

catalogue
2018–19

Garnet Education

Award-winning ELT resources

Garnet
EDUCATION

An Introduction to Garnet Education

Welcome to our 2018–19 Catalogue

2018 sees the launch of our first general English course. C21 combines a general English syllabus with 21st century skills and academic skills to provide a course that helps students with study, work and life. It's also our first course that can be used as a purely digital course – perfect if your institution is paper-free.

Other new titles include new additions to our popular 'Moving into ESAP' series, a completely new edition of 'Talking Trinity' and 'Contemporary Academic Writing' - providing a new approach to writing academic essays.

Keep up-to-date with our latest products (and view complete online inspection copies) by visiting our website: www.garneteducation.com.

Visit us at www.garneteducation.com



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- **VIEW INSPECTION COPIES** Access **free copies of whole books** so that you can see if they're suitable for you.
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Highlights

C21

Our new general English course that integrates 21st century and academic skills.

Talking Trinity 2018 edition

This revised edition of our Talking Trinity series is fully matched to the latest Trinity GESE syllabus and is approved by Trinity College London as suitable exam preparation material.

Contemporary Academic Writing

A new and interesting approach to writing academic essays, providing staged support and guidance from the sentence level right through to whole text.

Moving into ESAP

New courses added to our lower-level discipline-specific series.

Garnet Oracle Classics

Our new range of readers are adaptations of popular English classics.

ESAP

Further titles added to the award-winning series.

Transferable Academic Skills Kit (TASK)

The new edition of the modular academic skills course.

Passport to Academic Presentations

A new edition of our course for students who need to give oral academic presentations in English. The course includes free online video presentations and interactive exercises.

50 Steps to Improving Your Grammar

A comprehensive guide to improving grammar from the author of *50 Steps to Improving Your Academic Writing*.



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General English

C21 English for the 21st Century



A totally different type of English course

C21 is a groundbreaking five-level general English course that integrates 21st century skills and academic skills to ensure that students have the skills they need for study, work and life. Academic skills prepare students for tertiary level study, while 21st century skills prepare students for the workplace and life in general.

Designed for international learners

Culturally sensitive material makes C21 the perfect course for all international students.

Truly accessible for students at all levels

Skills are levelled in a way that makes them accessible from A1 level, with students introduced to basic study skills, classroom language, and a proactive, self-reflective, creative approach to learning and class interaction. This ensures that students are not just passive receptors of language instruction, but active communicators responsible for their own development. The activity types within each lesson put the students at the centre of the learning process and require them to bring their own ideas into the classroom, to bring their critical faculties to bear on texts and tasks that can only be completed through successful teamwork and cooperation.

Powerful, easy-to-use digital resources

C21 includes a wealth of easy-to-use digital resources, available in a range of formats, to ensure you have exactly what you need to engage learners. C21 is the perfect course for 'paper-free' institutions, with all components available digitally.

Key features

- General English syllabus with fully integrated 21st century skills and academic skills
- 21st century skills are immediately accessible from A1 level
- Includes print and digital resources for whole-class and individual use
- Provides over 100 study hours per level
- Carefully designed for international students with culturally sensitive material
- Teacher support materials minimize teacher planning and preparation time
- Perfect for 'paper-free' institutions as all components are available digitally

		GENERAL ENGLISH				
LEVELS CHART	Common European Framework (CEF) / IELTS / TOEFL					
		C21 Level 1	C21 Level 2	C21 Level 3	C21 Level 4	C21 Level 5
Beginner	A1 / 2.0 / -					
Pre-Intermediate	A2 / 3.0 / -					
Intermediate	B1 / 4.0+ / 450–526					
Upper Intermediate	B2 / 5.0+ / 527–599					

C21 Course Book

The Course Book is at the heart of C21 – with beautifully designed pages providing rich material and engaging activities. The digital version gives you the option of launching interactive versions of the exercises by tapping on 'hot spots' on the page – perfect for class demonstration, or for paper-free classrooms.

The printed Course Book comes with downloadable audio, while the audio is embedded into the interactive version.

Unit starts with an open question to encourage students to formulate their views and discuss with peers.

21st century and academic skills, covering things such as collaboration and critical thinking, are integrated into each spread. These include a link to dedicated C21 activities.

Leaders and teams

GRAMMAR Zero conditional

1 In pairs. How many famous leaders can you think of? Think about these areas: art and cinema, business, politics, science, sport. What qualities do you think they have in common?

2 Read the introduction to a podcast. What do you think the 'three types of leader' are?

Teamwork
'Teamwork' is a series of short podcasts about teams and team members. Each week Kyle Prentiss talks about a different member of the team. In this episode he starts with 'The Leader' and talks about three types of leader.

3 ▶ 4.3 Listen to the podcast and check your answer to 2.

4 ▶ 4.3 Listen again and complete the sentences from the podcast.

Leader type 1
If you _____ a decision, you _____ people in the team for their opinion first.

Leader type 2
If _____ a job to do, you _____ it to a member of the team. You don't do it yourself.

Leader type 3
You make all the decisions. If anyone _____, they _____ in trouble.

Working in a team
Learning to work in a team is an important skill. The team benefits from your energy and ideas, and you benefit from other people's experience and knowledge.
▶▶ Do the exercises on pages 65-66.

Focus
Zero conditional
We use it to talk about things that are true in a certain situation.
Example Situation: If the team loses focus, the project suffers.
Result: The project suffers if the team loses focus.
We use the present simple for both parts of the sentence. We can put the result first without the comma.
Example The project suffers if the team loses focus.

It takes all sorts

Peacemaker
There are often problems in a team. If there is an argument between members of the team, the peacemaker helps to find a peaceful solution.

Artist
Every team needs an artist. The artist is only happy if there is some creative work to do.

Cheerleader
If people in your team become negative, you need a cheerleader. The cheerleader changes the mood by making jokes and being positive.

Planner
If you don't plan things, they go wrong. It's simple. And that's why every team needs a planner. The planner is organized, loves lists and will always be thinking about how to get to the next stage.

Doctor
If you have a problem, the doctor solves it. The doctor quickly identifies what's wrong and finds the best way to fix it.

Workhorse
A workhorse never stops working. If the team loses motivation, the workhorse is an example for everyone to follow.

5 Choose a sentence ending to give your own opinion.
a A team works best if everyone works together.
b If one member of a team has a problem, it's his/her responsibility. The other members help.
c If team members disagree about something, they ask their leader to decide.
d A project doesn't work if they discuss it and decide as a team.
e If a leader makes a decision, all the members are different types.
f A team member cannot disagree. A team member can disagree.

6 People say leaders are 'just one member of a team'. Can you think of some other important roles in a team?

7 Read the article 'It takes all sorts'. Choose the type you are most similar to. How about other people in the class?

8 Think about your own experience of studying or working in a group. Complete the sentences so they are true for you.
Example If I have a good idea, I stop the discussion and tell everyone.
a If I have a good idea, ...
b If another member of the group has a good idea, ...
c If someone says something I don't like, ...
d If two members of the group start arguing, ...
e I write things down if ...
f If someone has a crazy idea, ...

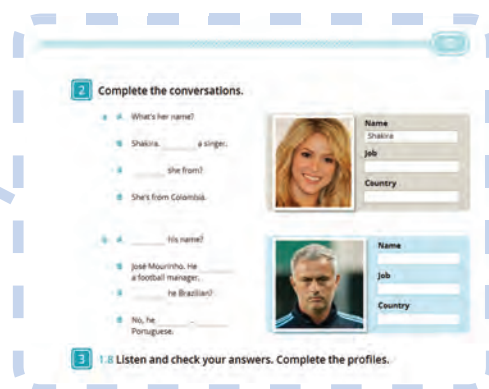
Focus boxes provide an overview of key concepts.

Make notes and add bookmarks that will be synced between your devices.

Click hotspots to complete interactive versions of the exercises. Perfect for paper-free classrooms.



The interactive Course Book provides the complete content of the Course Book for use on your computer or tablet.



C21 Workbook

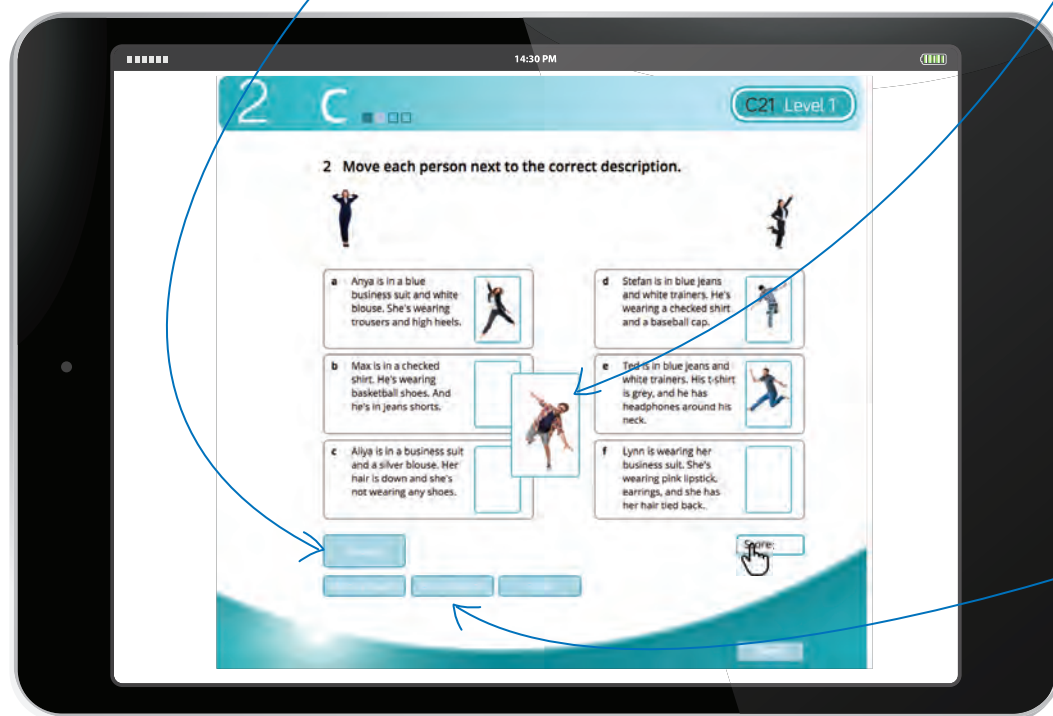
The Workbook provides a wide range of exercises through which students can practise the language points they have studied in each lesson, whilst developing 21st century critical thinking and problem solving skills.

The digital Workbook provides a huge range of intuitive and immersive exercises. Students will never get bored as they do quizzes, crosswords and wordsearches, play matching games, unscramble mystery sentences and use clues to solve puzzles using the language they have learned.

All exercises are scored and the scores submitted to the teacher so they can monitor each student's progress.

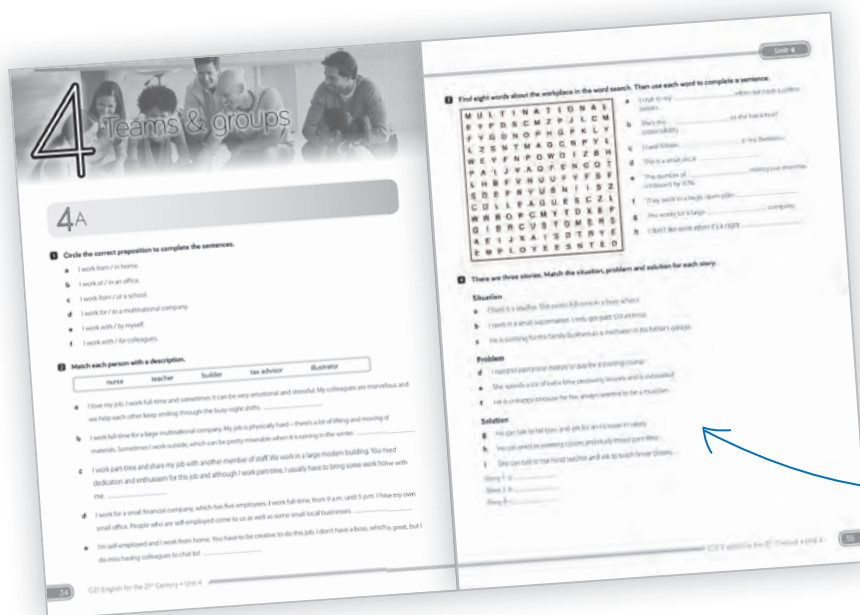
When they click 'Submit', students' answers are automatically transmitted to their institution's learning management system. From there, teachers can easily monitor each student's progress.

Drag and drop, crossword and wordsearch exercises require students to solve puzzles and problems, play matching games, label maps and diagrams, and complete emails.



Once students have submitted their answers, they are shown their score, and which questions they answered correctly and which they got wrong.

By clicking 'See answers,' students can access the correct answers. By clicking 'Reset,' they can then practise the exercise until they are satisfied that they have fully understood.



The printed Workbook contains the same exercises as the digital version.

C21 Slideshows

A key component of the course, the C21 Slideshows take a sideways – and often humorous – glance at the topics covered in each level of the Course Book. The Slideshows, which have subtitles that can be switched on or off, may be used as a springboard for further classroom-based discussions, employed as further listening practice, or simply shown to students for their entertainment.

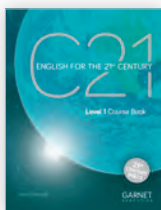
Each Slideshow has five scorable exercises attached to it to provide students with further practice opportunities.



Suggested Packages

C21 is very flexible and can be used in a number of ways. Here are some suggested packages to help you think about what you may need.

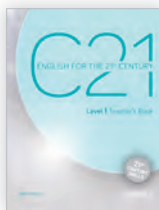
If you have your own LMS



Printed Course Book /
Interactive Course Book

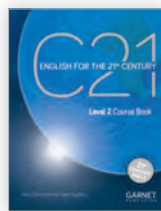


Digital Workbook (to be
used in your LMS)



Printed Teacher's Book /
Digital Teacher's Book

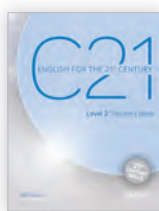
If you want LMS functionality, but don't have your own



Printed Course Book /
Interactive Course Book

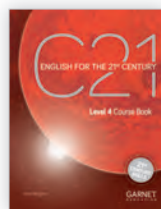


Digital Workbook (delivered
through the Garnet LMS)

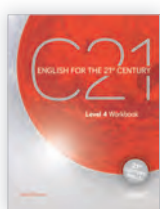


Printed Teacher's Book /
Digital Teacher's Book

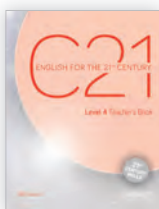
If you just want printed resources



Printed Course Book



Printed Workbook



Printed Teacher's Book

C21 – Level 1

Printed Course Book	978 1 78260 364 1
Interactive Course Book	978 1 78260 367 2
Printed Workbook	978 1 78260 365 8
Digital Workbook (for LMS)	978 1 78260 368 9
Printed Teacher's Book	978 1 78260 366 5
Digital Teacher's Book	978 1 78260 371 9

C21 – Level 2

Printed Course Book	978 1 78260 372 6
Interactive Course Book	978 1 78260 375 7
Printed Workbook	978 1 78260 373 3
Digital Workbook (for LMS)	978 1 78260 376 4
Printed Teacher's Book	978 1 78260 374 0
Digital Teacher's Book	978 1 78260 379 5

C21 – Level 3

Printed Course Book	978 1 78260 380 1
Interactive Course Book	978 1 78260 383 2
Printed Workbook	978 1 78260 381 8
Digital Workbook (for LMS)	978 1 78260 384 9
Printed Teacher's Book	978 1 78260 382 5
Digital Teacher's Book	978 1 78260 387 0

C21 – Level 4

Printed Course Book	978 1 78260 388 7
Interactive Course Book	978 1 78260 391 7
Printed Workbook	978 1 78260 389 4
Digital Workbook (for LMS)	978 1 78260 392 4
Printed Teacher's Book	978 1 78260 390 0
Digital Teacher's Book	978 1 78260 395 5

C21 – Level 5

Printed Course Book	978 1 78260 396 2
Interactive Course Book	978 1 78260 399 3
Printed Workbook	978 1 78260 397 9
Digital Workbook (for LMS)	978 1 78260 400 6
Printed Teacher's Book	978 1 78260 398 6
Digital Teacher's Book	978 1 78260 403 7

English for Academic Purposes



Garnet Education has a long history of producing market-leading English for Academic Purposes resources. Our main series are *English for Academic Study*, *Progressive Skills in English* and *TASK*.

Use the grid below to see which books will best suit the language levels of your students. For more details and to view free inspection copies, please visit www.garneteducation.com.

		ENGLISH FOR ACADEMIC PURPOSES																												
LEVELS CHART	Common European Framework (CEF) / IELTS / TOEFL																													
		Progressive Skills in English Level 1	Progressive Skills in English Level 2	Progressive Skills in English Level 3	Progressive Skills in English Level 4	Starting Skills Levels 1 and 2	Building Skills Levels 1 and 2	Developing Skills Levels 1 and 2	English Skills for University Level 1A	English Skills for University Level 1B	English Skills for University Level 2A	English Skills for University Level 2B	EAS Listening	EAS Speaking	EAS Reading	EAS Writing	EAS Reading & Writing Source Book	EAS Extended Writing & Research Skills	EAS Grammar for Writing	EAS Vocabulary	EAS Pronunciation	American Edition EAS Listening/Speaking & Pronunciation/Reading & Writing/Vocabulary	American Edition EAS EWRS	Transferable Academic Skills Kit (TASK)	Access EAP: Foundations	Access EAP: Frameworks	50 Steps to Improving Your Academic Writing	50 Steps to Improving Your Grammar	Contemporary Academic Writing	Passport to Academic Presentations
Beginner	A1 / 2.0 / -																													
Pre-Intermediate	A2 / 3.0 / -																													
Intermediate	B1 / 4.0+ / 450–526																													
Upper Intermediate	B2 / 5.0+ / 527–599																													
Advanced	C1 / 6.5+ / 600+																													
Proficiency	C2 / 7.5+ / -																													

An overview of our Skills in English range

Progressive Skills in English / Starting Skills, Building Skills, Developing Skills / English Skills for University

Who is it for?

The award-winning *Skills in English* range caters for students who are either planning to enter, or have already begun, their higher education studies. These resources help students make the transition from general English to academic English.

What does it do?

The books focus on real language found in academic texts and teach academic skills from the lowest level, using relevant and motivating texts based on ten key knowledge areas: education, psychology and sociology, work and business, science and nature, the physical world, culture and civilization, technology, arts and media, sports and leisure, and nutrition and health.

How does the range fit together?

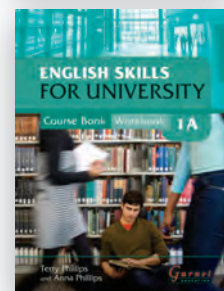
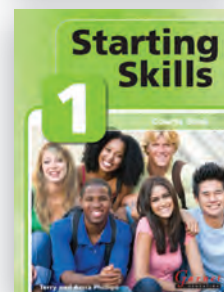
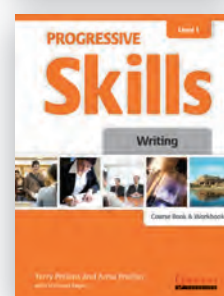
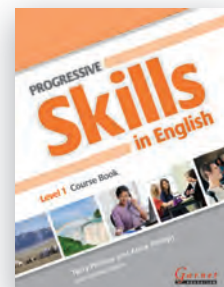
- *Progressive Skills in English*: this is the most recent part of our skills range and is a four-level course beginning at Intermediate level. It is available in two versions – one with skills combined in the same books (see page 10) and a **new format with different skills covered in separate books** (see page 13).
- *Starting Skills, Building Skills, Developing Skills*: if you're looking for a skills-based course starting at a lower level, this range starts from False Beginner and focuses on individual skills.
- *English Skills for University*: a two-level course for False Beginner students in higher education, packaged as four combined Course Book/Workbooks (one per semester).

The authors

Terry Phillips and Anna Phillips have been involved in ELT for more than 35 years. They have owned language schools and provided consultancy and training services for state and private organizations. Since 1990, they have been full-time writers, publishing more than 160 books on all aspects of ELT.

“The common-core knowledge in this series is the next big step for ELT to take in the 21st century.”

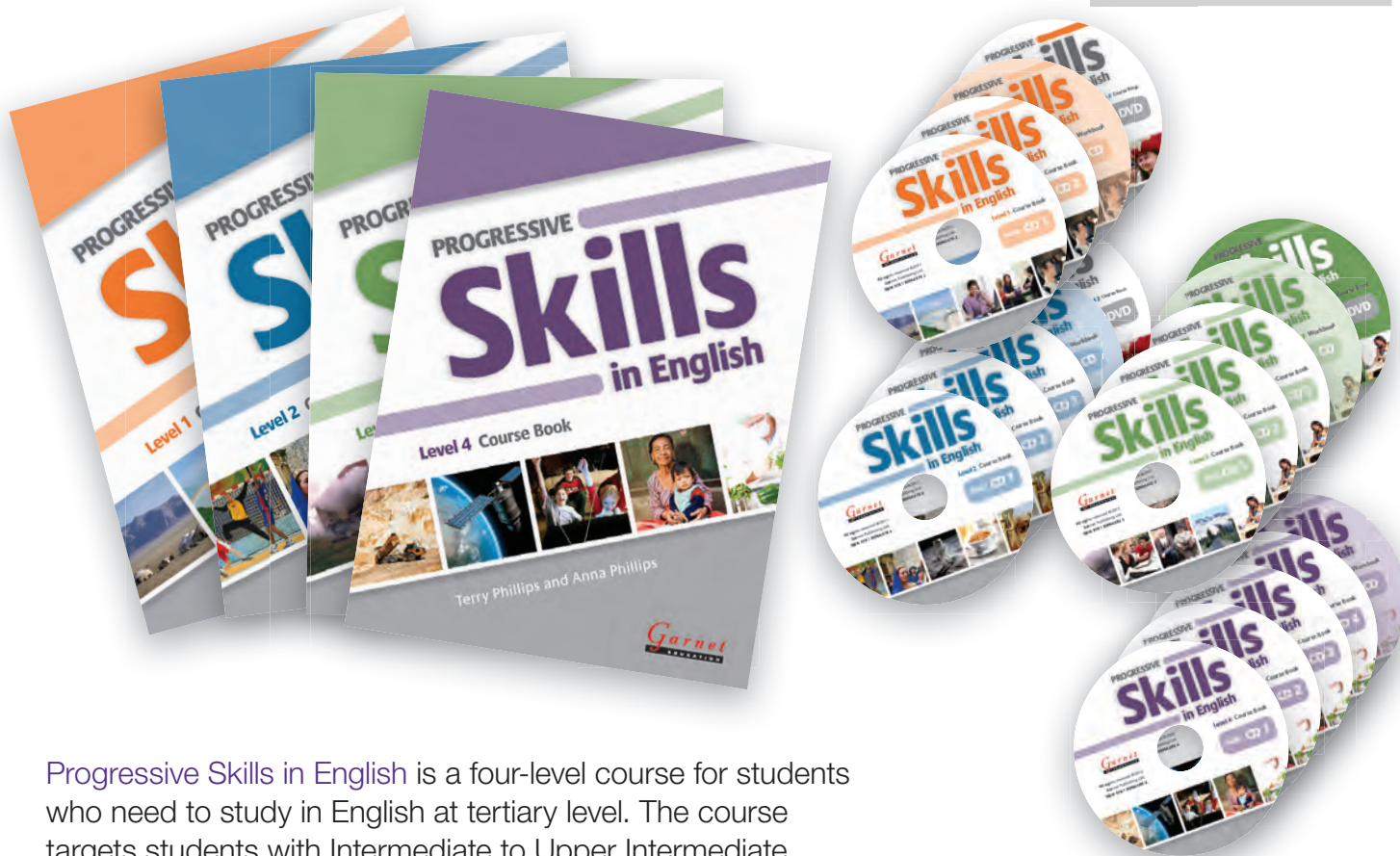
David Crystal



Progressive Skills in English

A complete multimedia academic English course to prepare students for entry into English-medium study

TERRY PHILLIPS AND ANNA PHILLIPS • INTERMEDIATE TO UPPER INTERMEDIATE: CEF LEVELS B1 TO B2/IELTS 4.0–6.0



Progressive Skills in English is a four-level course for students who need to study in English at tertiary level. The course targets students with Intermediate to Upper Intermediate English ability (CEF: B1–B2, IELTS: 4.0–6.0) and is perfect for pre- and in-session use.

Why use *Progressive Skills in English*?

- The course uses authentic academic material to prepare students for the reality of university study.
- It is a complete multimedia course, including audio CDs, video DVDs and a dedicated student website, providing everything you and your students need.
- Each level is extremely flexible, allowing you to schedule courses from 25 hours to 120 hours in length, focusing on the skills your students need to develop.
- Unlike traditional tense-based courses, *Progressive Skills* teaches syntactic grammar, which is more appropriate for studying academic English.
- A focus on discrete skills makes it easier for students to learn.
- Word lists at the beginning of each section help students acquire the key vocabulary they will need for this course and in their wider studies.

Progressive Skills is the perfect way to build the listening, speaking, reading and writing skills required for lectures, tutorials, research and written assignments in English. It is also ideal for students who wish to improve their scores in skills-based examinations for university entrance, such as IELTS.

***“All that
the university
pre-sessional
student needs.”***

Nick Hillman,
Anglia Ruskin University



How is Progressive Skills structured?

- Each level includes a Course Book (with free video DVD and audio CDs), a Workbook (with free audio CD) and a Teacher's Book, plus a wealth of extra online resources and activities.
- Each level of the course is divided into five thematic areas, covering a broad range of topics that students will encounter in their chosen disciplines.
- Pre-, post- and theme-by-theme tests (which cover all four skills and include audio) are available for free and allow you to track students' progress.
- Additionally, the course includes three important elements:
 - Everyday English lessons provide students with 'survival English' for university life.
 - Portfolio lessons integrate all the skills and sub-skills covered in each theme.
 - Knowledge quizzes test students' understanding in an enjoyable way.

Title	Level	IELTS	CEF	Listening	Speaking	Reading	Writing
Progressive 1	Intermediate	4.0–4.5	B1	Texts a maximum of 400 words	Speaking and writing tasks are 1–5 paragraphs in length	Texts a maximum of 250 words	Output writing tasks of 1–5 paragraphs
Progressive 2	Intermediate	4.5–5.0	B1				
Progressive 3	Upper Intermediate	5.0–5.5	B2	Texts increase over two levels to a maximum of 800 words	Combined with writing assignments to encourage writing of 5–10 paragraphs	Texts increase over two levels to a maximum of 500 words	Output writing tasks: short essays and reports
Progressive 4	Upper Intermediate	5.5–6.0	B2				

www.skillsinenglish.com

skillsinenglish.com is the online component of the Progressive Skills course.

It provides **FREE** supplementary material, including:

- innovative and extensive practice activities for Vocabulary, Grammar, Reading, Listening and Speaking
- theme-specific weblinks
- Workbook answers
- sample lessons
- audio transcripts



Progressive Skills in English

Levels 1 to 4

Pronunciation Checks help students with phoneme discrimination, stress and intonation.

A focus on the syntactic grammar actually used in academic English, rather than a reliance on the traditional tense-based approach.

1.3 Learning new listening skills Using lecture structure

A Reviewing vocabulary

1. What could follow each word below?

a. natural	resources
b. temperature	
c. geographical	
d. population	
e. square	
f. agricultural	
g. fossil	

2. Listen to some sentences from the lecture and check your ideas.

3. Read the sentences below. What is the stressed word in each phrase above?

B Identifying a new skill (1)

Read Skills Check 1. Correct the numbering of the notes below.

4. Climate
1.4. Type
Mediterranean
1.5. Ave. rainfall
100 mm

5. Natural resources
1.6. Fossil fuels
none
1.7. Minerals
limestone,
iron ore

C Practising the new skill (1)

Listen to the introductions to three lectures.

- Time management
- Memory
- Desertification

Organize your notes with scientific numbering.

D Identifying a new skill (2)

1. Read Skills Check 2. Write one word in each space in the example sentences and questions.

2. Listen and check your answers.

E Practising the new skill (2)

1. Listen to an introduction to a lecture about communication. Prepare a page for your notes with scientific numbering. Leave spaces in case you get lost.

2. Listen to the first part. Make notes.

3. Ask other students for missing information.

Pronunciation Check

Stress in two-word phrases

Two-word phrases can be:

- 'noun + noun' 'temperature range
- adjective + 'noun' 'natural resources

The first noun is stressed in noun + noun. The noun is stressed in adjective + noun.

Skills Check 1

Note-taking: scientific numbering

This organization is very good for lectures with a main subject, e.g., geographic features, with several areas, e.g., location, population, etc., and several sub-areas under each area, e.g., region, borders.

Qatar

- Location
 - Region
 - Borders
- Population
 - Total

Leave space under each sub-area for your notes.

Skills Check 2

Getting lost ... and recovering

During the lecture

- Stop trying to take notes. Leave a space.
- Wait until the lecturer moves on to the next topic or area. Then start taking notes again.

You will hear things like:

OK. So ... 's climate. Now, 's look at natural resources.

Right. We've ... about fossil fuels.

... natural resources. Let's on to minerals.

After the lecture

Ask other students for information to complete your notes. You can say things like:

I ... the bit about fossil fuels.

What ... she say about climate type?

Did you ... the information for average rainfall?

1.4 Grammar for listening both / neither; and / but; whereas / while

There are special words in English when two things are the same or similar.

Both	(countries)	are	located in the Middle East.	positive thing is the same
		have	hot, dry summers.	
Neither	(country)	a	small land area.	negative thing is the same
		some	natural resources.	
		is	large in area.	
		a	large population.	
		much	agricultural land.	
		any	mining industries.	

What differences in structure do you notice between both sentences and neither sentences? There are special words in English when two things are different.

Qatar does not have much agricultural land	but	Lebanon has a great deal.
Qatar has a population density of 120 per square kilometre	whereas	413 in Lebanon.
One country has less than 75 mm of rain per annum.	while	
	against	825 mm.

Identifying similarities

Listen to an extract from a lecture about Singapore and Tonga. Tick (✓) if both countries have the feature. Cross (X) if neither country has the feature. Some items are not mentioned. Both countries are small in land area.

small land area	✓
surrounded by water	
small populations	
tropical climate	
desert areas	
high rainfall in summer	
high rainfall in winter	
high summer temperatures	
high winter temperatures	
mountains	
rivers and lakes	

Identifying differences

Listen to another extract about Singapore and Tonga. Tick (✓) the correct column for the country with the bigger, higher, larger number in each case. Singapore has an area of 660 square kilometres and Tonga has 748.

area	Singapore	Tonga
population		✓
density		
highest point		
agricultural land		
highest rainfall		
urban %		
GDP per capita		
HDI		

Clear, practical strategies to help students cope with real-time listening in lectures and seminars.

Skills Checks revise and practise key academic sub-skills in a practical way.

"They are truly excellent resources."

Luciano DiTano, Walsall College

"It's a terrific Course Book with a highly effective Workbook, too."

William Dealy, Embassy CES, Melbourne

Progressive Skills in English – Level 1

Course Book with audio CDs and DVD 978 1 85964 676 2
Workbook with audio CD 978 1 85964 677 9
Teacher's Book 978 1 85964 680 9

Progressive Skills in English – Level 2

Course Book with audio CDs and DVD 978 1 85964 678 6
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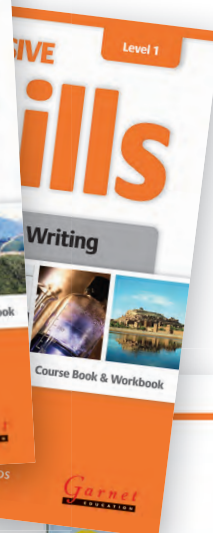
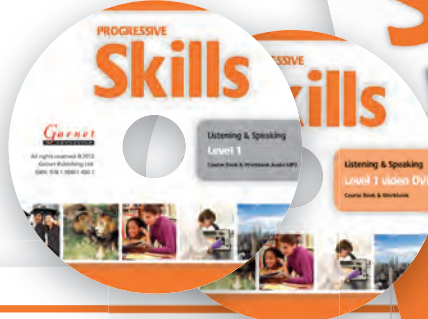
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Separate Skills editions

These Separate Skills editions contain the same content as the combined skills books, but allow you to focus on discrete skills to address particular areas of weakness.



1.2 Real-time listening A speech of welcome

A Activating background knowledge
Tick the jobs below that you find in a university. What does each person do?

<input type="checkbox"/> bookseller	<input type="checkbox"/> cook
<input type="checkbox"/> car park attendant	<input type="checkbox"/> gardener
<input type="checkbox"/> caretaker	<input type="checkbox"/> lecturer
<input type="checkbox"/> cleaner	<input type="checkbox"/> librarian
<input type="checkbox"/> manager	<input type="checkbox"/> teacher
<input type="checkbox"/> nurse	<input type="checkbox"/> waiter
<input type="checkbox"/> receptionist	<input type="checkbox"/> hairdresser
<input type="checkbox"/> secretary	<input type="checkbox"/> guard

B Understanding introductions
You are going to watch an introduction to the Faculty of Education at Greenhill University.

- What is Mr Beech saying? **1.00 1.2** Watch the first part of his talk, with the sound turned right down. Guess some of his words.
- 1.3 1.5 1.8** Listen to the talk now and check your ideas.
- What does each person in the faculty do? Write notes next to the names on the list on the opposite page.

C Understanding words in context
You are going to watch a short talk by Mrs Pinner. She defines several words in her talk. **1.6 1.8 1.9** Watch the talk. Tick the correct definitions.

1. campus	<input checked="" type="checkbox"/> money for a course
2. resources	<input type="checkbox"/> Senior Common Room
3. fees	<input type="checkbox"/> the university buildings
4. Welfare Office	<input type="checkbox"/> accommodation for students on campus
5. JCR	<input type="checkbox"/> things to help with studying
6. SCR	<input type="checkbox"/> place to go if you have problems
7. hall of residence	<input type="checkbox"/> special place for students
8. Students' Union (SU)	<input type="checkbox"/> Junior Common Room

D Transferring information
Study the campus map on the opposite page.

- Which places are mentioned in Mrs Pinner's talk? Find and circle them on the map.
- What can students do in each place?

E Remembering real-world knowledge
1.7 Listen and answer the questions.

What does a dean do at a British university?
He or she is responsible for a faculty.

Greenhill University Faculty of Education

Dean of Education

Bursar

Head of Year 1

Accommodation Manager

Resource Centre Manager

Head of ISS

Peter Beech

responsible for
Fac. of Ed.

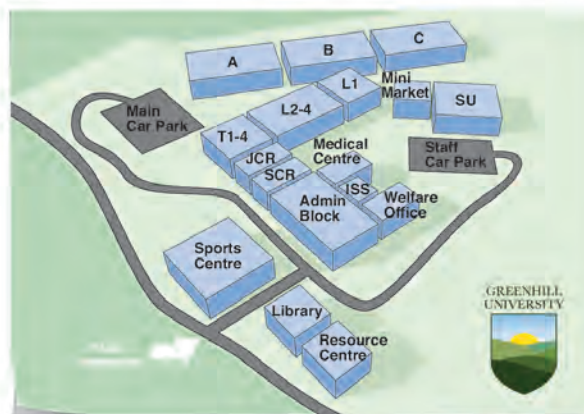
Mrs Pearce

Pat Pinner

Bill Heel

Ben Hill

Tim Mills



Progressive Skills in English – Level 1

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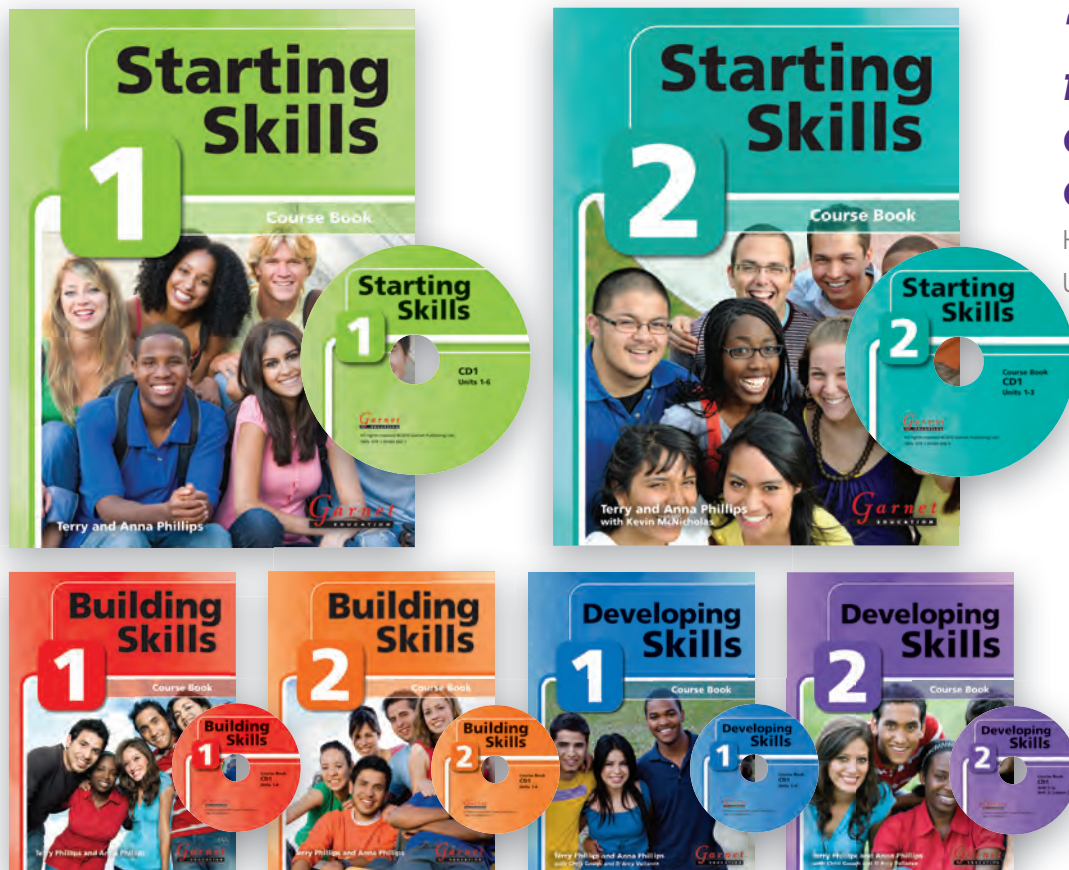
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For students from False Beginner to Upper Intermediate level, teaches all skills

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“... topics and tasks are appropriate for all learners ...”

Helen Armstrong,
University of Teeside

The material in the *Starting – Building – Developing* series focuses on individual skills and starts at a lower level than *Progressive Skills in English*. As the series develops and students become more proficient, there is progressive integration of skills within each section. *Starting Skills 1* and *2* are ideal for college and university students who are False Beginners, i.e., those students who have not achieved their full potential in English at school. *Building Skills 1* and *2* are designed for students on foundation courses who need to begin integrating English into their programme of college or university study. *Developing Skills 1* and *2* are ideal for students at an Upper Intermediate level who may also need to access English for research or who are preparing for English-medium study.

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- Unit 3: Work and Business
- Unit 4: Science and Nature
- Unit 5: The Physical World

UNITS FROM COURSE BOOK 2B

- Unit 1: Culture and Civilization
- Unit 2: They Made Our World
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American editions also available – see page 25

View FREE inspection copies at www.garneteducation.com/eas



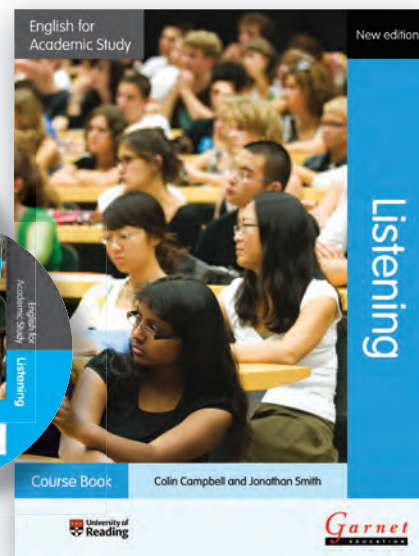
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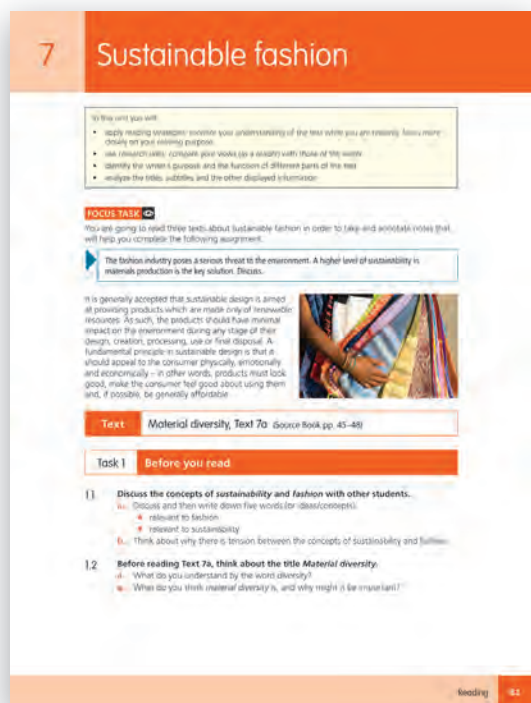
Liliana Burga Yuy for IATEFL Voices

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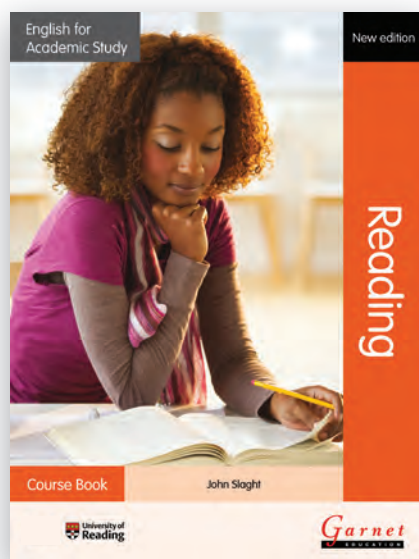
EAS Reading is founded on an extensive review of recent research into EAP writing methodology, and reflects the most recent developments in language teaching for academic purposes.

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- Strategies approach includes the use of skills such as skimming, scanning, search reading, careful reading and browsing
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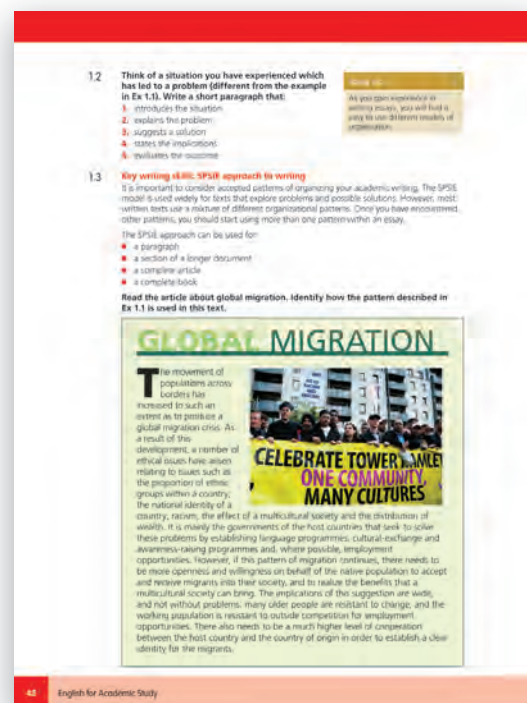
KEY FEATURES

The course adopts a four-fold approach to reflect the complex demands of academic writing:

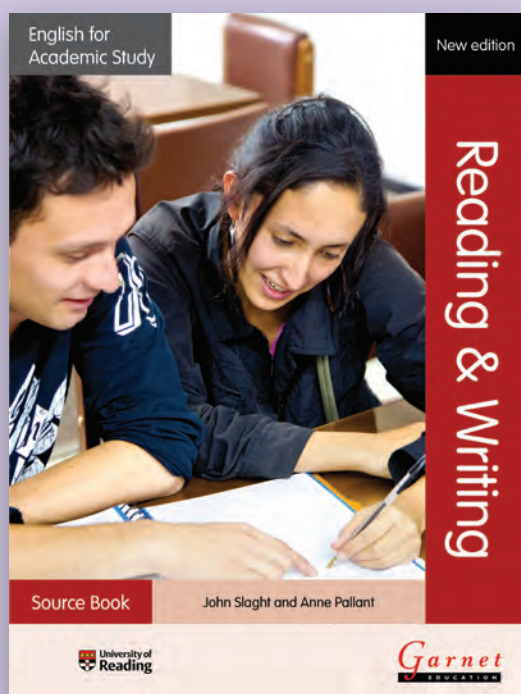
- The process approach
- The development of critical thinking in writing
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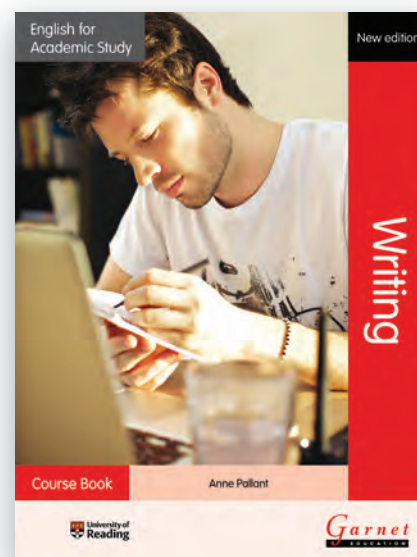


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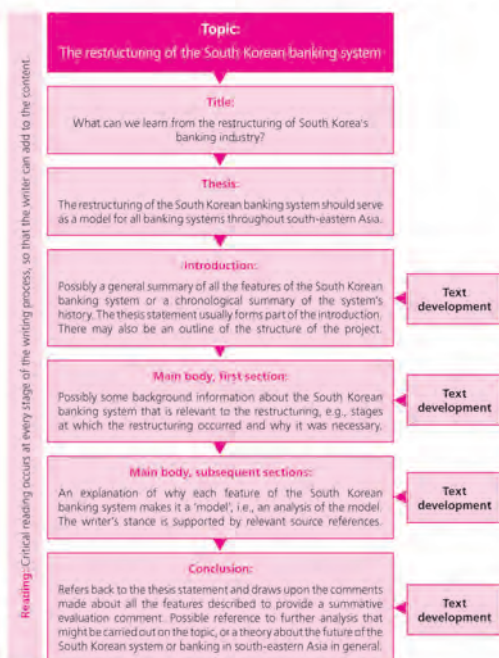
English for Academic Study: Extended Writing & Research Skills

JOAN McCORMACK AND JOHN SLAGHT • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.5–7.5+

Sourcing information for your project

3

- 3.3 Look at the flow chart below and answer these questions.
- Which parts of the flow chart refer to the actual written content?
 - Why does critical reading occur at each stage?
 - Does the planned introduction suggest a description or an analysis of the banking system?
- 3.4 Study the flow chart and think about why a description of the South Korean banking system will only form part of the project. Then discuss with a partner.



Task 4 Descriptive and evaluative writing

In this task, you will look at four paragraphs related to South Korean banking from the Federal Reserve Bank of San Francisco website. These paragraphs only form part of the full document, which may be viewed at the website address given at the end of the text (on page 40).



- 4.1 Read the following extract from *Banking system developments in the four Asian tigers*. Identify the paragraphs that are mainly descriptive and write **D** in the box provided next to the relevant paragraphs.

Over the past 30 years, Hong Kong, South Korea, Singapore and Taiwan have had remarkably rapid and sustained economic growth, earning them the nickname 'the four tigers'. Because of the new investment opportunities they provide and because their experiences may offer lessons for less developed economies, they have attracted considerable attention from the financial and policy communities, as well as from economists who have renewed interest in research in theories of economic growth. Despite their physical proximity and shared economic vigour, there are some noticeable differences among the tigers. For instance, Hong Kong and Singapore are cities with limited resources, whereas Taiwan and South Korea are economies with relatively large populations and more diverse industrial structures.

38 English for Academic Study

Extended Writing & Research Skills

39

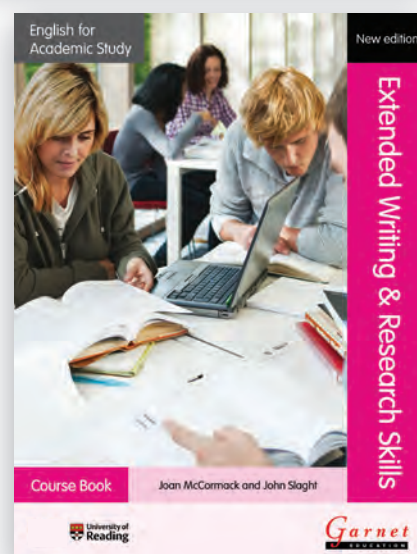
EAS Extended Writing & Research Skills takes students step-by-step through the process of producing an extended piece of academic writing, using authentic source materials to help them develop the necessary writing and research skills.

KEY FEATURES

- Step-by-step process for completing written tasks
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“A very useful resource which introduces students to EAP in a simple, structured way.”

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English for Academic Study: Grammar for Writing

ANNE VICARY • INTERMEDIATE TO ADVANCED: CEF B1 TO C1/IELTS 4.0–6.5

Task 4 *exam*

Study the following extract from a paragraph you read in Unit 4C.
Notice the position of *for example* in this sentence and the punctuation that follows it.

People's lives were very difficult after the Second World War. [...] Because of the lack of provisions, the government had to make a rule that individuals could only buy small quantities. *For example*, one person could only buy five kilos of rice per month.

You can also give examples at the beginning of a short list, by using the expression *such as*.

People eat more protein than before, *such as* red meat, chicken and eggs. Some changes are negative, *such as* the increase in the number of people who smoke nowadays and the growth in environmental pollution.

Grammar note: Try to avoid *long like and etc.*, when giving a lot of examples. Use *such as* instead.

4.1 Correct the sentences below.

- Switzerland sells its expertise to other countries. *such as* it has helped people in Bhutan to produce cheese, apple juice and honey.
- People need water for many reasons, drinking, watering their gardens, growing crops etc.
- There is overuse of water in Oman, for example, there are insufficient controls on factories which use it for industrial processes, and in parks, where the grass is watered every day to keep it a vibrant colour.
- The Internet is used both for academic research and for practical tasks, like finding books in libraries and organizing patient lists in hospitals.

Task 5 *Review of linking words (Units 4 and 5)*

5.1 Rewrite the sentences using the linking words or punctuation in brackets.

- New technologies bring opportunities to young children, but some parents' lack of awareness is leaving children vulnerable to risk. (although)
- School children have better literacy levels than in the past, even though they read fewer books at home. (despite)

Plagiarism is becoming a serious problem at universities. Therefore, many institutions have introduced plagiarism detection software. (such ... that)

Wi-Fi freeloading is a crime, but it is difficult for the police to track and very few arrests have been made. (however)

This international aid project was very successful because the agencies respected local culture, traditions and resources. (,)

Education is of great importance. It encourages the acquisition of knowledge. It ensures well-qualified future employees. (both ... and)

There was an explosion in the oil pipeline. As a result, oil pumping has been suspended. (due to)

5.2 Rewrite the sentences below using an appropriate linking word or words from the box below. In some sentences you can use more than one word. Remember to use the correct punctuation.

Note: A complete table of linking words from Units 4 and 5 is on page 127 at the end of this unit.

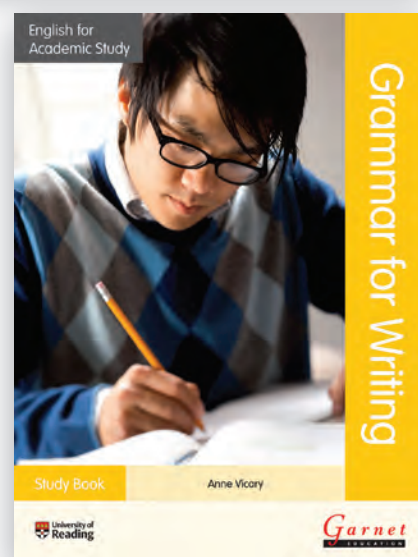
whereas	for example	however	such (a) ... that	as a result
so	not only ... but also	because	but	

- Some companies are enthusiastic about GM food. Many people are very worried about its dangers.
- Over-dependence on oil has several effects. It causes serious damage to the environment. It is a source of conflict.
- International students often want to practise their spoken English. The English-speaking club has many members.
- Japanese people live longer than most other nationalities. They have healthy diets.

EAS Grammar for Writing is a graded self-study course that will help students improve their academic writing. It will build their confidence in understanding and using grammar for written assignments, so they can write accurate English and communicate more effectively in academic contexts.

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- Each unit is divided into three stages, moving from basic structures to more complex ones
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- Full answer key available on the series website



“...an excellent title for self-study”

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**English for Academic Study:
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English for Academic Study: Vocabulary

COLIN CAMPBELL • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+

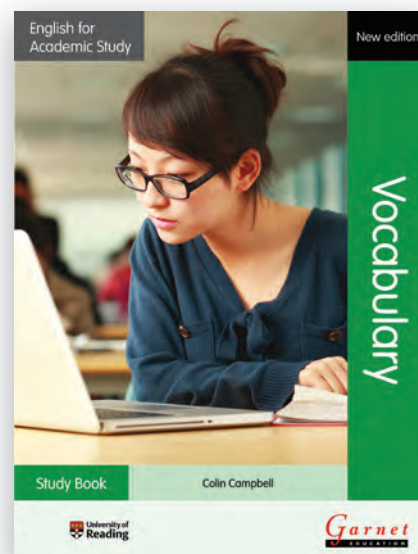
EAS Vocabulary provides students with systematic practice in using key academic words and illustrates how to use information in a dictionary to gain a more effective and appropriate use of vocabulary. Intended for self-study outside formal classes, the book includes a complete answer key, as well as an achievement test that can be used before or following the course to test students' knowledge and progress.

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- Diagnostic test for self-assessment and improvement

“...an excellent self-study book ... provides extensive practice.”

Margaret Oertig for the *ETAS Journal*



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English for Academic Study: Pronunciation

JONATHAN SMITH AND ANNETTE MARGOLIS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+

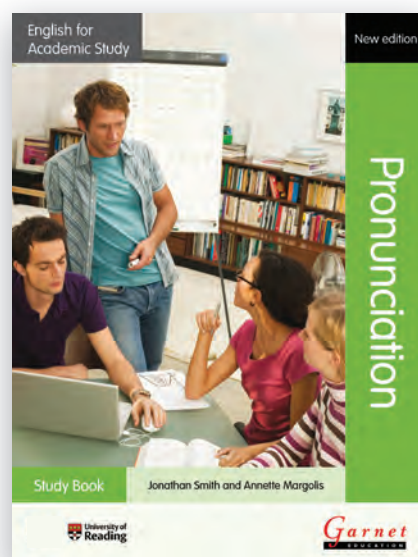
EAS Pronunciation is for students who need to communicate clearly and effectively in an academic environment in English. The course helps students develop their pronunciation to a level that enables the listener to understand them with ease.

KEY FEATURES

- Academic vocabulary focus
- Pronunciation of individual sounds
- Syllables and word stress
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- Sentence stress and speaker choice
- Sounds in connected speech

“This self-study course, which enables students to approach listening via pronunciation, is a valuable aid to differentiation in EAP classes. It has proved very popular!”

Amanda Smith, INTO Manchester



English for Academic Study:
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The *English for Academic Study* series – American English edition

American English edition of the popular English for Academic Study series

LISTENING/SPEAKING & PRONUNCIATION/READING & WRITING/VOCABULARY: UPPER INTERMEDIATE TO PROFICIENCY/TOEFL 500–600/IELTS 5.0–7.0

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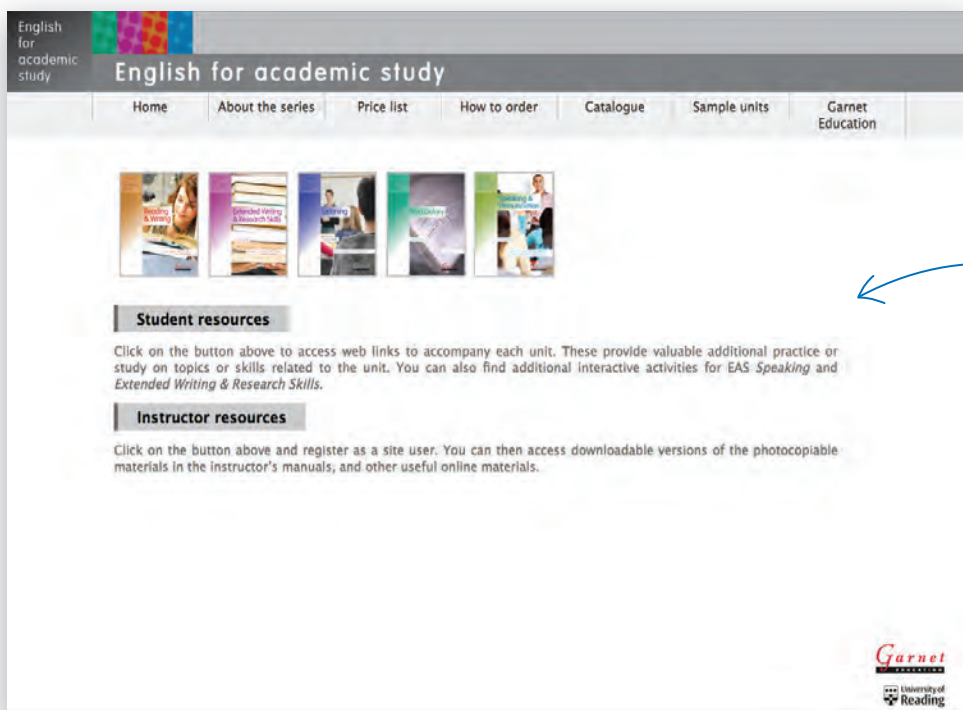
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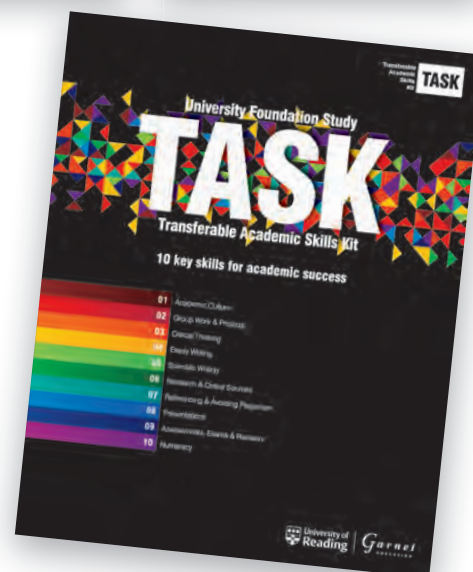
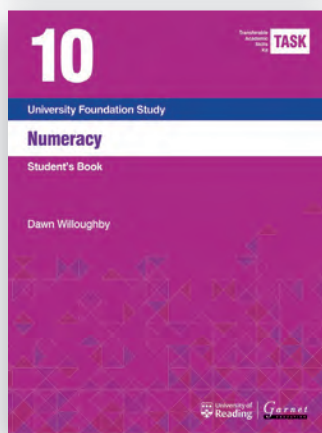
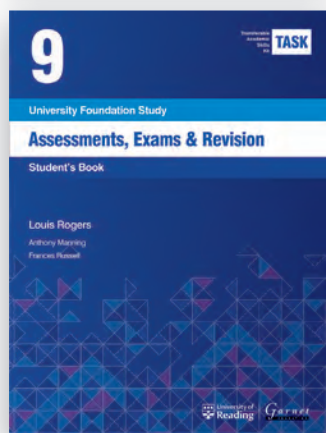
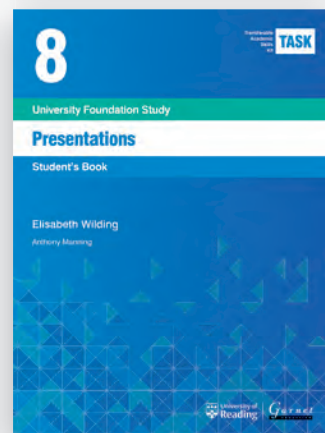
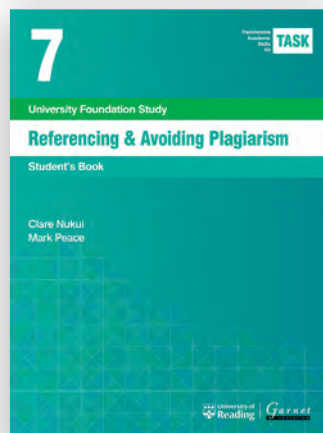
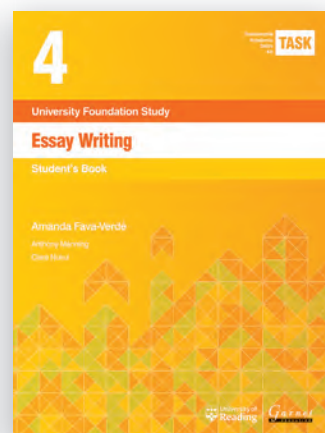
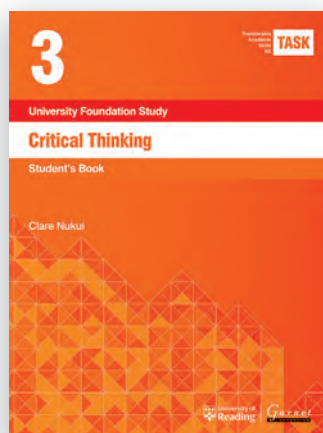
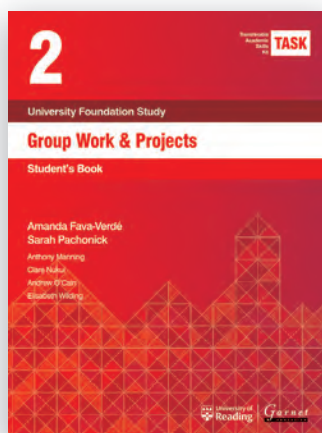
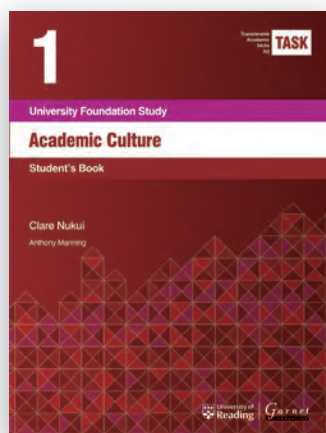


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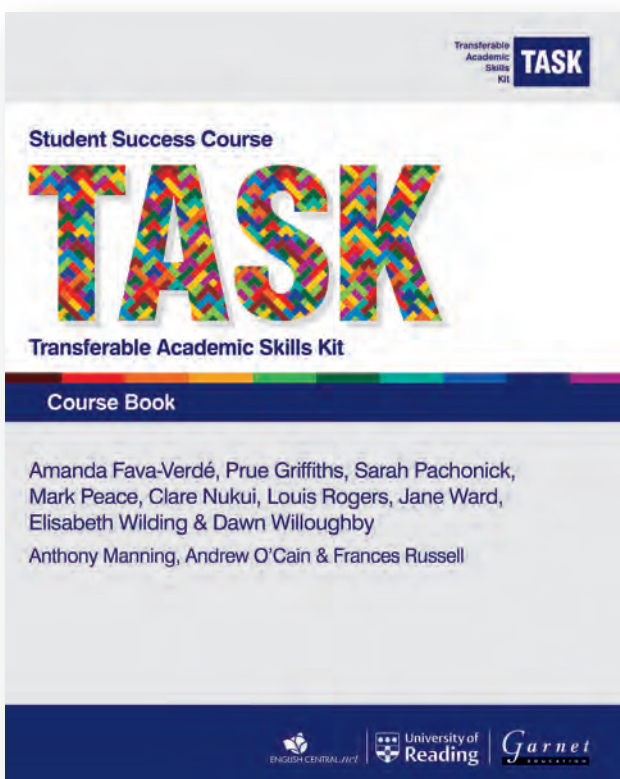
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Lesson 2

Risks and hazards

Aims

- to understand the idea of risk assessment
- to analyze and use language patterns for levels of probability
- to understand grammar patterns for links between noun phrases

It's November. Maysoun is going on a weekend field trip in the countryside. The students are staying in a youth hostel. They will be doing fieldwork outside and analyzing their results. Before they leave Summerford, they meet Dr Charles in the lab to check their equipment and complete risk assessment forms.

Key words

field trip
youth hostel
equipment
risk assessment

Discussion

- What are the possible dangers or hazards of doing fieldwork in the UK countryside in November?

Task 1 Preparing to listen

Assess the probability level of the hazards in the left-hand column of the risk assessment form below. Write *high*, *medium*, *low* or *zero* in the right-hand column.

hazards	probability level
trips and falls	
cuts and scratches	
cold	
heat	
poisonous spiders or snakes	
serious diseases	
road traffic accidents	
attacks by wild animals	
insect bites	

Task 2 Listening

CD2-17 Listen to Dr Charles' talk. Check your answers to Task 1 using the information she gives.

Task 3 Thinking critically

3.1 How would you describe Dr Charles' attitude to the students in the class? Choose one of the following and give reasons for your answer.

- She is angry about their interruptions.
- She is worried that they can't take responsibility for their own safety.
- She is going to make sure they do the fieldwork properly.

3.2 What expressions does Dr Charles use to emphasize important points?

Task 4 Noticing language

Dr Charles uses a wide range of language to show different levels of probability. For example, *may*, *can*, *low probability*, *always*. Find some more examples of this language in the transcript on pages 223 and 224.

Task 5 Analyzing language patterns

The table below shows the three main language patterns used for levels of probability.

5.1 Write the key language from Task 4 in the appropriate places in the table. The four examples given in Task 4 have been done for you.

level of probability	verbs	probability	frequency/numbers
high			
medium			
low			
none / zero			

5.2 Add the words below to the table in the appropriate place.

might could none certain few most some
often rarely sometimes never

Task 6 Practising language patterns for probability

6.1 Complete the sentences below in a suitable way, using key language for probability.

- The weather in the UK _____
- The weather in my country _____
- In the UK, wild animals _____
- Ticks _____
- Feedback on writing assignments _____
- Learning English on a computer _____
- Students who take responsibility for their learning _____
- Teachers who want to help their students _____

6.2 Underline the key language for probability that you used. Compare your ideas with another student.

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- New ideas and new concepts
- Borrowing and using ideas
- Something to say
- Linking ideas
- Supporting ideas
- Exams



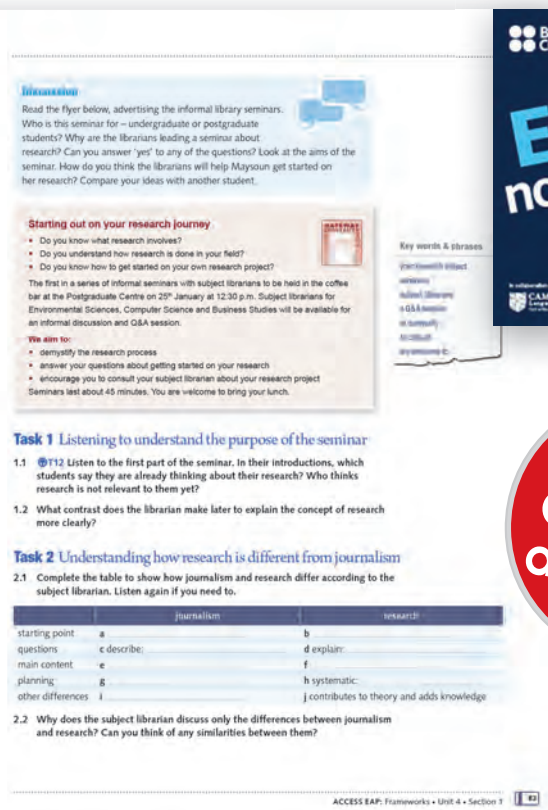
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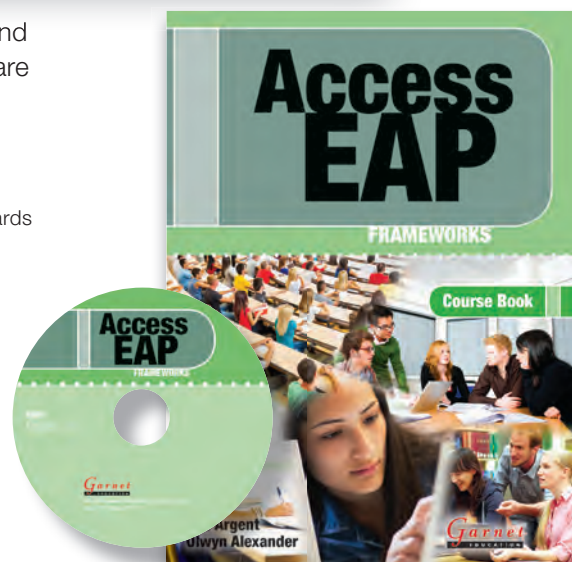
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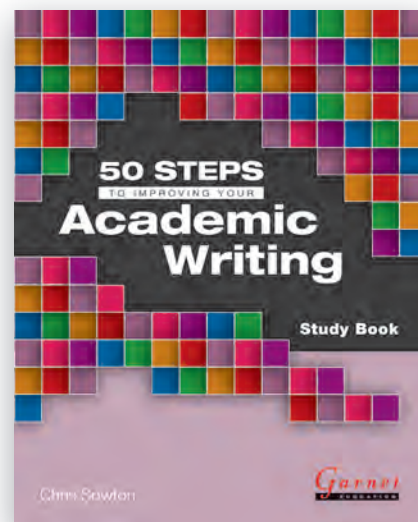
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UNITS

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- Preparing to Write
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- the most important areas of grammar that help to communicate more effectively in English
- checking understanding of key areas of grammar with clear activities and exercises
- demonstrating that English grammar is not as difficult as people think

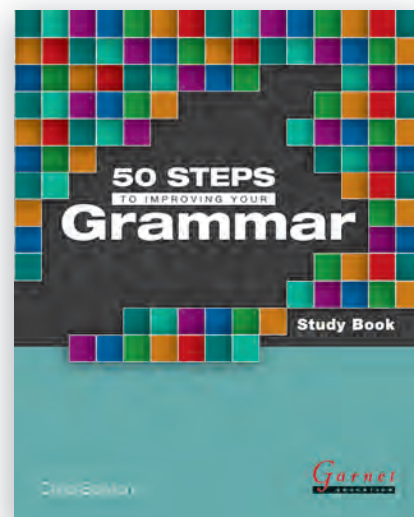
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UNITS

- What is grammar?
- Nouns and pronouns
- Verbs
- Adjectives and adverbs
- Conjunctions, prepositions and determiners
- Sentence structure
- Grammar for specific purposes
- Grammatical precision
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Part 2: Preparing for the text

Task 3: Imagine you are from a different country.

Would your answers in Part 1 be the same or different? Consider in particular the following countries.

The USA	The UK	Japan	Sweden	China
Place marks in the same way as before, using different colours for different countries.				
1. Parents treat children as equals				Parents teach children obedience
2. Education is student-centric				Education is teacher-centric
3. Corruption is rare				Corruption is common
4. Income is evenly distributed				Income is not evenly distributed
5. Emphasis is on 'I'				Emphasis is on 'We'
6. Look after immediate family				Look after extended family
7. Right of privacy				Emphasis on belonging
8. Say what you want				Consider others when speaking
9. Tolerant – difference is interesting				Intolerant – difference is dangerous
10. Comfortable with ambiguity				Need for clarity and structure
11. Teachers may say 'I don't know'				Teachers should have all the answers
12. Dislike of rules				Emotional need for rules
13. Balance between family and work				Work is more important than family
14. Sympathy for the weak				Admiration for the strong
15. Many women in elected political positions				Few women in elected political positions
16. Religion focuses on fellow human beings				Religion focuses on God or gods

Task 4: What do you know about the vocabulary?

The words on the left below are used in the text in Part 3. Match them up with the appropriate definition on the right.

- | | |
|---------------|--|
| 1. ambiguity | a. beliefs or views |
| 2. dimension | b. a way of thinking about something |
| 3. perception | c. where there is more than one possible meaning or interpretation |
| 4. values | d. how something is seen or understood |
| 5. hierarchy | e. the situation within which something happens |
| 6. context | f. a system in which things are organized from top to bottom |

20

Part 3: Reading the text

Task 5: Read the following article.

Hofstede's four dimensions of cultural values

Geert Hofstede is a well-known writer and thinker about culture. His 'cultural dimensions theory' has had a huge influence on the way in which people understand different societies. This theory,

which he developed in the late 1960s, argues that different countries have different values. Over the years, many people have either added to his initial theory, which identified four dimensions, namely 'power distance', 'individualism vs. collectivism',

'uncertainty avoidance' and 'masculinity vs. femininity', or else they have challenged the basic concept. Initially, he was looking in particular at the business context, but in recent years it has been applied to many different contexts.

The first dimension – power distance – concerns perceptions of inequality and power. A

high score here (e.g., in the Arab World) would indicate that hierarchy is established and accepted in society. A lower score would show that people may question authority and want power to be more distributed. The second dimension concerns 'individualism' and 'collectivism'. In individualistic societies (e.g., North America and Europe) people tend to have strong ties to their immediate family, but in collectivist societies (e.g., many developing countries) there tend to be close relationships with extended families.

The third dimension is 'uncertainty avoidance', which is loosely defined as the level of tolerance for ambiguity within society. A society with a high score here (e.g., Japan) would be one which has very strict codes of behaviour that govern what people can do, and where there is considered to be one 'truth' which influences the way that everybody thinks. A lower score would reveal more acceptance of different thoughts and ideas.

The fourth dimension concerns 'masculine' and 'feminine' societies. The former societies (e.g., Japan) are defined as those where there is 'a preference in society for achievement, heroism, assertiveness and material rewards for success', whereas the latter adopt 'a preference for cooperation, modesty, caring for the weak and quality of life.' In feminine societies, men and women share similar views and act in similar ways.

While some people have criticized Hofstede's theory, it is still very influential nearly 50 years after it was developed. This is especially true in the business context, but it is also relevant in other fields.



UNIT 2 Culture

21

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6 Referring to visual aids

Even if a visual aid has been designed using the techniques discussed in this unit, it can only work well if the presenter knows how to refer to it effectively.

6.1 You will hear three short excerpts from a presentation in which the speaker refers to a visual aid about international student recruitment. The visual aid itself and the transcript of each excerpt are shown below. As you listen, fill in the blanks to complete the missing words.

Excerpt A

As I mentioned earlier, this year we've seen a considerable increase in our international student memberships, _____ which countries these students are coming from and which clubs and societies they're choosing to join.

Excerpt B

_____ the international students currently studying at the university _____ the actual number of students and _____ their country of origin. _____, most international students are coming from four key areas: China, Japan, Nigeria and India.

Excerpt C

_____ the University Travel Club is still the most popular society for international students, particularly for students from China and Nigeria. _____ two other societies: the Student Debating Group and the Drama Circle. _____ the Student Debating Group is a popular choice with Indian students, and the Drama Circle attracts lots of members from Japan.

6.2 Some useful language for dealing with visual aids is listed in the Language focus box on the next page. Working with a partner, take turns using relevant phrases to practise referring to the Newtown Campus visual.

Club	China	Nigeria	India	Japan
Travel Club	600	550	400	500
Debating Group	450	350	650	550
Drama Circle	350	400	500	550
Sports Club	600	400	350	750

Language focus 11

Referring to visual aids

Preparing the audience for a visual aid

a So now let's look at ...
b Now I'd like to show you ...

Explaining the purpose of a visual aid

c This graph / table / diagram shows ...
d This graph / table / diagram provides an overview of ...

Drawing attention to key features

e I would like to draw your attention to ...
f As you can see, the column on the left shows ...
g The columns on the right show ...
h The points in bold represent ...
i As this data indicates, ...

6.3 Now use appropriate phrases from Language focus 11 to refer to the visual aid below. Compare what you say with the recording.

How international students spend their leisure time
(Survey of 500 students, Newtown University 2014)

Society / country of origin	Skiing	Reading books	Golfing	Swimming	Playing computer games	Meeting friends
China	5	15	20	5	35	20
Japan	30	5	5	12	4	18
Nigeria	10	20	7	2	4	14
India	8	3	16	10	2	40

7 Connected speech

International students often complain that native English speakers speak too fast for them to follow. What they really mean is that native speakers tend to run different sounds together and make less of a distinction between individual words. It is important to be aware of the different ways that native speakers link sounds and words in spoken English.

7.1 Listen to the recording of items a–d. In each case, underline any words that the speaker links together instead of pronouncing them completely separately.

a) We should have started recruiting in Asia much earlier.
b) One of the new doctorate students arrived last week.
c) He came with his wife and kids.
d) Have you met him yet?

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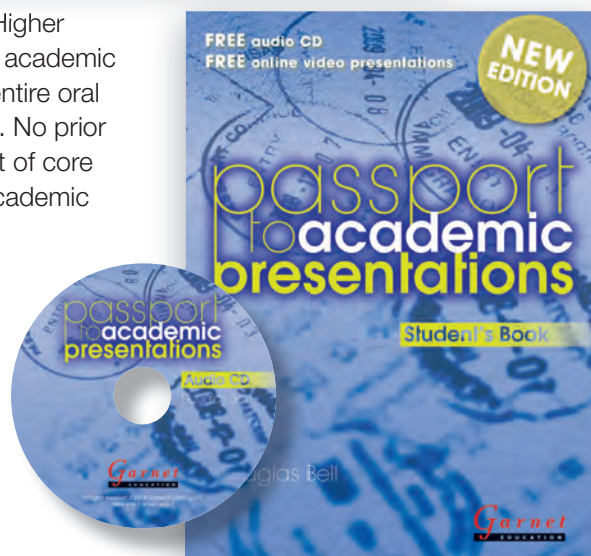
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- Dealing with questions and answers
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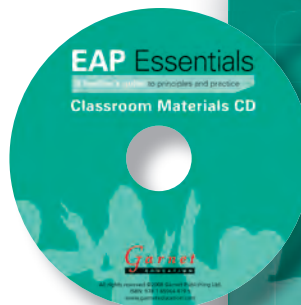
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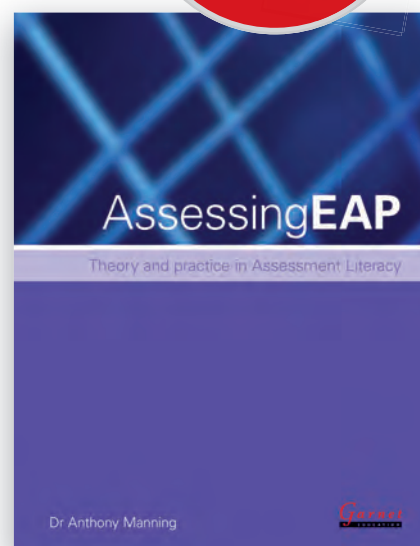
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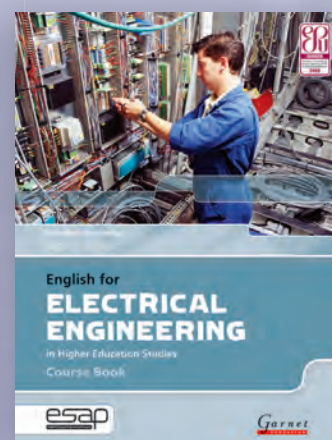
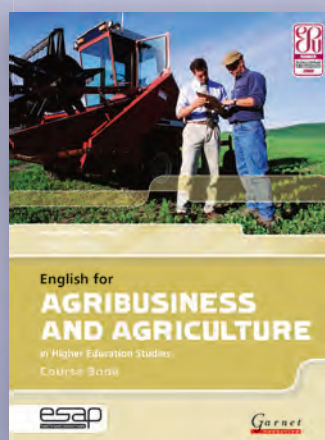
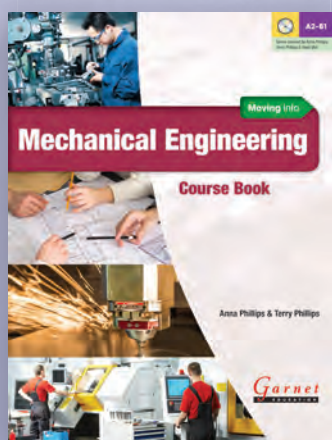
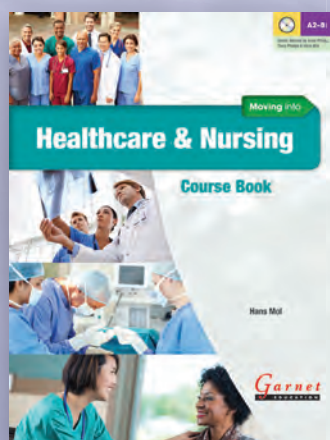
- Determining and understanding EAP assessment purpose
- Using test specifications to build EAP tests
- Selecting and describing the EAP skills to assess
- Identifying and drawing material from academic subject domains
- Collaborating with teachers of other academic subjects
- Piloting, prototyping and field-testing EAP tests
- Marking and developing scales and grading criteria for EAP tests
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Unlike competing series, **Moving into ESAP** caters for students at a relatively low language level but with high aspirations and the need for a carefully targeted, content-driven course. The materials both help students study effectively and prepare them for the world of work.

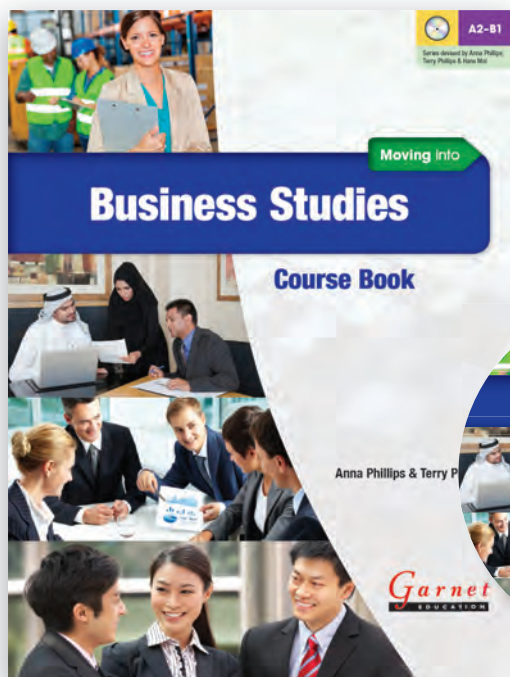


KEY FEATURES

- Communicative activities focus on developing confident, effective communicators
- Grammar and vocabulary are carefully tailored to discipline-specific needs; an additional Grammar reference section at the back of the Course Book provides extra support for each unit
- In addition to the four skills, the materials teach transferable skills that relate both to the students' wider studies and to their current and future careers
- Personalized *Over to you!* tasks encourage student engagement with their own learning and with the topics
- Other key focuses include: critical thinking, project work and opportunities to develop self-assessment

Moving into Business Studies

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0



TOPICS INCLUDE

- Motivation at work
- Keeping the customer satisfied
- Product life cycles
- Business and the environment

UNITS

- Companies – big and small
- It's just the job!
- Industrial revolution
- Keeping the customer happy
- What's my motivation?
- Who wants to be a millionaire?
- Now you're talking
- Up, up and ... down?
- Going green
- How to get a good job

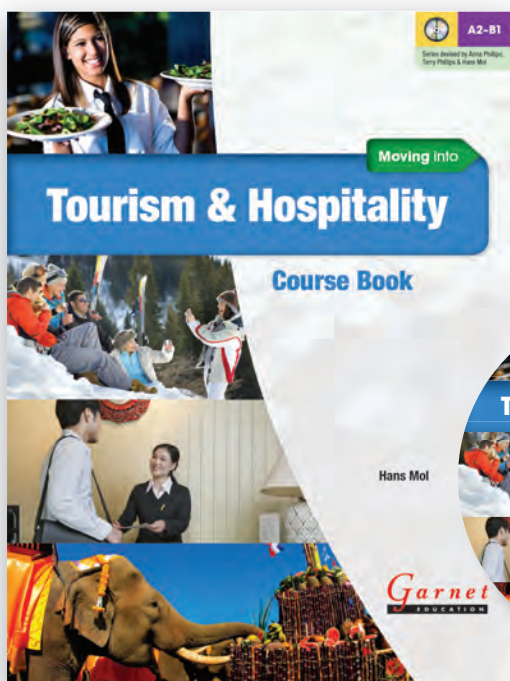


Moving into Business Studies

Course Book & audio DVD	978 1 85964 690 8
Workbook & audio CD	978 1 85964 696 0
Teacher's Book	978 1 85964 691 5

Moving into Tourism & Hospitality

HANS MOL • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0



TOPICS INCLUDE

- The business of fun
- The four Ps of hospitality
- Starting up a tourism and hospitality business
- Hospitality and the environment

UNITS

- The business of fun
- Things to do
- Globetrotters and day trippers
- You're welcome!
- What's your motivation?
- Starting up
- Now you're talking
- Cycle of life
- Do the right thing
- Getting a good job

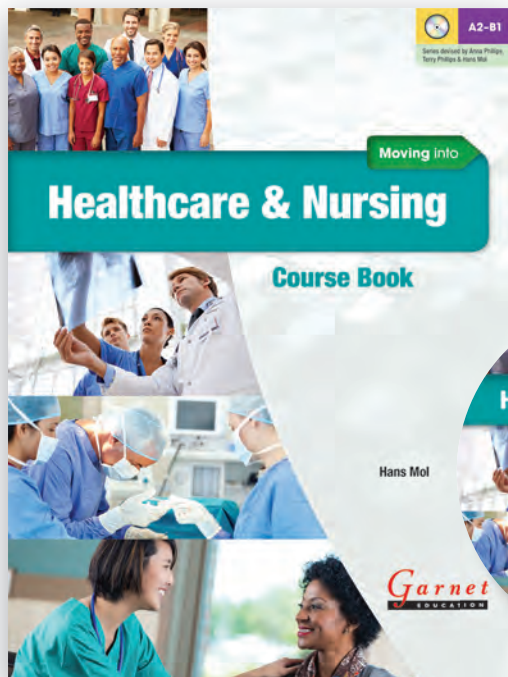


Moving into Tourism & Hospitality

Course Book & audio DVD	978 1 90757 553 2
Workbook & audio CD	978 1 90861 447 6
Teacher's Book	978 1 90757 554 9

Moving into Healthcare & Nursing

HANS MOL • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0



TOPICS INCLUDE

- Motivation in healthcare
- Patient-centred care
- A career in nursing
- Healthy lifestyles

UNITS

- The world of healthcare
- Jobs to do
- Take care
- You're welcome!
- I like that!
- Nursing
- Get the message
- Lifestyle
- Making healthcare greener
- Finding work

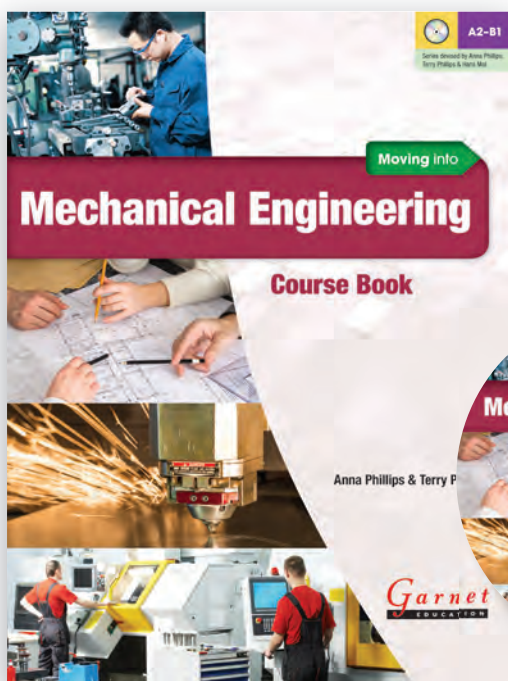


Moving into Healthcare & Nursing

Course Book & audio DVD	978 1 90757 567 9
Workbook & audio CD	978 1 90861 446 9
Teacher's Book	978 1 90757 568 6

Moving into Mechanical Engineering

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0



TOPICS INCLUDE

- Working with machines
- Designing for safety
- Engineering and the laws of motion
- Computer-aided manufacturing

UNITS

- Changing the world
- The skills you need
- Working with machines
- Fit for purpose
- Starting and stopping
- Inspiration and perspiration
- Now you're talking
- Finding fault
- Going green
- How to get a good job



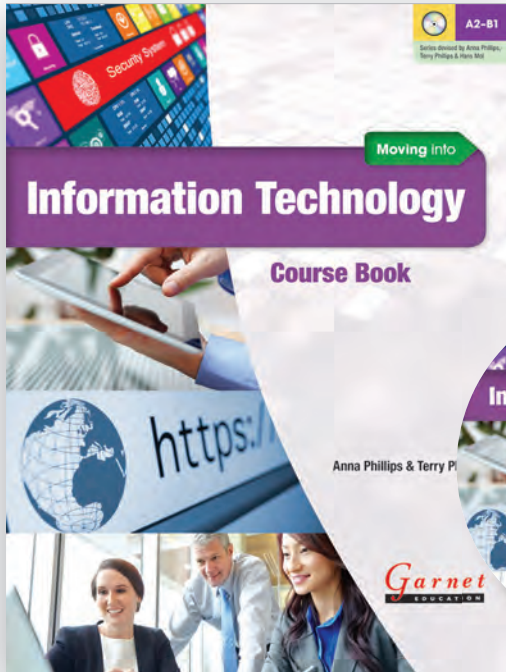
Moving into Mechanical Engineering

Course Book & audio DVD	978 1 90757 566 5
Workbook & audio CD	978 1 90861 445 2
Teacher's Book	978 1 90757 566 2

Moving into Information Technology

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0

New



TOPICS INCLUDE

- Input, process and output
- Data, information and action
- The internet and the web
- Starting an ICT business

UNITS

- The world at your fingertips
- The skills you need
- From data to action
- The customer is king ... and queen
- Always on
- Starting up
- Now you're talking
- Cycle of life
- Green IT!
- How to get a good job

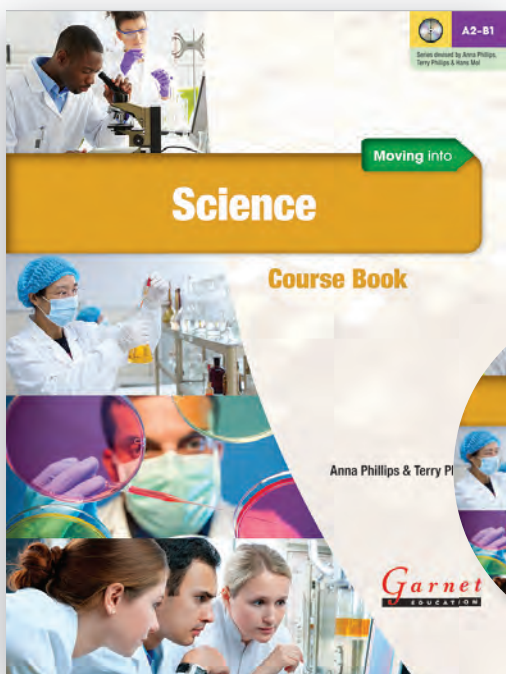


Moving into Information Technology

Course Book & audio DVD	978 1 78260 173 9
Workbook & audio CD	978 1 78260 174 6
Teacher's Book	978 1 78260 175 3

Moving into Science

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0



TOPICS INCLUDE

- The human body
- Chemical reactions
- Genetics
- Ecosystems

UNITS

- Discovering the world
- It's just the job
- Building the world
- What is life?
- $E=mc^2$
- We're all in it together
- Now you're talking
- Staying in control
- Saving the planet
- How to get a good job



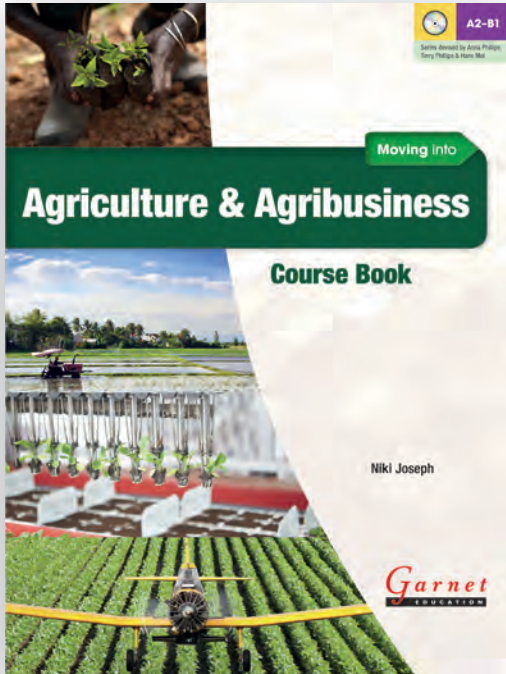
Moving into Science

Course Book & audio DVD	978 1 78260 167 8
Workbook & audio CD	978 1 78260 168 5
Teacher's Book	978 1 78260 169 2

Moving Into Agriculture & Agribusiness

NIKI JOSEPH AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0

New



UNITS

- What is agriculture?
- Different jobs, different places
- Planting seeds
- It's all in the soil
- It works for us
- Rain, wind and fire ...
- Tell me more!
- Pest control
- Making agriculture greener
- How to get a good job

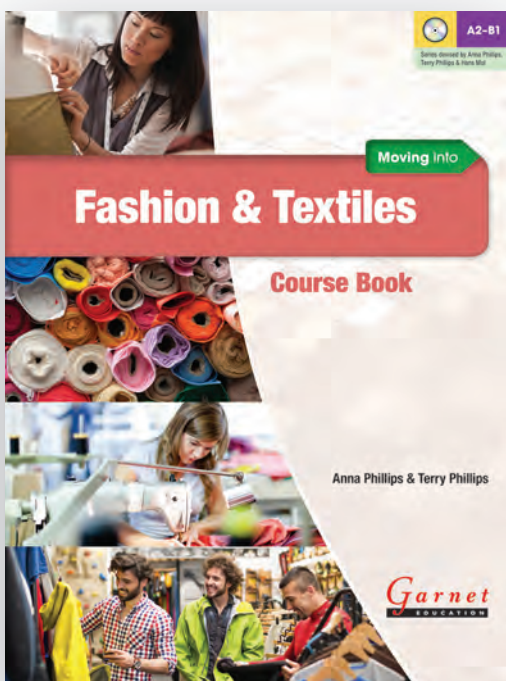
Moving into Agriculture & Agribusiness

Course Book & audio DVD ... 978 1 78260 238 5
 Workbook & audio CD 978 1 78260 239 2
 Teacher's Book 978 1 78260 240 8

Moving into Fashion

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0

New



UNITS

- Fashion companies, big and small
- The rag trade
- Fab fabrics
- The latest fashion
- What's my inspiration?
- Who wants to be a fashion entrepreneur?
- Now you're talking!
- What's 'in'? And what's 'out'?
- Eco fashion and textiles
- How do I get a good job in fashion?

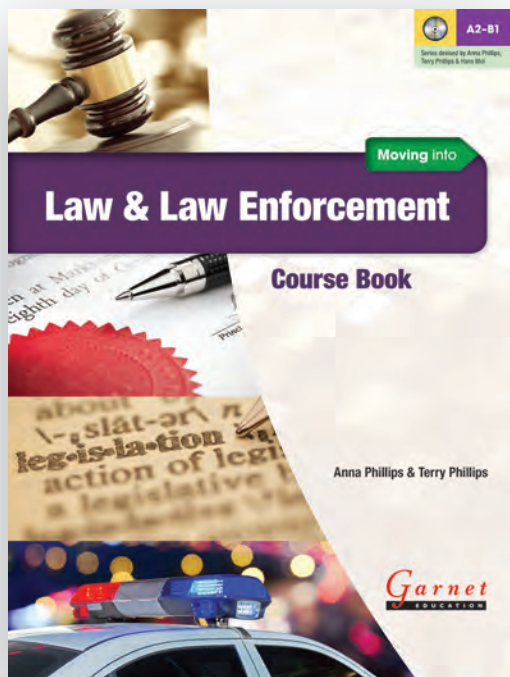
Moving into Fashion & Textiles

Course Book & audio DVD ... 978 1 78260 232 3
 Workbook & audio CD 978 1 78260 233 0
 Teacher's Book 978 1 78260 234 7

Moving into Law

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0

New



UNITS

- It's a crime!
- It's just the job
- Courtroom drama
- The customer is always right
- It's not fair!
- Who want to be rich and famous?
- Legally speaking
- Cyber security and cyber crime
- Green footprints and the law
- How to get a good job

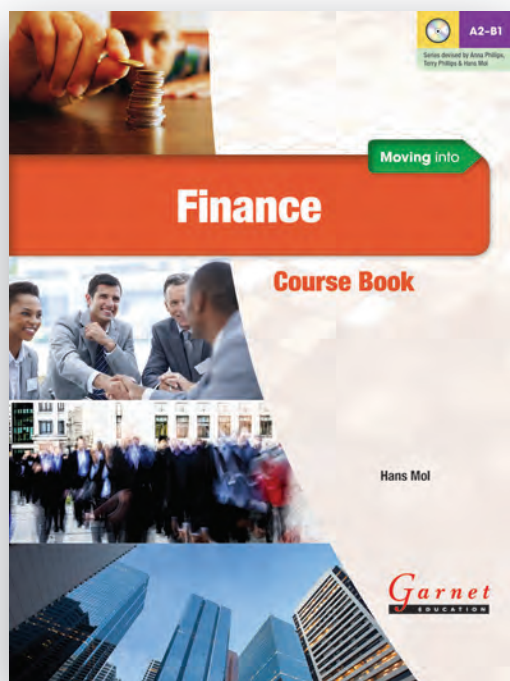
Moving into Law & Law Enforcement

Course Book & audio DVD ... 978 1 78260 253 8
 Workbook & audio CD 978 1 78260 254 5
 Teacher's Book 978 1 78260 255 2

Moving into Finance

HANS MOL, TERRY PHILLIPS AND ANNA PHILLIPS • PRE-INTERMEDIATE: CEF LEVEL A2 TO B1/IELTS 3.0–4.0

New



UNITS

- Money, money, money
- It's just the job
- Money in, money out
- Getting it covered
- Stock exchange
- Start up ... and close down!
- Now you're talking!
- Electronic banking
- Green money
- How do I get a good job in finance?

Moving into Finance

Course Book & audio DVD ... 978 1 78260 170 8
 Workbook & audio CD 978 1 78260 171 5
 Teacher's Book 978 1 78260 172 2

The English for Specific Academic Purposes series

A faculty-specific series for students in higher education

SERIES EDITOR: TERRY PHILLIPS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



English for Specific Academic Purposes is a series of skills-based courses to help students enter English-medium tertiary-level study in a wide range of academic disciplines.

Suitable for students with an English level of Upper Intermediate (CEF B2), each Course Book comes with two audio CDs and a full transcript, allowing students to use the books for self-study or homework between lessons. Each of the 12 units provides between four and six hours of classroom activity, with the added flexibility of a further two to four hours using the suggested extra activities in the Teacher's Book. As a core component of a faculty-specific pre-session or foundation course, each ESAP title therefore provides between 50 and 80 hours of teaching material.

Teacher's Books contain full methodology notes for all lessons, with introductions and closures, and answer keys for all exercises – including model answers for open-ended activities. The books also include over 40 pages of photocopiable resources, with activity banks, model texts and vocabulary and grammar reviews.

All of the English for Specific Academic Purposes authors are experts in their fields, chosen by Garnet Education for their knowledge of the subject area covered by their particular title.

KEY FEATURES

- Systematic approach to developing academic skills through relevant content
- Focus on receptive skills (reading and listening) to activate productive skills (writing and speaking) in subject area
- Eight-page units combine language and academic skills teaching
- Vocabulary and academic skills banks in each unit for reference and revision
- Teacher's Books include facsimiles of Course Book pages at the appropriate point in each unit
- Audio CDs for further self-study or homework, featuring extracts from faculty lectures

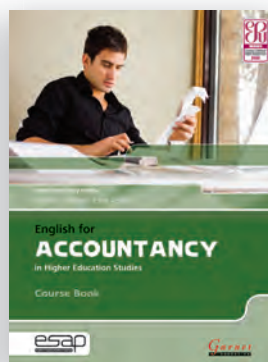
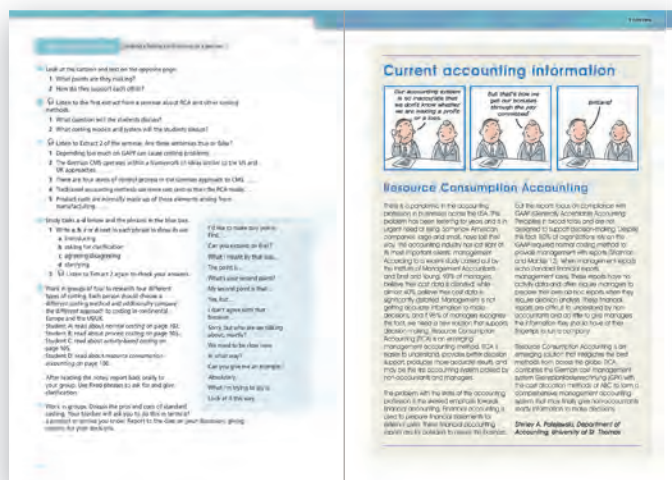
“The Garnet Education series covering *English for Specific Academic Purposes* focuses on very specialised academic learning needs. Garnet have shown a brave publishing commitment to teachers and learners and they have delivered consistent and high-quality courses and learning content across a wide range of specialised areas. The entire series is a tribute to Garnet’s vision and a worthy winner of the 2009 Duke of Edinburgh ESU English Language Award.”

Duke of Edinburgh ESU English Language Award judges



ESAP: English for Accountancy

ROGER SCOTT AND JOHN ADAMS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0-7.5+



UNITS

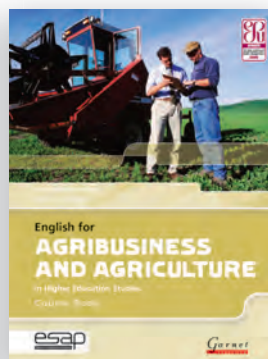
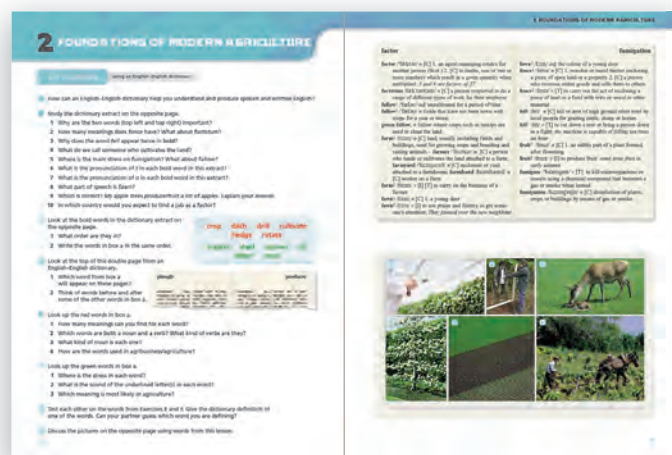
- What is accountancy?
- Financial accounting
- Management accounting (1)
- Computers in accountancy
- Costing
- Management accounting (2)
- The accounting profession
- External reporting practice
- Corporate financial management
- Auditing
- Financial management
- Taxation

English for Accountancy

Course Book with audio CDs (x2) 978 1 85964 559 8
Teacher's Book 978 1 85964 560 4

ESAP: English for Agribusiness and Agriculture

ROBIN MATHESON • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0-7.5+



UNITS

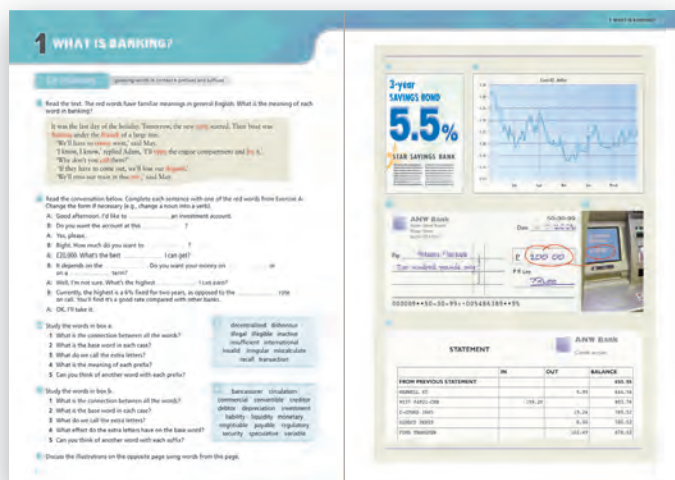
- Agriculture and business
- Foundations of modern agriculture
- Soil and land management
- Technology and agribusiness
- People and markets
- Products and strategies
- The effective marketing manager
- Rural economies and financial management
- Managing financial accounts
- Food safety
- The future of farming
- The good agribusiness

English for Agribusiness and Agriculture

Course Book with audio CDs (x2) 978 1 85964 450 8
Teacher's Book 978 1 85964 451 5

ESAP: English for Banking

MARIE McLISKY • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- What is banking?
- The origins of banking
- Banking institutions
- Computers in banking
- Bank performance
- Central banks
- International banking
- Offshore banking
- Banking in developing countries
- Banking and ethics
- Influences on banking standards
- Banking governance

“... interactive and interesting to study.”

Elena Ksenevich, Streamline Language School, Bulgaria

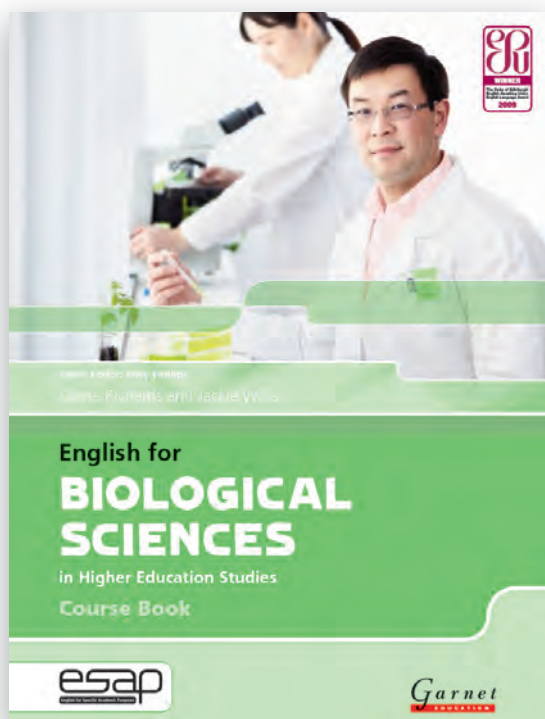
English for Banking

Course Book with audio CDs (x2) 978 1 85964 935 0
Teacher's Book 978 1 85964 943 5

ESAP: English for Biological Sciences

GLORIA RICHARDS AND JACKIE WILLIS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+

New



UNITS

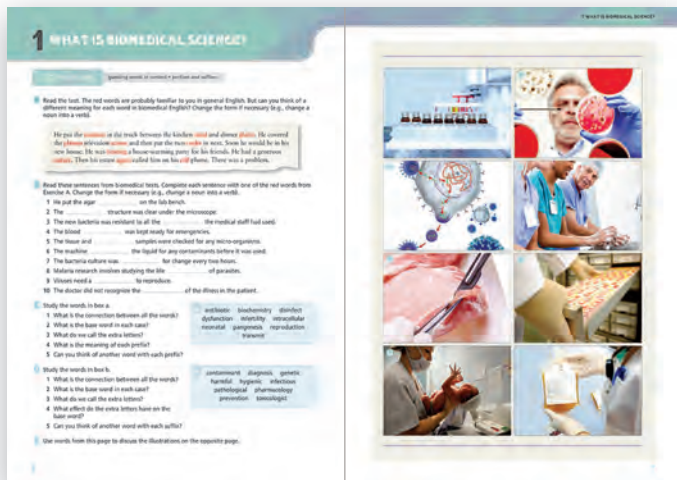
- The sciences of the living world
- Biological advances
- Experimental biology
- The world of technology
- Nutrition
- Enzymes and reactions
- Cell biology: the cell cycle
- Thermoregulation and thermogenesis
- Evolution in action
- Biological research and ethics
- External influences
- Biological investigations

English for Biological Sciences

Course Book with audio CDs (x2) 978 1 90757 536 5
Teacher's Book 978 1 90757 537 2

ESAP: English for Biomedical Science

JOHN CHRIMES • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS: 5.0–7.5+

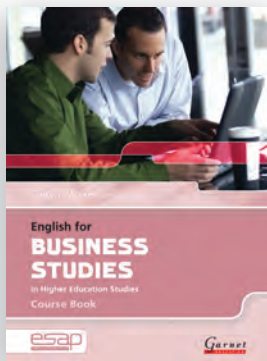
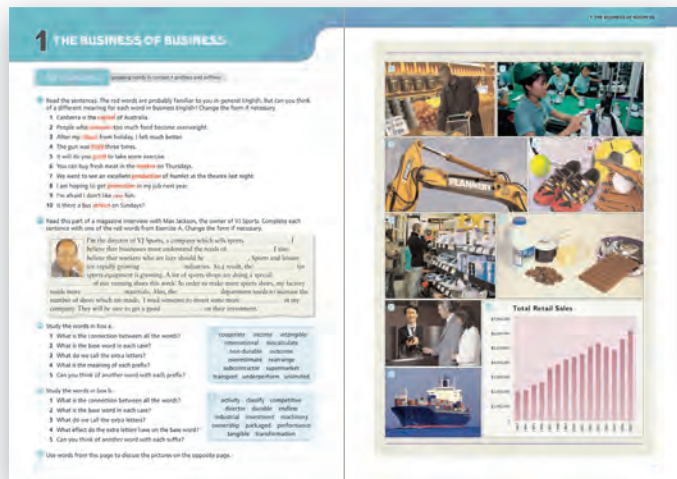


UNITS

- What is biomedical science?
- What do biomedical scientists do?
- Human body systems
- Computers in biomedical science
- Micro-organisms and disease
- New drug development
- Immunology and allergic reactions
- Genetics and medicine
- Food safety
- Animal testing
- Stem cell research
- Laboratory reports

ESAP: English for Business Studies

CAROLYN WALKER WITH PAUL HARVEY • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- The business of business
- The organization of work
- Getting the work done
- The world of technology
- People and markets
- Products and strategies
- Operations: producing the goods
- Operations: efficiency, costs and quality
- Managing financial accounts
- Funding company activities
- External influences
- Strategy and change

***“... a wide variety of topics
and up-to-date material.”***

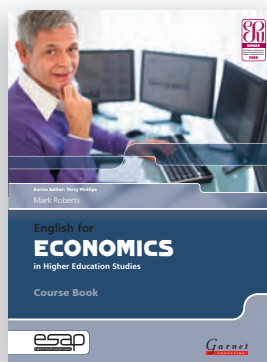
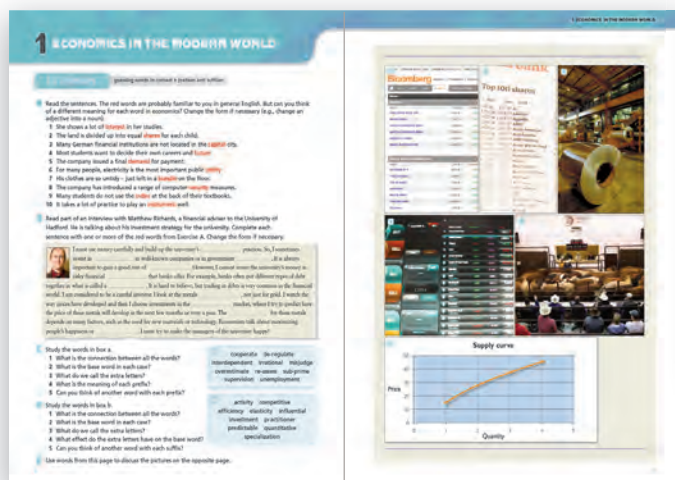
Lionello Fabris, University of Udine, Italy

English for Business Studies

Course Book with audio CDs (x2).....	978 1 85964 936 7
Teacher's Book	978 1 85964 944 2

ESAP: English for Economics

MARK ROBERTS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- Economics in the modern world
- How economics is organized
- Market economies
- Economics and technology
- Economics, globalization and sustainability
- Macroeconomics ... but microfinance!
- Saving, spending ... borrowing and lending!
- The economics of agriculture
- The economics of healthcare
- The economics of sport
- Labour markets
- Strategy, policy and economic change

“The main criterion against which all textbooks are assessed is the balance between EAP and EOP elements. The only coursebook that meets the criterion is English for Economics.”

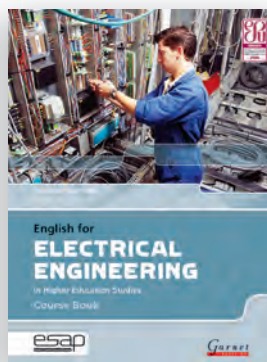
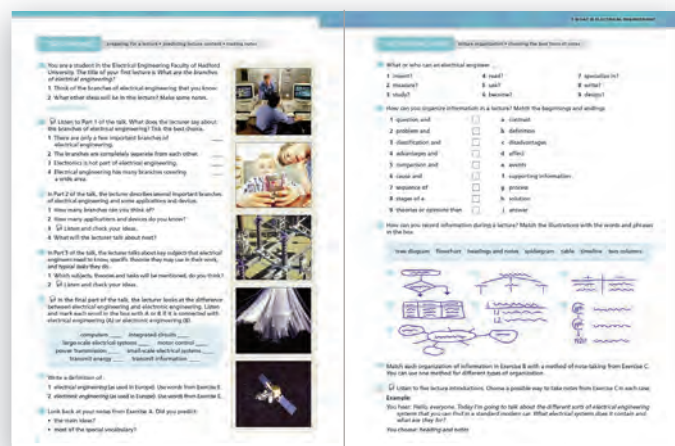
Svetlana N. Kucherenko for *The Journal of Teaching English for Specific and Academic Purposes*

English for Economics

Course Book with audio CDs (x2) 978 1 85964 448 5
Teacher's Book 978 1 85964 449 2

ESAP: English for Electrical Engineering

ROGER SMITH • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

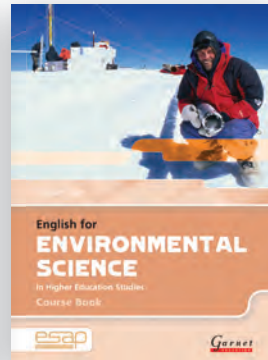
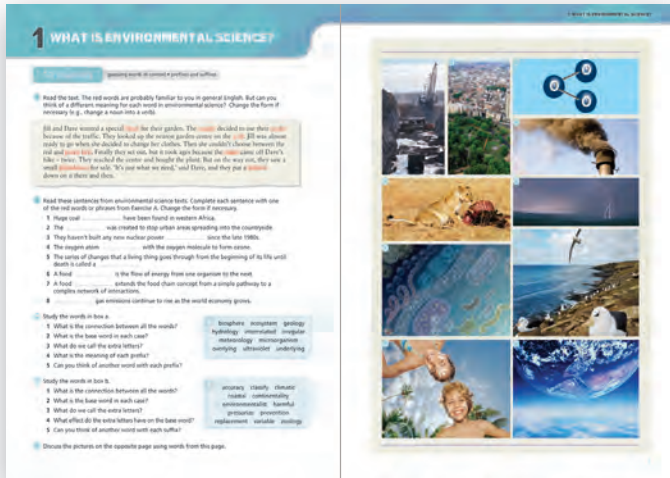
- What is electrical engineering?
- The history of electrical and electronic engineering
- Electric and magnetic circuits
- The world of technology
- The television
- Control systems
- Electric power generation, transmission and distribution
- Telecommunication
- Signal processing
- Electric cars
- Microelectromechanical systems
- Lighting engineering

English for Electrical Engineering

Course Book with audio CDs (x2) 978 1 90757 532 7
Teacher's Book 978 1 90757 533 4

ESAP: English for Environmental Science

RICHARD LEE • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- What is environmental science?
- What do environmental scientists do?
- The atmosphere
- Computers in environmental science
- Energy resources
- Soil as a resource
- Recycling waste
- Ecosystems
- Preserving biodiversity
- Pollution
- Agriculture
- Sustainability

“A cutting-edge, state-of-the-art resource.”

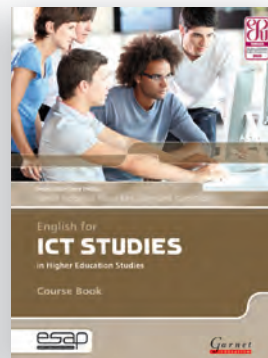
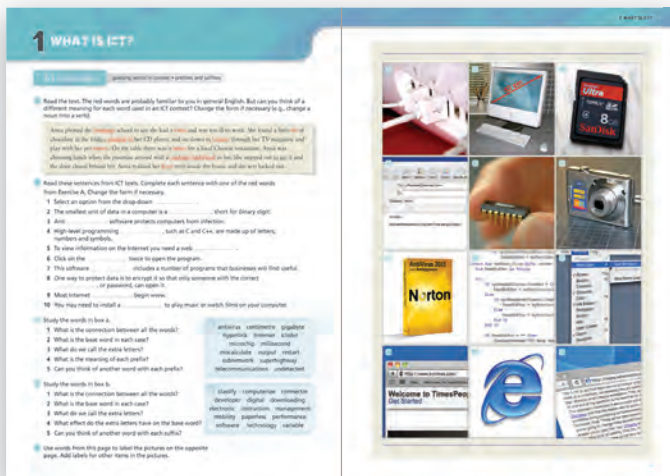
Mark Krzanowski for the *Journal of the English for Specific Purposes Special Interest Group*

English for Environmental Science

Course Book with audio CDs (x2)..... 978 1 85964 444 7
Teacher's Book 978 1 85964 445 4

ESAP: English for ICT Studies

PATRICK FITZGERALD, MARIE McCULLAGH AND CAROL TABOR • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

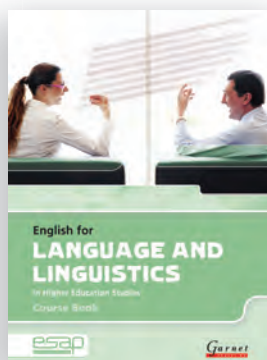
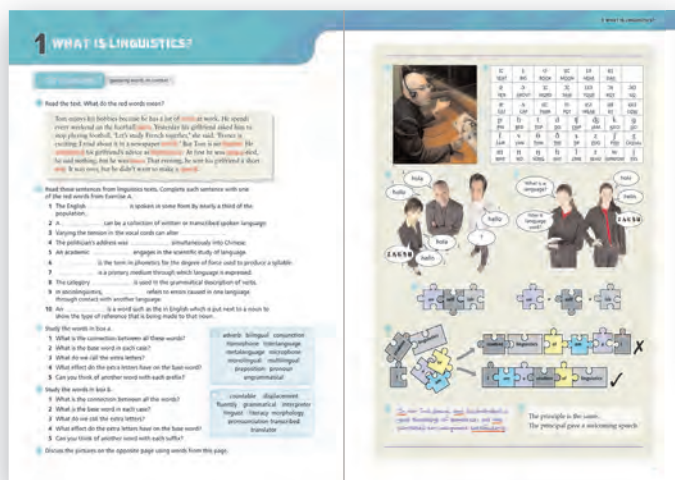
- What is ICT?
- ICT in the workplace
- Introduction to ICT systems
- ICT in education
- History of ICT
- The internet
- Hardware design and development
- Software development
- HCI – Human Computer Interaction
- E-commerce
- Contentious issues in computing
- The future of ICT

English for ICT Studies

Course Book with audio CDs (x2)..... 978 1 85964 519 2
Teacher's Book 978 1 85964 520 8

ESAP: English for Language and Linguistics

ANTHONY MANNING • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- What is linguistics?
- Development in linguistics
- Language acquisition and learning
- Language and technology
- Language and society
- English language teaching
- Language testing
- The spread of English
- Translating and interpreting
- Discourse analysis
- Pronunciation and phonology
- Grammar

“... excellent for starting students out on their Linguistics careers!”

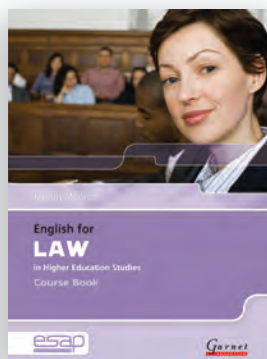
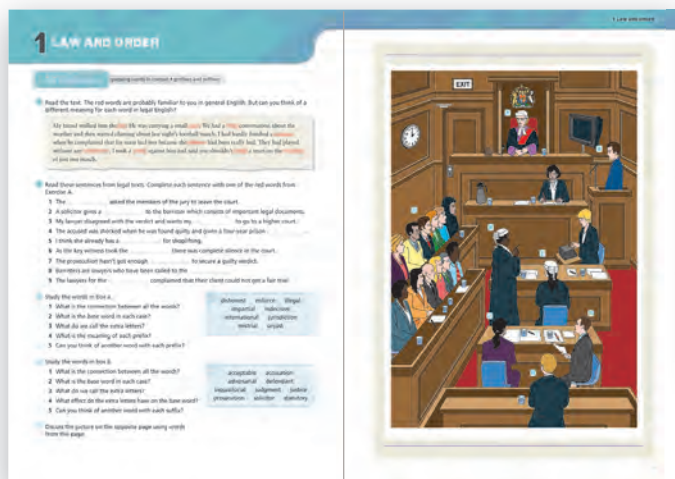
Jo Ann Neff, Universidad Complutense Madrid

English for Language and Linguistics

Course Book with audio CDs (x2) 978 1 85964 938 1
Teacher's Book 978 1 85964 946 6

ESAP: English for Law

JEREMY WALENN • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- Law and order
- Landmarks in law
- Crimes and civil wrongs
- Computers in law
- Theft 1: the Theft Act
- Theft 2: appropriation
- Contract Law 1: consideration
- Contract Law 2: misrepresentation
- Employment law
- Homicide
- International law
- Human rights law

“... a good mix of law and language learning ...”

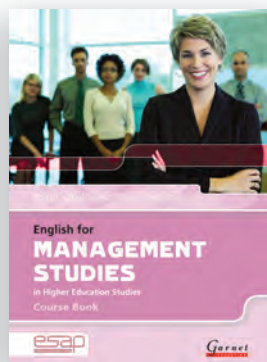
Cornelia Hacke, Humboldt-Universität, Berlin

English for Law

Course Book with audio CDs (x2) 978 1 85964 417 1
Teacher's Book 978 1 85964 418 8

ESAP: English for Management Studies

TONY CORBALLIS AND WAYNE JENNINGS • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+



UNITS

- What is leadership?
- Culture and change
- Organizations and operations
- Production management
- Strategy and the business environment
- Finance for strategy
- Budgets, decisions and risk
- People as a resource
- Developing people
- Industrial relations
- Marketing management
- Management information systems

“An excellent core text for pre-sessional type courses.”

Kathryn Sagert for TEFL.net

English for Management Studies

Course Book with audio CDs (x2) 978 1 85964 440 9
Teacher's Book 978 1 85964 441 6

ESAP: English for Mechanical Engineering

MARIAN DUNN, DAVID HOWEY AND AMANDA ILIC, WITH NICHOLAS REGAN • UPPER INTERMEDIATE TO PROFICIENCY: CEF LEVELS B2 TO C2/IELTS 5.0–7.5+

**eBook
edition
available**



UNITS

- What is engineering?
- Engineering achievements
- Forces on materials
- Computers in engineering
- MEMS and nanotechnology
- Friction
- The future of cars: battery power
- Engineering and sustainability
- Health and safety
- Accident analysis in construction
- Wind turbines
- Laboratory reports

“... very impressed with the simple ways the authors found to bring across complex ideas and concepts.”

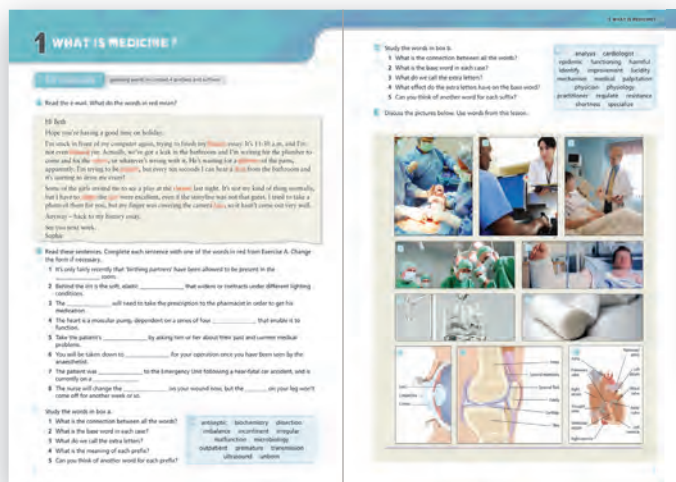
Kat Urbantat, Sprachenzentrum der Universität Leipzig, Germany

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UNITS

- What is medicine?
- Achievements in medicine
- Basic principles in medicine
- Computers in medicine
- Causes and effects of disease
- Basic medical sciences – biology, biochemistry and pharmacology
- Clinical setting: acute care
- Clinical setting: primary care
- Non-clinical setting: public health
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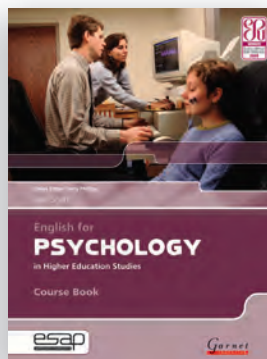
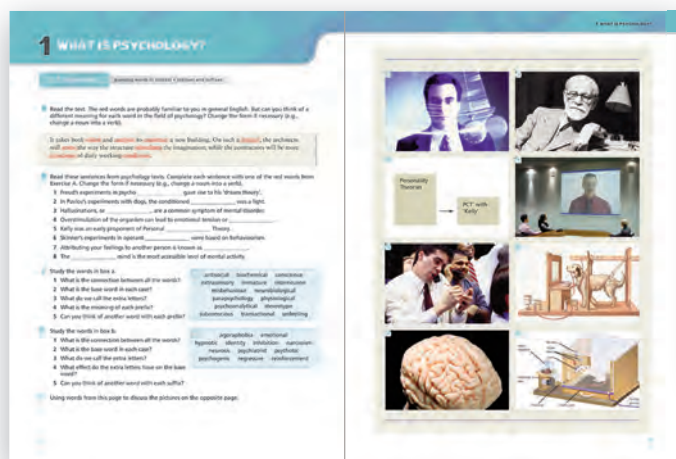
Andy Gillett for the Journal of the English for Specific Purposes Special Interest Group

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UNITS

- What is psychology?
- Branches of psychology
- Psychology in practice
- Psychology and computers
- Freud and Jung: dreams and personality
- Vygotsky and Piaget: thought and language
- Memory and forgetting
- Madness: popular myths about mental health
- Personality
- Mental health: modern compulsions
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- With the future in mind

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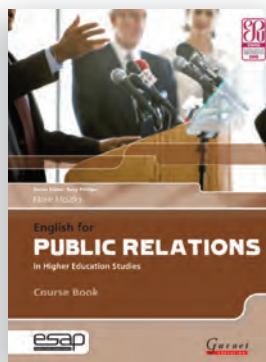
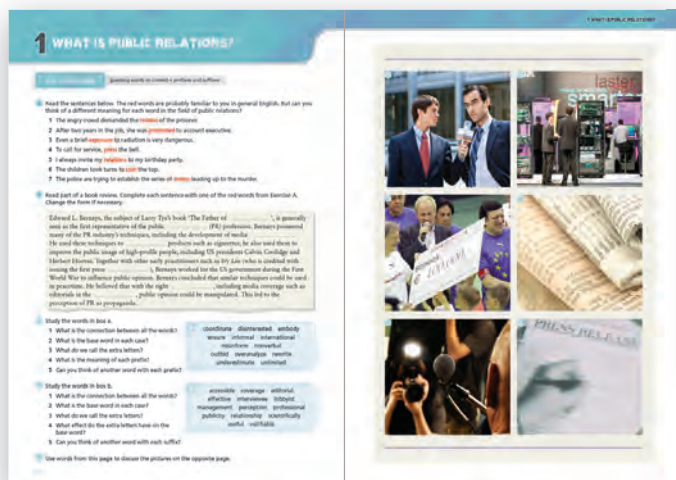
Anna Kanape, Graz University, Austria

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UNITS

- What is public relations?
- Public relations activities
- Public relations research
- Careers in public relations
- PR for non-profit organizations
- Crisis communication
- Public relations regulation
- Public relations and marketing
- Public relations for corporate responsibility
- Financial public relations
- Current issues in public relations
- Strategy and change

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Jesús García Laborda for TEFL.net

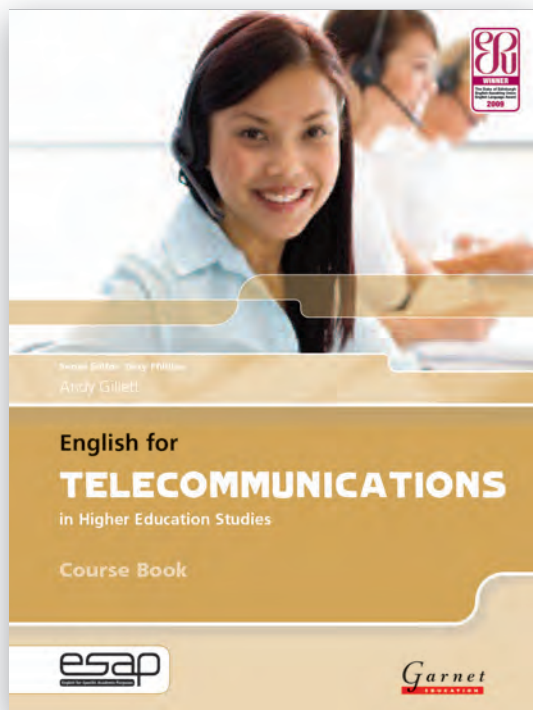
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Coming soon



UNITS

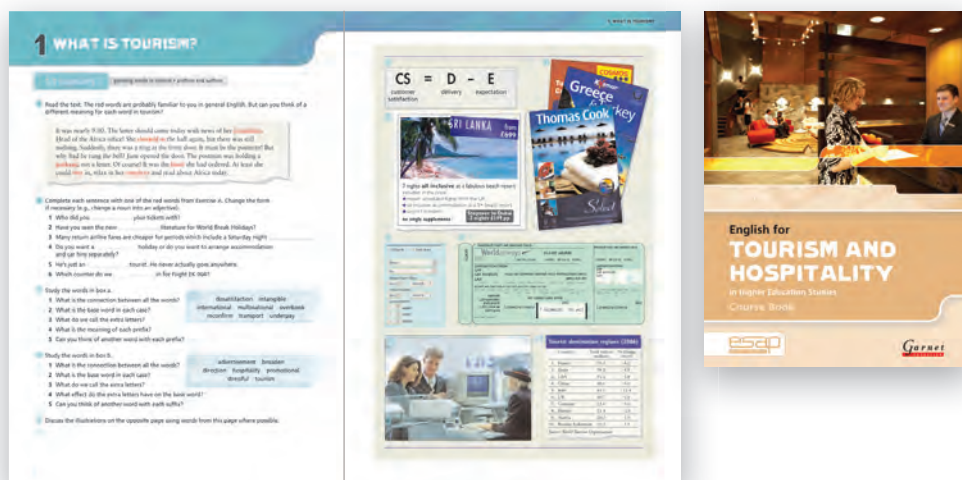
- What is telecommunications?
- The evolution of telecommunications
- The telecommunications process
- The use of computers in telecommunications
- Types of signal
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UNITS

- What is tourism?
- What's your kind of tourism?
- Hospitality research
- Careers in tourism and hospitality
- Tourism and marketing
- The business of events tourism
- The business of fun
- Hospitality marketing
- Tourism and culture
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Unit 7

Islam and science

Topics and vocabulary areas:

- scientists and their achievements
- miracles in the Qur'an
- comparing miracles to scientific fact

7.1 Vocabulary: ways of describing people and their achievements



1 Match each of the sentences with one of the pictures above. Try to guess the meaning of the words in *italics*.

- Ibn Sina's biggest contribution to medical science was his famous book *al-Qanun fi al-Tibb*, 'The Rules of Medicine'. He was the first physician to describe several common diseases.
- Ibn Khaldun's chief contributions lie in the philosophy of history and sociology. After travelling around the world, he wrote books on the history and geography of the world.
- Ibn al-Nafis was a physician who studied medicine in Damascus. His most famous contribution was the book 'The Art of Medicine'.
- Khwarizmi was a mathematician, astronomer and geographer. He was the founder of several branches and basic concepts of mathematics.
- Al-Bukhari collected around 2,600 authentic hadiths attributed to the Prophet Muhammad (PBUH) in his famous book 'Sahih al-Bukhari'.

2 The words in the list below all describe people's roles within a community. Decide whether the words in each pair have a similar or an opposite meaning. Check your ideas using a dictionary.

- successor / founder
- descendant / predecessor
- supporter / follower
- scholar / guide
- scientist / expert
- explorer / inventor

Islam and science

7

3 Complete the table with the correct forms of each word.

Verb	Noun	Adjective	Person/Doer
found	foundation	founding	founder
lead			
guide			
inherit			
succeed			
explore			
invent			

4 Complete the two texts below about Muslim scientists with words from the box.

accurately reason explore conception system exploit observe
scientific inventions embryo uterus growth phenomena wisdom

Text 1

As we all know, the Qur'an stresses that a human being is special because he or she receives the gift of **a** _____. I believe that people should use this gift to think and **b** _____ the world, in order to gain understanding of how everything works. Human beings live as part of a _____ that has been created perfectly by Allah. The honourable act of observing different **c** _____ and learning how to **d** _____ them for the benefit of humanity is in itself a form of worship. A Muslim is rewarded by Allah for engaging in such activity. The Qur'an itself tells Muslims that they can start with the **e** _____ and knowledge it contains in its verses.

Text 2

Muslims started to see the Qur'an in a new light as they became exposed to modern **a** _____. They started to **b** _____ and think more deeply about the meaning of its words and compare them with different fields of scientific knowledge. They considered the theories concerning the creation of Man, the **c** _____ of a baby and the different stages of growth that an **d** _____ passes through before its birth. It was found that the Qur'an contains detailed descriptions of these different stages in Verse 14, Chapter 23, where a detailed account is given of the **e** _____ of the embryo in the maternal **f** _____. Even non-Muslims who read this description agree that it **is in** _____ summarized in more than one verse.

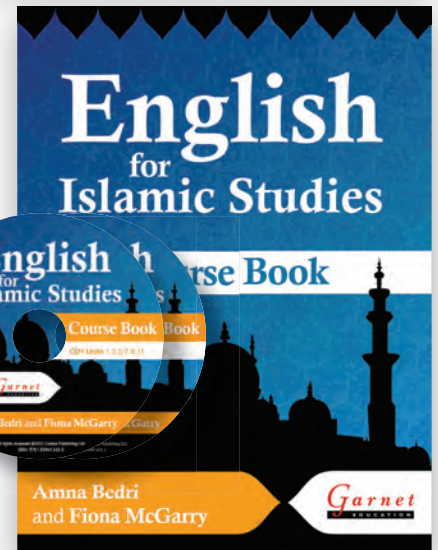
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UNITS

- My first trip abroad
- The First Muslim State of Medina
- Islamic art and culture
- Getting married
- Social relationships in Islam
- The Prophethood of Muhammad (PBUH)
- Islam and science
- A healthy lifestyle
- Financial matters
- The Hajj
- Narrative in the Qur'an
- Children's rights
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Business and Professional English



Garnet Education's Business and Professional English portfolio is produced in collaboration with industry experts. Business English titles include *Business Update*, a two-level introduction to the English-speaking business world starting at Pre-Intermediate level, and *Career Express*, for Upper Intermediate to Advanced students studying business in higher education. Professional English titles include *Safety First*, a course for professionals who do potentially unsafe or dangerous jobs in industry and *Take-Off*, a course for students studying technical English in the aviation industry.

LEVELS CHART		BUSINESS AND PROFESSIONAL ENGLISH							
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10

Global reach

Objectives

- Explain and describe a system or process
- Make recommendations
- Arrange courier shipments
- Deal with transport documents
- Use phrasal verbs
- Use uncountable nouns



10.A International transport

Say what you know

- 1 Does your company send or receive goods from abroad? If so, what goods? Are there ever any problems? Can you imagine any problems? Do you know of any international express delivery companies? Have you or has anyone you know used them?

Speed is all!

- 2 Sofia has just started work at the express delivery company, DHL. Her supervisor is briefing her on how the system works.

CD2 TR20 Before you listen, study the different stages below and put them in the right order if you can. Then listen and check.

- a The shipment details are transferred to the courier's vehicle.
- b The shipment is checked for damage.
- c Local agents deal with Customs clearance.
- d A customer calls with details of a shipment.
- e The courier collects the shipment.
- f The shipment details are entered into the DHL system.
- g The shipment is taken to the nearest DHL Hub.
- h A courier delivers the shipment to its final destination.
- i The shipment is taken to the nearest sorting centre or Gateway.

- 3 CD2 TR21 Listen again. Make notes on the following, as in the example. Then compare your notes with a partner's.

- a shipment The goods which need to be taken from one place to another.
- b a courier
- c a quality check
- d a hub
- e Customs
- f an import agent
- g paperwork
- h the recipient
- i a pro forma invoice

Learning the process

- 4 Study the Language box. Work with a partner.

Student A uses ►File 25.A and will give Student B a definition. Student B uses ►File 25.B and must give the word or phrase which corresponds to it. Then swap roles. Begin like this:

Student A: *It's an object which gets sent by the customer.*

Student B: *The shipment?*

Student A: *That's correct.*

- 5 Write six simple sentences about the international courier process. Then join the sentences to make only three complex sentences, using *when*, *then*, *as soon as* and *while*. For example:

The shipment details are received. They are entered into the computer.

When the shipment details are received, they are entered into the computer.

Research – how did it get here?

- 6 Work in small groups. Choose either an international product your company buys or sells, or a foreign product you have bought recently. For example: *clothing* or *a CD*

Research the journey of the product from its origins to your company or to the shop. Think about the raw material, components, the place of manufacture, etc.

Write a short description of your product's journey. (Write about 200 words.)

Links:

Benetton – www.benetton.com

Sanyo – www.sanyo-verbatim.com



Language box	Passives with get
1 In spoken English, <i>get</i> often replaces the verb <i>be</i> in passive forms. It is followed by the past participle. For example: <i>The details get entered into the system immediately.</i> This form is often used to talk about processes when the person who carries out the process is not important, or is unknown. For example: a <i>The shipment gets taken to the local DHL station.</i> (Who takes it is not important.) b <i>It gets delivered to its final destination.</i> (Who delivers it is not important.)	2 Make sentences with the verb <i>get</i> . a details/transfer/to a portable printer b shipment/take/a hub c shipment/clear/through Customs

► See Grammar 6.1 p167

Key language	Sequences in a system
When you've typed the details into the computer, they get transferred ... Then the shipment gets taken to ... While a shipment is in the air, DHL is working ... As soon as the shipment is cleared, it is delivered ...	

P Pronunciation

Practise pronouncing difficult words on

► WB p89

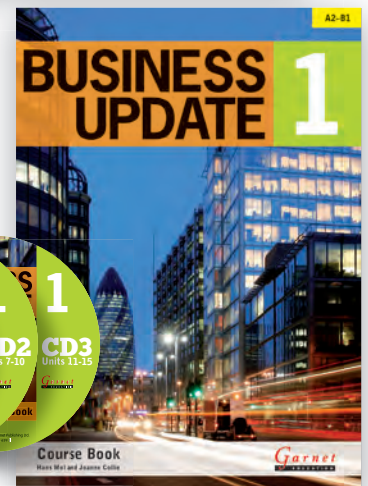
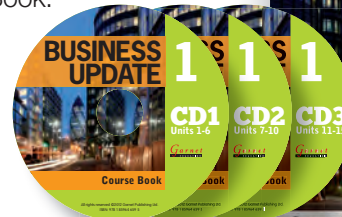
76 | Business Update

| 77

Business Update is an introduction to the English-speaking business world, using a carefully planned combination of task-based and multi-functional practice. It teaches specialist vocabulary and provides authentic business scenarios in which skills can be practised. The books prepare students for dealing with everyday office life, such as telephoning, working with facts and figures, taking orders and dealing with customer enquiries. The two levels are comprised of three components – a Course Book (with audio), a Workbook (with audio) and a Teacher's Book.

UNITS

- First contact
- Starting work
- Consumer power
- At work
- Telephone talk
- Learning the job
- What's in a brand?
- Can I help you?
- It's an order!
- Global reach
- The big sell
- It's in the making!
- Bank it!
- Food for thought
- It's an e-world



Business Update: Level 1

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4 | Selling fashion

Objectives

- Give and obtain information
- Ask for and give simple product advice
- Compare products
- Describe advantages and disadvantages
- Use zero conditional sentences

4.A The right product

Say what you do

- 1 Do you use a PC at university, at work or at home? Do you know anyone who has a laptop or a netbook? What do they use it for?

Obtaining information

- 2 Megan works on the helpline of Murrays Computer Co., a large electronics retailer. She is answering a client's questions about netbooks and laptops.

▶ CD1 TR8 Listen to the dialogue and answer the questions.

- a Why does the client call Murrays Computer Co.?
 - b Where did the client first see information about Murrays Computer Co.?
 - c Which characteristics does the client ask about?
- Tick any of the following that you hear in the dialogue:
- size ☐ speed ☐ design ☐ weight ☐ colour ☐ price ☐
- d At the end of the conversation, what does the client decide?

- 3 Which of the following characteristics belong to netbooks and which to laptops? Tick the appropriate column(s).

Which:	Netbook	Laptop
a is heavier?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b is slower?	<input type="checkbox"/>	<input type="checkbox"/>
c has batteries that last longer?	<input type="checkbox"/>	<input type="checkbox"/>
d has a bigger screen?	<input type="checkbox"/>	<input type="checkbox"/>
e has a smaller keyboard?	<input type="checkbox"/>	<input type="checkbox"/>
f is more useful for travel?	<input type="checkbox"/>	<input type="checkbox"/>
g is more expensive?	<input type="checkbox"/>	<input type="checkbox"/>

Compare your answers with a partner's. ▶ CD1 TR9 Listen to the dialogue again and check.

- 4 Study the Key language and the Language box. Work with a partner and ask and answer questions about products.

Student A uses ▶ File 3.A, Student B uses ▶ File 3.B. Begin like this:

Student B: I want an MP3 player. Can you give me some information, please?

Student A: Yes, of course. We have five models in stock at the moment ...

▶ See Topic word list 3



Language box Comparing products

- 1 Underline the expressions of comparison in the following sentences. Then decide whether each is a comparison of an adjective or an adverb. Write adj. or adv.
 - a Netbooks are smaller than laptops. adj.
 - b You work faster with a netbook. adv.
 - c The batteries in a netbook last longer. adv.
 - d The laptop screens are bigger. adj.
 - e The batteries in a laptop don't last as long. adv.
 - f You need to charge the batteries more often. adv.
 - g Netbooks are cheaper. adj.
- 2 You can add much before the adjective or the adverb. How does it affect the comparison? For example: Netbooks are much smaller than laptops. You can do much more with a laptop. A laptop can be much more expensive.

▶ See Grammar 12.2 p171 and 13.1 p172

P Pronunciation

Practise stress and pronunciation of comparisons on ▶ WB p21

Key language Customer enquiries

Asking for and giving information
Can you give me some information please?
I'd like to ask you about ...
What are the main differences?
There's a question of speed.
Netbooks are smaller and much lighter.
What about prices?
The laptops are cheaper/more expensive.

Clarifying information
How do you mean – faster?
But surely you can do more with a laptop.

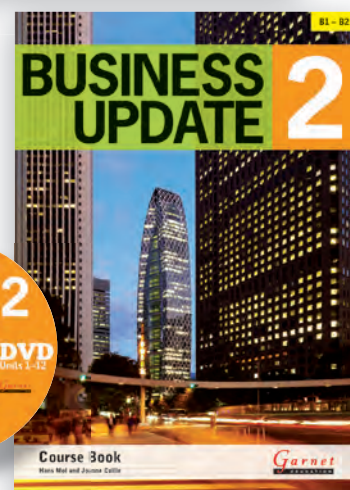
Finishing the conversation
I need to think about that.
Any time. Glad to help you.
I need to check with my boss.
I'll get back to you. Thanks.
Thanks, anyway.
You're welcome.

KEY FEATURES

- Units provide 120+ hours of extensive practice and reference material, using many sectors of the business world
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UNITS

- People at work
- Business abroad
- The business of sport
- Selling fashion
- Business environments
- Better connections
- It's all about the people
- Entertaining business
- How is it made?
- Money matters
- Advertise it!
- Energize!



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4 Selling to the consumer

Business Skills

Best Bargain
- big food discounts
- experienced among retailers
- introducing line of organic products

Koenig's
- traditional supermarket chain
- sells predominantly food (85%)

New Price
- up-scale grocery merchandise
- wide range of groceries
- known for pleasant atmosphere
- ability to set trends

Bright
- trying to disrupt image:
- general merchandise with
- large food department

Mark's Market
- food specialty chain with
- small stores
- sells gourmet and local-
- sourced products
- at reasonable prices
- not all products organic

Green Goddess Foods
- sells large range of natural
- and organic products
- including baby care and
- some household products
- improves high quality
- standards

Role-play: Choosing the right distribution channel

Divide up into groups of four and read your role cards on the pages listed. Student A is the owner of SuperStrudel, student B the owner's partner and investor, students C and D are company employees with different agendas. Present your arguments in the role-play, making use of the graphs and company profiles on this page.

Student B page 125, Student C page 126, Student D page 127

The situation: SuperStrudel is a German bakery which started operating in the U.S. five years ago. It specializes in hand-crafted baked goods - breads, cakes and pastries - which have become a hit with health-conscious consumers who appreciate the use of organically grown ingredients. The company is also unique in that it is run on a business model emphasizing employee participation, i.e. employees are involved in the decision-making process and receive a share of the profits. A year ago the owner was pressed to buy new equipment and quickly found an American partner who was willing to invest in the bakery.

SuperStrudel has become so successful that it has caught the attention of major supermarkets. It has been approached by all six major food retailers in the area, who have expressed interest in distributing its products. This is a unique opportunity to expand. The owner is now going to meet with his partner and employee representatives to decide which retailer would provide the best distribution channel.

Student A: You are the owner and founder of SuperStrudel. You want to preserve the integrity of your original business model. The high quality of your ingredients and the concept of employee participation are principles you are not willing to give up. You would like to have a distributor who respects these.

Market share of grocery retailers

Best Bargain 27.0%
Koenig's 13.0%
New Price 14.0%
Mark's Market 4.2%
Green Goddess Foods 3.7%
Others 29.1%

Sales growth in the last three years

Best Bargain
Koenig's
New Price
Mark's Market
Green Goddess Foods
Others

Customer rating of shopping experience*

Best Bargain
Koenig's
New Price
Mark's Market
Green Goddess Foods
Others

Average wage/hr. for sales clerks and cashiers (first year)

Best Bargain
Koenig's
New Price
Mark's Market
Green Goddess Foods
Others

Company Case

The right part of town

Read the text, then list the advantages and disadvantages of each location from a business point of view. Put yourself into Sam's shoes and decide on the best location for the shop.

Winstead: Changes in the last decade

	1999	2009
Total Population	563,774	597,600
Population by age group		
0 - 18	137,480	101,592
19 - 40	138,123	156,376
41 - 60	157,858	179,489
61 - 80	105,118	125,496
81+	29,189	35,656
Students enrolled	37,763	70,512
Business startups	1,331	1,501
Sports clubs	17	23
Health and fitness clubs	6	18

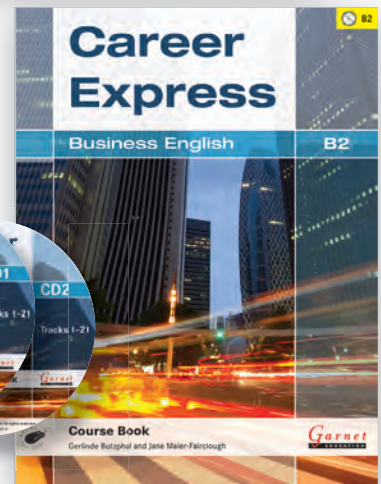
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UNITS

- Applying for an internship
- Work and payroll
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- Products and production
- Marketing communications
- Debts, savings and investments
- Company structure
- Accounting
- Rapidly developing economies
- Starting a business



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2

The greening of business

Learning Focus

- Using the vocabulary of environmentalism
- Organizing ideas in an argument
- Speaking and writing persuasively

Self Study

- Adverts of manner
- Adverb-verb combinations
- Creating emphasis
- Strengthening contrast

Warm-up

The following are man-made phenomena which all pose a threat to human life as we know it. Can you think of any others?

What can businesses, consumers and governments do to reduce these threats?

Which environmental threat(s) is each of these companies attempting to reduce?

- WALMART** is now using sustainability as a standard for every aspect of its operations. One of Walmart's environmental goals is to replace fossil fuels by renewable energy, which means actively measuring and reducing the company's carbon footprint. In 2007 the company began installing solar panels on a number of stores.
- IKEA**, the popular home-furnishings chain, recognizes that wood is an ideal material for its products, as it is biodegradable. However, it insists that the wood used by its suppliers be legally produced and come from responsibly managed forests.
- DELL**'s Asset Recovery System shows how a company can indeed act as a 'careful steward of the environment.' For a small charge, Dell removes old computers from its customers' offices, wipes the hard drives, dismantles the machines and then recycles individual parts and materials. Only 1% of the original computer's total volume ends up in a landfill.
- In order to protect indigenous flora and fauna which would otherwise be threatened when forests are cleared for coffee monoculture farms, **STARBUCKS** sources its beans from a nature reserve in Chiapas and processes these for its Organic Shade Grown Mexico brand. This way the coffee company tries to make a contribution to preserving rare species.

What do you think has motivated the companies to introduce their environmental measures? How do they probably benefit? Do you know any other examples?

Listening: The challenge for industry

1 Dr. Dan Peters, environmental officer at the U.S. company InterCorp, is visiting Germany and has been invited to the campus radio station Vox Uni. Listen to part 1 of the interview and decide if the following statements are true or false.

- Dr. Peters works for an automotive company.
- Dr. Peters' job is to make sure that the materials in InterCorp products are in line with environmental regulations.
- InterCorp sells its products not only to end consumers but also to other businesses.
- According to Dr. Peters, InterCorp has a strong environmental policy because part of the company's mission is to protect the earth.
- When the company thinks about pollution, it considers the entire life cycle of a product.
- InterCorp's measures for environmental protection have never resulted in a financial loss.

2 Listen to part 2 of the interview and answer the following questions.

- How does Dr. Peters describe the difference between European and American consumers?
- How have the EU environmental regulations affected InterCorp's operations?
- What advice does he give to business students?

Diversity

What's the environment worth?

- How would you describe the importance consumers give to environmentally friendly products in the countries/regions shown in the graph below?
- In which countries/regions are consumers probably influenced by the following values when they buy green products?

convenience • health • environmental protection and sustainability • status

3 Are you prepared to pay more for an environmentally friendly product? If so, how much more?

Being Green is Not a Licence to Charge More

Are you willing to pay a premium for green products if they provide added benefits?

Country/Region	19	27	31	17	8
EU	19	27	31	17	8
US	18	29	30	16	7
Canada	26	29	27	14	4
France	18	20	31	15	8
Spain	41	20	10	12	14

Note: This question was asked of all respondents who indicated that they recently purchased green products. Data are from 1,000 responses across all countries in our survey; data from Europe are from respondents in France, Germany, Italy, Spain and the United Kingdom.

UNITS

- Career development and assessment
- The greening of business
- Financial reporting
- Research & development
- Intelligent marketing
- The future of work
- Mergers & acquisitions
- Markets
- Demographic trends
- Supply chain management
- Risk management
- Intellectual property

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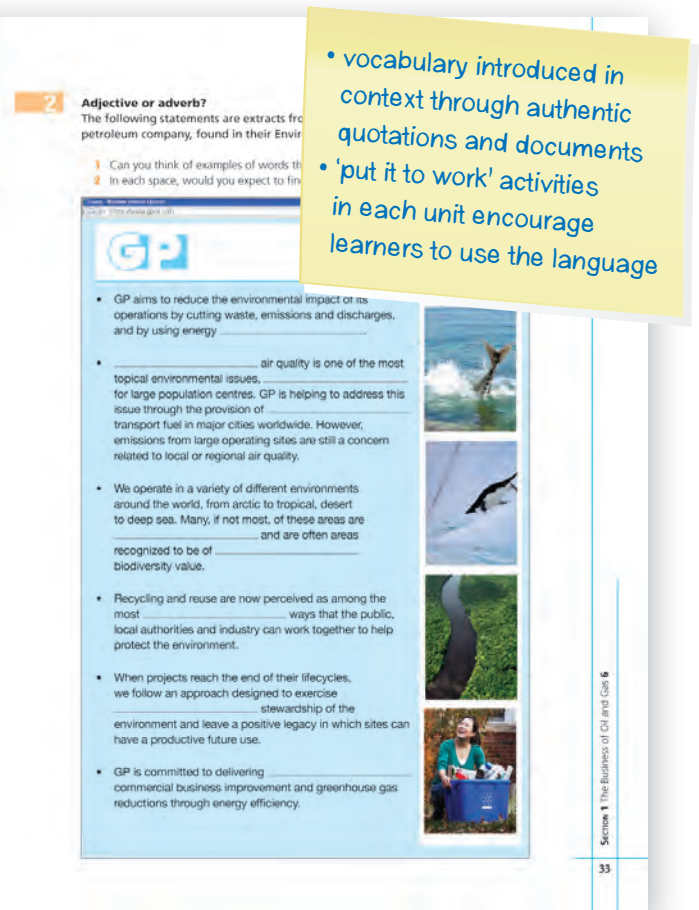
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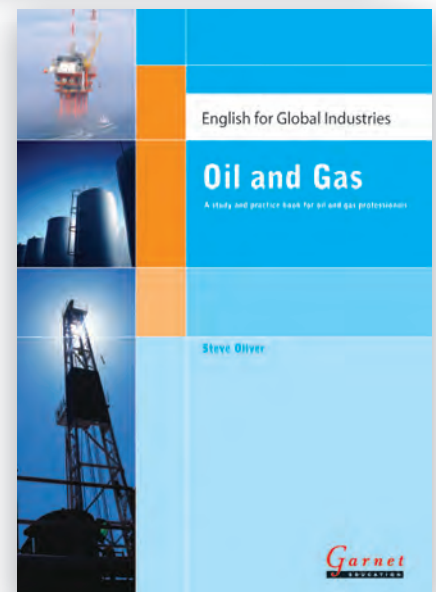
An essential handbook for professionals in the oil and gas sectors who need to communicate effectively in English. It includes comprehensive coverage of the industry in five separate sections, each divided into eight units. The course delivers systematic vocabulary development using a variety of semi-authentic texts, followed by engaging vocabulary building activities.

KEY FEATURES

- Up-to-date technical content
- Clear layout, with full-colour photographs and diagrams
- Advice and practice in appropriate learning skills
- User-friendly answer key with suggestions for further practice on the Internet

SECTIONS

- The business of oil and gas
- Working on a rig
- Drilling operations
- Geophysical services
- Producing and delivering



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UNIT

3

DESCRIBING EQUIPMENT

The aim of this unit is to:

- provide the language and skills necessary to describe a range of common oil industry hand tools

By the end of this unit, you will be able to:

- identify a range of different hand tools
- express ability using *can*
- describe the location of objects with accuracy
- identify the parts of common hand tools
- describe the relationships between the parts of common hand tools

Lesson 1: Talking about workshop tools

1 Work with a partner. Discuss which tools you have seen or used.



46 ENGLISH FOR THE ENERGY INDUSTRIES – Unit 3 Lesson 1: Talking about workshop tools

1 Look at the diagrams and match.

tighten chip away grip



2 Match each tool with its use.

You can use ...

- | | |
|-----------------|---|
| 1 a grinder | to cut a piece of wood or metal. |
| 2 a screwdriver | to make a hole in a piece of wood or metal. |
| 3 calipers | to hold a piece of wood or metal securely in place. |
| 4 a file | to tighten a screw. |
| 5 a hammer | to rotate a pipe. |
| 6 a saw | to finish the surface of a piece of metal. |
| 7 a spanner | to grip small objects. |
| 8 a pipe wrench | to connect two pieces of wood with a nail. |
| 9 a drill | to sharpen other tools. |
| 10 a chisel | to measure internal or external dimensions. |
| 11 a vice | to loosen a bolt. |
| 12 pliers | to chip away metal. |

3 Read and complete the description of what you need to make a bench.

To make a bench, you need a saw to ¹ _____ the wood, a vice to ² _____ the wood, a drill to ³ _____ holes in the wood and a screwdriver to ⁴ _____ the pieces of wood together.

4 Listen and check your answers.

5 Discuss what you need to ...

- change an electric plug.
- put a shelf on a wall.

ENGLISH FOR THE ENERGY INDUSTRIES – Unit 3 Lesson 1: Talking about workshop tools 47

- ideal for students who need to use technical and semi-technical vocabulary in the workplace
- each unit comprises ten double-page lessons, followed by revision tests and self-assessment objectives for students to complete

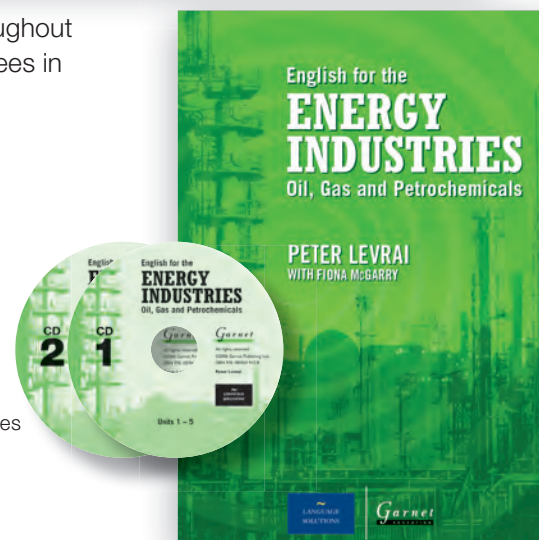
This successful course is already well known in the energy industries throughout the world; it has been bringing essential English-speaking skills to employees in the industry since its introduction in 2007.

KEY FEATURES

- Essential expressions and language used in the industry
- Constant recycling of high-frequency technical terms and vocabulary
- Real-life listening and reading texts
- A communicative approach to oral accuracy and fluency
- Over 140 hours of skills practice activities
- A glossary of over 160 key terms

UNITS

- Giving basic information
- Calculating and measuring
- Describing equipment
- Giving instructions and warnings
- Describing systems
- Talking about safety
- Making comparisons
- Describing processes and procedures
- Giving advice



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Unit

19

Chains, webs and cycles

Section 1: Vocabulary

The diagram illustrates a typical food chain and the recycling of nutrients. At the top left is a tree labeled 'producers'. An arrow labeled 'eaten by' points from the tree to a rabbit labeled 'primary consumers'. Another arrow labeled 'eaten by' points from the rabbit to an owl labeled 'secondary consumers'. A third arrow labeled 'eaten by' points from the owl to a hawk labeled 'tertiary consumers'. Below the hawk, an arrow labeled 'die' points to a pile of dead animals. From this pile, an arrow labeled 'eaten by' points to a worm labeled 'decomposers'. An arrow labeled 'release' points from the decomposers to a cloud labeled 'CO₂ and minerals'. An arrow labeled 'used by' points from this cloud back to the producers.

A Read the text and look at the picture.

Ecology is the study of the **relationships** between organisms and the **environment**. All organisms exist in relationship to many other organisms. Animals eat plants and are, in turn, eaten by other animals. This relationship is called a **food chain**. There is a **flow of energy** from the organism that is eaten to the organism that eats it.

A food chain begins with a **producer** – a plant which can produce energy with the help of sunlight. Plants are eaten by **primary consumers**, which are usually small animals like mice or rabbits. These animals are generally **herbivorous**, which means they only eat plants.

The primary consumers are eaten by **secondary consumers**, which are generally bigger animals like owls. These animals are usually **carnivorous**, which means they only eat other animals. The secondary consumers may be eaten by other animals, such as certain types of falcon. These are the **tertiary consumers**.

Eventually, the tertiary consumers die and are 'eaten' by the **decomposers**, which include **worms, fungi and bacteria**. In the process of decomposition, carbon dioxide (CO₂) and minerals are released into the soil. These are then available to producers to start the **cycle** again.

B Read the description of each cycle. Label the diagrams with the words in bold.

The nitrogen cycle

- Decomposers break down dead animals and plants. Bacteria release nitrogen.
- The **nitrogen** rises into the air.
- Lightning** changes nitrogen and oxygen into nitrous acid.
- The nitrous acid falls in rain onto the land.
- Plants fix the nitrogen to make **nitrates**.
- Nitrates help plants to grow.

The diagram shows the nitrogen cycle. In the atmosphere, a cloud is labeled '2'. An arrow points from the cloud to the ground, labeled '1'. On the ground, there are plants labeled '3'. An arrow points from the plants to the soil, labeled '4'. In the soil, there are decomposers labeled '5'. An arrow points from the decomposers back to the atmosphere, labeled '6'.

The carbon and oxygen cycle

- Decomposers break down dead animals and plants and release carbon dioxide.
- The **carbon dioxide** rises into the air.
- Plants use carbon dioxide to convert sunlight into energy and oxygen.
- The **oxygen** rises into the air.
- Animals breathe oxygen. When the animals die, decomposers break down their dead bodies.

The diagram shows the carbon and oxygen cycle. In the atmosphere, there is a sun and a cloud labeled '4'. An arrow points from the cloud to the ground, labeled '5'. On the ground, there are plants labeled '6'. An arrow points from the plants to the atmosphere, labeled '7'. In the soil, there are decomposers labeled '8'. An arrow points from the decomposers back to the atmosphere, labeled '9'.

The water cycle

- Water evaporates from the land and water.
- The **water vapour** rises into the air.
- The water vapour condenses to form **clouds**.
- The clouds rise and cool over hills and mountains.
- Rain** falls from the clouds onto the land.
- The water runs into rivers and oceans.

The diagram shows the water cycle. In the atmosphere, there is a sun and a cloud labeled '7'. An arrow points from the cloud to the ground, labeled '8'. On the ground, there are mountains labeled '9'. An arrow points from the mountains to the sea, labeled '10'. In the sea, there are waves labeled '11'. An arrow points from the waves back to the atmosphere, labeled '12'.

92

Technical English Unit 19: Chains, webs and cycles

Technical English Unit 19: Chains, webs and cycles

93

Technical English for students planning to study science and engineering courses in English.

KEY FEATURES

- Variety of authentic text types, such as instruction manuals and scientific articles
- Range of listening texts, including lectures and dialogues
- Transferable reading and listening skills with grammar for clarification and support
- Authentic tasks designed to promote transferable skills
- Covers 500 basic technical words
- Full-colour, 120-page Course Book with audio CD
- Teacher's Book, with answer key and transcript

UNITS

- Points and lines
- Fractions and ordinals
- Arithmetic
- Surfaces and angles
- Spaces and volumes
- Measuring
- Algebra and formulas
- Natural or man-made?
- Bits and bytes
- Computer networking
- Elements and compounds
- States of matter
- Properties of matter
- Symbols and keys
- Structures and plans
- Forces, loads and tools
- Energy and motion
- Cells, organs and systems
- Chains, webs and cycles
- Micromachines
- Electricity and magnetism



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2 Mechanical hazards

Objective: To extend knowledge of vocabulary for describing different types of hazard and practise speaking about mechanical hazards in the workplace.

▶ **1 Find the hazards**
How many different hazard words or phrases for mechanical equipment can you find in the wordsearch below?

E L E C T R O C U T I O N L O U D N O I S E N C U
 F J S O O E S S R C N F E N T A N G L E M E N T F
 V V N Y S E N T R A P M E N T K C R E S K C I Y G
 Y R Q Q A I B I L O D R S H A R P E D G E S M I I
 M V I B R A T I O N P M H O T S U R F A C E V N M
 E J E C T E D P A R T S O G K E I C E F L A F D S

▶ **2 Match the definitions**
Read the definitions below. What type of hazards are they describing? Write the correct word from the wordsearch next to each one.

1
This is a hazard that occurs through contact with cutting devices or other machine parts. It can result in cuts and even loss of body parts.

2
This is a hazard caused by movement. It can be long-term constant movement or the violent shaking of a machine. It can cause 'white finger' and other HAVs (hand-arm vibrations).

3
This is a hazard caused by a sharp component of a machine or other material flying off a machine. It can cause stabbing or puncturing injuries.

4
This is a hazard if machines are not properly sound-insulated. It can lead to loss of hearing.

5
This hazard is caused by revolving parts of a machine. Loose materials, hair or clothes can be gripped by the machinery.

6
When this happens, a worker is trapped or crushed between a moving part of a machine and a fixed structure.

7
This hazard may occur when workers are in contact with electricity from machines that are poorly insulated and maintained. It can lead to shocks, burns and wounds.

8
This is a hazard when machine surfaces have a high working temperature, or are poorly ventilated and become overheated. It can lead to burns.

▶ **3 Talk about hazards**
With a partner, discuss the mechanical hazards that you can see in the picture on page 139.

3 Signs

Objective: To review vocabulary for PPE and hazards and practise describing prohibition, hazard warning and mandatory signs.

▶ **1 Make sentences**
Match the correct sentence halves to make imperative sentences.

a Look out	1 the taps running.
b Always wear	2 forklift trucks.
c Never eat or drink	3 the lift/elevator.
d Make sure you lock	4 in the workshop.
e You must not leave	5 electric shock risk!
f Beware of	6 correct PPE.
g Do not use	7 the store after use.
h You must fasten	8 for spills.
i Danger -	9 your seatbelt.

▶ **2 Look and decide**
Look at the different types of signs below. What type of signs would be used to illustrate the sentences from Task 1? Write your answers in the spaces provided in Task 1.

prohibition

hazard warning

mandatory

▶ **3 Spot the difference**
Work in groups. Group A should look at the picture below. Group B should look at the picture on page 140.

a In groups, discuss what each sign means. Make a sentence for each sign, e.g., 'This sign means danger - shallow water.'

b With a partner, describe each sign and find the differences between the two pictures. Do not show your picture to your partner.

▶ **4 My work area signs**
Draw the signs that are in your work area and take it in turns to present them to the class. Explain what the signs mean and why they are there.

Ideal for Human Resources departments needing to train operators in English.

KEY FEATURES

- Provides practice in industry-specific skills, such as form-filling and understanding complex instructions
- A wide variety of interesting activity types to engage the learner
- Systematic recycling to activate workplace vocabulary
- Builds communication skills and raises awareness of different registers through use of authentic language
- Puzzles and games to help with critical-thinking skills
- Includes audio CDs

UNITS

- Basics of health and safety
- Hazards and risk assessment
- Personal Protective Equipment (PPE)
- Hand-held equipment
- Mechanical equipment
- Transport safety
- Working at height
- Workplace manual handling
- Fire safety
- Chemical safety
- Electrical safety
- First aid and injury
- Incident reports
- Other hazards



Safety First

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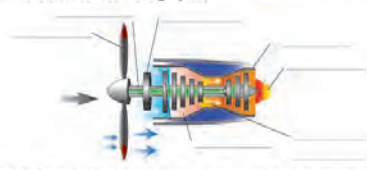
Lesson 7
A new idea

Vocabulary and speaking

1 Complete the words for parts of an engine by filling in the missing letters.

a p...p...l...t c ex...st e sh...t g t...ne i in...ke
b g...rb...x d c...b...s...n f ch...m...r h c...pr...ss...r

2 This is a cutaway diagram of a gas turbine engine. Work with a partner to put the words from Exercise 1 in the right places.



3 Look at the path of the arrows through the engine. Discuss with your partner what it shows. Use these expressions.

air goes into
the compressor acts on the air
the air is mixed with fuel
the hot gases drive the turbine

push the turbine blades
the propeller uses the power
the exhaust gases go out

Reading

1 Read the text and see if your ideas in Exercise 3 above were right.

The turboprop engine
The next stage in the design of aircraft engines was the development of the turboprop engine. This engine is a type of gas turbine which has a propeller very similar to the ones that are used by piston engines, but which is driven by the combustion of gas in a single combustion chamber instead of several cylinders. Turboprop engines are usually fitted to small or medium-sized aircraft where speed is not the primary requirement.

The main components of a turboprop engine are the combustion chamber and the turbine. Air is drawn into the compressor. Fuel is then added to the combustion chamber and is ignited by a spark. The hot combustion gases provide power to the turbine by exerting pressure on its blades. The turbine is connected to the propeller shaft to rotate. Some of this rotary power is used to drive the compressor via a reduction gearbox. The exhaust gases are expelled directly from the engine.

2 Underline an expression in the text which has a similar meaning to each of the expressions in Exercise 3.

Language

1 Complete each of the following phrases with a preposition.

a draw something _____
b add something _____
c provide power _____ something
d exert pressure _____ something
e expel something _____ somewhere

2 Look at the Language Box. How many examples of *by* can you find in the text? Are they all passive sentences?

Language Box

by
The positive sentence is a passive sentence which uses the active infinitive to form the passive infinitive. It is used to show the agent of the action.

For example:
The engine is driven by the propeller.
The air is mixed with fuel by the compressor.

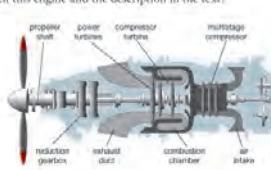
Speaking

1 Look at the diagram below of the Pratt & Whitney PT6 engine. Look carefully at the labels: *propeller shaft, reduction gearbox, etc.* Discuss the following questions with a partner.

a Where is the air intake?
b What is the path of the air through the engine?
c Are there any other differences between this engine and the description in the text?

2 Work with your partner to test him on his knowledge of this engine. Ask and answer questions like:

What does the ... do?
What happens after ... ?
Where is the ... ?



Workbook pages 76/77

- systematic focus on vocabulary development
- scaffolded activities support student engagement
- focused grammar support

KEY FEATURES

- Practical skills developed for dealing with oral and written instructions and documentation
- Task-based approach ensures achievable lesson outcomes
- Variety of texts and tasks on a wide range of aeronautical topics
- Two review sections to consolidate skills and vocabulary knowledge
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UNITS

- Design and innovation
- Manufacturing techniques
- Frameworks
- Control systems
- Engine and fuel systems
- Review I
- Safety and emergency
- Air and gas
- Electrical systems
- Communication
- Maintenance
- Review II

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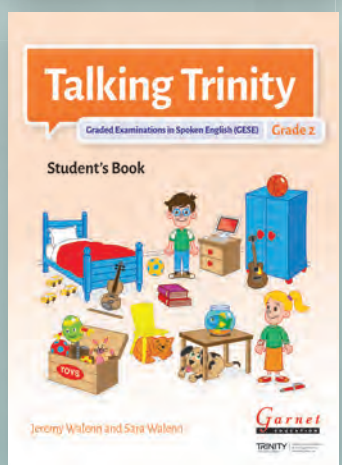
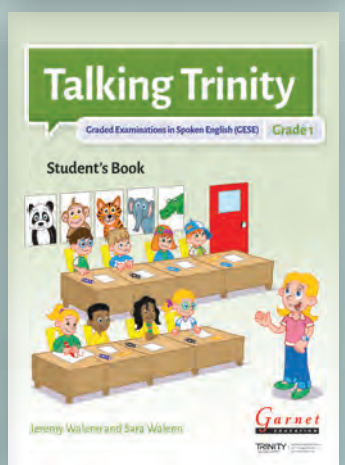
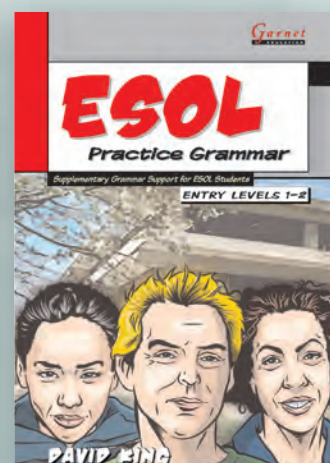


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Tests and Exams



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Pre-Intermediate	A2 / 3.0 / -						
Intermediate	B1 / 4.0+ / 450-526						
Upper Intermediate	B2 / 5.0+ / 527-599						
Advanced	C1 / 6.5+ / 600+						
Proficiency	C2 / 7.5+ / -						

IELTS Target 5.0, Target 6.5 and Target 7.0 are courses for the IELTS General Training exam and IELTS Academic. ESOL Practice Grammar provides essential grammar support for ESOL students. Talking Trinity provides test preparation for the international Trinity ESOL spoken examinations.

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English Placement Test

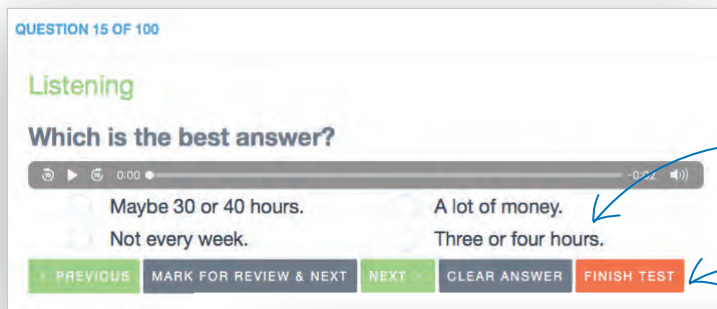
A placement test for easy identification of students' English levels.



The Garnet English Placement Test assesses the language proficiency levels of English language learners. On completion of the test, results are reported immediately and are also bench-marked against the CEFR and IELTS score bands. The Garnet EPT also allows for the customisation of results according to specific individual needs, or to correlate with an institution's own classification of English language levels. The test is also available in paper format, which is provided in 4 different versions.

The test consists of 100 multiple-choice questions and lasts for one hour; it incorporates a wide range of listening, reading and writing skills, from simple grammar and vocabulary items to questions testing understanding of paragraph coherence and implied context.

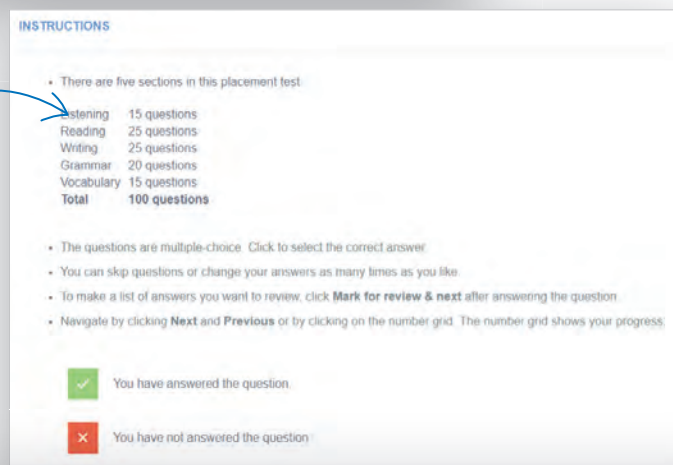
The online platform is easy to administer for large or small groups of students, and the test interface is simple, stylish and intuitive. The Garnet English Placement Test is appropriate for students of both general and academic English.



Simple multiple-choice format

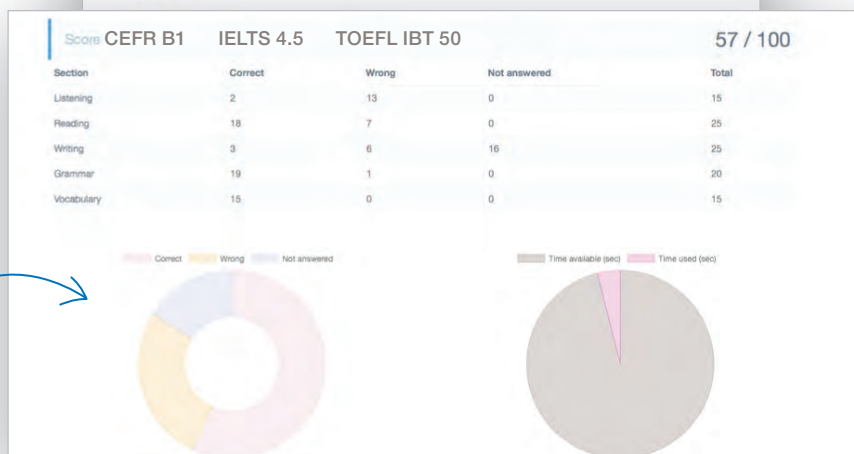
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KEY FEATURES

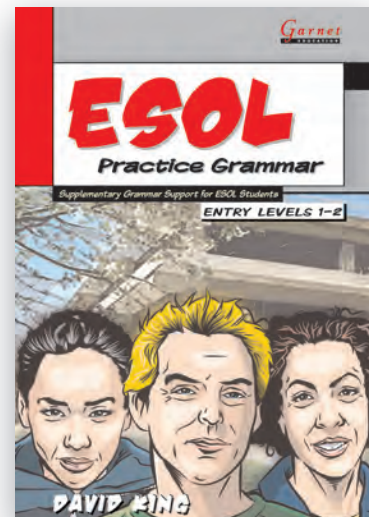
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- Database of essential topic-based vocabulary
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- Includes full answer key

UNITS INCLUDE

- The verb *be* 1
- The verb *be* 2
- The present continuous
- Present simple 1
- Present simple 2
- Imperatives
- Question words
- Modal verbs
- *Have got*
- Quantity 1
- Quantity 2
- Nouns
- Articles
- The definite article
- Demonstratives
- Pronouns

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Anna Cowper, Freelance Consultant Editor



ESOL Practice Grammar

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- Grammar handbook for ESOL Entry Level 3 students
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UNITS INCLUDE

- Linking words
- Defining relative clauses
- Word order
- Gerunds and infinitives
- Simple reported statements
- Making questions
- Noun phrases
- Determiners
- Articles, definite and indefinite
- Tenses
- Zero and first conditionals
- Modal verbs
- Adjectives, comparatives and superlatives
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This revised edition of our Talking Trinity series is fully matched to the latest Trinity GESE syllabus.

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New

Approved by Trinity College London as suitable exam preparation material.

This revised edition of our Talking Trinity series is fully matched to the latest Trinity GESE syllabus and enables teachers to maximise their students' exam performance and develop their speaking and listening skills.

The attractive artwork is designed to appeal to young learners and encourages them to practise speaking by doing a variety of tasks such as:

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- Listen and repeat
- Ask and answer
- Describe and draw
- Match and say

The books closely follow the exam specifications of the Trinity College London GESE for each grade. The Review Lessons summarise the types of question the examiner is likely to ask the candidate in the subject areas for conversation.

GRADE 1

- Lesson 1 – What's your name?
- Lesson 2 – How many pandas?
- Lesson 3 – Are those your bags?
- Lesson 4 – Is this a computer?
- Lesson 5 – Review Lessons 1–4
- Lesson 6 – What colour is it?
- Lesson 7 – Is his hair long?
- Lesson 8 – Are her feet big?
- Lesson 9 – What colour is her jacket?
- Lesson 10 – Review Lessons 6–9

GRADE 2

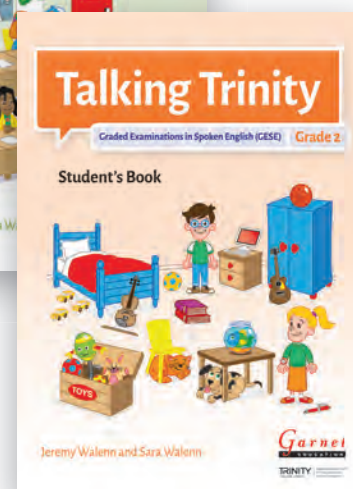
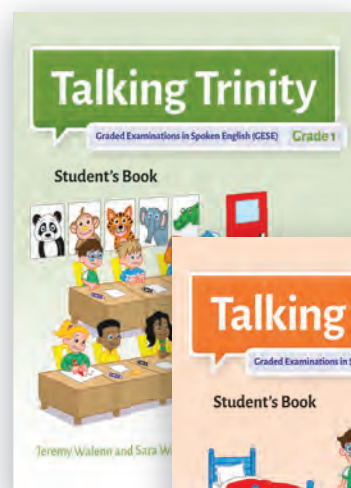
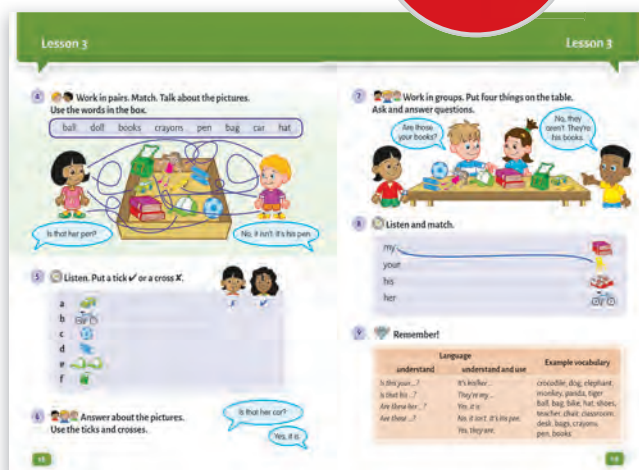
- Lesson 1 – Where's the cat?
- Lesson 2 – Do you have a tablet?
- Lesson 3 – What is Dora feeding her parrots?
- Lesson 4 – Is this the bathroom?
- Lesson 5 – Review Lessons 1–4
- Lesson 6 – How old is your sister?
- Lesson 7 – Has she got fair hair?
- Lesson 8 – Is your birthday in January?
- Lesson 9 – Are those books yours?
- Lesson 10 – Review Lessons 6–9

GRADE 3

- Lesson 1 – What was the weather like yesterday?
- Lesson 2 – What do you do in your free time?
- Lesson 3 – What time do you get up?
- Lesson 4 – What does your cousin do?
- Lesson 5 – Review Lessons 1–4
- Lesson 6 – What are they doing?
- Lesson 7 – What's the date today?
- Lesson 8 – Can you play the piano?
- Lesson 9 – Where's the cinema?
- Lesson 10 – Review Lessons 6–9

GRADE 4

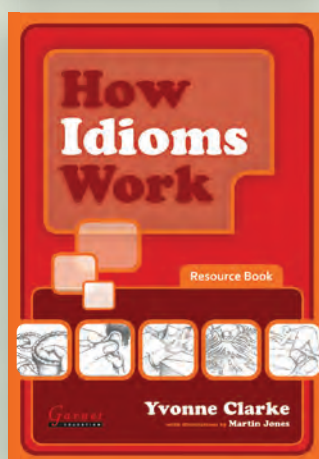
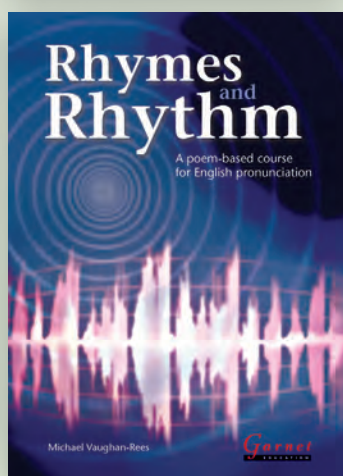
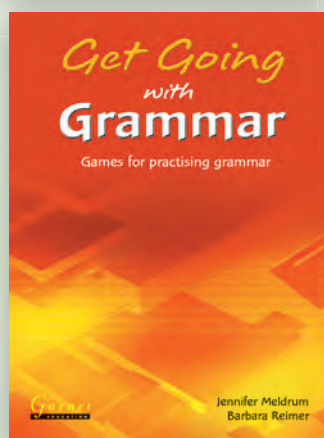
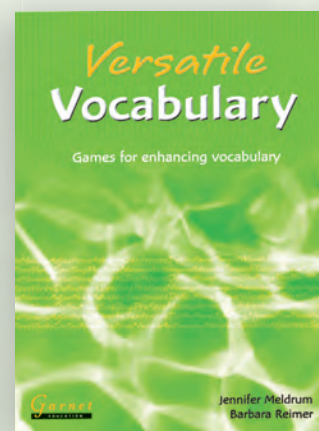
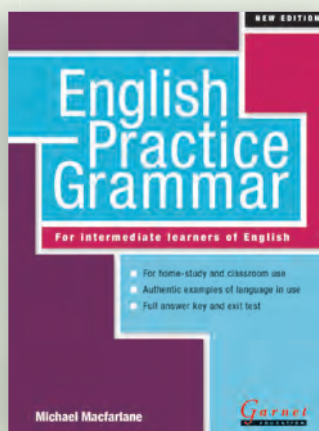
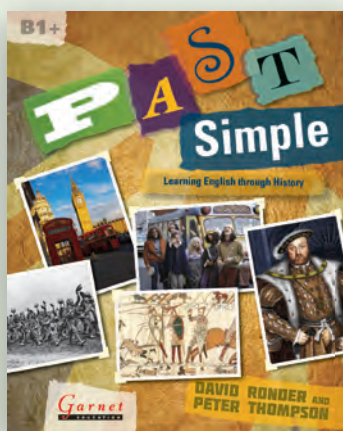
- Lesson 1 – Holidays
- Lesson 2 – Hobbies and sport
- Lesson 3 – School and work
- Lesson 4 – Weekend activities
- Lesson 5 – Review Lessons 1–4
- Lesson 6 – Topic: Famous people
- Lesson 7 – Science project: The solar system
- Lesson 8 – Future plans: A visit to an amusement park
- Lesson 9 – My favourite sport: Ice hockey
- Lesson 10 – Review Lessons 6–9



Talking Trinity

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Classroom Resources



		CLASSROOM RESOURCES						
LEVELS CHART	Common European Framework (CEF) / IELTS / TOEFL	Better Writing	Past Simple	English Practice Grammar	Versatile Vocabulary	Get Going with Grammar	How Idioms Work	Fast Track to Reading
Beginner	A1 / 2.0 / -							
Pre-Intermediate	A2 / 3.0 / -							
Intermediate	B1 / 4.0+ / 450-526							
Upper Intermediate	B2 / 5.0+ / 527-599							
Advanced	C1 / 6.5+ / 600+							
Proficiency	C2 / 7.5+ / -							

Our classroom resources range includes:

- a new edition of **Better Writing**; a study book for building students' writing skills at secondary or tertiary level.
- **Past Simple: Learning English through History**, an innovative and informative classroom resource which teaches British history and culture in language accessible to language learners.
- a new edition of the popular grammar practice and reference book **English Practice Grammar**.
- **Fast Track to Reading**, an accelerated learning programme for adult learners of English unfamiliar with the Roman alphabet.

Better Writing

An introductory study book for building students' writing skills at secondary or tertiary level


RICHARD HARRISON • PRE-INTERMEDIATE TO INTERMEDIATE: CEF LEVELS A2 TO B1/IELTS 3.0–4.5

46 Unit 3 How is it made?

B Focus on the paragraph

Better paragraphs

1 Read this paragraph describing how to make blinis.



This is a recipe for blinis. They are quite easy to prepare and very filling. (1) About 140g of buckwheat flour is measured and poured into a bowl. Baking powder, salt and an egg are (2) added and mixed together. (3) About 150ml of milk and 3 tablespoons of yoghurt are added and beaten into the mixture. The mixture is (4) left on one side for a few minutes. (5) Heat a little butter in a large pan. Add a tablespoon of the mixture. When the blini is brown on the bottom, it should be turned over and cooked for another minute. The blinis must be kept warm until they are all ready. (6) Serve the blinis. Most people prefer to eat them with sour cream and caviar.


a Add these sequence words to the paragraph by matching them with positions 1–6.
☐ also ☐ also ☐ finally ☐ first of all ☐ then ☐ meanwhile

b Show where you can add the following *which* clause to the paragraph:
which are small, flat pancakes popular in Russia

c Now add this *although* clause:
they can be eaten on their own or with jam

d Write the 'better' paragraph out in full in your notebook.

2 Complete this paragraph about sugar cane. Use the words and phrases in this list.
if although which which in order to when until as



SUGAR CANE

Sugar cane is a tall grass, similar to bamboo, > which grows mainly in hot, wet countries. b. It needs a lot of water. It can grow in areas of low rainfall such as Egypt. There must, however, be plenty of irrigation water.

Small pieces of cane are planted in the fields and soon begin to grow. c. they are growing, the cane fields have to be weeded all the time. d. the cane is fully grown, it is cut a few centimetres above ground level. Sometimes the fields are burnt first. e. burn off the leaves. f. the fields are not burnt, the leaves must be cut by hand. The cane is taken to the sugar factories. Here the cane is cut again into small lengths. It is then passed through a crushing machine. g. extracts all the juice. The juice is then boiled h. crystals of sugar are formed.

Unit 3 How is it made? 47

Free writing

1 Read the paragraph about making hummus on page 37 again. Now look at these notes for making 5-minute ice cream. Use the notes below to write a paragraph in your notebook explaining the process. Use passive verbs where possible. Add sequence words.


5-minute ice cream

You will need:
one bag of frozen berries (e.g. raspberries)
half a cup of sugar
two-thirds of a cup of heavy cream
a splash of pure vanilla extract
a food mixer
serving dishes

- 1 Place the frozen berries in a food mixer.
- 2 Pour in the cream and sugar.
- 3 Add a splash of vanilla.
- 4 Switch on the mixer.
- 5 Leave for about 30 seconds (until it becomes firm).
- 6 Pour the ice cream into serving bowls.
- 7 Place the bowls in the freezer if a more firm ice cream is required.
- 8 Remove bowls.
- 9 Add fruit for decoration if required.
- 10 Serve.

Note: You can also make it with yoghurt instead of cream.

2 Read the paragraph 'How to build a road' on page 39. Use the pictures to help you write a paragraph in your notebook about the process of building a skyscraper. Use passive verbs and sequence words.



The new edition of **Better Writing** continues its tried and trusted, step-by-step approach to writing accurate, cohesive and appropriate text in English. The content has been updated and is now presented in full colour with clearer signposting and navigation within each unit.

The new third section offers a very useful language review, which rounds up the language covered in each unit and provides valuable extra practice.

KEY FEATURES

Each unit is divided into three sections.

The **first section** focuses on the sentence and includes practice in:

- Looking at different texts
- Building a sentence
- Using joining ideas, definitions
- Punctuation, organization

The **second section** focuses on the paragraph and style and includes practice in:

- Writing better paragraphs
- Style
- Editing your work
- Building your vocabulary

The **third section** provides a unit-linked language review.

UNITS

- What's it like?
- How things work
- How is it made?
- Telling a story
- Which is better?
- Changes



Better Writing

Study Book 978 1 78260 121 0

Past Simple

Learning English through History

DAVID RONDER AND PETER THOMPSON • INTERMEDIATE: CEF LEVEL B1+/IELTS 5.0+

1 CIVILIZING THE BARBARIANS: THE ROMANS IN BRITAIN

Section 1: Reading

A Before you read – think and discuss

The Roman Conquest was the first major invasion of the British Isles. Britain at that time was not a unified country. It was populated by a collection of tribes known as the Celts.

- Who were the original inhabitants of your country?
- Does your country today have any connection with its ancient inhabitants?
- Did the Romans ever rule your country?
- What, if anything, do you know about the Romans and the Celts in ancient Britain?



B Read the text

WHAT THE ROMANS DID FOR US

'From the year 400 to the year 1900, no one had central heating and very few had hot baths.' Winston Churchill

In 1980, the National Theatre in London staged a play that caused outrage for its violent and explicit scenes. Although it was called *The Romans in Britain*, it told only part of the story. A truly historical play would feature much more in the way of dull practical achievement: there would be graphic road-building scenes, shockingly good engineering, and all the drama of flushing toilets.

Julius Caesar made the first official contacts between Rome and Britain in 55–54 BC, but the full Roman Conquest came nearly a century later. The Emperor Claudius decided to invade in AD 43 because he was the new Emperor of Rome and needed to prove he was a strong ruler. In order to be sure of defeating the Celts, Claudius landed with 50,000 men at the site of modern-day Richborough in Kent. The Roman occupation of 'Britannia' (most of modern-day England and Wales) was to last from AD 43–410.

Although the occupation of Britain lasted nearly 400 years, it remained incomplete. The more developed south-east was conquered quickly, though there were later rebellions. This success was due to diplomacy as well as to arms. The Romans benefited from alliances with sympathetic native rulers, who then enjoyed favoured status. The advancing Roman army built fortresses, camps and roads and helped with construction in towns such as Camulodunum (Colchester), Britannia's first capital. The earliest towns, dating from the mid-1st century, reveal wooden houses and shops as well as stone public buildings such as temples and administrative headquarters. The Romans also brought their particular style of architecture to the countryside in the form of villas, the most impressive of which contained garden-courtyards, mosaics, wall paintings and Mediterranean statues.

Many of the native tribes in Britannia – including the Iceni, the Brigantes and the Atrebates – were initially given semi-independence by the Romans. In AD 60, the king of the Iceni died, and the Romans decided to remove this independence. They seized property and raped his

daughters. The girls' mother, the tall, flame-haired Queen Boudicca, rose up in fury against the Romans. The Iceni destroyed the towns of Camulodunum, Verulamium (St Albans) and the flourishing port of Londinium (London). The Romans eventually defeated the rebels in a battle during which, according to one Roman report, 80,000 Britons and just 400 Romans were killed, though it is difficult to judge the accuracy of this report. After the battle, Boudicca was determined not to be captured. She gave her daughters deadly poison before taking her own life. According to popular legend, she is buried under Platform 9 of Kings Cross. To this day, Boudicca remains as a symbol of revolt against occupation.

After the Boudiccan revolt, the Romans began to expand their area of control. The Roman province now included Wales, northern England and, briefly, southern Scotland. In AD 122, the Emperor Hadrian visited Britain. He ordered the construction of a 117 km-long stone wall from the River Tyne to the Solway Firth. Hadrian's Wall separated the Roman province from the barbarian north, and was a visual demonstration of the power of Rome. However, its true historical significance is that it symbolizes the failure of the Romans to conquer the whole of Britain.

The Romans brought many architectural splendours to Britain and also a money economy. The Roman troops had cash wages and were able to purchase items with them. The Romans started charging taxes and creating markets for their goods. Consequently, by the late 1st/early 2nd centuries AD people commonly used coins, even on the humble farms where most of the native population lived.

Cultural life in Roman Britain was complex yet harmonious. Romans and incomers from other provinces introduced their own religious customs, such as the worship of the fertility goddess Isis and the god of wine Bacchus, without destroying indigenous Celtic beliefs. Britons adopted romanized names, e.g., Theras Claudius Cogidubnus, and the elite spoke and wrote the Roman language, Latin. (Ironically, Latin still



had no word for 'grey', even after the Romans had suffered 400 years of British weather). People also continued to speak the native language of Britannia. It survives today in Wales and Cornwall as Brythonic.

The end of Roman Britain followed a series of Empire-wide crises. Barbarians began to attack Roman provinces with greater frequency, and in AD 401–02 Rome began to withdraw troops from Britain to defend Italy. In AD 408–09, Britain was attacked by Saxons (the ancestors of the modern-day English), and in AD 410 the Emperor Honorius told the cities of Britain to 'look to your own defences'. Consequently, Roman Britain came to an end because the Romans lacked the resources, rather than the will.

A British comedian once famously asked, 'What have the Romans ever done for us?' The truth is that they brought many benefits to Britain; whether the native inhabitants of Britain wanted them is another question.

Glossary

rebellion	an attempt to remove a leader/government by force
barbarian	a person who did not belong to one of the major civilizations of Greece, Rome or Christianity and was therefore thought to be uncivilized
splendours	magnificent features
indigenous	native, belonging to a region

CIVILIZING THE BARBARIANS: THE ROMANS IN BRITAIN

Past Simple is a fascinating introduction to British history and culture that will improve the language skills of adult learners of English. It is an excellent stimulus for conversation and discussion work and is also suitable for use in sixth-form and FE colleges. The authors, both practising teachers, deliver a wealth of historical facts and improve students' language and critical thinking skills in an engaging, entertaining and often humorous way.

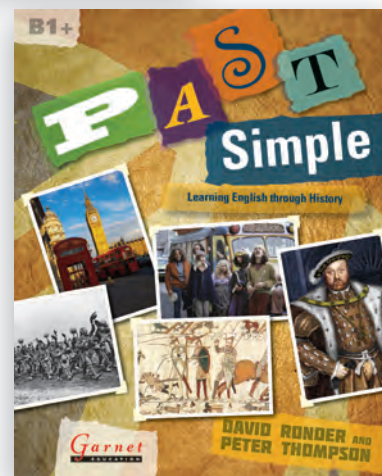
Past Simple comprises 22 chapters, 12 on key episodes or periods of British history (such as the First World War) and 10 on significant themes (imperialism, the growth of democracy, etc.) that run through the story of Britain. Each chapter is based around a central reading text, followed by comprehension and critical thinking exercises, additional primary source material and a focus on relevant language points. There is a clear emphasis on skills development and follow-up extension tasks to encourage online and library research.

CHRONOLOGICAL CHAPTERS

- Civilizing the barbarians: The Romans in Britain
- 1066 and all that: The Norman Conquest
- Majesty and marriages: King Henry VIII
- Good Queen Bess: Elizabeth I
- Roundheads and Cavaliers: The English Civil War
- Fire and plague: Samuel Pepys' London
- The longest reign: The Victorians
- A long way from Tipperary: The First World War
- Britain can take it: The Blitz
- From the cradle to the grave: The welfare state
- Cultural revolution: The swinging sixties
- The Iron Lady: Margaret Thatcher

THEMATIC CHAPTERS

- From barons to ballot box: The long road to democracy
- The Bard of Avon: William Shakespeare
- The sun never set: The British Empire
- A special relationship? Britain and the USA
- A funny old game: Cricket
- Seen and not heard: British childhood
- Auld enemies: England and Scotland
- That cloud in the West: Ireland
- A safe haven? Immigration to Britain
- An enduring obsession: Social class in Britain



Past Simple

Study Book 978 1 85964 529 1

English Practice Grammar

A reference and practice book for classroom or self-study use

MICHAEL MACFARLANE • PRE-INTERMEDIATE TO UPPER INTERMEDIATE: CEF LEVELS A2 TO B1/IELTS 3.0–4.0

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51

Third conditionals

If he'd bought a present, she'd have been happy.



Yesterday was Mr and Mrs Carter's wedding anniversary. She remembered it, but he didn't. If he'd bought a present, she'd have been happy!

FORMS

If + past perfect

If he had bought a present, she would have been happy.
(1) She would have been happy if he had bought a present.
Put a comma after the If part when it comes first. Do not use a comma when the If part comes second.

In conversation we often use 'd for had and also 'd for would, e.g., If he'd got ... and she'd have ...
Both 'd forms sound the same, but their meanings are different.

would have + past participle

If he had bought a present, she would have been happy.
(1) She would have been happy if he had bought a present.
Put a comma after the If part when it comes first. Do not use a comma when the If part comes second.

FAMILY OF FOUR SAVED FROM SEA

The Air-Sea Rescue Service saved Bill and Emma Price and their two teenage sons yesterday when their seven-metre yacht was blown onto the dangerous rocks at Pendine Point. They were lifted to safety by helicopter minutes after their boat struck the rocks and began breaking up in heavy seas.

After their dramatic rescue, Bill 42 said, 'We had known the danger, we would never have sailed so near the rocks.'
While Emma added, 'We would have died within minutes if the Rescue Service hadn't arrived when they did. These guys are amazing, and we owe them our lives!'



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I could have been a star!

I could have been a star!

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Exercises

1 Write the verbs in the correct forms.

Example: ■ If I drove faster, I'd have arrived in time. (drive)
■ We wouldn't have gone to the show if Alan hadn't recommended it. (not go)

- 1 If you'd seen the film, you _____ it. (love)
- 2 If she _____ earlier, she'd have seen Pat. (go)
- 3 We wouldn't have noticed the house if you _____ it to us. (not show)
- 4 If the weather _____ better yesterday, we'd have gone out. (be)
- 5 If she _____ some money, she _____ enough for those shoes. (save) (have)
- 6 We _____ that night if we _____ desperate. (not ask)

2 Write third conditionals.

Example: (you/come to the party/you/enjoy it)
If you'd come to the party, you'd have enjoyed it.
(we/be very sad/John/not marry Suzie)
We'd have been very sad if John hadn't married Suzie.

- 1 (Jim/ask us/we/lend him our car) _____
- 2 (I/not write down/his phone number/I/forget it) _____
- 3 (the car/not crash/Tom/keep to the speed limit) _____
- 4 (I/forget to buy/Ann's birthday present/you/no/remind me) _____

3 Write third conditionals.

Example: The plane didn't crash because the pilot landed on a road.
If the pilot hadn't landed on the road, the plane would have crashed.

- 1 We didn't find the house as we didn't have a map. _____
- 2 They found the books when they opened the last box. _____
- 3 The tree didn't fall on the car, so the driver wasn't hurt. _____
- 4 I got lost on the mountain because I didn't turn back. _____

4 Write answers without it.

- Example: ■ I wanted to go to New York. (we/can see the Manhattan skyline)
○ Yes, I did, too. We could have seen the Manhattan skyline.
- 1 ■ I'd have liked to go up the Empire State Building. (we/can visit the Statue of Liberty, too)
□ Yes, I know.
 - 2 ■ It's a pity Tom's car broke down. (he/might win the race)
□ Yes, you're right.
 - 3 ■ Why didn't she call the police? (they/can catch the thieves)
□ Yes, I agree with you.
 - 4 ■ I should have taken the other road. (we/get home an hour ago)
□ Yes, and I told you that, too!

English Practice Grammar contains the essential grammar for successful communication in English up to and including Upper Intermediate level. It is designed as a complete reference grammar for all students of English studying at this level.

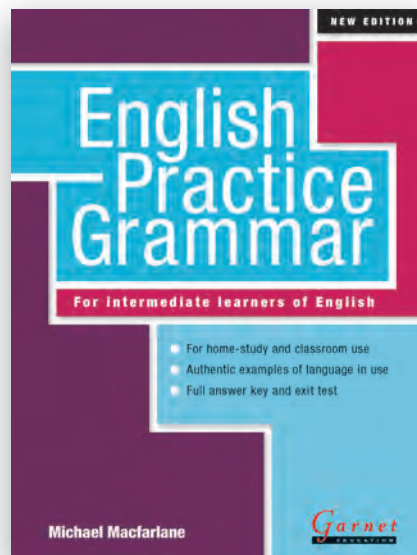
English Practice Grammar is a reference and practice book in one. It is perfect both for self-study and for use in the classroom.

KEY FEATURES

- Brand-new, full-colour layout
- Twelve new units, making a total of 100 units
- Clear layout enables students to find information quickly
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Versatile Vocabulary

Photocopiable resources for teachers

JENNIFER MELDRUM AND BARBARA REIMER • PRE-INTERMEDIATE TO UPPER INTERMEDIATE: CEF LEVELS A2 TO B2/IELTS 3.0–5.5

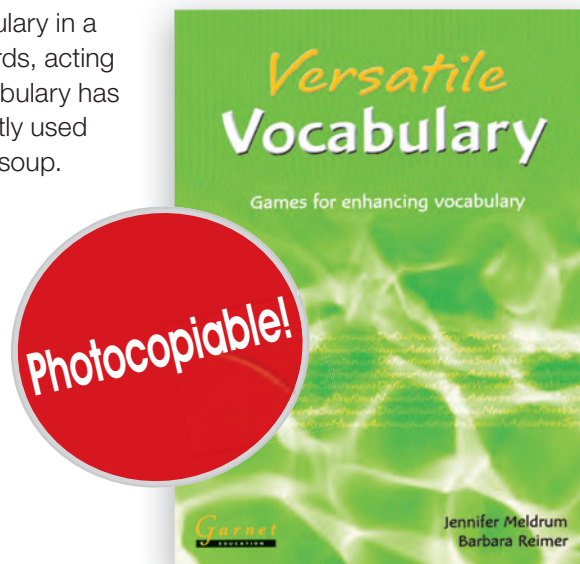
Versatile Vocabulary uses games to encourage students to use vocabulary in a variety of ways: defining words, using words in sentences, spelling words, acting out words, changing word forms and generating new words. The vocabulary has been carefully chosen from various concordances of the most frequently used words. Activities include: lexical ladders, verbal baseball and alphabet soup.

KEY FEATURES

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- Teacher's notes for each game, with suggested variations to the game
- Templates for teachers and students to create their own versions

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Get Going with Grammar

Photocopiable resources for teachers

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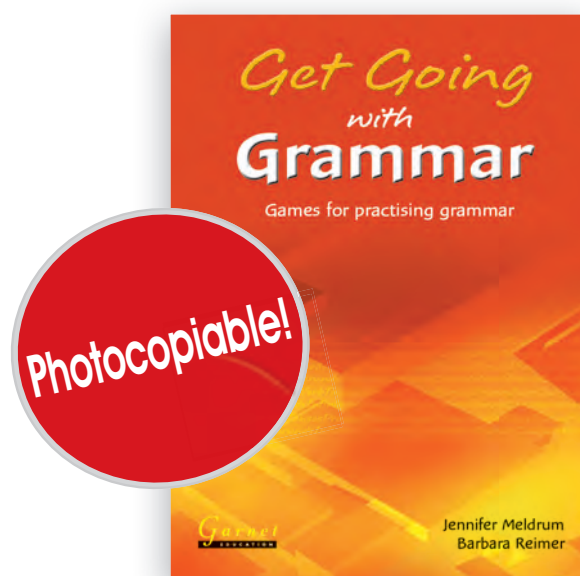
Get Going with Grammar encourages students to practise specific grammar points through games. Activities include: suffix staircases, preposition pyramids and pronoun patterns.

KEY FEATURES

- Twenty-five photocopiable games to motivate and inspire students to improve specific grammar points
- Teacher's notes for each game, with suggested variations to the game
- Templates for teachers and students to create their own versions

“I would strongly recommend you to ‘Get going...!’”

Elsbeth Mader for the *ETAS Journal*



Get Going with Grammar 978 1 85964 748 6

How Idioms Work

A photocopiable resource book for building students' idiomatic language skills

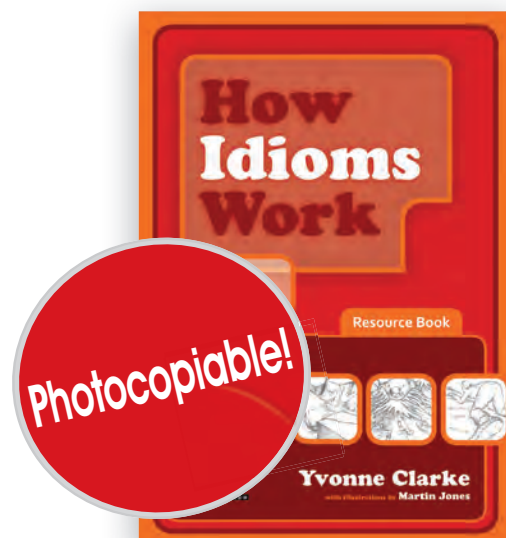
YVONNE CLARKE, WITH ILLUSTRATIONS BY MARTIN JONES • INTERMEDIATE TO ADVANCED: CEF LEVELS B1 TO C1/IELTS 4.0–7.0

KEY FEATURES

- High-frequency idioms chosen specifically for their lexical value in the workplace, making use of CANCODE, a corpus based on frequency of use
- Vivid illustrations show literal representation of idioms for high impact and retention
- Ten six-page sections comprising: activity cards, definitions, reading consolidation using simulated newspaper articles, revision activities
- Twenty suggested activity types for exploiting material
- Resource section containing further background information, answer keys, index and templates for devising more activity cards
- Ideal for complementing functional course books
- Ideal as both fun and purposeful filler activities

TYPES OF ACTIVITIES INCLUDE

- Picture match
- Find the definition
- Matching pairs
- Memory game
- Happy families



How Idioms Work

Resource Book 978 1 85964 554 3

Rhymes and Rhythm

A poem-based course for English pronunciation

MICHAEL VAUGHAN-REES

KEY FEATURES

- Provides targeted pronunciation and listening practice through the medium of verse
- Features lively, engaging poems, ranging from limericks to contemporary raps
- Offers an innovative and effective way for students of English to improve their understanding, and to be better understood
- Practises the understanding and production of fast, natural speech
- Accompanying audio DVD helps train students' listening skills
- Accompanying CD-ROM contains detailed notes for teachers, ideas for additional activities and extra student materials

“...very original and fresh whilst giving plenty of exposure to everyday British expressions.”

Fernanda Valeriano Macarenko, University of Brighton



Rhymes and Rhythm

Resource Book with audio DVD
and CD-ROM 978 1 85964 528 4

Fast Track to Reading:

Accelerated Learning for EFL and ESOL Students

An accelerated learning programme for adult learners of English unfamiliar with the Roman alphabet

PETER VINEY • BEGINNER: CEF LEVEL A1/IELTS 2.0–3.0

32 ~ N G

ing ang ong ung

win wing ban bang

lon long run rung

king ring sing wing bring cling fling

sling sting swing bang hang rang sang

slang long song rung stung swung

sing singing ring ringing bring bringing

bang banging drink drinking eat eating go

going do doing speak speaking read

reading play playing say saying

ban	bang	ring	ringing
sin	sing	ringing	bringing
ran	rang	paying	playing
kin	king	eating	meeting
stun	stung	reading	feeding
hand	hang	singing	swinging
clean	cling	hanging	banging

ring ringing long saying

eating singing reading sleeping drinking

He is She is He is He is She is

English Beijing China Bangkok British Hong Kong

French Dutch English

A British plane A Swiss bank A Greek flag A Dutch car

An English man A French boat

Beijing 2008

Ring road Town Centre East C Lansd

上海欢迎您
Welcome to Shanghai

activities link sound and script

See Fast Track to Reading in action at
www.garneteducation.com/FTTR

KEY FEATURES

- Designed to facilitate decoding of Roman script
- For students who are learning to read in English and students who cannot cope with reading at speed
- Accelerates learning in a programmed manner
- Can be used in parallel with a simple starter-level English course
- Contains global reading to enhance relevance and motivation
- Audio CDs for further self-study or homework
- Comprehensive teaching notes
- Introduction in four languages: Arabic, Farsi, Mandarin and Urdu

TOPICS INCLUDE

- Numbers
- One-sound, one-letter combinations
- More common regular and irregular representations of sounds and groups of sounds, including vowels and diphthongs
- Work on vowels alternating with work on consonants

cat

cog

cop

cot

printable flashcards on Teacher's CD-ROM

Fast Track to Reading
Course Book with audio CDs (x5) 978 1 85964 489 8
Teacher's Book with flashcards CD-ROM ... 978 1 85964 513 0

Readers



The range of graded readers consists of two colourful series. The **Garnet Oracle Readers** series comprises 16 fictional titles spanning four levels. The **Garnet Oracle Classics** series are new adaptations of well-known classics.

		READERS																				
LEVELS CHART	Common European Framework (CEF) / IELTS / TOEFL	The Watchers	The Collector	The Locked Room	Zoo Diary	The Visit	Casualty!	Strawberry and The Sensations	Underground	Milo	African Adventure	Life Lines	Sunnyvista City	The Hitchhiker	A Tidy Ghost	The Case of the Dead Batsman	Space Romance	Much Ado About Nothing	Robinson Crusoe	Wuthering Heights	Treasure Island	A Tale of Two Cities
	Beginner	A1 / 2.0 / -																				
	Pre-Intermediate	A2 / 3.0 / -																				
	Intermediate	B1 / 4.0+ / 450–526																				
	Upper Intermediate	B2 / 5.0+ / 527–599																				
	Advanced	C1 / 6.5+ / 600+																				
	Proficiency	C2 / 7.5+ / -																				

Garnet Oracle Readers series

A series of graded readers for young adults learning English from Beginner to Intermediate level

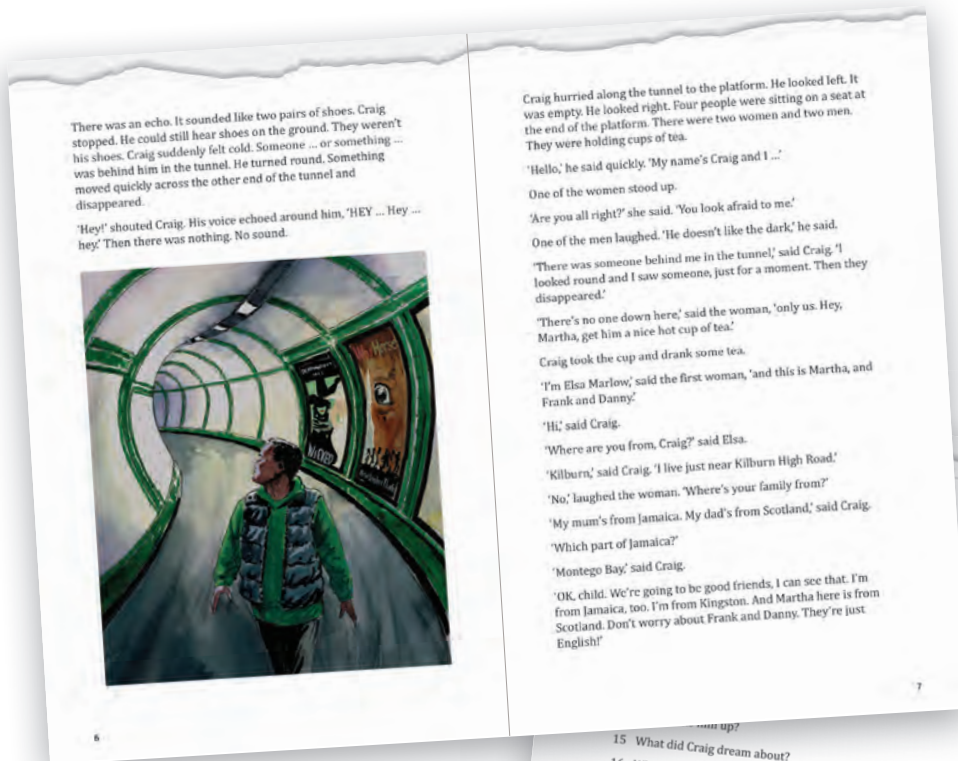
SERIES EDITOR: PETER VINEY • BEGINNER TO INTERMEDIATE: CEF LEVELS A1 TO B1/IELTS 2.0–4.0

eBook
editions
available

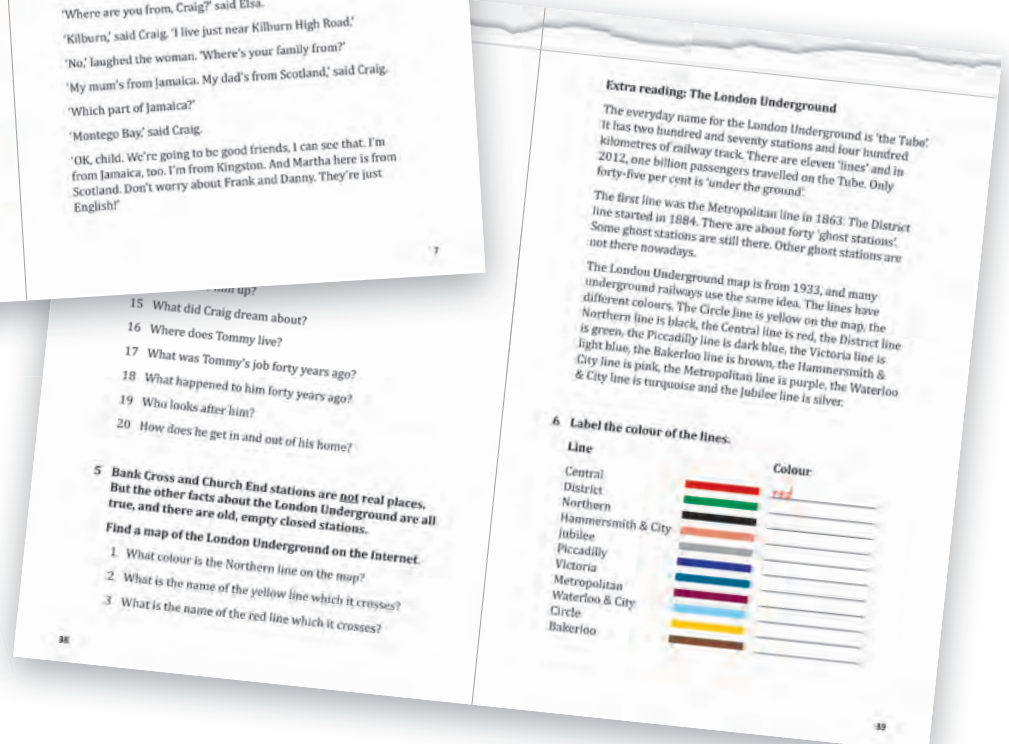
Currently comprising 16 fictional titles across four stages – from Beginner to Intermediate – the **Garnet Oracle Readers** series is carefully graded, lexically and structurally, to encourage teenagers and young adults to read for pleasure and at speed. The stories are all, first and foremost, just that – stories, from ELT authors well known for their ability to craft original and engaging narratives to entertain and educate.

Each reader contains striking and contemporary **full-colour illustrations and photos**, resources pages of **well-scaffolded activities**, and an **easy-to-use glossary**. Titles in Levels 1 and 2 are about 32 pages each, while titles in Levels 3 and 4 are around 40 pages each.

The Series Editor, Peter Viney, has over 40 years' ELT experience, and now combines his writing with lecturing and teacher-training commitments internationally. He is the author/co-author of many successful textbook series and a wide range of highly popular video courses. Peter has been series editor and author on a number of graded reader series. Peter has also written **Fast Track to Reading** (see page 72) with Garnet Education.



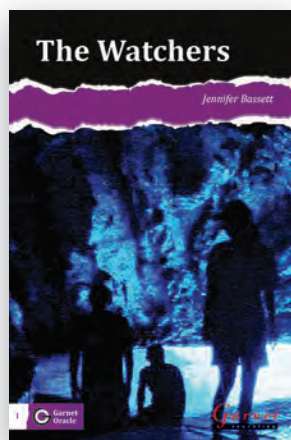
Sample spreads from *Underground*



Titles in series

Level 1

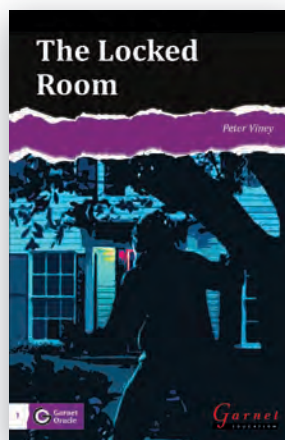
- Level 1 titles drawn from a word list of 400 words, with an allowance of 30 additional words. CEF A1



The Watchers
by Jennifer Bassett



The Collector
by Peter Viney



The Locked Room
by Peter Viney



Zoo Diary
by Peter Viney

Level 2

- Level 2 titles drawn from a word list of 750 words, with an allowance of 30 additional words. CEF A2



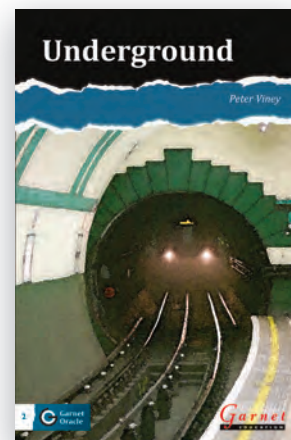
The Visit
by Tim Vicary



Casualty!
by Peter Viney



Strawberry and The Sensations
by Peter Viney



Underground
by Peter Viney

Level 1 Readers

The Watchers	978 1 90757 517 4
The Collector	978 1 90757 531 0
The Locked Room	978 1 90757 530 3
Zoo Diary	978 1 90757 520 4

Level 2 Readers

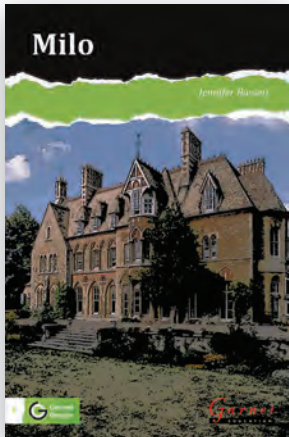
The Visit	978 1 90757 519 8
Casualty!	978 1 90757 529 7
Strawberry and The Sensations	978 1 90757 528 0
Underground	978 1 90757 527 3

eBook editions available

Visit www.garneteducation.com/ebooks to order

Level 3

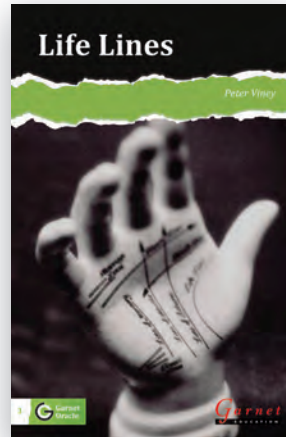
- Level 3 titles drawn from a word list of 1,000 words, with an allowance of 40 additional words. CEF A2–B1



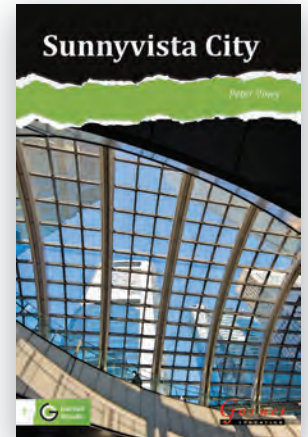
Milo
by Jennifer Bassett



African Adventure
by Margaret Iggulden and
Julia Allen



Life Lines
by Peter Viney



Sunnyvista City
by Peter Viney

Level 4

- Level 4 titles drawn from a word list of 1,250 words, with an allowance of 40 additional words. CEF B1



The Hitchhiker
by Tim Vicary



A Tidy Ghost
by Peter Viney



**The Case of
the Dead Batsman**
by Peter Viney



Space Romance
by Peter Viney

Level 3 Readers

Milo	978 1 90757 516 7
African Adventure	978 1 90757 526 6
Life Lines	978 1 90757 525 9
Sunnyvista City	978 1 90757 524 2

Level 4 Readers

The Hitchhiker	978 1 90757 518 1
A Tidy Ghost	978 1 90757 523 5
The Case of the Dead Batsman	978 1 90757 521 1
Space Romance	978 1 90757 522 8

eBook editions available

Visit www.garneteducation.com/ebooks to order

Garnet Oracle Classics

Graded reader adaptations of English classic stories

SERIES EDITOR: PETER VINEY • PRE-INTERMEDIATE TO UPPER INTERMEDIATE: CEF LEVELS A2 TO B2/IELTS 3.0–5.0

New

The **Garnet Oracle Classics** use the same grading system as the original fiction readers in the **Garnet Oracle Readers** series. They make great English classic stories accessible at an Intermediate level of English. As well as the headword counts, each reader is carefully and strictly graded for grammatical structures, sentence length and cultural information. This ensures that the readers can be read for pleasure. There are a number of content words per reader in addition to the word count, and these extra words will appear more than once in the story. They will often be illustrated and will be in the glossary at the back of the book. Each reader also includes resource pages of scaffolded exercises to reinforce learning.

The adaptations were written by Peter Viney, the Series Editor, and author of many original graded readers. The initial readers are from William Shakespeare, Daniel Defoe, Emily Brontë, Robert Louis Stevenson and Charles Dickens. **Much Ado About Nothing** by Shakespeare is presented in dialogue as a play.



Much Ado About Nothing

by William Shakespeare
Retold by Peter Viney

Drawn from a word list of 1,000 words, with an allowance of 40 additional words. CEF A2–B1



Robinson Crusoe

by Daniel Defoe
Retold by Peter Viney

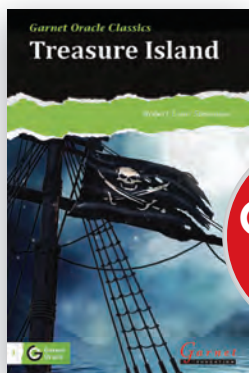
Drawn from a word list of 1,250 words, with an allowance of 40 additional words. CEF B1



Wuthering Heights

by Emily Brontë
Retold by Peter Viney

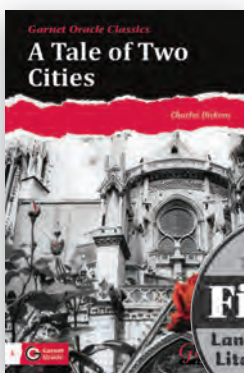
Drawn from a word list of 1,500 word, with an allowance of 40 additional words. CEF B1/B2



Treasure Island

by Robert Louis Stevenson
Retold by Peter Viney

Drawn from a word list of 1,000 words, with an allowance of 40 additional words. CEF A2–B1



A Tale of Two Cities

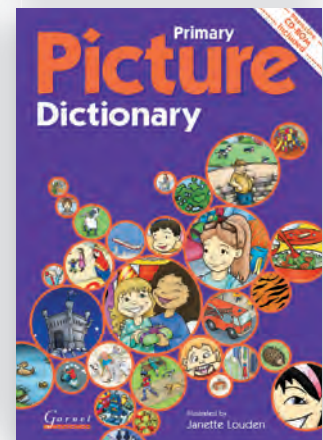
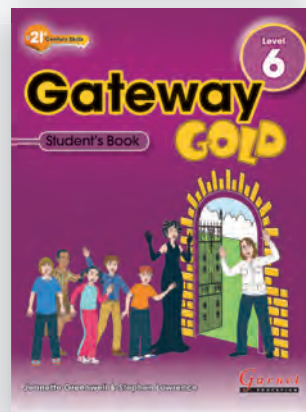
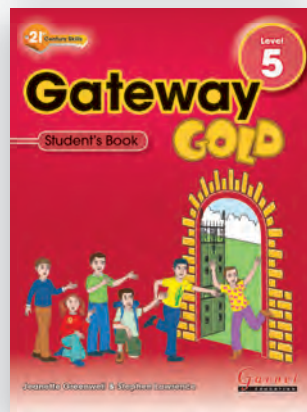
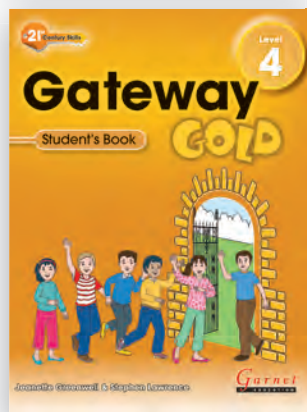
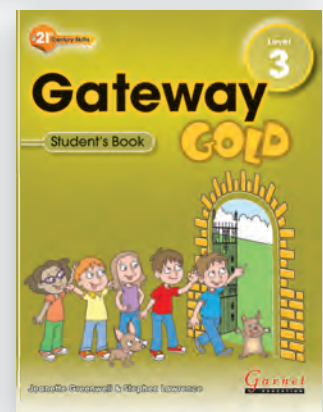
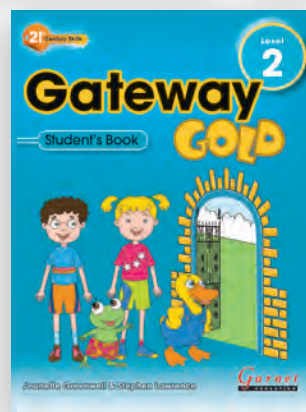
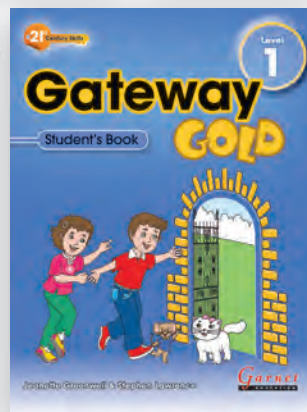
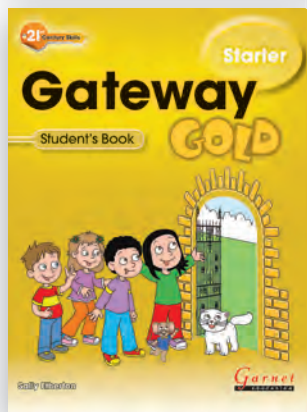
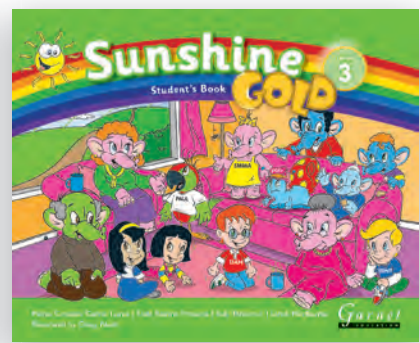
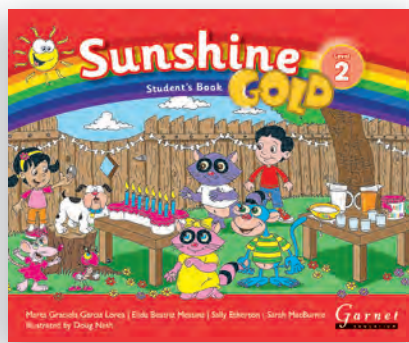
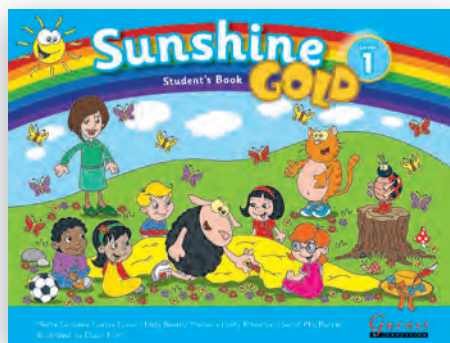
by Charles Dickens
Retold by Peter Viney

Drawn from a word list of 1,500 word, with an allowance of 40 additional words. CEF B1/B2

Garnet Oracle Classics

Much Ado About Nothing	978 1 78260 227 9
Robinson Crusoe	978 1 78260 228 6
Wuthering Heights	978 1 78260 229 3
A Tale of Two Cities	978 1 78260 312 2
Treasure island	978 1 78260 313 9

Pre-school and Primary

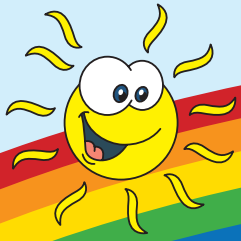


Garnet Education is excited to publish a new range of schools courses. **Sunshine Gold** is an innovative three-level pre-school course for three to five-year-olds, the original edition of which won the **HRH the Duke of Edinburgh English-Speaking Union English Language Award** in the category 'Best Entry for Children'. It features a host of colourful characters and gives students confidence in their language learning skills. **Gateway Gold** is an exciting seven-level Beginner-Intermediate course. Ideal for non-native learners, the series consists of an extensive range of print and digital resources.

Sunshine Gold

A three-level kindergarten course that introduces English to children aged 3–5

MARTA GRACIELA GARCÍA LOREA AND ELIDA BEATRIZ MESSINA, WITH SALLY ETHERTON • ILLUSTRATED BY DOUG NASH



Sunshine Gold

Sunshine Gold takes a learner-centred approach, providing contexts that will engage and entertain young children. Lively, age-appropriate activities such as songs, role-play, games and puzzles will motivate children. All activities are carefully supported so that children feel successful and enjoy a sense of achievement in their learning.

Emphasis is placed on functional language, which is meaningful and useful to children. Fun, child-centred puppet characters accompany children through each unit and help them feel safe and secure in their English classroom.

The content of **Sunshine Gold** promotes key values – these include an emphasis on cooperation and social interaction in the classroom and, through topics such as appreciation of self and others, being healthy, sharing and working together.

Literacy skills are introduced gradually throughout the three levels of **Sunshine Gold**. Developing pencil control, phonic skills and whole-word recognition underpin the approach to literacy. Throughout the course, oral skills precede and support the development of literacy skills.



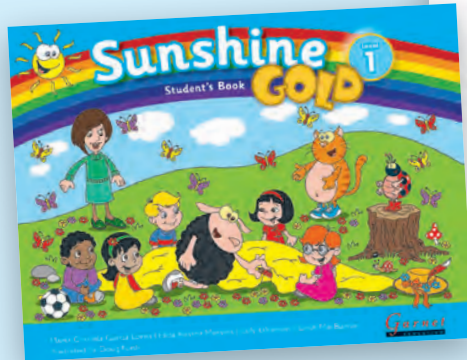
KEY FEATURES

- Appropriate for children in kindergarten and pre-school
- Takes account of the cognitive, social and physical development of children aged three to five
- Maximizes learning potential by providing contexts that will engage and entertain young children
- Whole-child learning developing physical, social, emotional and cognitive skills
- Lays a secure foundation for future learning
- Oral and aural skills precede literacy skills
- Pre-literacy activities developing early reading and writing skills
- Develops phonemic awareness
- Flexible material provides 80–120+ hours per level
- American English throughout

Sunshine Gold

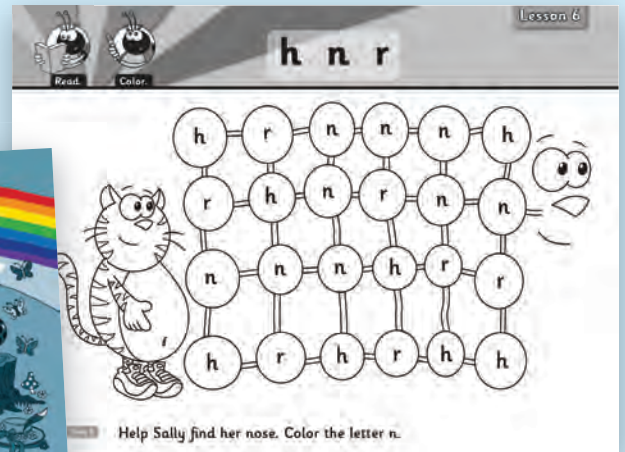
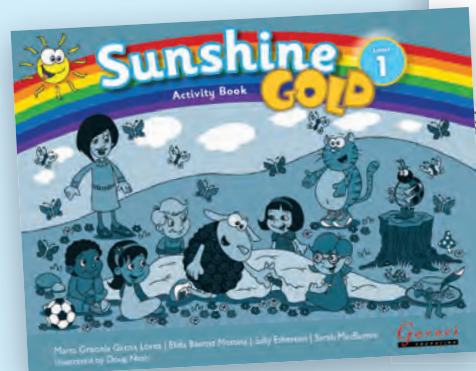
STUDENT'S BOOK

- Engaging, fun, full-colour illustrations
- Eight theme-based units and two review units
- Eight lessons per unit
- Enjoyable topics and fun characters in familiar settings and contexts
- Mini student picture and word cards
- 'About Me' record



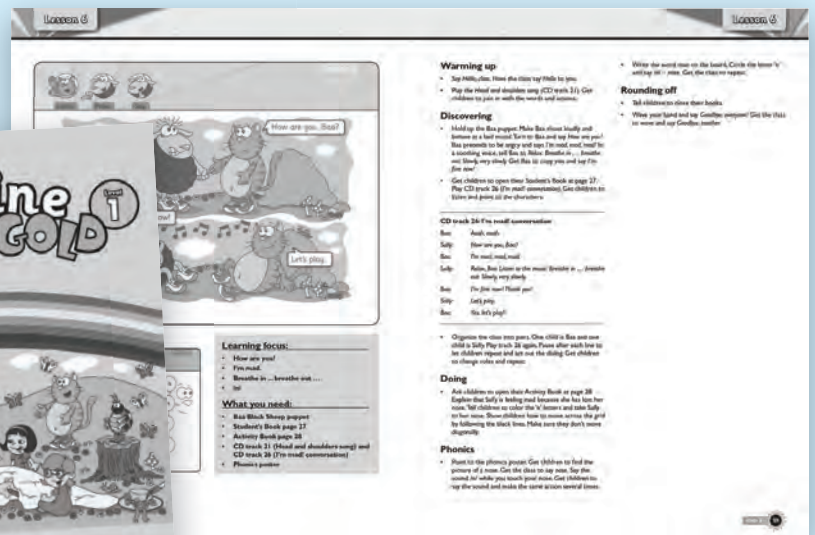
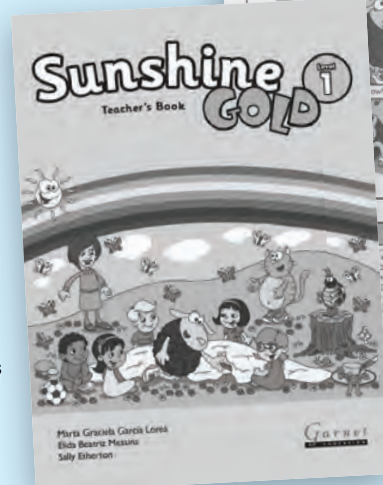
ACTIVITY BOOK

- Design and structure closely correlated to the Student's Book
- Variety of puzzles, drawing and colouring tasks
- Carefully designed to develop fine and gross motor skills, cognitive skills, early reading and writing skills, phonic skills and social skills



TEACHER'S BOOK (INCLUDED IN THE TEACHER'S RESOURCE PACK)

- Detailed guidance on delivering structured lessons with appropriate routines
- Step-by-step instructions on how to present and reinforce language
- Each lesson is carefully scaffolded to ensure children hear the same language several times
- Miniatures of pages from the Student's and Activity Books make guidance easy to follow
- Lesson aims and materials listed in the 'Learning focus' and 'What you need'
- Tips and suggestions on classroom management and teaching techniques



Sunshine Gold

TEACHER'S RESOURCE PACK

- Teacher's Book
- Glove puppets of the main character at each level
- Picture and word flashcards
- Alphabet poster
- Integrated audio including simple dialogues, stories, songs, rhymes and chants



About the Authors

Marta Graciela García Lorea and **Elida Beatriz Messina** are experienced and successful ELT professionals who have worked as authors, teachers, academic consultants, teacher trainers and curriculum designers. Marta was Supervisor for pre-school level for the Ministry of Education in Argentina, and has written a number of ELT publications. Elida devotes herself to developing materials, research and writing in the world of ELT. She has worked for several publishers in a variety of roles.

Sally Etherton has worked in ELT and mainstream primary education for over 30 years. She has worked in the UK, Italy, Solomon Islands, Bhutan and Oman. She has taught all ages, written and delivered in-service teacher training programmes, and authored materials for the mainstream primary and TESOL classrooms.

Sunshine Gold Level 1

Student Book 978 1 78260 192 0
Activity Book 978 1 78260 193 7
Teacher's Resource Pack & audio CD ... 978 1 78260 195 1

Sunshine Gold Level 2

Student Book 978 1 78260 196 8
Activity Book 978 1 78260 197 5
Teacher's Resource Pack & audio CD .. 978 1 78260 198 2

Sunshine Gold Level 3

Student Book 978 1 78260 199 9
Activity Book 978 1 78260 200 2
Teacher's Resource Pack & audio CD ... 978 1 78260 201 9

Primary Picture Dictionary

Over 600 key words for Primary students of English

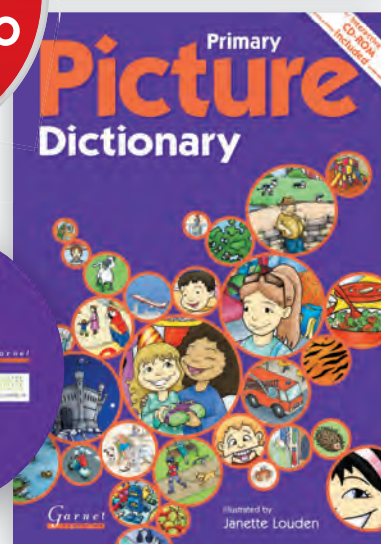
ILLUSTRATED BY JANETTE LOUDEN



KEY FEATURES

- Vibrant and colourful pictures illustrate over 600 words arranged into 30 topic spreads
- Words selected using 'Waystage', the Council of Europe's language targets for English learners
- Comprehensive index of words and their pronunciation – organized both by topic and alphabetically – helps the reader to find words easily

English/
Arabic
edition also
available



Primary Picture Dictionary
with CD-ROM 978 1 85964 762 2

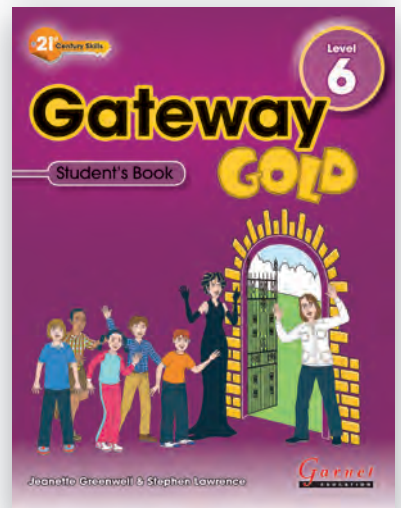
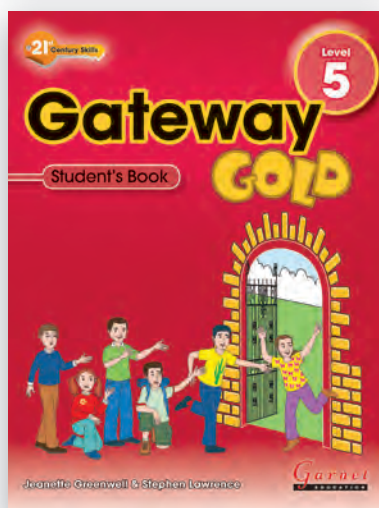
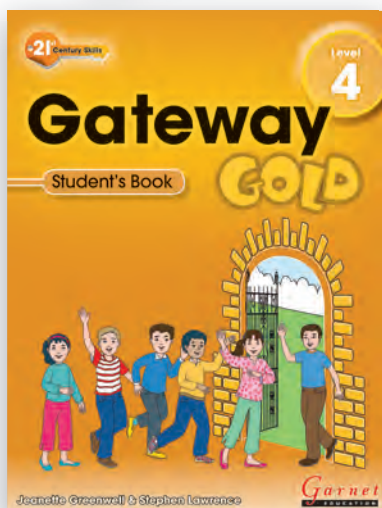
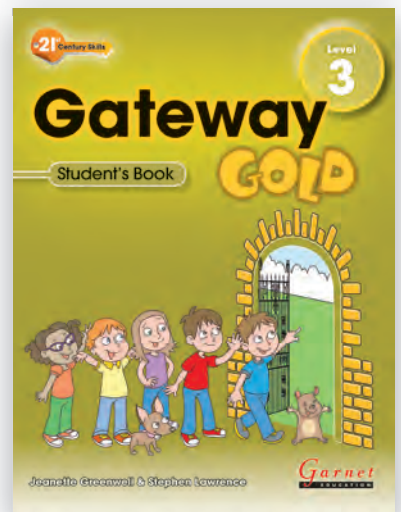
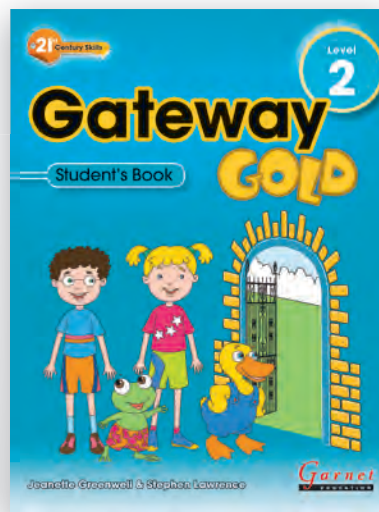
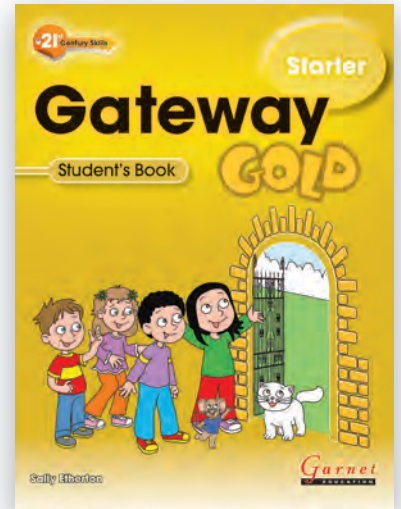
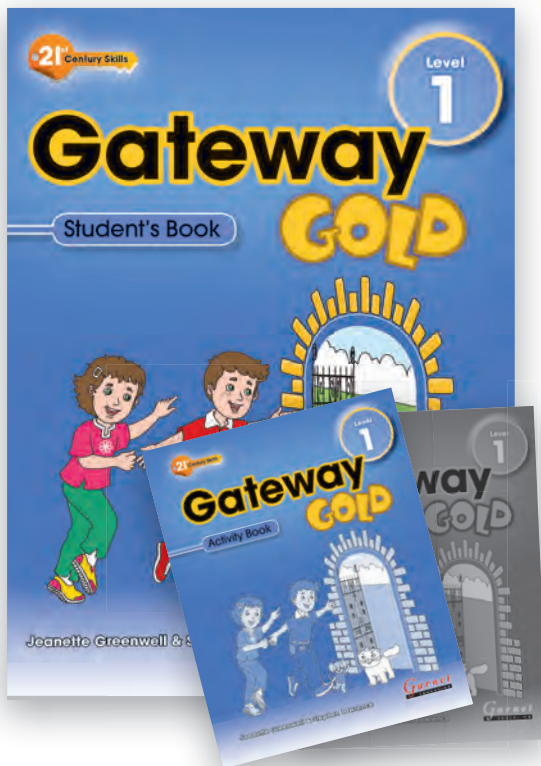
Gateway Gold

An exciting seven-level Beginner–Intermediate English course

JEANETTE GREENWELL, STEPHEN LAWRENCE, SALLY EHTERTON AND JENNY WATSON • ILLUSTRATED BY DOUG NASH
FROM TRUE BEGINNER LEVEL: CEF A1 TO INTERMEDIATE LEVEL: CEF B1



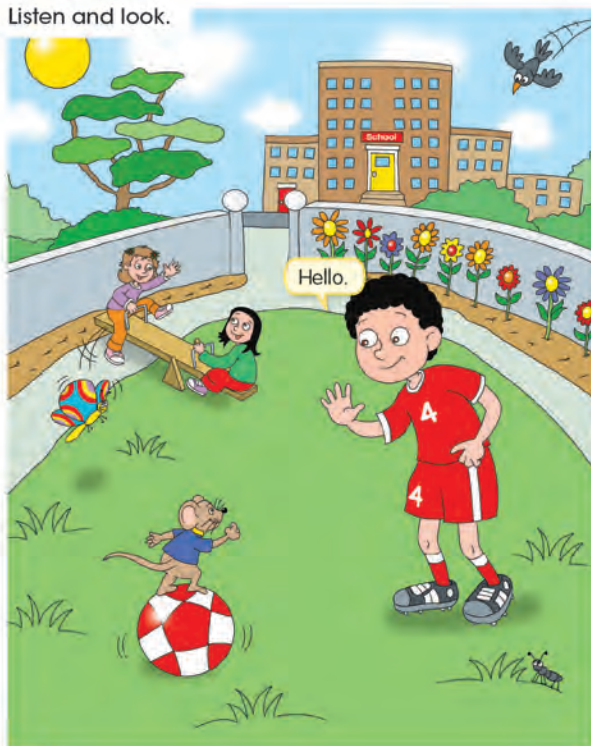
Gateway Gold



Gateway Gold Starter

Unit 1 My Friends

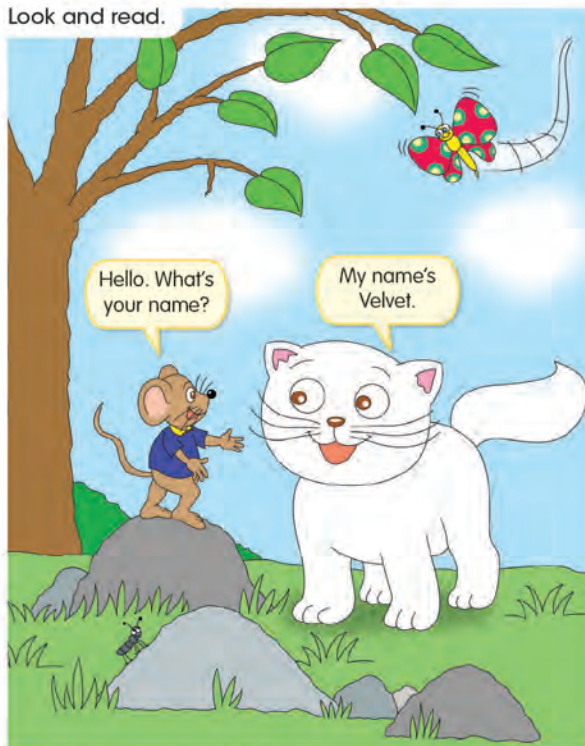
Listen and look.



4

Unit 1 My Friends

Look and read.



5

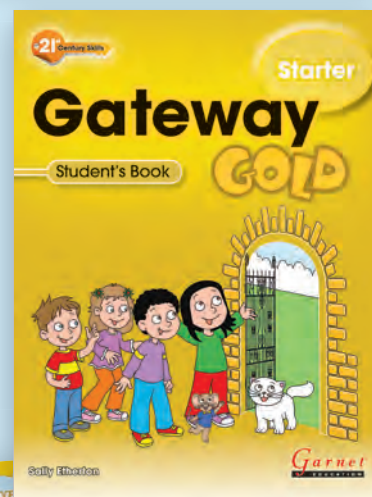
As its name suggests, **Starter** is the first level introduction to the full **Gateway Gold series** and gives children a firm foundation in English. It follows an integrated approach to skills development and initiates children into literacy in English through a systematic programme of handwriting, phonics, whole-word recognition, and stories.

KEY FEATURES

- Lively student-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Systematic phonics instruction through catchy, fun activities
- Lots of pre-writing and writing practice
- Picture, alphabet, number and word flashcards and alphabet poster

COMPONENTS

- Student's Book
- Activity Book
- Handwriting Book
- Big Books
- Teacher's Book
- Resource Pack (picture, alphabet, number and word flashcards, alphabet poster)
- Interactive CD-ROM



Gateway Gold levels 1-6

KEY FEATURES

- American English throughout
- Balanced approach to the four language skills
- Lively and functional, with a balanced grammar approach
- Prepares students for the Cambridge KET exams and develops ESOL-oriented skills
- Enables thought, reflection, and reaction in English
- Develops 21st Century Skills such as critical thinking, problem solving, collaborative learning and teamwork
- Introduces academic skills such as conducting surveys and research at a very young age
- Teaches real-world English
- Gradual progression builds confidence
- Age-appropriate texts and fun characters
- Includes both familiar and fantastical settings

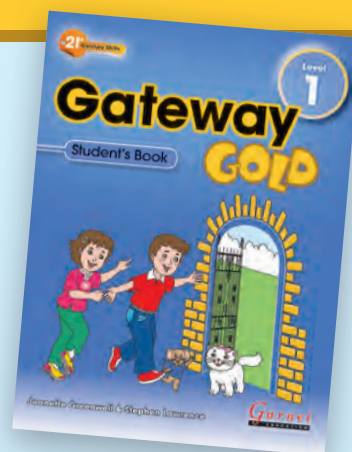
STUDENT'S BOOK

Ten units per level, plus two review units, with five lessons per unit:

- Lessons 1 and 2 introduce vocabulary and grammar
- Lessons 3 and 4 focus on reading and listening skills
- Lesson 5 reinforces learning through songs and games
- Writing projects are introduced in higher levels
- Group activities encourage teamwork, cooperation, and communication
- Incorporates 21st Century Skills such as critical thinking, problem solving and citizenship
- Also contains motivational stickers and an end-of-year certificate

FLASHCARDS

- Available for Levels 1 and 2. Starter Level also has an alphabet poster



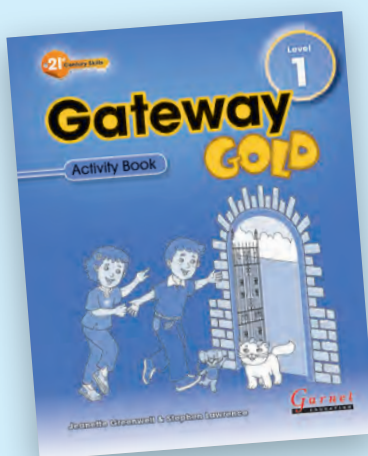
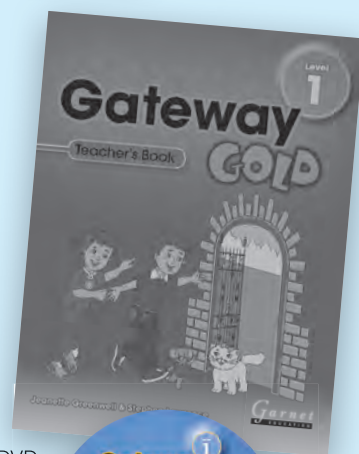
TEACHER'S BOOK

Carefully designed to help primary level teachers of English deliver lessons easily and with confidence.

Provides:

- Detailed teaching notes
- Clear objectives and stages for each lesson
- Ideas for additional activities
- Student's Book facsimile pages
- Teacher's Knowledge Bank tips
- Unit tests
- Audio scripts

Also includes comprehensive audio DVD



ACTIVITY BOOK

- Reinforces content and includes activity-linked cut-outs.
- Includes 'I can...' reflection pages
- Do and Share pages
- Levels feature age-appropriate vocabulary and 'super spelling' focus

Gateway Gold features

INTERACTIVE CD-ROM

- Interactive CD-ROMs for all levels can be used either for student self-study or whole class work
- Levels 1 and 2 additionally incorporate Teacher Notes as part of the CD-ROM
- All levels are accompanied by a User Guide
- Activities correlated to support Students' Book content



BIG BOOKS (FOR SHARED READING)

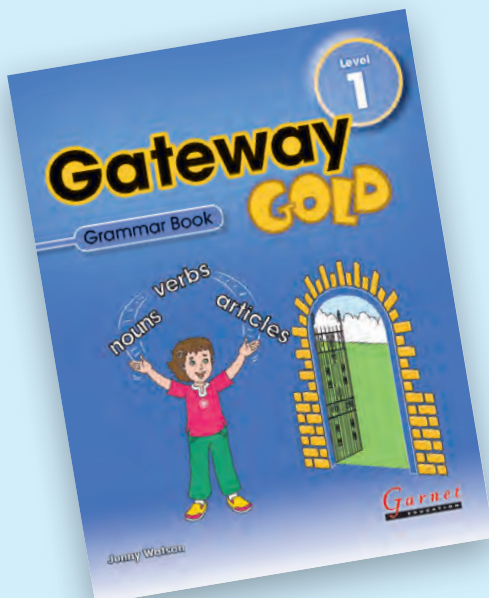
- 8 original, engaging Big Book stories accompany Gateway Gold Starter, and Levels 1 and 2
- Beautifully illustrated in full colour with age-appropriate text
- Linked to topics and themes in the course material
- Includes audio CD: Each story is recorded to support the teacher's reading of the book in terms of pronunciation, expression and intonation
- Accompanying materials provide a general introduction to shared reading: What it is? Why it is important? How to organize the shared reading session.
- Post-reading activities: three to five activities for each story to check understanding, support retelling and reinforce language patterns



READERS

A variety of fact and fiction readers accompany Levels 3–6 featuring:

- Key vocabulary and high frequency words
- Full lesson plan guides for teachers



GRAMMAR BOOK

This is not grammar in the old-fashioned style! By encouraging students to find and reflect on patterns that they have already encountered in their Gateway Gold course, and then to practice using these patterns, the books develop students' linguistic awareness and competence, and build confidence.

- The six Grammar books support students' learning
- Each book has ten units which correspond to the Student's Book units
- Illustrations provide context and familiarity
- Each unit has sections for the student and for the teacher or parent:
 - *Student Sections*: careful, targeted use of technical labels are used in these sections
 - *For the Teacher/Parent*: presents and explains metalinguistic terms
- Full glossary of technical terms
- Full answer key

PHONICS BOOK

- Phonics Book 1 is designed to accompany Levels 1, 2 and 3; Book 2 accompanies 4, 5 and 6.
- Book 1: deals with English consonants and short vowel sounds
- Book 2: deals with other individual sounds, combined sounds, and spelling rules and tips
- Includes audio CD
- Printable and photocopiable additional materials: teacher notes, sound (phoneme) flashcards and cut-up activity cards provide a fun way of giving students extra practice
- Alliteration, assonance and rhythm ensure that the sentences are fun for the students to listen to and repeat

TESTS

- Tests after every two units make it easy to regularly track progress
- End of year tests show longer-term development
- Separate tests for speaking, listening, reading and writing allow for precise skill-by-skill assessment
- Suitable to be used as preparation for the Cambridge Young Learners English Tests



About the authors

Jeanette Greenwell and **Stephen Lawrence** are knowledgeable academics in the teaching of English as a second and foreign language. Both have extensive experience in this field and over 15 years' experience as teachers. Jeanette and Stephen are also consultants for the British Council in Mexico.

Sally Etherton has worked in ELT and mainstream primary education for over 30 years. She has worked in the UK, Italy, the Solomon Islands, Bhutan and Oman. She has taught all ages, written and delivered in-service teacher training programmes and authored materials for the mainstream primary and TESOL classrooms.

Jenny Watson is an English language teacher, lexicographer and writer.

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Resource Pack including flashcards and poster	978 1 78260 080 0

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Gateway Gold Level 2

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Big Book 1 with audio CD - Dance Party!	978 1 78260 108 1
Big Book 2 with audio CD - Jump on my train	978 1 78260 109 8
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Gateway Gold Level 3

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Gateway Gold Level 4

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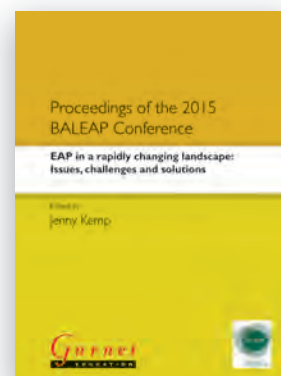
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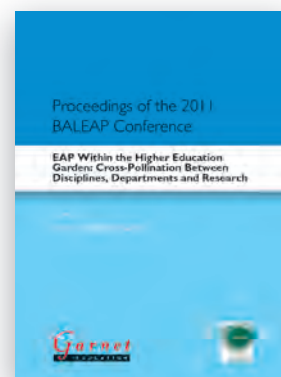
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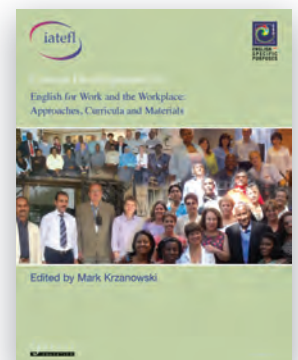
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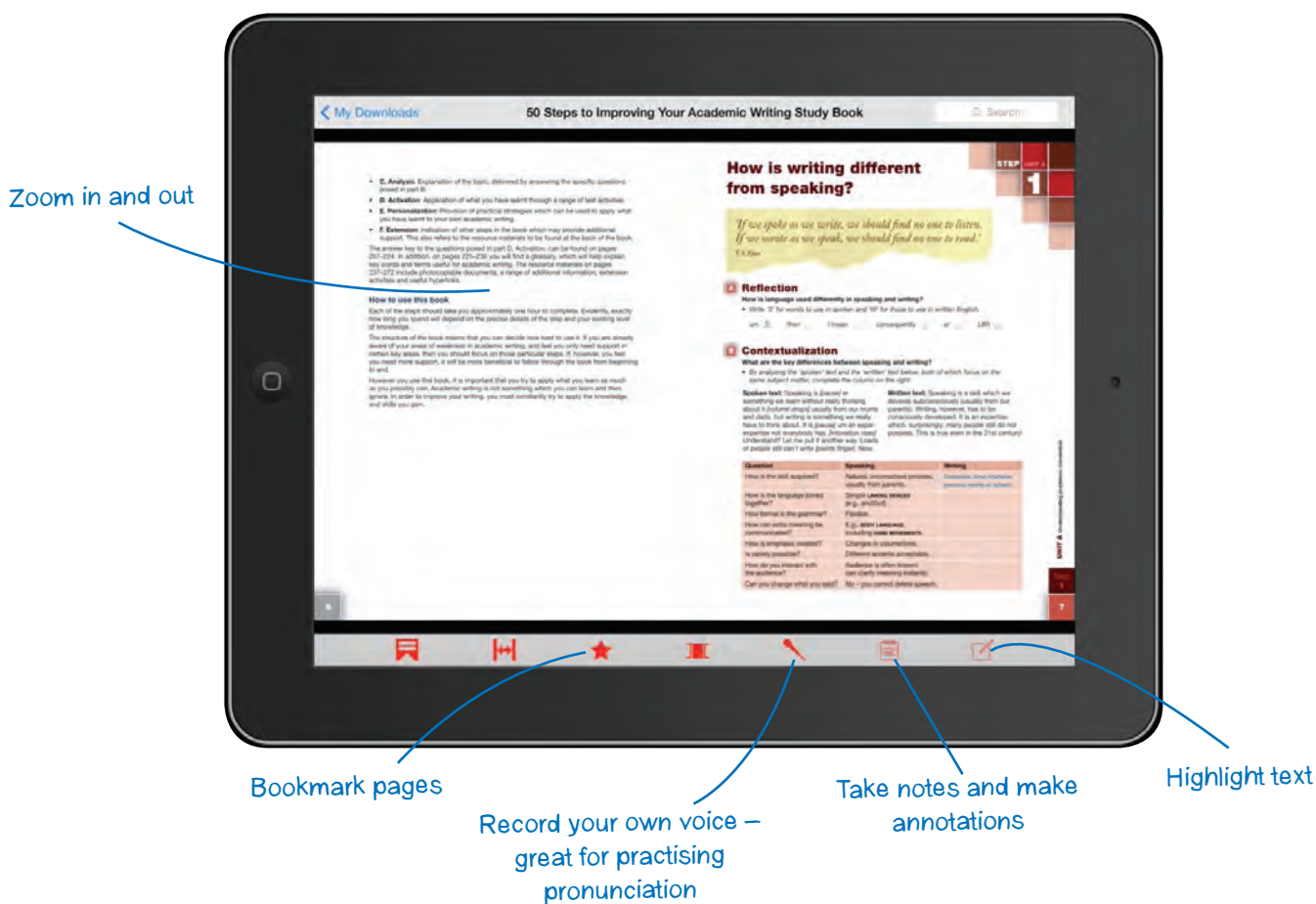
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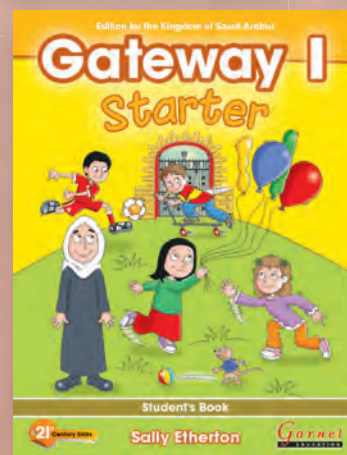
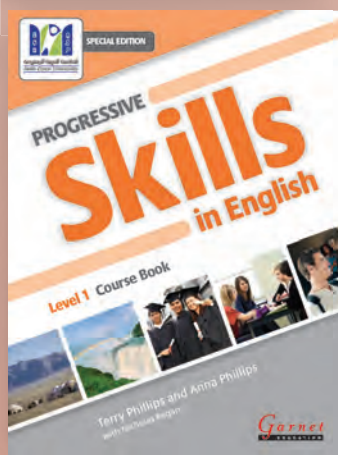
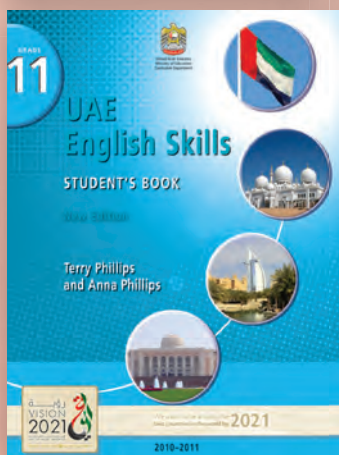
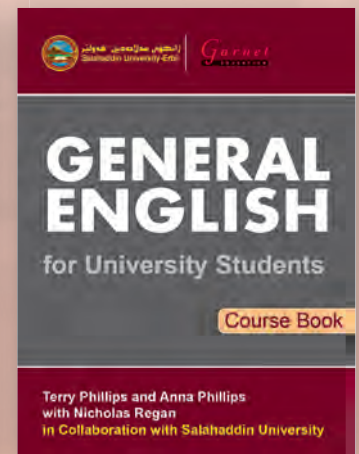
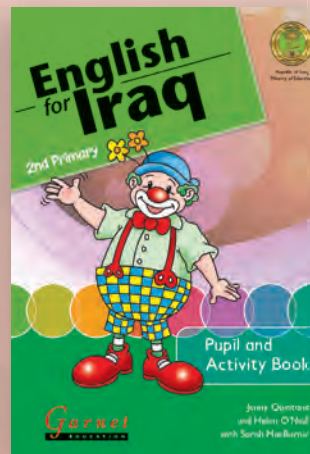
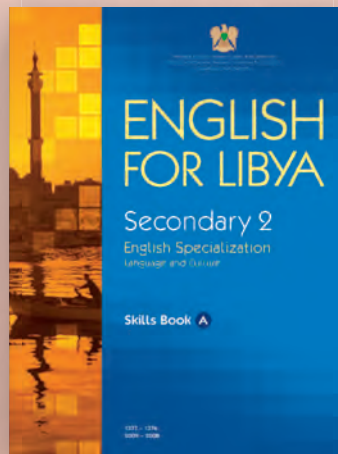
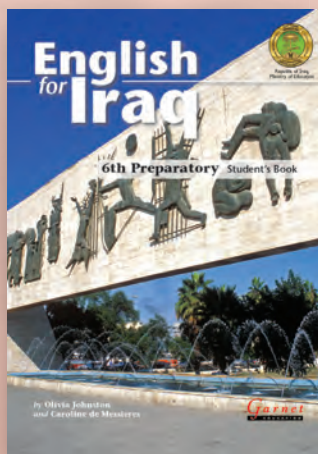
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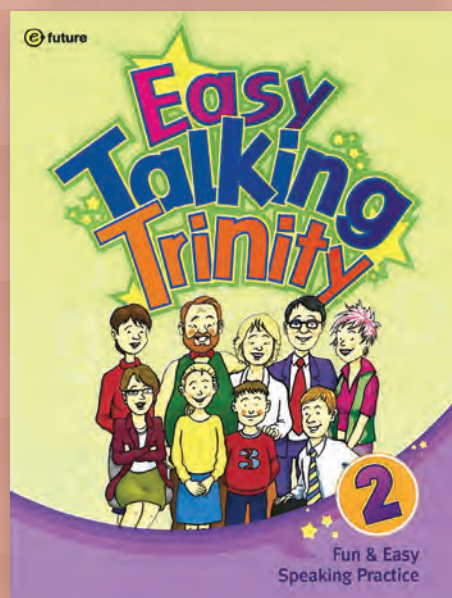
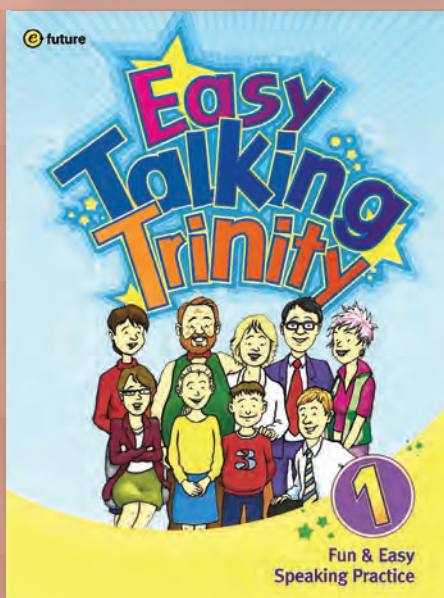
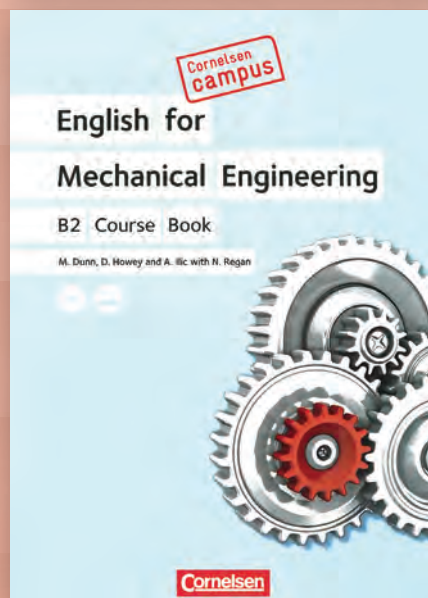
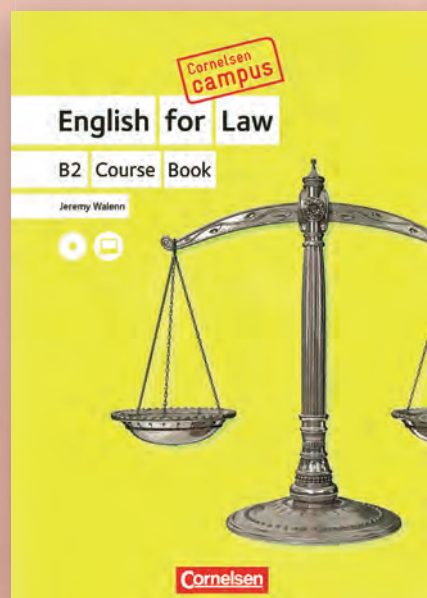
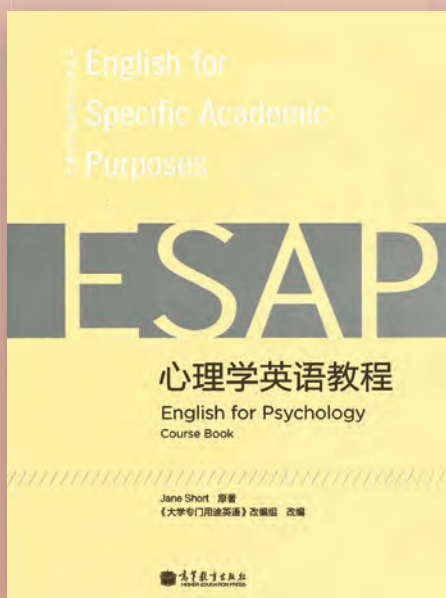
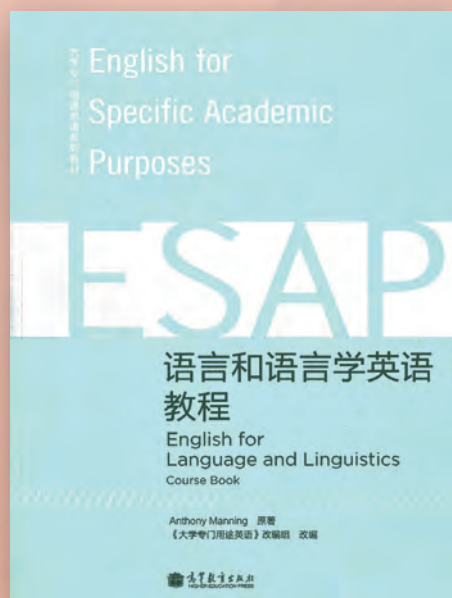
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