

Sky is the latest course by Brian Abbs and Ingrid Freebairn. Designed for young teenagers, Sky is both flexible and enjoyable to teach, making language classes meaningful.

Sky gives your students the motivation to learn and the confidence to succeed in English.

Reach for the Sky!

Taken from Students' Book Level 2

**33 Go slowly!**

**1 Read**

Hey, Jack, look at this! We can do mountain boarding on Box Hill. Let's try it on Saturday.

**Mountain boarding**  
A great new sport!

It isn't a snowboard. It's got four wheels but it isn't a skateboard. What is it? It's a mountain board!

**Mountain boarding** on grass is a great new sport – it's fun, it's fast and you can do it in winter and summer!

**Mountain boarding lessons** People usually learn to mountain board quickly but it's a good idea to have one or two lessons. When you start, it's important to go slowly and learn to turn and stop. Mountain boarding is fun when you can do it well.

**Come and try it on Box Hill** on Saturday and Sunday from April 1st to October 25th. 1 pm to 5 pm

**How much?** £7.00 for a lesson.

**2 Check**  
Right (✓) or wrong (X)?

- 1 A mountain board has got wheels. ✓
- 2 You go mountain boarding on snow.
- 3 You can only go mountain boarding in summer.
- 4 Mountain boarding is difficult to learn.
- 5 A mountain boarding lesson is £5.
- 6 Jack and Harry want to go mountain boarding on Saturday.

## Beginner – Intermediate



Brian Abbs and Ingrid Freebairn

Relevant topics introduce the language



Sky	Starter Level	Level 1	Level 2	Level 3
Students' Book	978 0 582 78635 6	978 0 582 83860 4	978 0 582 83861 1	978 0 582 83862 8
Activity Book (with Songs CD)	978 0 582 83892 5	978 0 582 83894 9	978 0 582 83896 3	978 0 582 83897 0
CD-ROM	978 0 582 84207 6	978 0 582 84208 3	978 0 582 84209 0	978 0 582 84210 6
Teacher's Book (with Test Master CD-ROM)	978 1 405 84477 2	978 1 405 84478 9	978 1 405 84479 6	978 1 405 84480 2
Class Audio CDs (3)	978 0 582 83879 6	978 0 582 83880 2	978 0 582 83881 9	978 0 582 83882 6
Class Audio Cassettes (3)	978 0 582 83875 8	978 0 582 83876 5	978 0 582 83877 2	978 0 582 83878 9
Test Book	978 0 582 83871 0	978 0 582 83872 7	978 0 582 83873 4	978 0 582 83874 1
Test Audio CD	978 1 405 81353 2	978 1 405 81354 9	978 1 405 81355 6	978 1 405 81356 3
Test Audio Cassette	978 1 405 81349 5	978 1 405 81350 1	978 1 405 81351 8	978 1 405 81352 5
Activity Book	978 0 582 83863 5	978 0 582 83864 2	978 0 582 83865 9	978 0 582 83866 6
Activity Book Songs CD	978 0 582 83887 1	978 0 582 83888 8	978 0 582 83889 5	978 0 582 83890 1
Activity Book Songs Cassette	978 0 582 83883 3	978 0 582 83884 0	978 0 582 83885 7	978 0 582 83886 4

Attention-grabbing photography and real-life situations

## Teacher Support

- ✓ Make planning and organising easier with the clear staging of the two-page lessons
- ✓ Tailor your teaching to the needs of your students with the extra materials in the Activity Book, Teacher's Book, CD-ROMs and DVDs
- ✓ Support and monitor students' progress throughout the year with the extensive variety of assessment resources in the Students' Book, Activity Book, Teacher's Book, Test Books and Test Master CD-ROMs

### 3 New words: Adjectives (I)

a) Listen and repeat.

- slow
- loud
- happy
- quiet
- angry
- polite
- rude
- careful
- fast

b) Match. I rude



### 5 Game

In groups, call out a name and give an instruction using an adverb.

Ania: Tomas! Count to five loudly!  
Tomas: OK. One! Two! Three! Four! Five!  
Katarina! Say your name quickly!

**Look and learn**

Regular		Irregular	
Adjective	Adverb	Adjective	Adverb
slow	slowly	good	well
quick	quickly	fast	fast
bad	badly	late	late
careful	carefully	early	early
easy	easily		

### 4 Write and listen

a) Look at the adjectives in Exercise 3 and write the adverb form.  
*slow-slowly*

b) Now listen and check.

c) Choose an adjective or an adverb for these sentences.

• slow(ly) • polite(ly) • quiet(ly)  
• early (early) • good (well) • loud(ly)  
• fast (fast) • careful(ly) • rude(ly)

1. Oh! Please be ...!
2. Please don't drive so ...! The roads are dangerous.
3. I don't understand Spanish very ... Can you say it again ...
4. Don't eat with your mouth open. It isn't ...
5. I don't like her. She spoke to me very ...
6. I can't hear you. Say it again ...
7. Jason is always late. He never arrives ...
8. Please look ... before you cross the road.

### 6 Listen



a) Listen to two friends having a mountain boarding lesson. Write the six adverbs you hear.  
1 carefully 2 ... 3 ... 4 ... 5 ... 6 ...

b) Who mountain boards well?  
Who mountain boards badly?

### 7 Rap

**The Adverb Rap**

Listen and complete the rap.

Start this rap  
Very ' ...  
Whisper it  
Just like a bird,  
Speak very ' ...  
Speak very ' ...  
Make sure we can  
Hear each word,  
Now go on and  
Say it ' ...  
Take a deep breath  
In and out.  
Say it ' ...!  
Say it ' ...!  
Open wide  
And start to SHOUT!



New words introduced regularly

## Sky will...

- capture your students attention with the colourful, authentic location photography, real-life characters and situations
- actively involve students in the learning process by giving them the language and motivation to share their feelings and thoughts
- help your students to be successful in all four skills thanks to the integrated skills work in the Students' Book and the extra reading and writing in the Activity Book
- give learners the opportunity to learn more about the outside world through lively 'Across Cultures' and 'Across the Curriculum' sections
- encourage your students to keep record of their language learning and achievements with the photocopiable English Language Portfolio
- make learning fun thanks to the stories, songs, raps and games

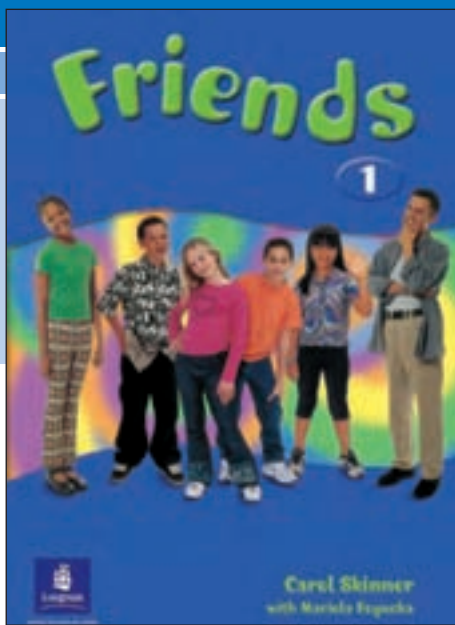
Clearly marked and easy to understand grammar boxes

Fun activities change the pace of lessons

### DVDs and Videos

Life in Britain (covers Starter and Level 1)  
DVD PAL 978 1 405 84393 5  
Video PAL VHS 978 0 582 84205 2  
Video NTSC VHS 978 0 582 84203 8

Kirsty's Secret (covers Level 2 and 3)  
DVD PAL 978 1 405 84394 2  
Video PAL VHS 978 0 582 84206 9  
Video NTSC VHS 978 0 582 84204 5



Children grow and mature at different speeds as they make the transition from childhood to adolescence.

*Friends* makes sure you can deal with the different learning styles involved so there is something for every student in your class.

Taken from Students' Book Level 2

## Beginner – Intermediate



Carol Skinner, Mariola Bogucka, Liz Kilbey

- Each level of *Friends* offers different contexts for different learning needs and interests, and carefully chosen topics for students in transition from childhood to adolescence
- The series develops all four skills, giving special attention to reading through a reading programme that covers both extensive and intensive reading skills
- The clear staging in each lesson and the achievable goals help build students' confidence for successful learning
- *Friends* is bursting with fun games, puzzles and projects that make learning enjoyable and memorable

### 18 Crazy Detectives

**Presentation**  
Listen and read.

**1** **Shirley:** Good evening and welcome to the 'Kobe your Menu!' show. On tonight's show we have the very famous detective, Shirley Holmes and her friend, George Cluesless. Hello, Shirley!

**2** **Shirley:** Now, George, you can only hear me. I'm going to ask you and your friend three questions. Your answers, George, must be the same as Shirley's answers.

**3** **Shirley:** Have you ever caught a dangerous thief, Shirley?  
**Shirley:** Yes, I have.  
**Cluesless:** George, has Shirley ever caught a dangerous thief?  
**Shirley:** Yes, she has.  
**Cluesless:** Correct, George. Shirley, have you ever eaten snails?  
**Shirley:** No, I haven't. They're disgusting!  
**Cluesless:** Now, George, has Shirley ever eaten snails?  
**Shirley:** No, she's never eaten snails.  
**Cluesless:** Correct again. Well done, George! Shirley, have you ever flown in a hot air balloon?  
**Shirley:** No, I've never flown in a hot air balloon.  
**Cluesless:** George, has Shirley ever flown in a hot air balloon?  
**Shirley:** Not never!  
**Cluesless:** Well done! You've won a holiday for two in Japan. You know your friend very well, George.

**4** **Cluesless:** Thank you! It's a perfect prize! Shirley has never been to Japan but she speaks Japanese very well.  
**Shirley:** Cluesless! I've been to Japan five times and I don't speak one word of Japanese!

### Teacher Support

- ✓ Find everything you need to teach a successful lesson in the all-inclusive Teacher's Book
- ✓ Provide variety in the classroom with the photocopiables from the Teacher's Book as well as the video
- ✓ Take control of all your assessment with materials in the Students' Book, Teacher's Book, Workbook and Test Book
- ✓ Find more resources for you and your students at [www.pearsonlongman.com/friends](http://www.pearsonlongman.com/friends)

#### Friends

Students' Book  
Activity Book  
Teacher's Book  
Class Audio CDs  
Class Audio Cassette(s)  
Test Book and Cassette Pack

#### Starter

978 0 582 30653 0  
978 0 582 30657 8  
978 0 582 30661 5  
978 0 582 84167 3  
978 0 582 30665 3  
978 0 582 77694 4\*

#### Level 1

978 0 582 30654 7  
978 0 582 30658 5  
978 0 582 30662 2  
978 0 582 84168 0  
978 0 582 53944 0  
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#### Level 2

978 0 582 30655 4  
978 0 582 30659 2  
978 0 582 30663 9  
978 0 582 84169 7  
978 0 582 30667 7  
978 0 582 79683 6

#### Level 3

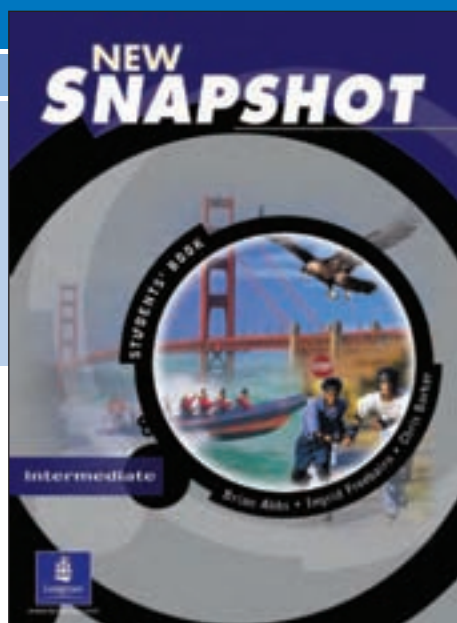
978 0 582 81681 7  
978 0 582 81682 4  
978 0 582 81683 1  
978 0 582 84170 3  
978 0 582 81714 2  
978 0 582 79686 7

#### DVDs and Videos

##### Friends in London

Video PAL VHS 978 0 582 85357 7  
Video Booklet 978 0 582 85356 0  
Video and Booklet Pack 978 0 582 85358 4

\* For Starter and Level 1



Revised and updated on the basis of teachers' feedback from around the world, *New Snapshot* takes the successful Abbs and Freebairn formula and combines it with exciting new features that you, the teachers, have asked for. This ensures that the course remains one which you can trust and which your students love.

Taken from Intermediate Students' Book



## Beginner – Intermediate



Brian Abbs, Ingrid Freebairn, Chris Barker

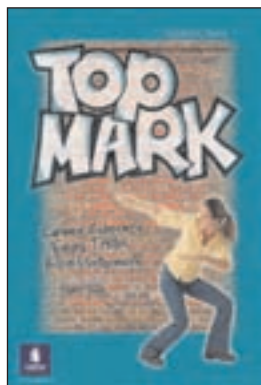
### With *New Snapshot* you can...

- capture your students' interest and imagination through real characters and up-to-date teenage topics
- help them improve their school skills with more reading, guided writing and cross-curricular content
- widen your students' experience of international culture through the new culture pages, projects and video
- give them a sense of achievement, whatever their ability, with the graded exercises in the Language Booster

### Teacher Support

- ✓ Introduce variety to your lessons with the songs, photocopyables and DVDs
- ✓ Find everything you need to plan a successful lesson in the multi-purpose Teacher's Book
- ✓ Keep a thorough and regular check on students progress with the Test Master CD-ROMs and Test Books
- ✓ Find extra resources for both you and your students at [www.pearsonlongman.com/snapshot](http://www.pearsonlongman.com/snapshot)

	Starter	Elementary	Pre-intermediate	Intermediate	DVDs and Videos	Snap.TV (Starter – Pre-intermediate)
New Snapshot Students' Book	978 0 582 77937 2	978 0 582 77928 0	978 0 582 77949 5	978 0 582 77941 9		DVD PAL 978 1 405 85224 1
Teacher's Book (with Test Master CD-ROM)	978 1 405 84481 9	978 1 405 84482 6	978 1 405 84475 8	978 1 405 84476 5	On Camera (Starter) Video PAL VHS 978 0 582 32939 3	Video PAL VHS 978 0 582 77987 7
Language Booster	978 0 582 77936 5	978 0 582 77929 7	978 0 582 77948 8	978 0 582 77942 6	Video NTSC VHS 978 0 582 32940 9	Video NTSC VHS 978 0 582 77986 0
Audio Class CDs (3)	978 0 582 77934 1	978 0 582 77931 0	978 0 582 77947 1	978 0 582 77943 3	An Ocean Apart (Elementary) Video PAL VHS 978 0 582 32837 2	DVD/Video Workbook 978 0 582 82474 4
Audio Class Cassettes (3)	978 0 582 77935 8	978 0 582 77930 3	978 0 582 77946 4	978 0 582 77944 0	Video NTSC VHS 978 0 582 32823 5	The Challenge and Real Lives (Pre-intermediate – Intermediate) DVD PAL 978 1 405 85225 8
Test Book (A+B)	978 0 582 77933 4	978 0 582 77932 7	978 0 582 77945 7	978 0 582 77939 6	Video Workbook 978 0 582 32827 3	Video PAL VHS 978 0 582 34454 9
						Video NTSC VHS 978 0 582 34453 2
						DVD/Video Workbook 978 0 582 34452 5



## Beginner - Intermediate



Carmen Echevarria, Emma Trelles, Ellen Montgomery. Course Consultant: Mark Levy

### Clear lessons give you Top Marks!

By motivating students with interesting topics of real educational value, *Top Mark* can really make a difference to your secondary classroom. The carefully-graded, step-by-step syllabus and the achievable objectives in each lesson help your students grow in confidence throughout the course so they can communicate accurately and effectively right from the start.



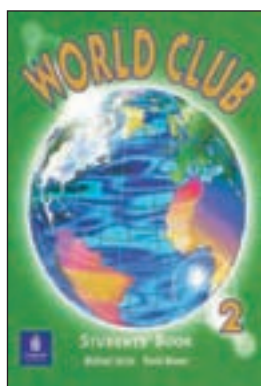
## Beginner - Pre-Intermediate



Steve Elsworth, Jim Rose with Olivia Date and Patricia Mugglestone

### The fresh, young course with teenage spirit.

By focusing on the interests and concerns of lower secondary learners and providing activities that are achievable and motivating, *Go!* aims to make sure that every student enjoys their English learning and is eager for more. Teachers and students will find *Go!* enjoyable and easy-to-use with short easy-to-teach units, extra resource materials and lots of test material.



## Beginner-Intermediate



Michael Harris, David Mower

### Join the club - discover the world.

This topic-based series means students learn about the world as well as English. They are able to easily bridge the gap between primary and secondary, growing with the course and becoming more independent as they learn. Your students will never be bored with *World Club*.

### Top Mark

	Level 1	Level 2	Level 3	Level 4
Coursebook	978 0 582 78902 9	978 0 582 78911 1	978 0 582 78920 3	978 0 582 78929 6
Workbook	978 0 582 78904 3	978 0 582 78919 7	978 0 582 78928 9	978 0 582 78936 4
Teacher's Resource Book	978 0 582 78903 6	978 0 582 78914 2	978 0 582 78923 4	978 0 582 78932 6
Class Audio Cassette	978 0 582 78905 0	978 0 582 78912 8	978 0 582 78921 0	978 0 582 78930 2
Class Audio CD	978 0 582 78906 7	978 0 582 78913 5	978 0 582 78922 7	978 0 582 78931 9
Tests (covers Levels 1 and 2)	978 0 582 78910 4			
Tests (covers Levels 3 and 4)	978 0 582 78915 9			

### Go!

	Level 1	Level 2	Level 3	Inside Outside Video Cassette
Students' Book	978 0 582 22888 7	978 0 582 22887 0	978 0 582 22886 3	PAL VHS Video Cassette 978 0 582 31642 3
Teacher's Resource Book	978 0 582 22880 1	978 0 582 22879 5	978 0 582 22878 8	Video Workbook 978 0 582 31608 9
Activity Book	978 0 582 22884 9	978 0 582 22883 2	978 0 582 22882 5	
Class Audio Cassette(s) *	978 0 582 27384 9	978 0 582 27378 8	978 0 582 27379 5	* Level 1 and 3 = 3 cassettes
Tests	978 0 582 29236 9	978 0 582 29237 6	978 0 582 29238 3	Level 2 = 2 cassettes
Grammar Practice	978 0 582 29233 8	978 0 582 29234 5	978 0 582 29235 2	

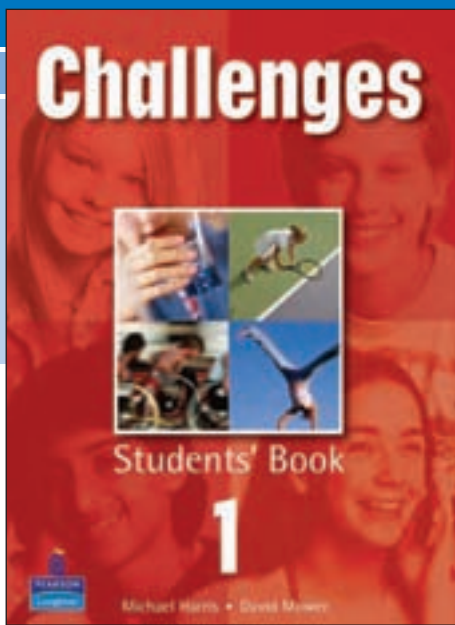
### World Club

	Level 1	Level 2	Level 3	Intermediate Level
Students' Book	978 0 582 34973 5	978 0 582 34974 2	978 0 582 34975 9	978 0 582 34976 6
Activity Book	978 0 582 34977 3	978 0 582 34978 0	978 0 582 34980 3	978 0 582 34981 0
Teacher's File	978 0 582 34982 7	978 0 582 34983 4	978 0 582 34984 1	978 0 582 34985 8
Class Audio Cassette(s) *	978 0 582 34986 5	978 0 582 34987 2	978 0 582 34988 9	978 0 582 34989 6

\* Level 1 and 2 = 1 cassette  
Level 3 and Intermediate = 2 cassettes



**Great teachers inspire,  
motivate,  
change the world**



## Beginner – Intermediate



Mike Harris, David Mower,  
Anna Sikorzynska

Activities to introduce lesson topics

### Technology Toolkit

- ✓ CD-ROMs for each level
- ✓ DVDs
- ✓ Test Master CD-ROMs for each level
- ✓ Companion Website
- ✓ Audio CDs
- ✓ Interactive Whiteboard Software

Teenagers enjoy being challenged and stretched. More and more young people around the world are taking part in challenging activities both at school and in their personal lives. *Challenges* meets the needs of demanding teenagers and gives them everything they need to be successful in learning English. You can do it!

Taken from Students' Book Level 1

## 9 The Amusement Park

**Warm-up**

1 Read the information about Alton Towers. Are the rides exciting?

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

2 → Picture Dictionary, page 125. Look at the Key Words and the photos (1–2). Guess the people's feelings.

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

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

**Reading and Listening**

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

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

Alex: Okay, what do we want to do?  
Lucy: I want to go on the Katanga Canyon. I like water rides.  
Tom: Yeah, I love going on them.  
Alex: No, I don't mind them but they're not very exciting.  
Rajiv: Yes, they're boring. Wow! Look at that. It's fantastic!  
Alex: What? What are you excited about?  
Rajiv: Over there. That's amazing. I want to go on that!  
Alex: Oblivion?!

Lucy: I'm not sure. I don't like heights.  
Alex: And you, Tom? You look nervous.  
Tom: Well, I hate heights!  
Rajiv: Oh, come on. It's great.  
Tom: Well, I ...  
Rajiv: Don't be scared, Tom!  
Tom: Oh, all right.

*After the ride*

Alex: Are you okay, Raj? You don't look very well.  
Rajiv: I'm fine.  
Tom: Do you want to go on it again?  
Rajiv: No, I don't.  
Tom: You're scared!  
Rajiv: No, I'm not.

Dialogues and photos develop the story

### Challenges

Students' Book	978 0 582 8 4745 3
Workbook (with CD-ROM*)	978 1 405 8 4471 0
Teacher's Handbook	978 1 405 8 3314 1
Total Teacher's Pack (with Test Master CD-ROM)	978 1 405 8 4823 7
Class Audio CD	978 0 582 8 5177 1
Class Audio Cassette	978 0 582 8 5173 3
Test Book	978 0 582 8 4750 7
Test Cassette	978 0 582 8 5181 8

### Level 1

978 0 582 8 4745 3
978 1 405 8 4471 0
978 1 405 8 3314 1
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978 1 405 8 3315 8
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978 0 582 8 5178 8
978 0 582 8 5174 0
978 0 582 8 4749 1
978 0 582 8 5182 5

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978 1 405 84825 1
978 0 582 85179 5
978 0 582 85175 7
978 0 582 84752 1
978 0 582 85183 2

### Level 4

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978 1 405 84474 1
978 1 405 83317 2
978 1 405 84826 8
978 0 582 85180 1
978 0 582 85176 4
978 0 582 84751 4
978 0 582 85184 9

\* CD-ROM contains audio for workbook

### Teacher Support

- ✓ Promote positive values in your students with the carefully-crafted characters in the Students' Book
- ✓ Keep your lessons inspiring and on track with the all-purpose Teacher's Handbook

- ✓ Understand more about how teenagers learn through the teacher development workshops in the Total Teacher's Pack
- ✓ Have total control of classroom assessment with the Test Master CD-ROMs (including placement tests)
- ✓ Find even more resources for you and your students at [www.pearsonlongman.com/challenges](http://www.pearsonlongman.com/challenges)

**Speaking**

4 Look at the Key Expressions.

**Key Expressions: Preferences**

I love going on them. I don't like heights.  
I like water rides. I hate heights.  
I don't mind them.

5 Look at the Sentence Builder. Write six sentences about amusement parks.

**Sentence Builder**

I like	heights.
don't like	going on water rides.
love	going to amusement parks.
hate	
don't mind	

6 Work in pairs. Talk about these things.

**Example**

A: I hate Monday mornings. And you?  
B: I don't mind them.

- Monday mornings
- watching television
- parties
- dancing
- reading
- doing homework
- sport
- mobile phones
- school

**Risk**

**Your Challenge**

**Speaking: A class survey**

1 Work in pairs. Choose one of these topics and think of five questions.

**Example**

What sports do you like?  
Do you like watching sport?

- sport (sports/teams/players)
- music (styles/groups/singers)
- cinema (films/actors/actresses)

2 Ask other students your questions. Write their answers.

**Writing: A report**

**Use your own ideas**

1 Use your answers to write a report about your class.

**Example**

**REPORT**  
Report: Class 708  
A sport survey

1 Four people in our class love football. Three people like it but two people hate football!

2 Three people love playing sport and four people like playing it. One person hates playing it.

3 Five people love watching sport. Two people like it but two people don't like watching it.

**Conclusion**

Football, playing sport and watching sport are very popular in our class.

2 Pass your reports around the class or read them out. What results are interesting?

→ **TIMEOUT** Page 100, Exercise 1

Wide variety of tasks to support skills development

Focus on key features of sentence structure

Final writing task is the students' own challenge

### Your students will...

- get involved in their learning with the wealth of informative and interesting topics
- be motivated by the real-life characters that promote positive values
- get a deeper understanding of language through the unique word, sentence and text-building activities
- take control of their learning with the many tips and strategy boxes on skills development
- have vocabulary support on hand at all time with the Picture Dictionary (in Levels 1 and 2) and Word Bank (in Level 3 and 4)



Further information:  
[www.pearsonlongman.com/challenges](http://www.pearsonlongman.com/challenges)  
Email us at [digitaldelivery@pearson.com](mailto:digitaldelivery@pearson.com)

### DVDs and Videos

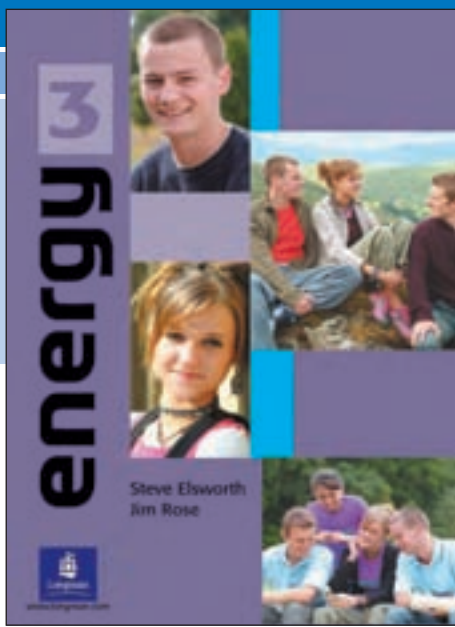
The Line (covers Level 1 and 2)

DVD PAL	978 1 405 83346 2
DVD NTSC	978 1 405 84374 4
DVD/Video Activity Book	978 0 582 84753 8
Video PAL VHS	978 0 582 85583 0

The Real Shakespeare (covers Level 3 and 4)

DVD PAL	978 1 405 83347 9
DVD NTSC	978 1 405 84375 1
DVD/Video Activity Book	978 0 582 84754 5
Video PAL VHS	978 0 582 85585 4





Designed with the advice and help of students and their teachers from around the world, *Energy* gives learners the tools and training they need to learn, remember and use new language. *Energy* is designed to ensure that students make the most of their time in the classroom and at home and get 'fit for English'!

Taken from Students' Book Level 3



## Beginner – Intermediate



Steve Elsworth and Jim Rose

Clear objectives and headings

### Technology Toolkit

- ✓ CD-ROMs for each level
- ✓ DVDs
- ✓ Test Master CD-ROMs for each level
- ✓ Companion Website
- ✓ Audio CDs

Photos set the scene for the story

#### Energy

Students' Book (with Wordstore)  
 Workbook  
 CD-ROM  
 Teacher's Pack (with classroom posters and Test Master CD-ROM)  
 Test Book  
 Test Audio CD  
 Test Audio Cassette  
 Class Audio CD  
 Class Audio Cassette

#### Level 1

978 0 582 32046 8  
 978 0 582 32048 2  
 978 0 582 77771 2  
 978 1 405 84315 7  
 978 0 582 32226 4  
 978 0 582 77768 2  
 978 0 582 77767 5  
 978 0 582 77766 8  
 978 0 582 32224 0

#### Level 2

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 978 0 582 32221 9  
 978 0 582 77776 7  
 978 1 405 84316 4  
 978 0 582 32339 1  
 978 0 582 77773 6  
 978 0 582 77779 8  
 978 0 582 77772 9  
 978 0 582 32225 7

#### Level 3

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 978 0 582 32368 1  
 978 1 405 82261 9  
 978 1 405 84317 1  
 978 0 582 32365 0  
 978 0 582 77780 4  
 978 0 582 77778 1  
 978 0 582 77777 4  
 978 0 582 32367 4

#### Level 4

978 0 582 77781 1  
 978 0 582 77782 8  
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 978 1 405 84318 8  
 978 0 582 77786 6  
 978 0 582 77788 0  
 978 0 582 77787 3  
 978 0 582 77785 9  
 978 0 582 77784 2

## Teacher Support

- ✓ Feel comfortable in any classroom situation thanks to the all-inclusive, easy-to-use Teacher's Book
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- ✓ Assess your students' performance and progress throughout the academic year with the comprehensive testing system which includes placement, progress and achievement tests, as well as more informal forms of assessment
- ✓ Find more resources for you and your students on the companion website at [www.pearsonlongman.com/energy](http://www.pearsonlongman.com/energy)

**Reading**

Johnny How's it going Rob?  
 Rob I feel good.  
 Johnny Rob, can I ask you a favour? Storm's just broken her pump.  
 Rob Hang on, Johnny. Her. Amy?  
 Amy Mmm?  
 Rob Do you want to celebrate later?  
 Amy Celebrate? What do you mean?  
 Rob Well, I'll win, of course.  
 Amy Don't count your chickens before they hatch! You have to beat Storm first.  
 Rob She said she didn't want to race.  
 Johnny She changed her mind.  
 Amy She's good, too. Her swimming time is better than yours, Rob.  
 Rob So what? She said she was slow on the bike.  
 Johnny She was, but she's really fast now. Rob... the pump?  
 Rob I really need to check the route on a map.  
 Johnny I'll get you a map. Can I borrow your pump, please?  
 Rob Sorry, I have to go - I know the route anyway. Straight along the Dublin Road and turn left. See you later!  
 Johnny Thanks a bit, Rob!  
 Amy What a highend! He said he'd win!  
 Johnny Hey, look - Storm's right behind him. Maybe I'd borrowed a pump.  
 Amy Go Storm! She looks great.  
 Johnny Heeee, she does! I think Rob's going to get a surprise.

**Vocabulary – Prepositions of movement**

Match the prepositions with the diagrams.

over under across through round along

**Roleplay – Map directions**

Amy and Johnny study the map. In pairs, student A you are Amy, look at the map. Student B you are Johnny, look at page 136. Ask and answer to complete the map.

A: Where do they go from the start?  
 B: Turn right into Dublin Road and go along it for about for three and a half kilometres.

**Remember**

You win a race.  
 You beat a person or a team.

Storyline of teenage characters in real-life situations

Vocabulary syllabus that helps students retain new language

## With Energy your students can...

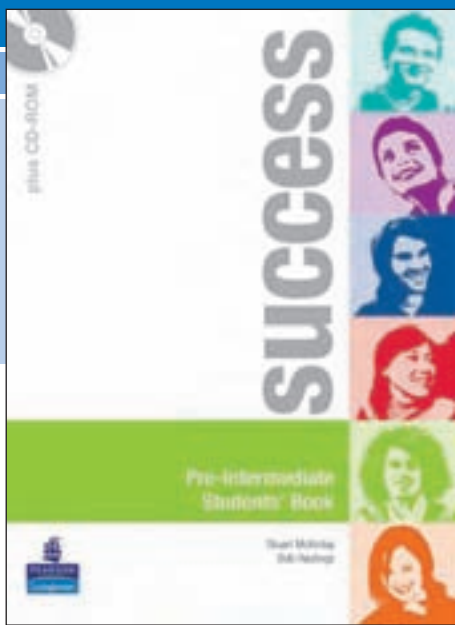
- be inspired by fresh, exciting content and a storyline based on real teenage lives
- gain confidence in using new vocabulary thanks to the Wordstore Vocabulary Notebook and the 'Memory Gym' and 'Memory Tips' exercises that aid memorisation of new words
- come to value and enjoy writing with 'Writing Gym' activities, which provide an easy step-by-step guide to the writing process
- learn grammar quickly and easily with contextualised practice activities in the Students' Book and graded exercises in the Workbook

Practical tips on how to remember specific grammar points

### DVDs and Videos

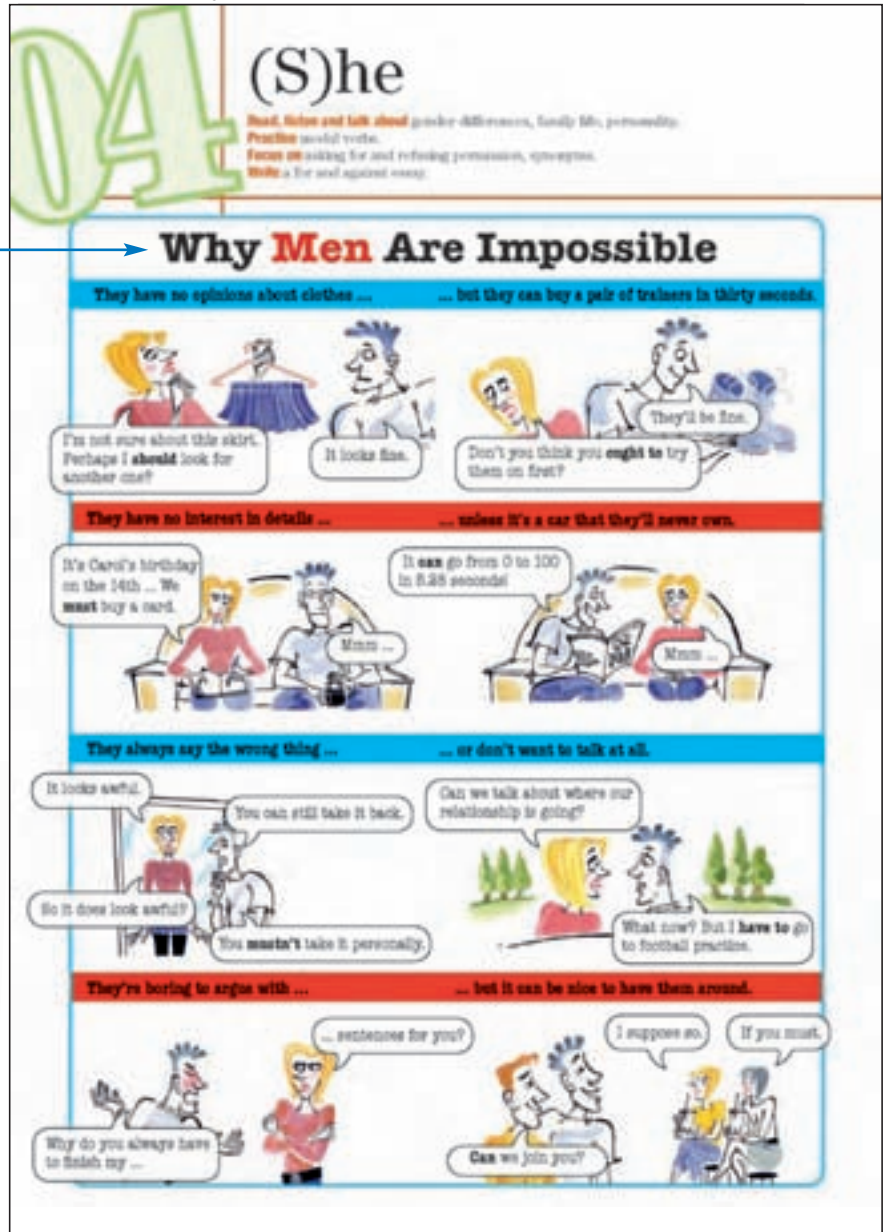
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Taken from Elementary Students' Book



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Jane Comyns-Carr, Bob Hastings,  
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\* Advanced level is due to be published early 2009

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- ✓ Introduce variety in your classroom by using the photocopiable resources and the DVD
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- ✓ Support your students in bridging the gap between their school life and adulthood

**GRAMMAR AND LISTENING**

In pairs, look at the cartoons and choose two words to describe the men and two words to describe the women. Use a dictionary to help you.

(an)improbable (in)chocolate (an)practical maniac (an)inertive (an)hypnotic (an)speedy talker (an)insane talker

The cartoon suggests that the men are interested because they always say the wrong thing.

**Work it out**

Look at the cartoons. Then, for each phrase 1–7 below find a phrase with a verb in bold which has the same meaning.

- I feel it's important for us to buy ...
- It's necessary for me to go ...
- Stop talking to yourself.
- It's a good idea to look for another one.
- Isn't it possible to try them on?
- It has the ability to go from 0 to 100.
- Are we allowed to join you?

**Check it out**

**Modals and related verbs**

- We use **must** and **have to** to talk about necessity. I **must** get up early tomorrow. (personal preference) I **have to** go to football practice. (external obligation)
- We use **mustn't** to talk about prohibition. You **mustn't** take it personally.
- We use **should** and **ought to** to talk about duty or give advice. You **ought to** try on those shoes first. Perhaps I **should** try another skirt?
- We use **can** and **could** to talk about ability in the present/past. It **can** go from 0 to 100 in 5.20 seconds! I **couldn't** understand men, but now I can.
- We use **can** to talk about possibility. You **can** still take it back to the shop.
- We use **can** to ask for permission or make requests. **Can** we talk about our relationship? **Can** we join you?

**Mind the trap!**

We use **must** in affirmative sentences in the present. To make questions and sentences in other tenses we use **have to**.

I **had to** get up early this morning.  
Do you **have to** be so rude?

We use **can** to talk about the present and **could** to talk about the past. To make sentences in other tenses we use **be able to**.

I've never **been able to** understand men.

For each sentence, circle the best option.

- You don't **have to** / **mustn't** tell anyone – it's a secret?
- I **must** / **have to** stay late at school today – we've got a rehearsal for the play.
- Since the accident he **hasn't been able to** / **couldn't** speak.
- In your country **would men / do men have to** do military service?
- I **ought to** / **mustn't** send her an email – she **must** be very worried.
- I **can't** / **couldn't** swim when I was younger.
- I **must** / **have to** go to the dentist – I've got really bad toothache.
- Don't worry about losing your library card – you **can** / **should** get a new one.

**Listen to the dialogue. Why does Jerry finally decide to go to the kitchen?**

**Complete the sentences with the correct verb. Use the clues in brackets. Then listen again and check.**

- Hey, girls, \_\_\_\_\_ (request) you make us some sandwiches?
- Chris **must** \_\_\_\_\_ (ability) put some clothes between two bits of bread.
- No, Lisa, you \_\_\_\_\_ (prohibition) listen to them. Don't! You \_\_\_\_\_ (advice) be so lazy!
- Remember when you \_\_\_\_\_ (ability) understand why your printer wasn't working and I \_\_\_\_\_ (necessity) fix it for you?
- Men \_\_\_\_\_ (do) help women with technical problems.
- You **love** \_\_\_\_\_ (possibility) to show how much you know about computers.
- I \_\_\_\_\_ (ability) out this rubbish!

**Work in pairs. Answer the questions. Use the verbs in bold.**

- Are there any rules that you **have to** follow at home?
- What things **could** you do when you were younger but you can't now?
- Does your school have any rules about things you **mustn't** do?

Integrated approach to teaching grammar and skills

Tips and strategies for learning

## Your students...

- will enjoy every minute of their course, thanks to the inspiring and up-to-date topics and the Culture Shock sections
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- will become communicatively competent for the outside world and their future careers with a syllabus that focuses on communication in real-world contexts
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Clear grammar lessons that use real-life examples



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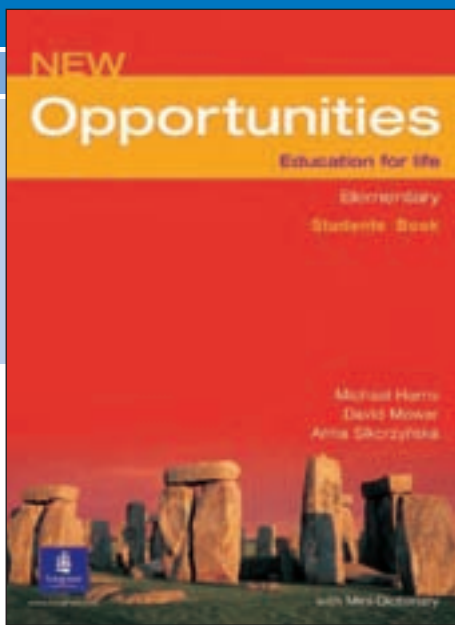
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Taken from Pre-intermediate Students' Book



## Beginner – Upper-Intermediate



Michael Harris, David Mower,  
Anna Sikorzyńska

Interesting and topical texts

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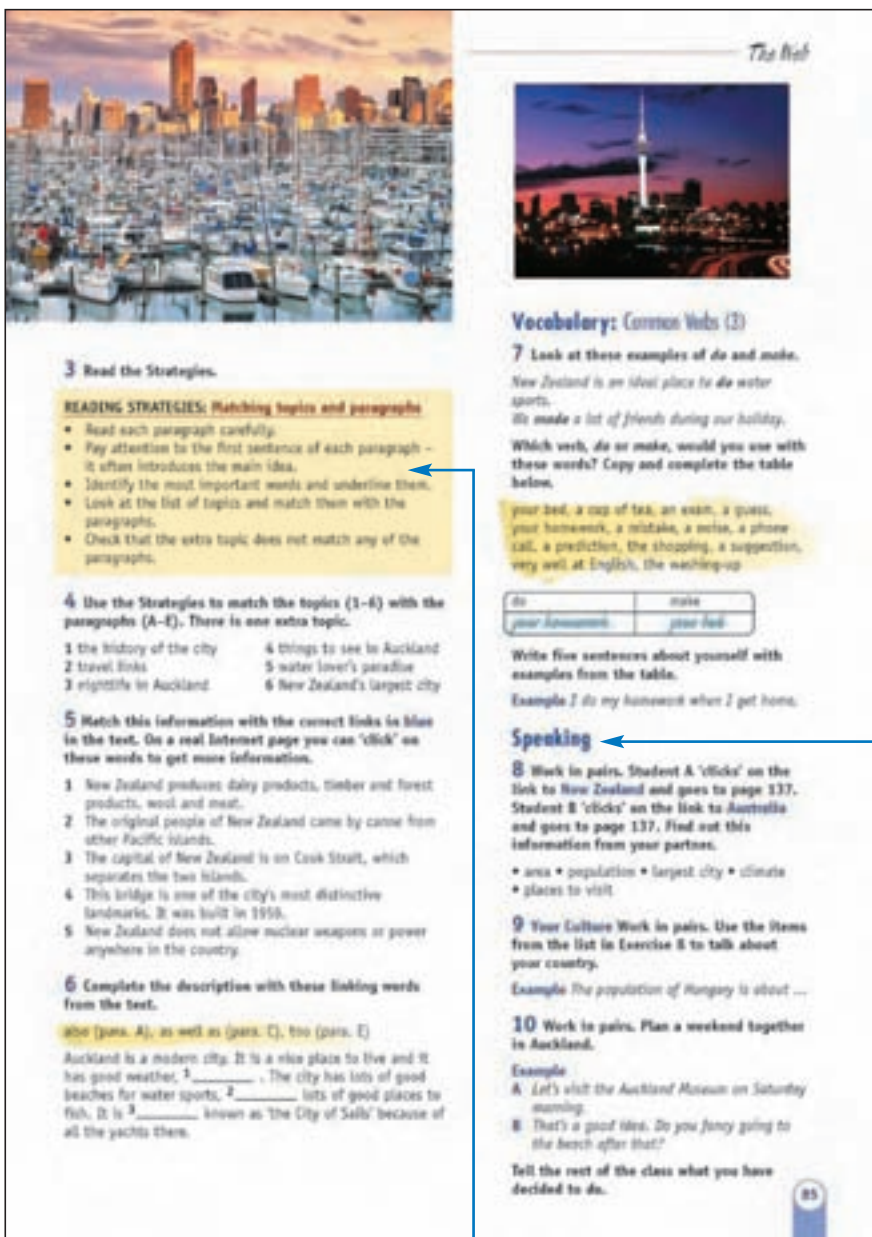
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(from Elementary upwards)	
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\* The test material for Beginner and Upper-Intermediate can be found on the Test Master CD-ROM in the Teacher's Book

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- ✓ Give your lessons more variety with the DVDs and CD-ROMs
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**3 Read the Strategies.**

**READING STRATEGIES: Matching topics and paragraphs**

- Read each paragraph carefully.
- Pay attention to the first sentence of each paragraph – it often introduces the main idea.
- Identify the most important words and underline them.
- Look at the list of topics and match them with the paragraphs.
- Check that the extra topic does not match any of the paragraphs.

**4 Use the Strategies to match the topics (1–4) with the paragraphs (A–E). There is one extra topic.**

1 the history of the city      4 things to see in Auckland  
2 travel links              5 water lover's paradise  
3 nightlife in Auckland      6 New Zealand's largest city

**5 Match this information with the correct links in blue in the text. On a real Internet page you can 'click' on these words to get more information.**

1 New Zealand produces dairy products, timber and forest products, wool and meat.  
2 The original people of New Zealand came by canoe from other Pacific islands.  
3 The capital of New Zealand is on Cook Strait, which separates the two islands.  
4 This bridge is one of the city's most distinctive landmarks. It was built in 1958.  
5 New Zealand does not allow nuclear weapons or power anywhere in the country.

**6 Complete the description with these linking words from the text.**

also (para. A), as well as (para. C), too (para. E)

Auckland is a modern city. It is a nice place to live and it has good weather. 1 \_\_\_\_\_ . The city has lots of good beaches for water sports. 2 \_\_\_\_\_ lots of good places to fish. It is 3 \_\_\_\_\_ known as 'the City of Sails' because of all the yachts there.

**Vocabulary: Common Verbs (3)**

**7 Look at these examples of do and make.**  
*New Zealand is an ideal place to do water sports.*  
*We made a lot of friends during our holiday.*

Which verb, do or make, would you use with these words? Copy and complete the table below.

your bed, a cup of tea, an exam, a guess, your homework, a mistake, a noise, a phone call, a prediction, the shopping, a suggestion, very well at English, the washing-up

do	make
your homework	your bed

Write five sentences about yourself with examples from the table.  
Example: I do my homework when I get home.

**Speaking**

**8 Work in pairs. Student A 'clicks' on the link to New Zealand and goes to page 137. Student B 'clicks' on the link to Australia and goes to page 137. Find out this information from your partner.**

- area • population • largest city • climate
- places to visit

**9 Your Culture Work in pairs. Use the items from the list in Exercise 8 to talk about your country.**  
Example: The population of Hungary is about ...

**10 Work in pairs. Plan a weekend together in Auckland.**

Example  
A: Let's visit the Auckland Museum on Saturday morning.  
B: That's a good idea. Do you fancy going to the beach after that?  
Tell the rest of the class what you have decided to do.

Consistent and thorough development of skills

## Opportunities will...

- offer interesting and meaningful content related to the students' own world
- help students handle communication on their own in a more effective and natural way
- give them the chance to use English in connection with other school subjects through the Topics Booklets
- increase students' awareness of exams' strategies and tasks
- encourage your students to become independent and active learners

Strategy boxes ensure good learning habits

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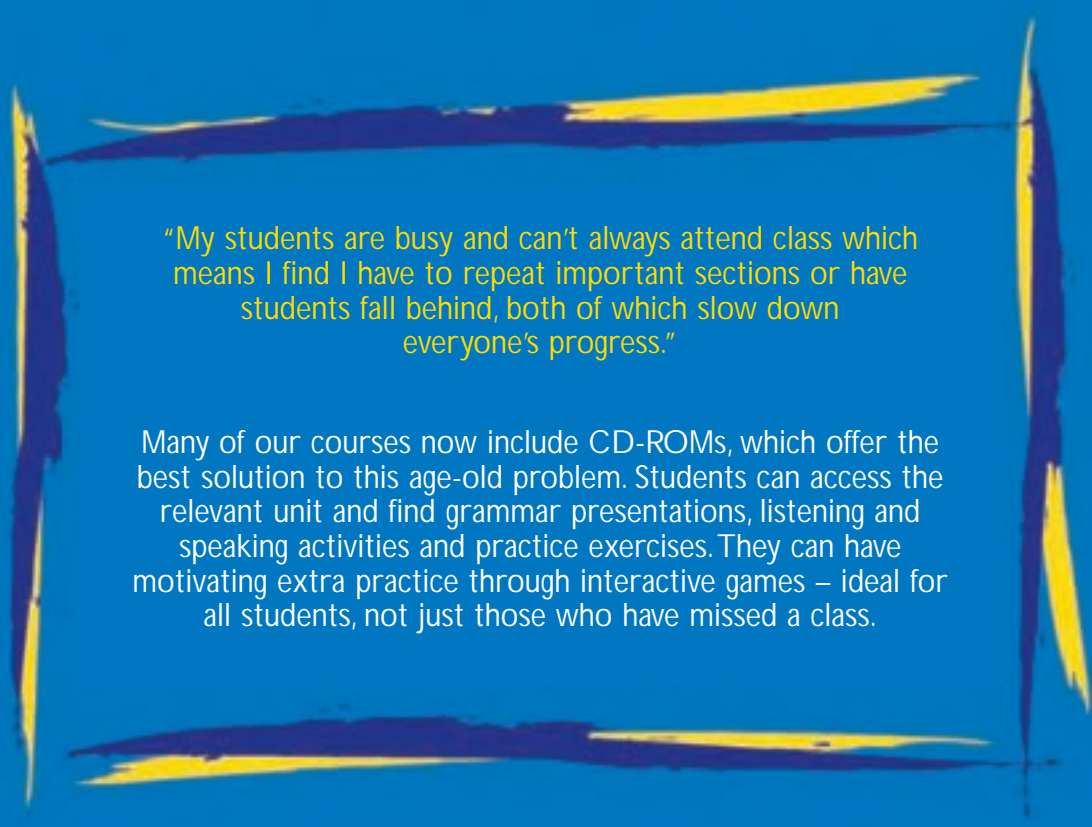
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Taken from the Pre-intermediate Coursebook



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

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- ✓ The Test Master CD-ROM in the Teacher's Book is an invaluable resource enabling you to measure your students' progress
- ✓ Add even more variety to your course with the Companion Website [www.pearsonlongman.com/languageleader](http://www.pearsonlongman.com/languageleader) which contains links to further information on a variety of subject areas relevant to your students' needs

**11.3**

**LISTENING**

3a Listen to part of a documentary about global warming. Number these topics in order (1-4).

- the presenter's opinion
- rainforests
- computer models
- the Arctic
- coral reefs
- sea levels and the Pacific islands

3b Listen again and answer these questions.

- How long has the presenter been a scientist?
- How long has she been a documentary maker?
- What does she now believe?
- Where does Bill Watts work?
- Why is life getting harder for the polar bears?
- Why are Pacific islands disappearing?
- What is happening in the rainforests?
- Why are coral reefs dying?
- Look at the graph. What do the two lines show?

3c The presenter says we have to produce less CO<sub>2</sub>. How can we do that? Discuss with a partner.

**GRAMMAR: present perfect continuous**

4 Look at these sentences and answer the questions.

- I've been a scientist for over 40 years.
- I've been making nature documentaries for the last twenty years.
- I've been working here since 1980.
- I can show how the temperature of the planet has been changing for the last 100 years.

1 Do these sentences refer to finished or unfinished time periods?

2 Which sentences describe repeated or continuous actions?

3 Which ones describe states?

We can use the present perfect continuous to describe repeated or continuous actions that continue up to now. We do not usually use it with state verbs.

5 Complete these sentences with the present perfect simple or continuous of the verbs. Which verbs are state verbs?

- Sea levels \_\_\_\_\_ quickly for the last ten years. (rise)
- We \_\_\_\_\_ about global warming for ten years. (know)
- We \_\_\_\_\_ oil since the industrial revolution. (use)
- How long \_\_\_\_\_ you \_\_\_\_\_ a scientist? (be)
- How long \_\_\_\_\_ she \_\_\_\_\_ documentaries? (make)

6 Complete these questions with the present perfect simple or continuous of the verbs. Then ask and answer the questions with your partner.

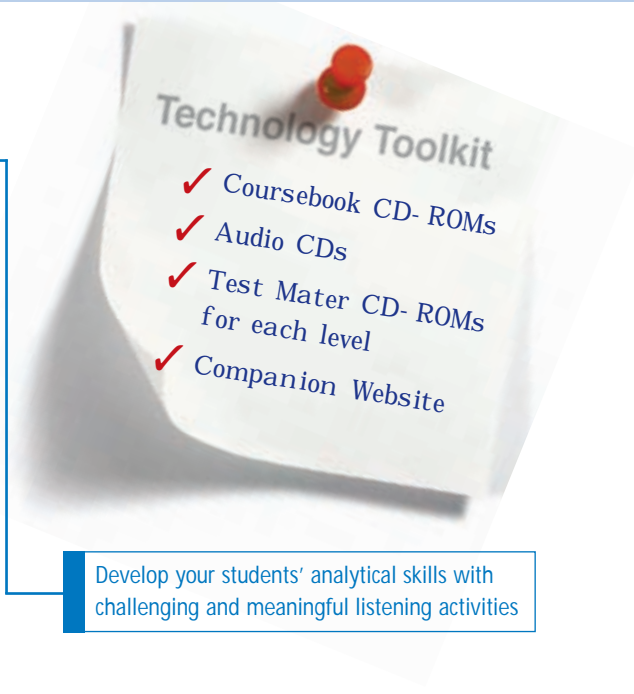
- How long \_\_\_\_\_ you \_\_\_\_\_ English? (learn)
- How long \_\_\_\_\_ you \_\_\_\_\_ your best friend? (know)
- How long \_\_\_\_\_ you \_\_\_\_\_ to this school? (come)
- How long \_\_\_\_\_ you \_\_\_\_\_ your current hair style? (have)
- Are you reading a novel at the moment? How long \_\_\_\_\_ you \_\_\_\_\_ it? (read)
- Do you have a job? How long \_\_\_\_\_ you \_\_\_\_\_ it? (have)

**SPEAKING**

7 How much do you agree with these statements? Give them a mark out of 5 (1 = completely disagree; 5 = completely agree). Compare your opinion with your partner and discuss the statements.

- We can't stop global warming. It's too late.
- My government has been doing a lot to reduce global warming.
- Nuclear power is the best way to replace fossil-fuel power.
- There should be an extra eco-tax on flights.
- The way I live my life is bad for the environment.
- Wind farms are ugly and shouldn't be built in beautiful places.

The environment UNIT 11 93

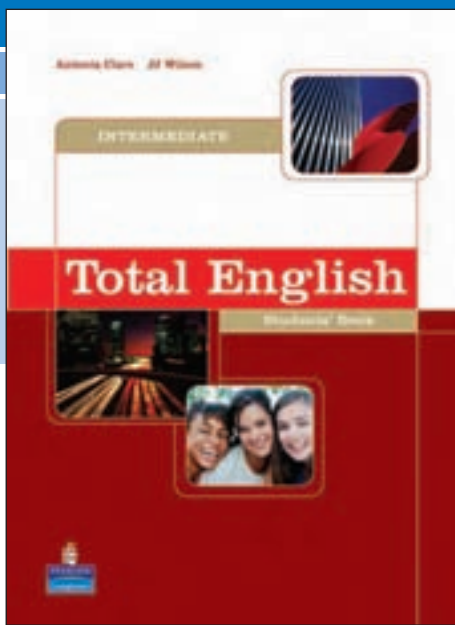


Develop your students' analytical skills with challenging and meaningful listening activities

- The Coursebook CD-ROM provides extra practice and self assessment for learners with a wide variety of exercises
- With the accompanying Workbook Audio CD, learners have the opportunity to improve their listening outside the classroom
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'Can Do' objectives are linked to the CEF and give students a clear purpose for the lesson

Authentic reading texts are taken from magazines, newspapers and advertisements

Based on Common European Framework (CEF) 'can do' objectives, *Total English* is the ideal choice for teachers who want a well-organised course with clear learning aims and a wide range of authentic supplementary material. The students' book includes a DVD with authentic clips from film and TV. The workbook has a 'catch-up' CD-ROM with extra practice material for students who miss lessons.

Taken from the Intermediate Students' Book

### 2.1 Media first

**Objective**  
Can do

**the passive**  
give opinions and agree/disagree

#### Speaking and reading

**1 Discuss.**




- 1 In what order were the things in the box invented? (See page 44 for answers.)
- 2 Which of them have been the most important for a) the world? b) you personally? and c) your country?

TV newspapers the internet radio video

**2 a** Do the quiz in pairs.

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

**b** Read the text to check your answers.

#### ON TOP OF THE MEDIA

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

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

**The No.1 reality TV show:** Big Brother. Like it or not, Big Brother is the most popular show of its kind. It was first shown in Holland in 1999 and it has been broadcast in over twenty countries.

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

**The No.1 search engine:** Google. Lots of information can be found by searching Google. In fact, it is used for over 250 million searches in 192 languages every day. It was named after Google, which is the number represented by one + one hundred zeros.

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

**The No.1 quiz show of recent years:** Who wants to be a millionaire? It started in the UK in 1978 but has now been broadcast all over the world.

**The No.1 TV addicts:** The US has 805 televisions per 1,000 people, the world's highest number, and in the US they watch TV the most. By the age of only four the average US citizen has spent nine years in front of the TV.

**The No.1 selling newspaper:** Yomost Shenshen. It sells ten million copies a day in Japan.

**And some firsts ...**

- The TV was invented by John Logie Baird. He gave the first public demonstration in 1926.
- Ten years later there were still only 100 TV sets in the world.
- The first TV 'ad' was for a clock, in New York in 1941. They paid nine dollars for the ad.
- The first video recorder (1956) was 1.1 metres high and weighed 685 kilograms, as much as a small car.

**Glossary**

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

### Total English

	Starter	Elementary	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced
Students' Book (With DVD)	978 1 405 84828 2	978 1 405 81561 1	978 1 405 81562 8	978 1 405 81563 5	978 1 405 81564 2	978 1 405 84827 5
Students' Book (Without DVD)	978 1 405 82824 6	978 1 405 82824 6	978 1 405 84177 2	978 1 405 84189 5	978 1 405 84183 3	978 1 405 84171 0
Teacher's Book (With Test Master CD-ROM)	978 1 405 84830 5	978 1 405 84319 5	978 1 405 84320 1	978 1 405 84321 8	978 1 405 84322 5	978 1 405 84829 9
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Workbook (Without key, With CD-ROM)	978 1 405 82914 4	978 1 405 82690 7	978 1 405 82691 4	978 1 405 82692 1	978 1 405 82693 8	-
Workbook only	978 1 405 82829 1	978 1 405 82829 1	978 1 405 84182 6	978 1 405 84188 8	978 1 405 84637 1	978 1 405 84176 5
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Class Audio CD	978 1 405 82823 9	978 1 405 80043 3	978 1 405 80049 5	978 1 405 80056 3	978 1 405 80064 8	978 1 405 80061 7

## Teacher Support

- ✓ The Teacher's Book provides extensive teacher's notes, photocopiable activities and DVD worksheets
- ✓ Find fully editable tests for all stages of the course with the Test Master CD-ROM available with the Teacher's Book

- ✓ Add variety to your course with photocopiables and webquests from the Companion Website [www.pearsonlongman.com/totalenglish](http://www.pearsonlongman.com/totalenglish)
- ✓ *Total English* CEF portfolios are available for all levels of the course

The screenshot shows a lesson page with a red '2.1' label in the top right corner. It contains several sections:
 

- 3 a** Read the text again and mark the sentences true (T), false (F) or no information (NI).
  - 1 According to the article, most people think the media contains a lot of rubbish.
  - 2 People in Holland didn't like *Big Brother*.
  - 3 Google is a number.
  - 4 Orson Welles was a media tycoon.
  - 5 Who wants to be a millionaire? is the most popular quiz show in history.
  - 6 Americans watch more TV than any other nationality.
  - 7 *Nimrod Shireburn* is a daily newspaper.
  - 8 The first ever TV ad was very successful.
- b** Tick (✓) any information in the text that you already knew. Write (S) if you were surprised by the information. Compare with a partner.
- 4** Complete the example sentences in the Active grammar box using examples from the text. Then match the rules (a-c) to the sentences (1-3).
- 5** Put the sentences from TV news stories into the Present Simple active or passive.
  - 1 A top politician \_\_\_\_\_ (remove) from office.
  - 2 The boss of n-WW Steel \_\_\_\_\_ (give) £4,000,000 bonus by company directors.
  - 3 Workers in a car factory in Scotland \_\_\_\_\_ (stop) work for forty-eight hours.
  - 4 Injured football star \_\_\_\_\_ (be) to rest for three weeks.
  - 5 The body of a famous climber \_\_\_\_\_ (find) in Austrian mountains.
  - 6 Philip Roth \_\_\_\_\_ (win) the big prize – again.
  - 7 Tesco's Supermarkets \_\_\_\_\_ (open) their doors to Sunday night shoppers.
  - 8 A new health report finds that fewer games \_\_\_\_\_ (play) at school than ever before.
- 6** Add one missing word to each sentence.
  - 1 The story has told many times.
  - 2 Last week's article was written our leading journalist.
  - 3 The magazine sold in twenty countries now.
  - 4 The newspaper will printed at 3.00 a.m.
  - 5 "This news report been brought to you by Fox Cable News, USA."
  - 6 The World Wide Web invented by Tim Berners-Lee.
  - 7 These days, over a million books published every week.
  - 8 The growth of television can't stopped.
- 7** Listen and check your answers.

 The 'Active Grammar' box is highlighted with a blue border and contains:
 

- Active grammar**
- Present Simple: *Many films \_\_\_\_\_ made in India.*
- Past Simple: *The TV \_\_\_\_\_ invented by John Logie Baird.*
- Present Perfect Simple: *Big Brother has \_\_\_\_\_ broadcast in over twenty countries.*
- Modal verbs: *Lots of information can \_\_\_\_\_ found by searching Google.*
- a)** We use the **active** to describe what someone/something does.
- b)** We use the **passive** to describe what happens to someone/something (often when the person or thing that does the action is not known or not important.)
- c)** If we want to say who/what does the action in a passive sentence, we often use **by**.
- 1 The TV was invented in 1928 by John Logie Baird.
- 2 John Logie Baird invented the TV in 1928.
- 3 The TV was invented in 1928.



## Your students will...

- be motivated by the authentic materials provided in the Coursebook
- reinforce their grammar and vocabulary knowledge with the 'reference' and 'review' sections at the end of each unit
- be able to get extra practice material using the 'catch-up' CD-ROM with the Workbook
- develop good study habits with the lifelong learning boxes

Grammar is clearly presented and practised in the 'Active Grammar' boxes

Students get regular pronunciation practice in each unit



Further information:  
[www.pearsonlongman.com/totalenglish](http://www.pearsonlongman.com/totalenglish)  
 Email us at [digitaldelivery@pearson.com](mailto:digitaldelivery@pearson.com)

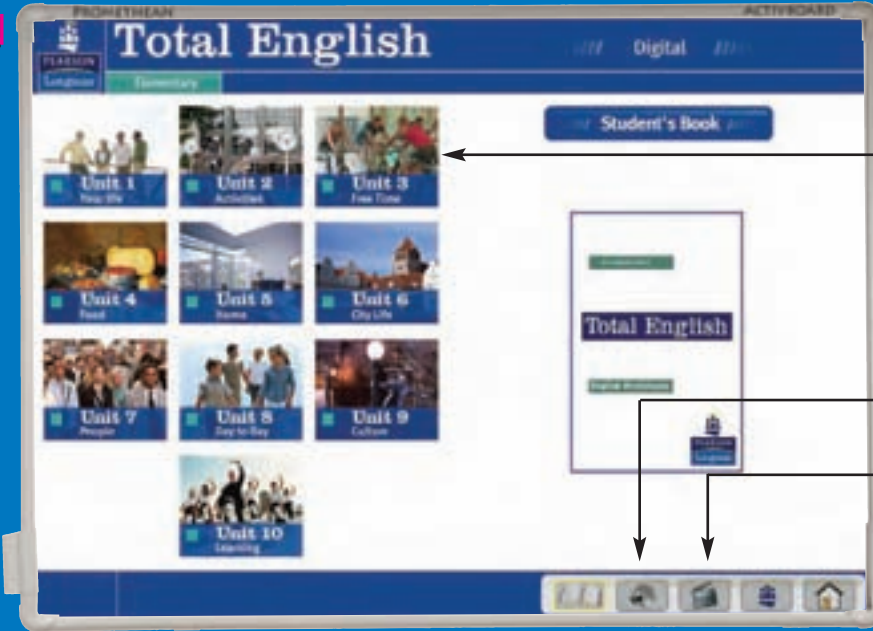
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**NEW**

# Total English Digital



Zoom



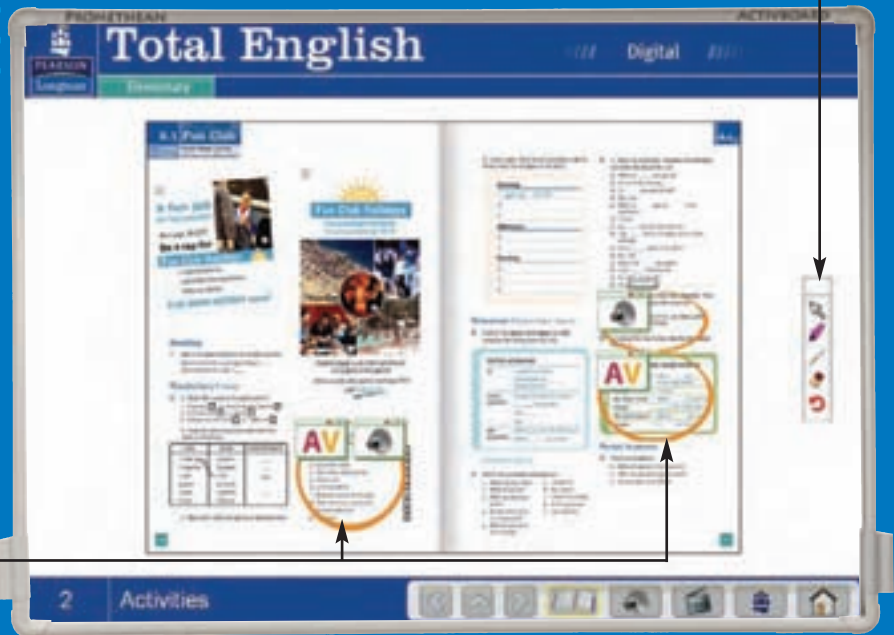
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Jump down



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Touch control audio

## Teacher Support

- ✓ Introduction
- ✓ Get-started unit walkthrough
- ✓ FAQ's answer all your questions making Total English Digital simple to use
- ✓ Website provides technical and classroom support
- ✓ Unit-by-unit Teacher's Guide helps you achieve maximum results

## More benefits

- ✓ All video and audio in one place
- ✓ On-screen note-making facility
- ✓ Enhanced classroom management
- ✓ Dedicated Companion Website



Further information:  
[www.pearsonlongman.com/totalenglish](http://www.pearsonlongman.com/totalenglish)  
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Elementary	978 1 405 88357 3
Pre-Intermediate	978 1 405 88359 7
Intermediate	978 1 405 88358 0
Upper-Intermediate	978 1 405 88360 3



Teachers appreciate *New Cutting Edge* for its fun, thorough, communicative approach. Solid grammar work, a focus on high-frequency vocabulary and regular well-structured speaking tasks will enable your students to produce language effectively.

Taken from Pre-intermediate Students' Book

**Old and new**

- may, might, will, definitely, etc.
- Present tense after if, when, before and other time words
- Vocabulary: Modern and traditional
- Pronunciation: Stress in compound nouns
- Reading: The 1900 house
- Task: Facilit!
- Wordspot: ?

**Vocabulary and speaking**  
Modern and traditional

1 **Match** the modern items in A with the more traditional items in B.

<b>A</b>	<b>B</b>
a air conditioning	board games
b booking online	cash
c central heating	washing clothes by hand
d charge and credit cards	street markets
e computer games	a cooker/hove
f a dishwasher	buying a CD or cassette
g downloading sound files	electric fans
h a microwave oven	going to the cinema
i renting a DVD	quitting up for tickets
j sending text messages	sending letters and boxes
k shopping malls	cool fans
l a washing machine	doing the washing-up

2 Choose four pairs of items in exercise 1. Say which you prefer and give reasons. Do you ever have problems with these items modern or traditional? Explain why.

**Pronunciation**

1 **Listen** Look at the difference in stress between the compound nouns below.

noun + noun	adjective + noun
air conditioning	hot water

2 **Listen** Mark the stress on these compound words. Listen and check. Practise saying the words.

computer game shopping mall hot food  
washing machine mobile phone vacuum cleaner  
text message electric fan

**Reading and speaking**

1 Work in pairs. How important are these things in your life (1 = very important, 5 = not important)?

• the internet	• a washing machine
• hot water	• a vacuum cleaner
• computer games	• the telephone
• central heating	• a fridge

2 The Bowler family on page 81 took part in a reality TV show where they lived the life of people 100 years ago. What differences do you think they found? Make a list.  
Example: no computer games.

3 **Read** the text opposite. How many of the differences on your list are mentioned?

## Starter – Advanced



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

Students can check unknown vocabulary using the mini dictionary at the back of the book

The strong emphasis on speaking skills provides students with regular opportunities to practise speaking using a wide range of meaningful activities

Regular pronunciation boxes integrate pronunciation work with grammar and lexis

Cutting Edge/New Cutting Edge	Starter	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
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Tests	-	978 0 582 34451 8	978 0 582 34449 5	978 0 582 34450 1**	978 0 582 34450 1**	-

\*Starter to Pre-intermediate = 2 CDs Intermediate to Advanced = 1 CD

\*\* Covers Intermediate and Upper Intermediate

## Teacher Support

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- ✓ Find tests for all stages of the course with the Test Master CD-ROM

- ✓ Make lesson planning easier with the Companion Website: worksheets, webquests, Common European Framework benchmarking documents are all available at [www.pearsonlongman.com/cuttingedge](http://www.pearsonlongman.com/cuttingedge)
- ✓ Motivate your students using the documentary-style videos and accompanying workbooks

**S The 1900 House**

The Bowler family was one of more than 400 families who applied to *1900 House*, a reality TV show which took a typical family back a hundred years to see how people lived in the days before the internet, computer games and even electricity.

The Bowler family spent three months in a London home without a telephone, fridge, computers, radio, TV, fast food or central heating. TV cameras recorded their day. The Bowlers wore clothes from 1900, ate only food which was available in England at that time, and cooked their meals on a single stove which also gave them their hot water.

Paul Bowler still went to work every day (dressed in a nineteenth-century uniform), and the children went to school as normal. They changed their clothes on the way to and from school and their classmates didn't know about their unusual home life. Joyce stayed at home, cooking and cleaning like a typical housewife of the time. 'I'm jealous, because if it's 1900 or 2005 my husband gets the better deal,' she said. 'Everything takes three times as long, like the cooking and everything.' The stove took twenty-eight minutes to boil water, and cleaning the house and clothes without a vacuum cleaner or washing machine was a nightmare.

So does Joyce think that people's lives were better in the old days?

'I think they had just as many troubles and worries, and I don't think their life was better or worse. There were lots of things back then that I'm happy I don't have to deal with nowadays, but on the other hand life was simpler.'

Eleven-year-old Hilary said, 'We had a lot more time with our family, and it was hard being nice to each other all the time. Having contact with your family all the time is really, really good.'

What did the Bowler family miss most about modern life while living in the 1900 house?

Paul, 29: 'a hot shower'

Joyce, 44: 'a quick cup of tea from a kettle you could just turn on'

Kathryn, 17: 'telephone, shampoo and hot water'

Hilary, 11: 'computer games, music and normal sounds like the washing machine'

Joseph, 9: 'pizza and the computer'

**4** Which member(s) of the family:

- didn't wear 1900 clothes all the time?
- stayed at home all day?
- found it strange being with the family all the time?
- missed talking to teacher friends?
- was positive things about life in the past?

Explain your answers.

**5** Look at the phrases in bold below from the text. Find the best meaning for the word or phrase in bold in the box.

problems	really difficult
has an easier life	strange
people could say	difficult

- ... the only food which was available ... at that time ... (line 9)
- ... my husband gets the better deal ... (line 19)
- ... cleaning the house ... without a vacuum cleaner ... was a nightmare. (line 23)
- ... I think they had just as many troubles ... (line 27)
- ... it was hard being nice to each other all the time. (line 31)
- Having contact with your family all the time is really, really good. (line 35)

**6** Imagine you have to live in a 1900 house. Look again at the list of things that the Bowler family missed about modern life. Which would you miss most? Compare your ideas in groups.

I couldn't live without my telephone!

The extended texts are designed to develop students' reading skills



## What makes *New Cutting Edge* special?

- There is regular grammar practice and this can be extended using the Language Summary at the back of the book
- Students will produce the language they have studied using the communicative tasks in each module
- Students will consolidate the language they have learned using the Study...Practise...Remember! sections at the end of each module



Now with self-study CD-ROMs

Cutting Edge Video Cassettes		
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NTSC VHS	978 0 582 46941 9	978 0 582 46936 5
Activity Book	978 0 582 46939 6	978 0 582 46938 9



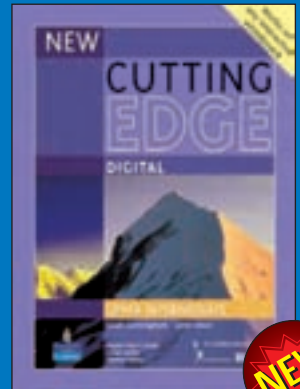
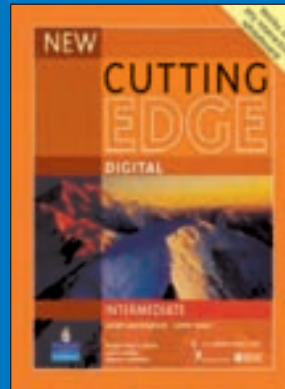
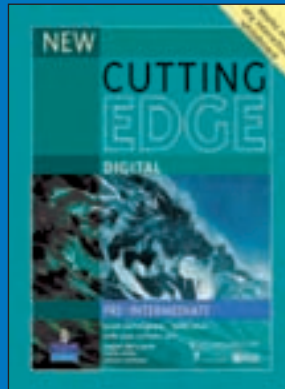
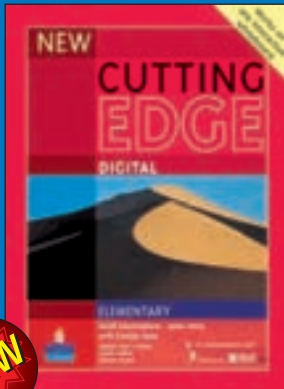


# New Cutting Edge Digital



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British Council teacher, Abu Dhabi



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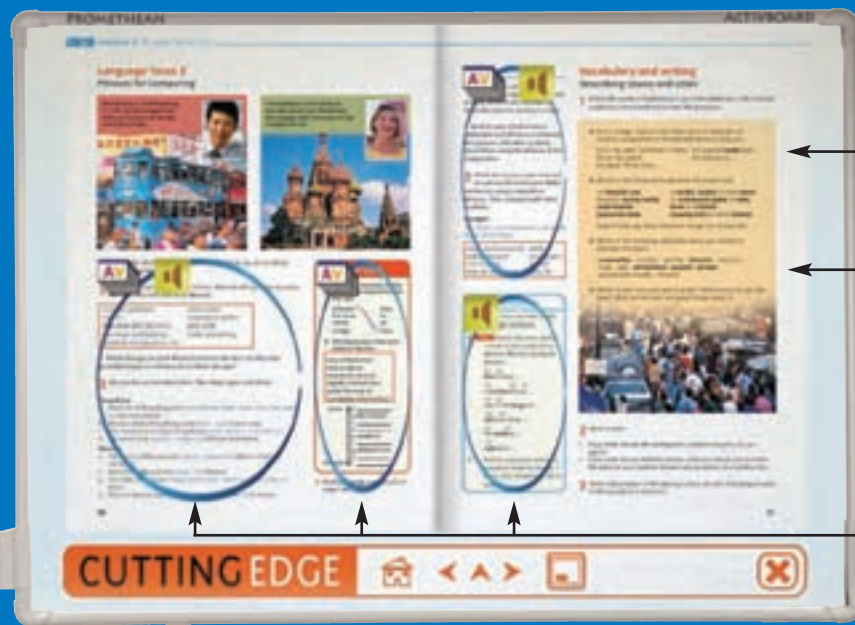
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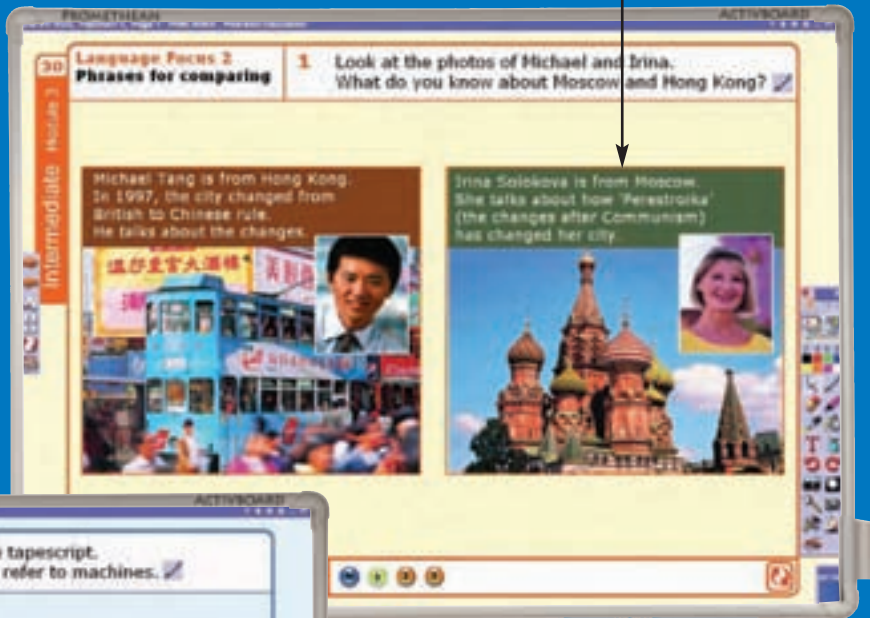


On-screen Students' Book improves classroom management

Zoom feature to expand text, pictures or exercises

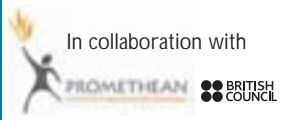
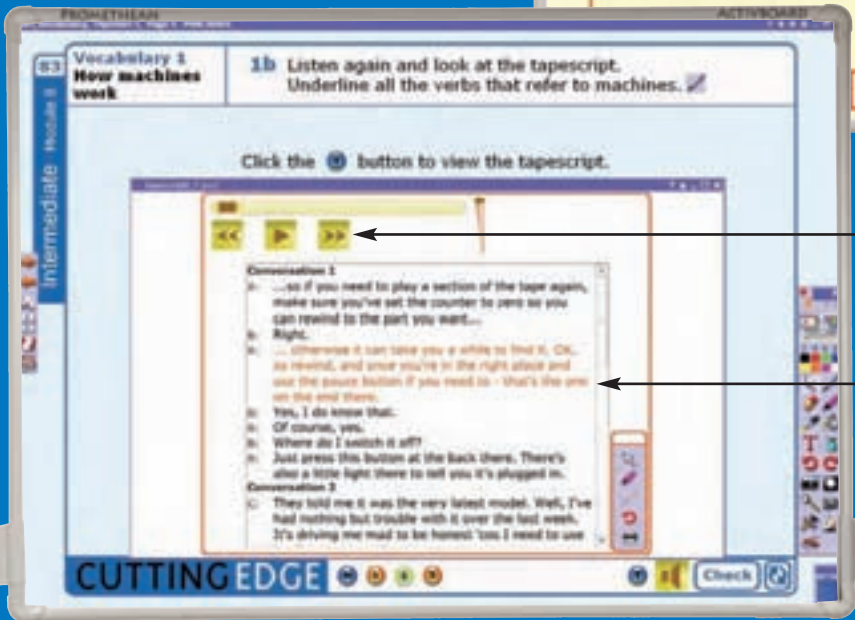
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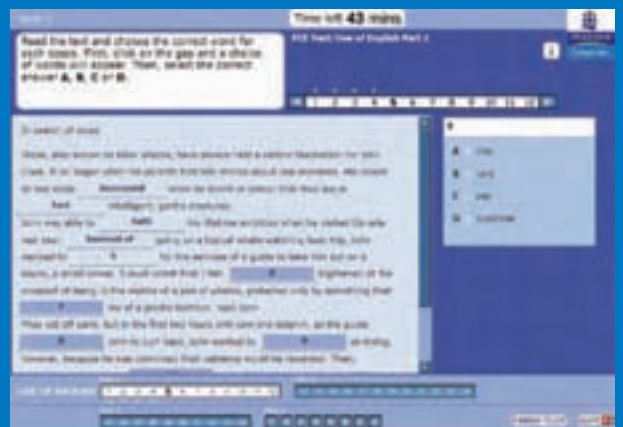


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Screen shot of iTests – FCE Use of English Part 1



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