strategies and useful tips preparing students for the exam
- Scoring reference
- A digital resource including a vocabulary list and animated videos

COMPONENTS

- Self-study Pack (Student's Book – Class Audio Material)

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B2 → C1

ADVANCED

1 LEVEL



MM Practice Tests for the TOEFL iBT® exam

KEY FEATURES

- A speaking appendix with extra speaking practice
- Learning strategies and useful tips preparing students for the exam
- Key and justifications for all reading and listening tasks
- Suggested answers to all speaking and writing tasks
- Listening transcripts
- A scoring section

COMPONENTS

- Self-study Pack (Student's Book – Class Audio Material)

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Readers



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PRE-JUNIOR

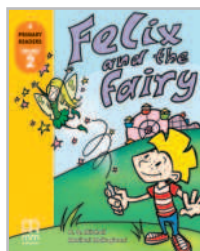
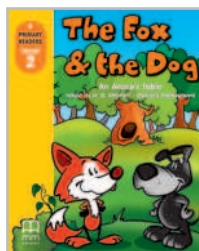
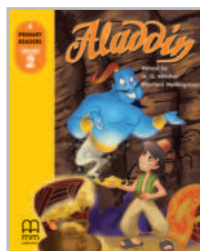


JUNIOR A

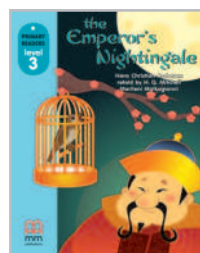
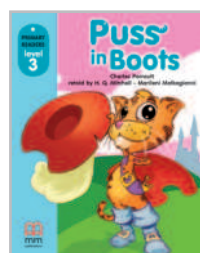




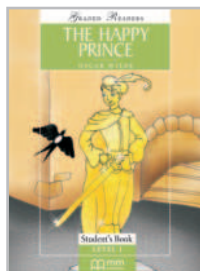
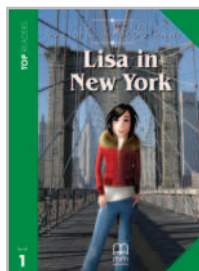
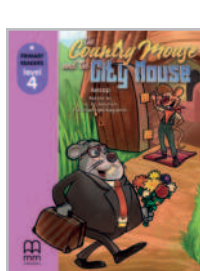
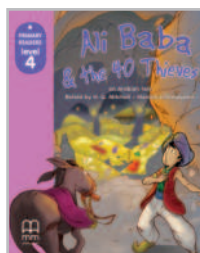
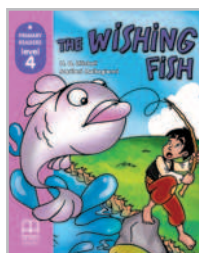
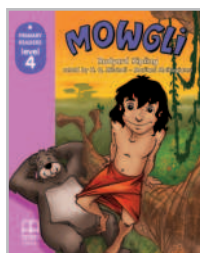
JUNIOR B



JUNIOR A&B



A CLASS



Readers

B CLASS



C CLASS

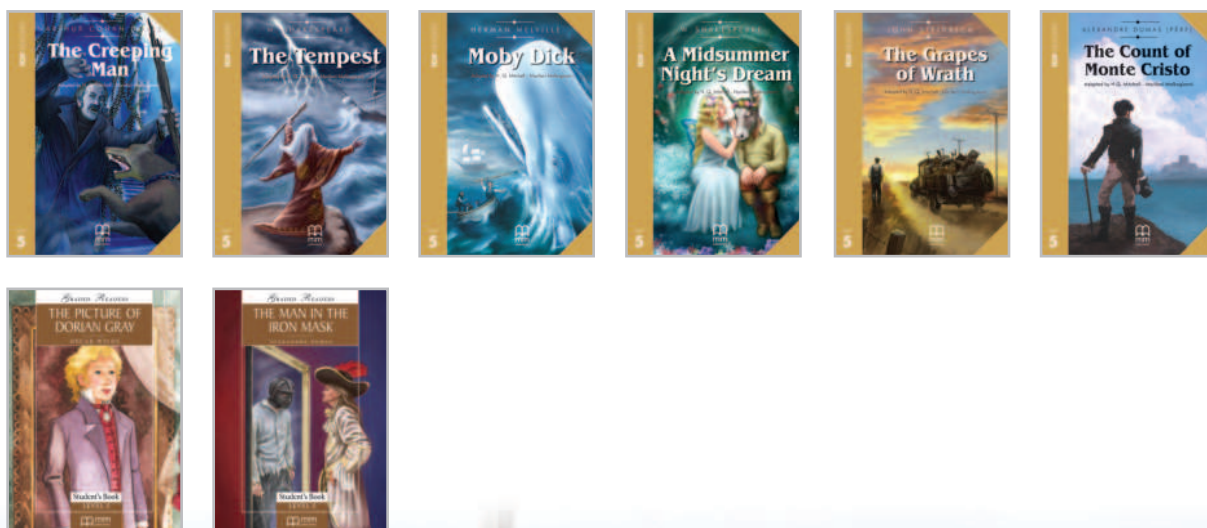




D CLASS



LEVELS B1+/B2



We offer teachers and learners enhanced digital support, including new interactive whiteboard material, video-based courses designed to consolidate all language skills covered in the related Student's Books, and extra online material addressing the needs of both teachers and students.

CEFR		A1		A2		B1		B2		C1		C2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
Interactive Whiteboard Material British & American version p. 47													
Student's Digital Material British & American version p. 48													
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Digital Resources



Interactive Whiteboard Material

Available for all of our coursebooks!

Engage your students and make your lessons come to life with our interactive whiteboard material!

Enhance your delivery with:

- An interactive version of the Student's Book, Workbook, Grammar Book Companion and Tests
- Games
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- A digital vocabulary list

including
3D animations
videos

including
3D animations
videos



Extra videos included in the IWB material

The Interactive Whiteboard Material contains extra videos and activities that supplement our coursebooks. These have been specifically designed to match the learners' ages and interests.

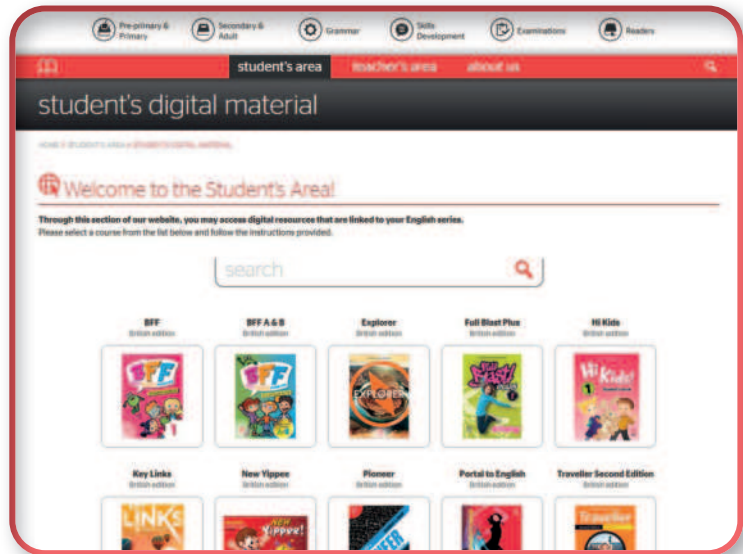


Student's Digital Material

The Student's Digital Material is now accessible online.

KEY FEATURES

- Presentations and songs from the Student's Book
- Videos
- Digital vocabulary list
- Games



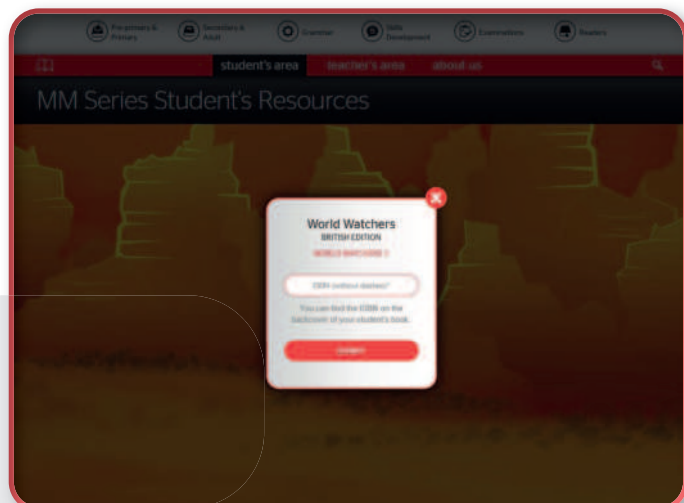
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- Interactive Whiteboard Material
- Tests
- Extra Practice
- Projects

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KEY FEATURES

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- Compatible with any device
- Immediate feedback
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LEADING TO B2



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DIGITAL MATERIAL FOR CLASS

ELT School is a Learning Management System that offers a blended mode of learning and teaching English all in one place.

This easy-to-use digital platform expands, enhances and deepens the students' understanding of the English language, while supporting, monitoring and recording their progress.



BINARY ELTSKILLS



ELT Skills is the ideal companion for the English language learner and a valuable supplement to any English language teaching course.

It covers all the essential areas of foreign language acquisition: reading, listening, speaking, writing, grammar, vocabulary and pronunciation.

KEY FEATURES

- Integrated skills: reading, listening, writing, speaking and grammar
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- Carefully designed and graded activities
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- Interactive roleplay activities
- Speaking activities and accent trainer in downloadable apps for offline practice
- Topic related songs for primary levels
- Illustrated grammar section with audio material and examples of the grammatical item in use
- Language review following the guidelines of the Common European Framework of Reference
- Audio clips for extra practice
- Student's Activity Book that is integrated into the program
- Interactive graded readers with audio and reading comprehension activities

Practise your
English
anywhere anytime

ELTSKILLS 1-6

6 levels for young learners
early beginners to pre-intermediate

ELTSKILLS

Beginners-Upper Intermediate
5 levels for teenagers and young adults

ELTSKILLS B2

exam preparation

for any device and platform





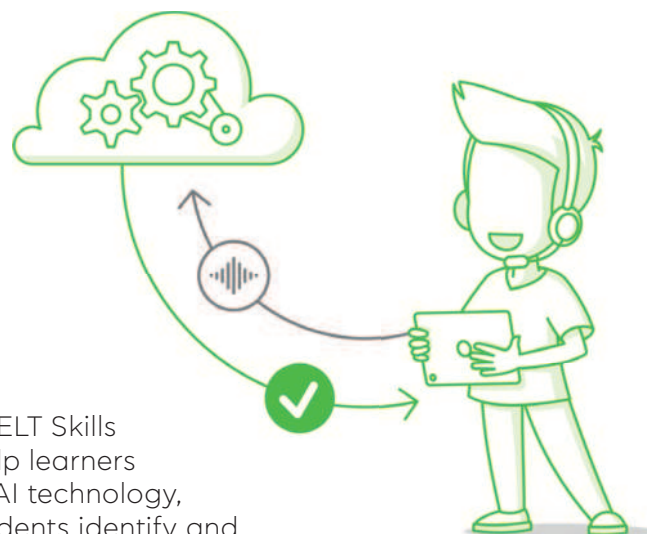
BINARY ELTSKILLS⁺

ELT SKILLS PLUS

Practise your pronunciation skills with the **Intelligent Accent Trainer**.

The Intelligent Accent Trainer, now available on the ELT Skills Plus platform, is a revolutionary tool designed to help learners speak English with confidence. By using advanced AI technology, this trainer provides real-time feedback, helping students identify and correct pronunciation mistakes effortlessly.

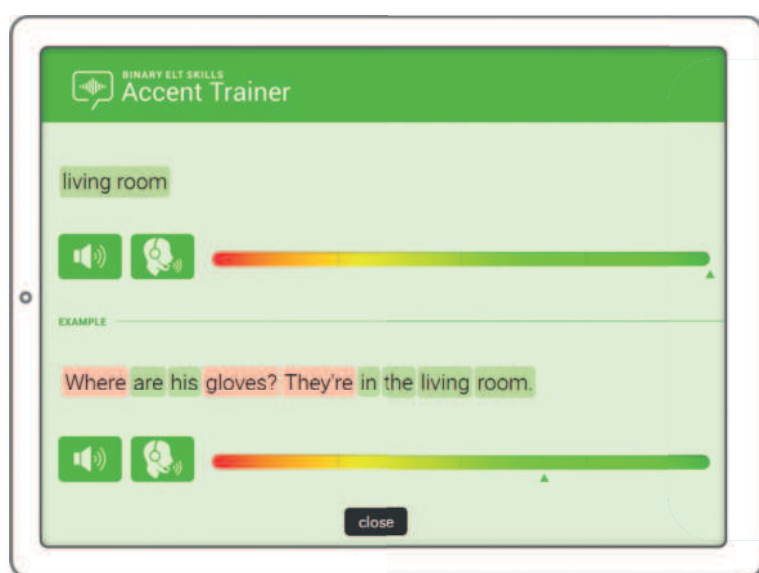
With a simple colour-coded system, students can instantly see which words need improvement, allowing them to practise independently. Unlike traditional methods, this trainer does not require a teacher, native speaker, or classmate, making it an ideal solution for self-paced learning.



Why Choose the Accent Trainer?

- **AI-Powered Pronunciation Feedback** – Our new Accent Trainer identifies the words that are pronounced incorrectly through an easy colour system to indicate which part of the sentence or word students need to improve their pronunciation.
- **Private & Independent Practice** – The student does not work with an actual person, a teacher, a native speaker or a classmate, so they are never embarrassed if they make a mistake. They become more confident in speaking skills without the intimidation factor of talking in the classroom.
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- **Secure & Private** – The ELT Skills platform respects the student's data privacy, and Binary Logic does not collect personal data for sharing with third parties. Students' voice recordings are anonymous and are not stored on our servers.

Perfect for **students at all levels**, the Intelligent Accent Trainer helps develop clear and confident speech—**anytime, anywhere**.



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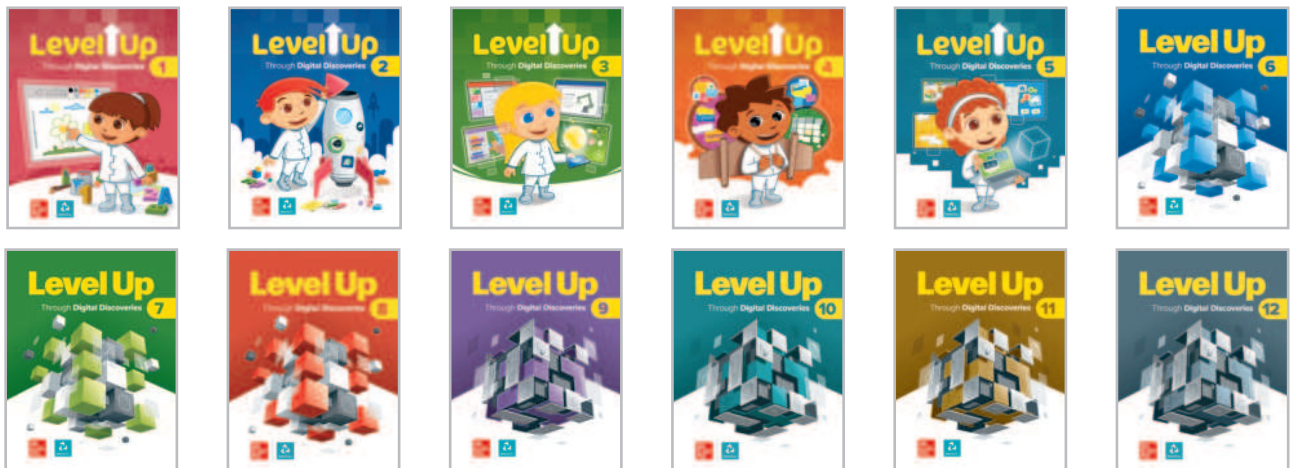
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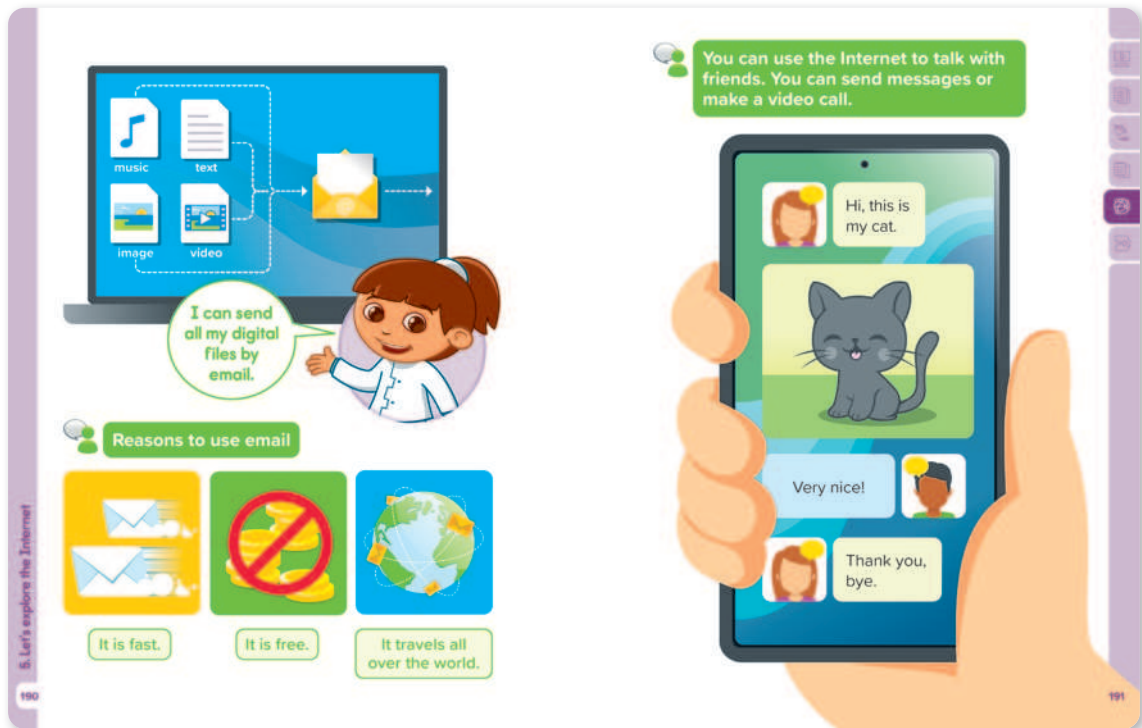
Skills and Pathways

Foundations



LEVEL UP THROUGH DIGITAL DISCOVERIES, GRADE 1, STUDENT EDITION

SAMPLE PAGES



FOUNDATIONS OF AI: ARTIFICIAL INTELLIGENCE 1

LESSON 2

Unsupervised Learning

Unsupervised Learning to Understand Text

Unsupervised learning is a type of machine learning where the model is not given any labeled training data. Instead, the model is only given a set of examples and must find patterns and relationships within the data on its own. In the context of understanding text, unsupervised learning can be used to discover latent structures and patterns within a dataset of text documents. There are many different techniques that can be used for unsupervised learning of text data, including clustering algorithms, dimensionality reduction techniques, and generative models.

Clustering algorithms can be used to group together similar documents, while dimensionality reduction techniques can be used to reduce the dimensionality of the data and identify important features. Generative models, on the other hand, can be used to learn the underlying distribution of the data and generate new text that is similar to the original dataset.

Clustering algorithms

Clustering algorithms can group similar customers based on their behavior, demographics, or purchasing history for targeted marketing and increased customer retention.

Dimensionality reduction techniques

Dimensionality reduction is used in image compression to reduce the number of pixels in an image to minimize the amount of data needed to represent the image while preserving its main features.

Generative models

Generative models are used in anomaly detection applications where anomalies are detected in data by learning the normal patterns of the data using a generative model.

One of the key advantages of using unsupervised learning is that it can be used to identify patterns and relationships that may not be immediately apparent to a human observer. This can be especially useful for understanding large datasets of unstructured text, where manual analysis may be impractical.

In this lesson, you will use an openly available dataset of news articles from the BBC to demonstrate some key techniques for unsupervised learning (Greene & Cunningham, 2006). The following code is used to load the dataset, which is organized into five different news folders representing articles from different news sections: business, politics, sports, technology, and entertainment. These five labels will not be used to inform any of the algorithms presented in this lesson. Instead, they will only be used for visualization and validation purposes.

Each news folder includes hundreds of text files, with each file including the content of a single specific article. Download the dataset from:

<https://www.kaggle.com/datasets/shivamkushwah/bbc-full-text-document-classification>

All rights to the original articles belong to the BBC. More details can be found at <http://mlg.ucd.ie/datasets/bbc.html>

Cluster

A cluster is a group of similar things in machine learning, grouping unlabeled data, all homogeneous clusters is called clustering.

```
# used to list all the files and subfolders in a given folder
from os import listdir
# used for generating random number
import random

articles_docs=[] # holds the text of the articles
articles_labels=[] # holds the news section for each article

for folder in listdir('news'): # for each news-section folder
    for file in listdir('news/'+folder): # for each text file in this folder

        # open the text file, use encoding='utf8' because articles may include non-ascii characters
        with open('news/'+folder+'/'+file,encoding='utf8',errors='ignore') as f:
            articles_docs.append(f.read()) # read the text of the article and append to the docs list

        # use the name of the folder (news section) as a label for this doc
            articles_labels.append(folder)

# shuffle the docs and labels lists in parallel
merged = list(zip(articles_docs, articles_labels)) # link the two lists
random.shuffle(merged) # shuffle them in parallel (with the same random order)
articles_docs, articles_labels = zip(*merged) # separate them again into individual lists
```

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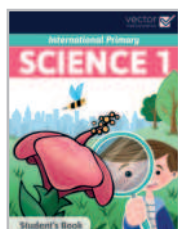
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2 LEVELS



UP TO A1



6 LEVELS



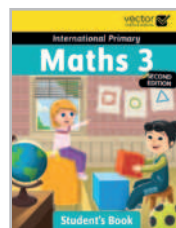
UP TO A2



6 LEVELS



UP TO A2



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SCIENCE 1, STUDENT'S BOOK

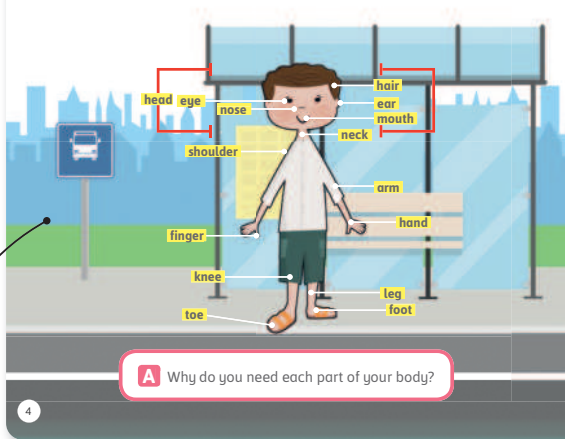
SAMPLE PAGES

1 Humans and Animals

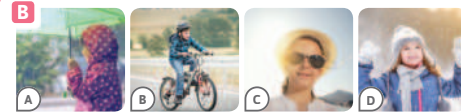
1.1 What are the parts of your body?

Keywords arm body ear eye finger foot hair
hand head knee leg model mouth
name neck nose shoulder toe

Let's think Your **body** has many parts.



high-quality illustrations



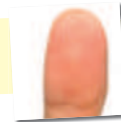
The children are wearing a raincoat, a helmet, a hat and sunglasses, a woolly hat, a scarf and gloves. On which parts of the body are they wearing them? Why?

Let's explore!

- Make a **model** of the human body.
- Draw the parts of the head on your model.
- **Name** the parts of your model.



Fun fact



Each human has lines on the ends of their fingers.



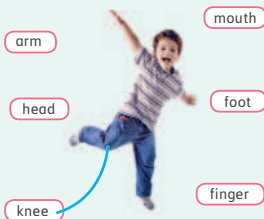
Your body has many parts.

important concepts and ideas presented in the lesson

review activities to consolidate students' knowledge

1 Review

1. Draw lines, as in the example.



2. How are you and your partner similar? How are you different?



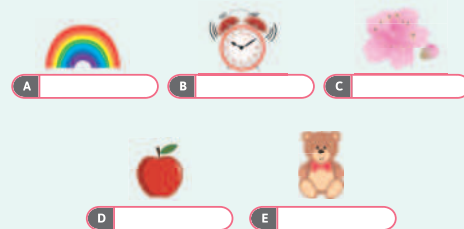
3. Complete the table with the numbers (1-9) for the kinds of food.



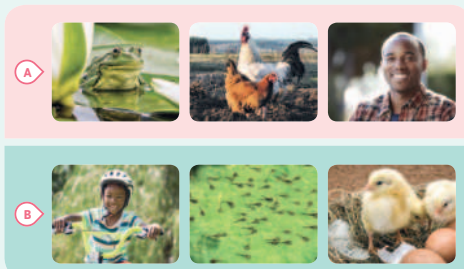
Bread, rice, cereal, potatoes, spaghetti	
Meat, fish, eggs, beans	
Milk, cheese, yoghurt	
Fruit and vegetables	
Oils and spreads	

4. Complete A-E with the words in the box.

hearing sight smell taste touch



5. Draw lines to match the young with their parents.



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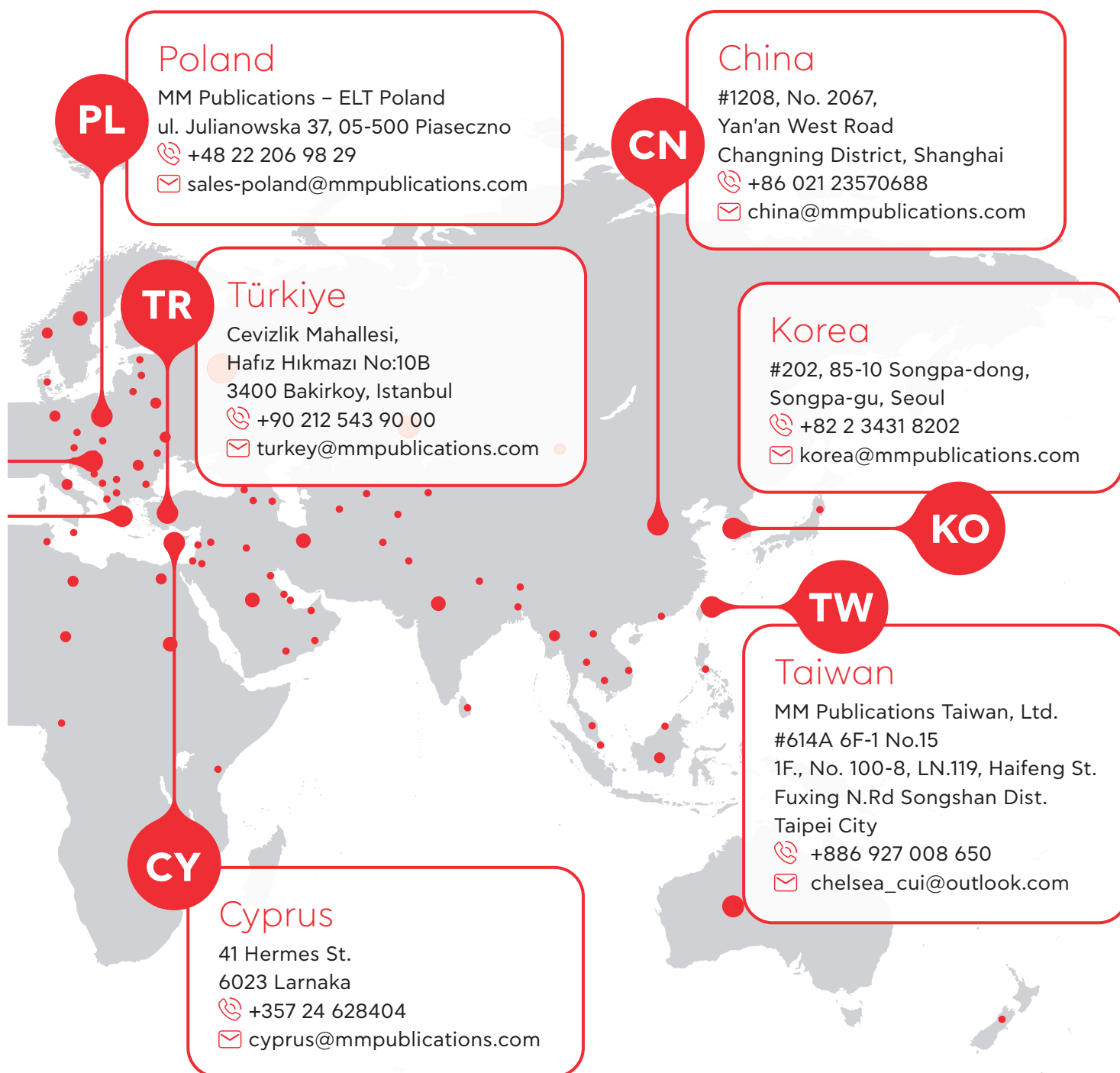
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