

Express Publishing

Readers Catalogue



ELT

ENGLISH LANGUAGE TEACHING



Express Publishing

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Key to symbols



Titles in accordance with the Common European Framework (CEF)



AMERICAN
ENGLISH



BRITISH
ENGLISH



MULTI-ROM (Audio CD/DVD Video):
Video and audio material



MULTI-ROM (Audio CD/DVD Video/
DVD-ROM):
Video, audio and exercises, accessible
by audio or video players and computers



MULTI-ROM (Audio CD/DVD-ROM):
Audio material, video and exercises
accessible by audio players and computers



DVD Video: Video accessible by video
players



CD-ROM/DVD-ROM: Video, audio and
exercises, accessible by computers



Audio CD: Audio material



Digital Material: Cross-platform
applications

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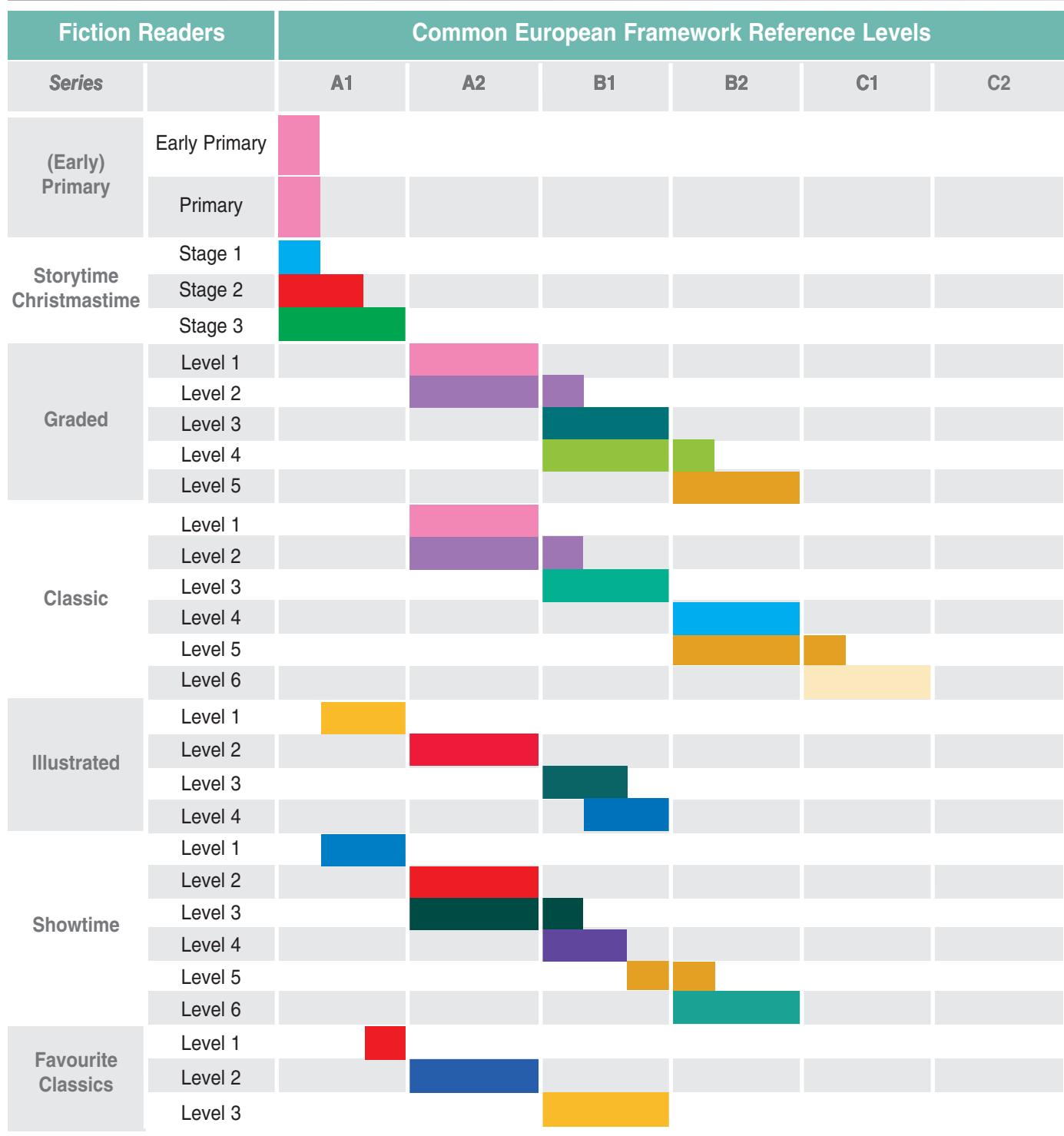
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FICTION READERS

Level Chart



(EARLY) PRIMARY READERS

(EARLY) BEGINNER TO ELEMENTARY LEVEL

Young learners will be captivated by these popular children's stories, which are designed as an introduction to reading.

Some of the stories are told in rhyme to aid young learners in their ability to memorise while also improving their auditory skills.

The stories are accompanied by a picture dictionary to assist young learners in their acquisition of new vocabulary.

Each (Early) Primary Reader is also presented in play form (*Let's act it out!*), allowing the pupils to dramatise the story. Bringing the stories to life enables young learners to further their comprehension and enjoyment of the stories and ensures a positive and effective introduction to reading.

All (Early) Primary Readers are accompanied by Multi-ROM disks.*

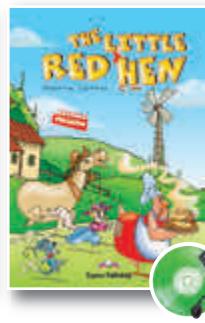
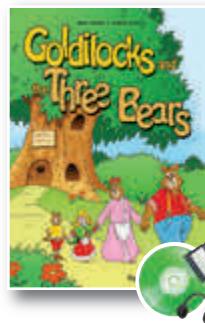
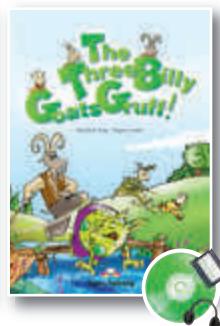
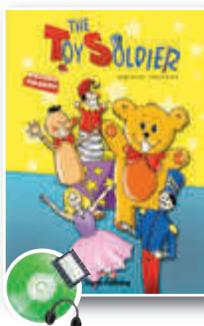
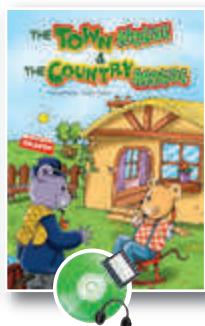
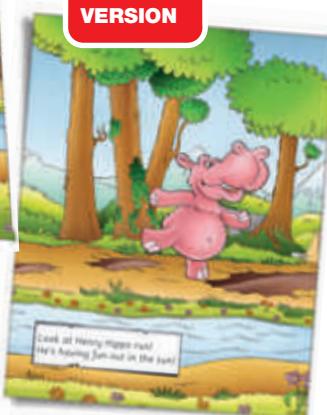
* The Multi-ROM disks contain both the Audio CD and the DVD Video of the title.

Available in both
Picture version (without text)
and Texts & Pictures version!

Picture
VERSION



Texts &
Pictures
VERSION



Learning English has
never been so exciting!

Sample pages from the '**Henry Hippo**' Story Book



Storytime

These two series have been designed to supplement all English courses and have been graded in three key stages:

Stage 1



Stage 2



Stage 3



Children will love these beautifully illustrated readers and will be motivated to explore English as a foreign language. These series enhance receptive skills by reading and listening, and also gradually introduce the development of productive skills through the accompanying activities and the production of each story as a play (optional).

The selected stories present a great variety of classic and original tales, all of which have something more to teach than the language itself. The excellent illustrations, the fully dramatised audio recordings and the engaging animations stimulate learners' imaginations, while the accompanying picture dictionary items help them make the association between word and meaning.

Stage 1



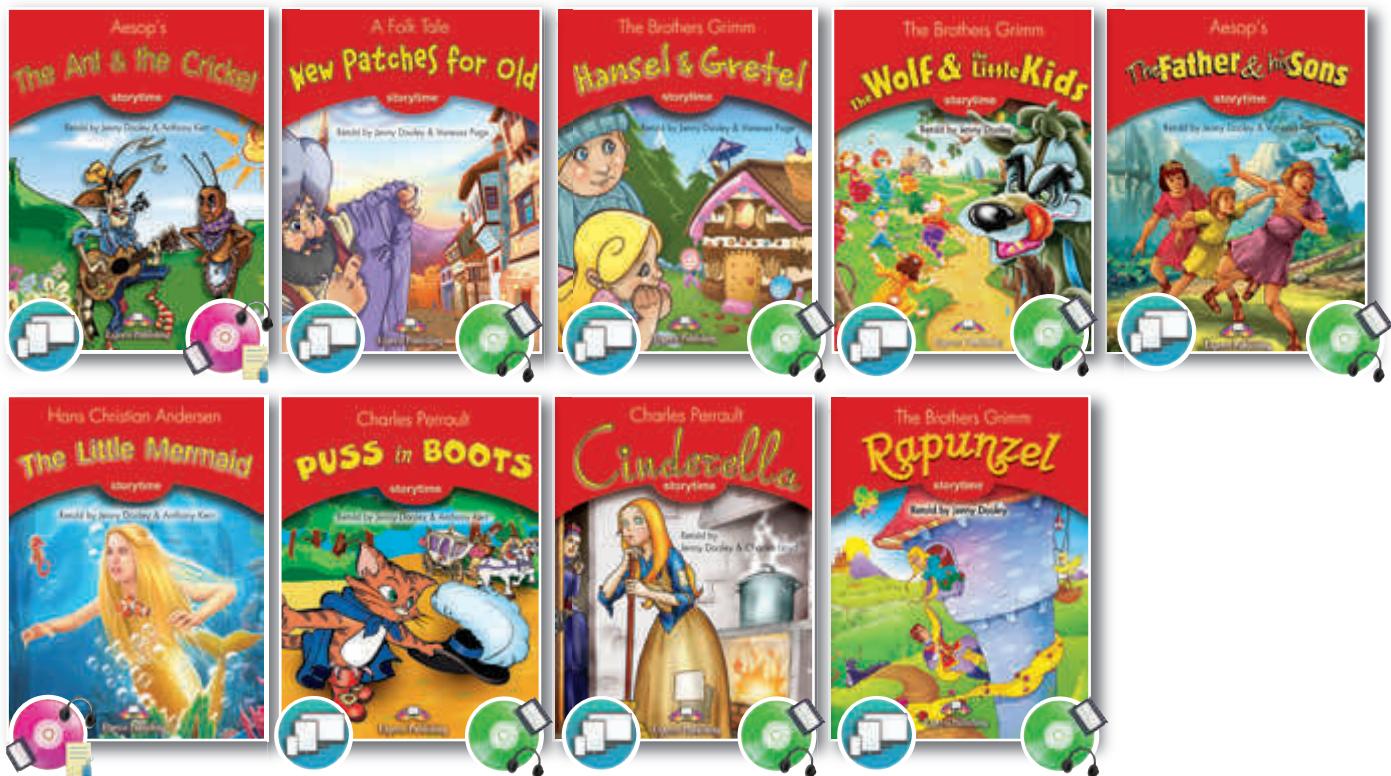
Free

OFFLINE CROSS-PLATFORM APPLICATION

Available on the Express Publishing Store

Available on the App Store

Stage 2



Christmastime

Each Student's Pack consists of:

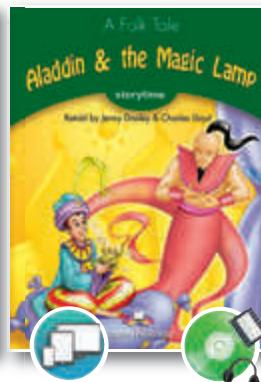
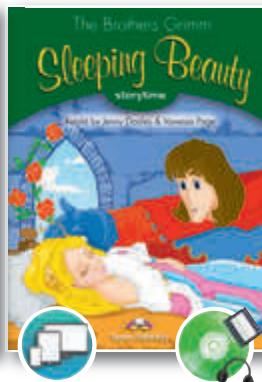
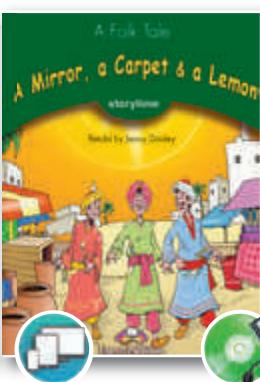
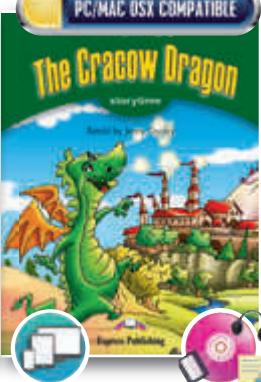
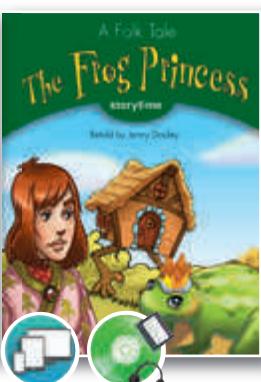
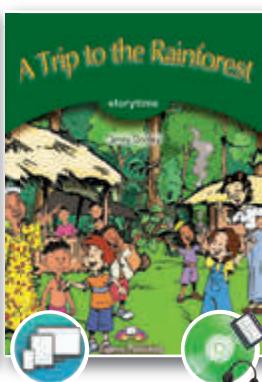
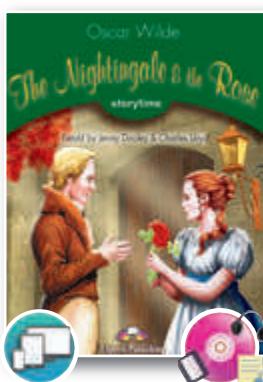
- a full-colour Pupil's Book with an activity section at the back and scripts for the play, as well as an Activation Code to download the offline cross-platform digital application
- a Multi-ROM disk*

The Teacher's Edition includes the *Pupil's Book*, directions for the staging of each story as a play, tips on how to make the props and costumes easily and cost-effectively, as well as drama activities which can be used before each rehearsal so as to prepare learners for the wonderful world of drama. The *Teacher's Edition* also includes an Activation Code to download the offline cross-platform digital application.

* The Multi-ROM disks contain both the Audio CD and the DVD Video or DVD Video/DVD-ROM of a title.

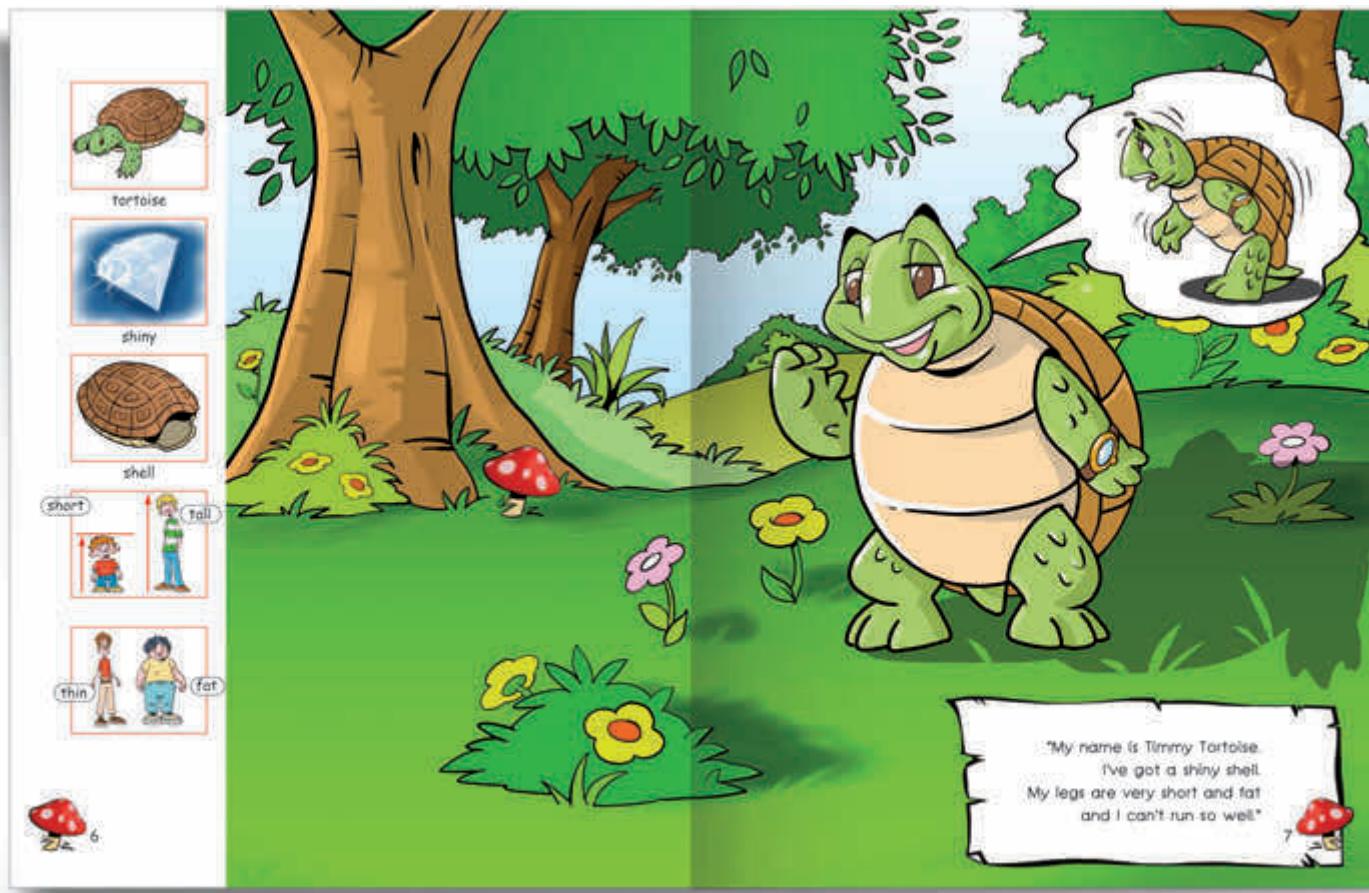
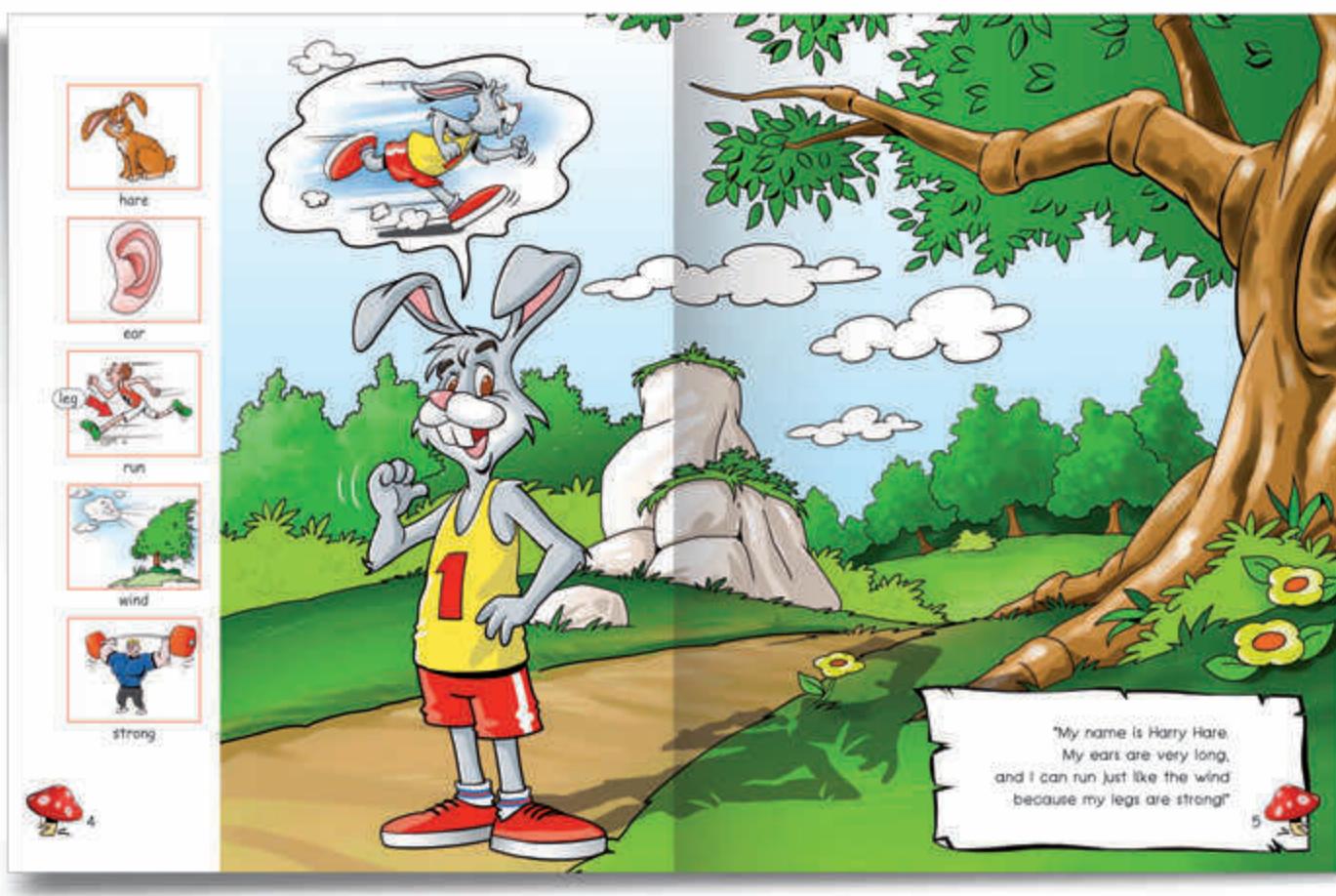


Stage 3



Fiction Readers

Sample pages from '*The Hare & the Tortoise*' Pupil's Book



Sample pages from '*The Hare & the Tortoise*' Pupil's Book

Song

Slow and Steady

When something that you really want
seems like it's out of reach,
just think about the tortoise –
here's one thing he can teach!

Chorus: Slow and steady wins the race,
so just keep pushing on!
Run to win! Don't give in,
and you'll be number one!

Keep looking at the prize ahead –
your luck can always turn!
Just think about the tortoise –
here's one thing you can learn!

Repeat Chorus x 2.

Activities for pages 4-11

A Look at the pictures and match them to the words.

	leg
	tortoise
	lunch time
	wind
	hare
	shell

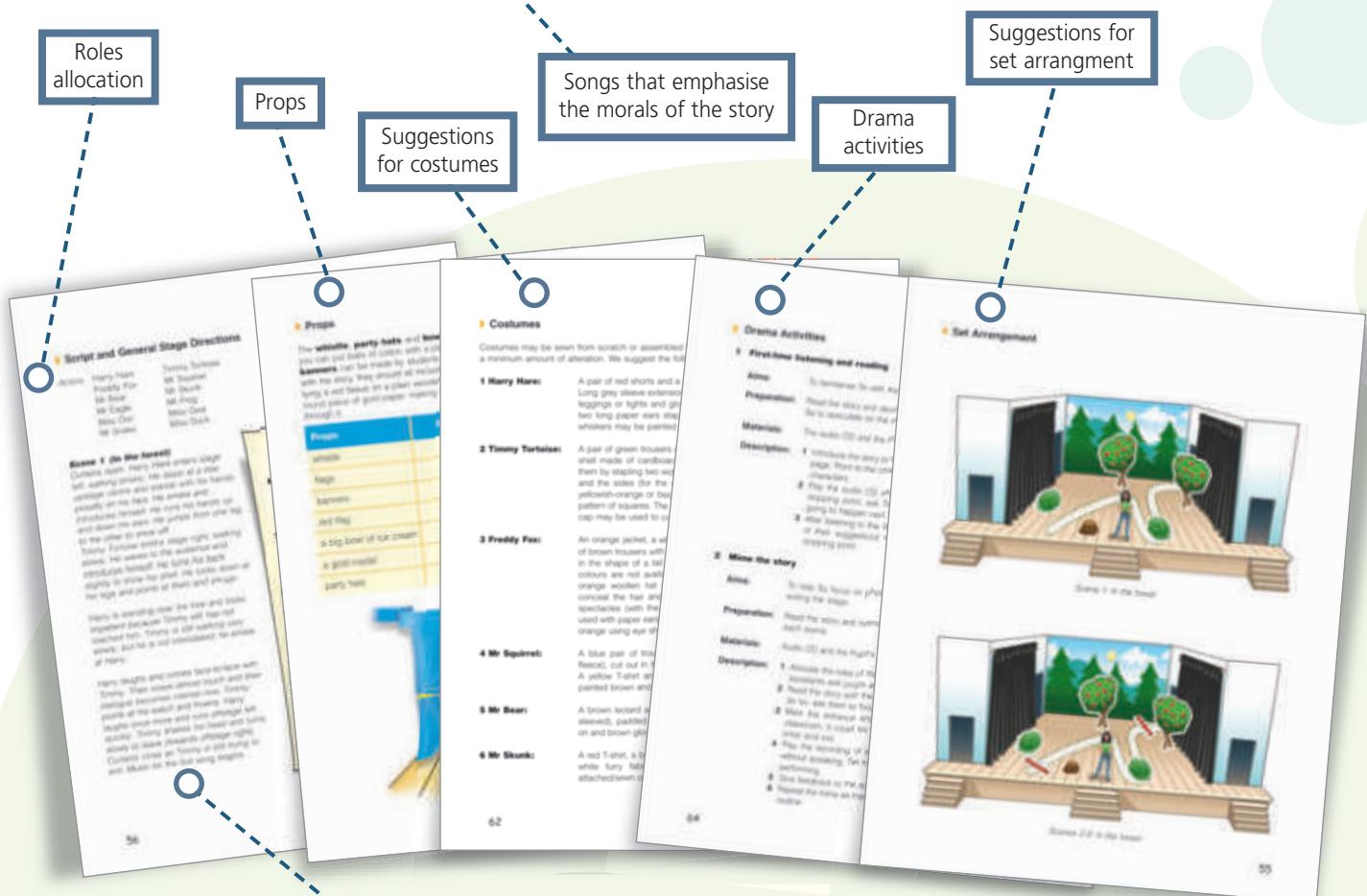
ACTIVITIES

Activities for pages 4–11

A Look at the pictures and match them to the words.



Vocabulary practice



Sample pages from '*The Hare & the Tortoise*' Teacher's Edition

Stage directions for the play

GRADED READERS

BEGINNER TO UPPER INTERMEDIATE LEVEL LEVELS 1 – 5

Give learners the chance to extend their English language skills with the **Express Publishing Graded Readers** by reading retold myths, legends and classic stories, as well as original stories, in language adapted to their level. A wonderful variety of science-fiction, mystery, action and ghost stories cater to the needs of the most avid reader and stimulate learners' imagination. The full-colour illustrations in the *Reader* and the dramatised recordings of the *Audio CD* guide learners to incredible learning adventures. The *Activity Book* provides further practice in all four language skills (listening, speaking, reading and writing) as well as extends their vocabulary and use of English. The *Teacher's Book* includes a suggested lesson plan, a key to all activities and two versions of a final test along with keys and a marking scheme. Multilingual glossaries are available for download at the 'Teacher's Corner' at www.teacher's-corner.co.uk.

Each Student's Pack contains:

- a full-colour Reader
- an Audio CD or a Multi-ROM disk containing both the recording and video of a title
- an Activity Book

LEVEL 1 (300 HEADWORDS)



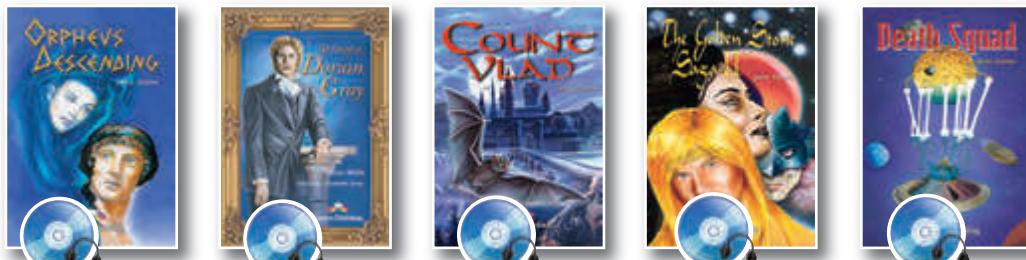
LEVEL 2 (600 HEADWORDS)



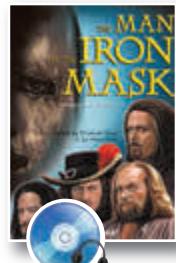
LEVEL 3 (1,200 HEADWORDS)



LEVEL 4 (1,700 HEADWORDS)



LEVEL 5 (2,300 HEADWORDS)



Sample pages from the '*Beauty and the Beast*' Graded Reader

Chapter 4

The Dream

Beauty stood at the window and watched her father as he left the castle. She waved as he rode out of the garden, and into the forest. She watched him as he got further and further away. When he was only a tiny spot of colour in between the trees, she left the window and looked around the room. She was completely alone and very scared. She lay down on the bed, hid her head in the pillows, and cried herself to sleep.

In her sleep, Beauty had a dream. She dreamed that she was in the hall of the castle, and that she saw a handsome young man. She walked up to him. His eyes were deep blue, with a beauty that was not of this world. She saw that he was not an ordinary man, but a Prince. There was something magical about him. When he spoke, his voice went straight to her heart. She looked at him and she was filled with love for him. He spoke to her.

"Beauty don't be sad. Things are not the way they seem, Please find me, and save me from my misery. I am very unhappy."

"But Prince, how can I help you?"

"Don't trust your eyes. Just listen to your heart."

Then a clock striking softly twelve times, woke her up. Beauty remembered where she was. She remembered the wonderful Prince of her dream, and she was calm and happy. She remembered that in the dream the Prince was in the hall, so she decided to go there.

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Comprehension and language activities for every chapter

Lesson 4
Chapter 4

The Dream

Listening
Listen to the recording and write who said it.

- 1 "Beauty, don't be sad. Things are not the way..."
- 2 "Did you find things to make you happy today?"
- 3 "You are kind, but I don't love you."
- 4 "Why didn't you love me? Am I ugly?"

Topics for discussion

- 1 Where do you think the Prince was?
- 2 What's your favourite room in your home? Why?
- 3 Have you ever had an unusual dream? What was it?
- 4 Can you play a musical instrument? Which one?

Activity
Jasmine Beauty writes a letter to her father to complete the letter.

Dear Father,
Please don't worry about me. I had a... in the palace today. I...

Your loving daughter,
Beauty

Comprehension questions

- 1 What did Beauty do when her father left?
- 2 Who did she see in her dream?
- 3 What did the voice say to her?
- 4 Where did she go to look for the Prince?
- 5 What was in the first room she went into?
- 6 What was in the next room?
- 7 What was in the third room?
- 8 What was in Beauty's room when she woke up?
- 9 What did the Beast ask Beauty?
- 10 What was Beauty's reply?

Vocabulary Exercises

Fill in the gaps with the correct words from the box.

1 It's a ... spirit.	4 ... instruments.
2 It's ... a dream.	5 It's ... of angels.

Fill in the gaps with the correct words from the box.

1 He put his head on his ...	4 ... and went to sleep.
2 We ... goodbye to our friends.	3 The lion's ... were very big.
4 They ... to go to the cinema instead of the party.	5 This is a ...! It's not a ... animal.

Find the words related to the ones in the list.

beautiful	scared	lamp	pretty	chandelier
small	sheet	little	blanket	frightened

16

17

18

Sample pages from the '*Beauty and the Beast*' Activity Book

CLASSIC READERS

BEGINNER TO ADVANCED LEVEL LEVELS 1 – 6

Enhance your ELT programme with culture and history through classic stories of mystery, action, legend, suspense and romance! The Express Publishing Classic Readers series is a comprehensive package with a focus on literary expression.

The best-loved classics of English and American Literature are brought to life with activities, games and tasks that encourage learners to delve deeper into literature and to use their own creative and artistic skills. The stories are retold in language which is easy to understand and are beautifully illustrated in full colour. The Teacher's Pack includes the *Classic Reader*, the *Teacher's Book*, the *Audio CD* and the *Classic Readers Board Game*.

Components:

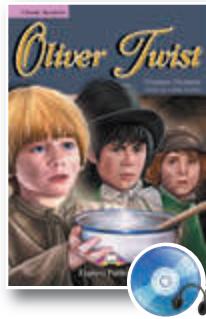
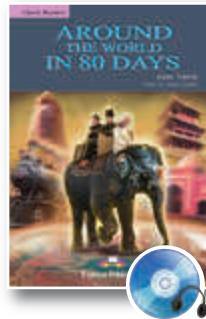
- Classic Reader
- Teacher's Book
- Audio CD
- Classic Readers Board Game Poster

Multilingual glossaries to Classic Readers can be downloaded from the 'Teacher's Corner' at www.teachers-corner.co.uk.

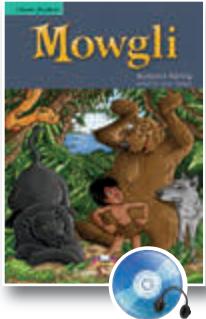
LEVEL 1 (300 HEADWORDS)



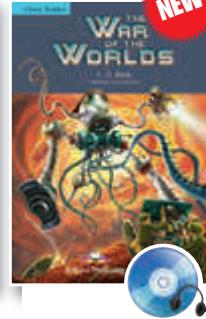
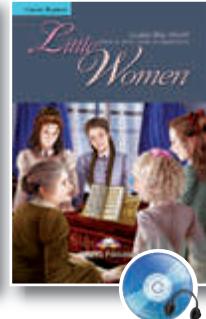
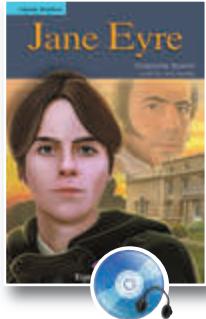
LEVEL 2 (600 HEADWORDS)



LEVEL 3 (1,200 HEADWORDS)



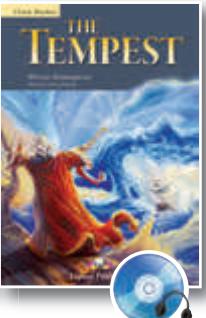
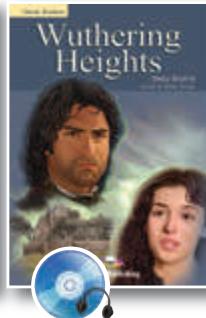
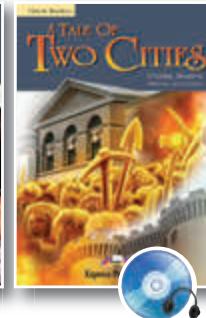
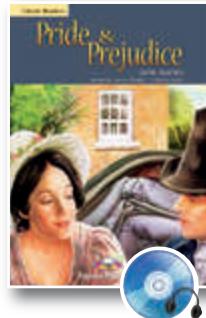
LEVEL 4 (1,700 HEADWORDS)



LEVEL 5 (2,300 HEADWORDS)



LEVEL 6 (3,500 HEADWORDS)



Chapter 5

Kidnapped

When Jack and Charley went home without Oliver, Fagin was very angry. He was shouting and beating the boys with his big stick when a man and a woman came in. They were Bill Sikes and his wife, Nancy. Bill was about thirty-five, tall and well-built, and Nancy had rosy cheeks and long, curly hair. Bill's dirty white dog followed them in.

"What's all this noise? What's going on in here?" asked Bill.

Fagin explained the problem.

"These stupid boys have lost Oliver and I'm afraid he will tell the police we're thieves. We must find him before he talks!"

"Nancy can help us. The police don't know she works with us."

Fagin cheered up.

"Yes, Nancy, my dear, you can go to the police station! Tell them you've lost your little brother Oliver, and find out where he is!"

So, Nancy put on a clean, white apron and a straw bonnet and pretended to cry. She wiped her eyes with the corner of her apron and they all laughed. Then, Nancy left to see what she could find out. Soon she was back with some news:

"Oliver fell down in the street and an old gentleman took him home. This old man likes reading and buys lots of books."

"Well done, my dear!" cried Fagin. "Bill and Nancy! Watch the bookshop and sooner or later we'll find Oliver."

So, on the evening that Oliver went to the bookshop, Bill and Nancy were waiting for him. As soon as they saw him, Nancy started shouting.

"Oliver, you bad boy! Where have you been? Our mother is so worried!"

34

Chapter 5

"You young devil! Aren't you ashamed? And what have you got there? Stolen books, eh? And money? That's mine!"

Bill snatched the money out of Oliver's hand and put it in his pocket. Oliver cried for help and tried to escape, but it was no use. Bill and Nancy held both his hands tightly and dragged him along the street, while the dog ran behind, growling.

Soon they arrived at Fagin's house.

"Oliver, my dear! You're looking very well ... what have you got for us - books?"

"I don't care what you do to me, but please send the books back to Mr Brownlow! He's waiting for me and he'll think I've stolen them!"

Fagin laughed.

"That's right! He'll think you're a thief! Excellent!"

This was too much for Oliver. He rushed towards the door shouting.

"Help! Help!"

"Not so fast, young man!"

Fagin grabbed Oliver and picked up his stick. He was very angry.

"So, you want to run away again ... you want to go to the police, eh? I'll teach you not to do that!"

He raised the stick to hit Oliver but Nancy jumped forward, snatched it out of his hand and threw it into the fire. She was angry, too.

"You've got the boy back, Fagin, but I won't let you hurt him!"

For the next few days, Fagin told Oliver terrible stories about the things that happened to boys who tried to run away or go to the police for help. Oliver was scared.

35



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37

Fiction Readers

Sample pages from the '*Oliver Twist*' Classic Reader

Development of critical thinking

Comprehension and language activities for every chapter

Kidnapped

Read on page 36 in Chapter 3, then complete these sentences.

- When the boys were home without Oliver Fagin was **away**.
- Fagin was afraid that Oliver might go to the **workhouse**.
- Nancy put on a **cheap** dress to try to get Oliver to **trust** her.
- Nancy chose Fagin's **key** to the flat.
- Bill found his **key** and put it on the table.

What do you think?

- Why do you think the boys stayed with Fagin?
- What do you think Fagin thought of Bill's idea?
- What is the most frightening way you have read or heard?

Language practice

- Use the following wordphrases to describe these characters.

tall old thin long curly hair soft-spoken	about 25 young grey hair tough cheeks	

Look at the following expressions, then put them into the correct sentences.

shoved up advanced going on too much no use

- What's **too much** to hear?
- When I told the test, it was **advanced** for me and I failed.
- We all **shoved up** when we heard the good news.
- That was a terrible thing to do. Annoy you **too much**?
- We **shoved** our way over the wall, but it was **no use**.

What do you think?

Look at the three ideas about child labour.

Project A

Child Workers

Look at the kind of jobs children did in Victorian England.

What do you think these children are doing?

- In picture 1?
- In picture 2?
- In picture 3?
- In picture 4?

Do you think it was right for children to do this kind of work?

Why do you think children did these jobs?

Which job do you think was the most/most dangerous/best?



Project B

Life in the Workhouses

It used to be common for people to live in workhouses. Poor men and women lived in workhouses. Their children lived further away from their parents. Workhouse staff often treated them badly.

A lot of workhouse workers did not help poor people. They have no money so family is the only care of course. When the children leave the workhouses, they do not know what it is like to have a family. They never complain and get no education.

I think that families should not be split up when they go into the workhouses.

Charles Dickens wrote many articles on the terrible way poor people, especially children, lived in Victorian England. Write a similar article, based on child workers, using the answers and information from the exercises on the opposite page. Use this plan to help you.

Plan - Writing an Article

Paragraph 1 - What is happening at the moment.
Paragraph 2 - The reasons it is happening.
Paragraph 3 - The effects it has on the children.
Paragraph 4 - The possible solutions.

Two class projects at the end of the book

Key to the activities in the Reader

Quotes analysis

Chapter 5 - Kidnapped

Comprehension 1A

1. angry 2. police 3. spouse 4. work 5. pond

Class discussion To provide their own answers.

Language practice

1. (Suggested answers) Fagin is old, he has got grey hair; Nancy is young, she has got grey cheeks and long curly hair; Bill is about 25, he is tall and soft-spoken.

2. 1. going on 2. advanced 3. shoved up 4. no use

What happens?

Class discussion. To provide their own answers.

Answers

For many weeks, we help students analyse the meaning and the underlying implications of the following events after the chapter has been read and the comprehension questions discussed:

p. 35. "...This was my wish for Oliver..." implies that Oliver felt frightened at the idea that Mr Brownlow would think he was a thief, and emphasises his pride and honour.

p. 36. "...It's (Bill Sikes) not afraid of blood..." means that Bill Sikes was clearly a criminal and possibly a murderer.

p. 36. "...If you speak one word while we're out, she'll kill us for you..." implies that Bill Sikes was prepared to kill Oliver if he tried to escape or ask for help.

Final Check A

Reading

4. Listen to the recording then fill in the gaps.

The next day was wet and **rainy**. Oliver and Bill Sikes got up **early** and travelled all day. It was late in the evening when they **arrived** at a small, **old** cottage in the country, where Bill's **son**, **Roly Cradock**, was waiting for them. He had long, **dark** hair and thin legs and wore a lot of big rags on his **body**. They **were** on the cottage until **midnight**. Then the two men went into and **left** Oliver with them.

Writing

5. Put the events in the correct chronological order.

- Oliver didn't want to help the thieves roll the traps.
- Oliver signed the papers agreeing to share the money with Oliver.
- Mr Brownlow was furious at first Oliver asked for money.
- Nancy heard Blunder and Fagin talking about Oliver.
- Mr Brownlow agreed to take Oliver back to the shop.

Two versions of a final check

Optional supplementary activities

Supplementary Activities for Readers

1. Cry for Help

Aims: 1. To offer students the opportunity to respond creatively, through writing, to a dangerous situation described in the book.

Preparation: None

Material: Notebooks and a large piece of card

Description: This activity works best with stories which have scenes in which a character is in a dangerous situation, e.g. in *Oliver Twist*, Oliver gets kidnapped by Bill Sikes and Nancy. Ask students to imagine that they are in Oliver's place and tell them that they can write a quick note to ask for help, and drop it in the street.

2. Give students 5 minutes to write their notes. At this point, it is important for them to understand that there would not be enough time for Oliver to write anything long or wavy.

3. Read out all students' notes in class, and later put them all on a stiff piece of paper or card to make a poster.

2. Character map

Aims: 1. To revise a character through the creation of a poster.

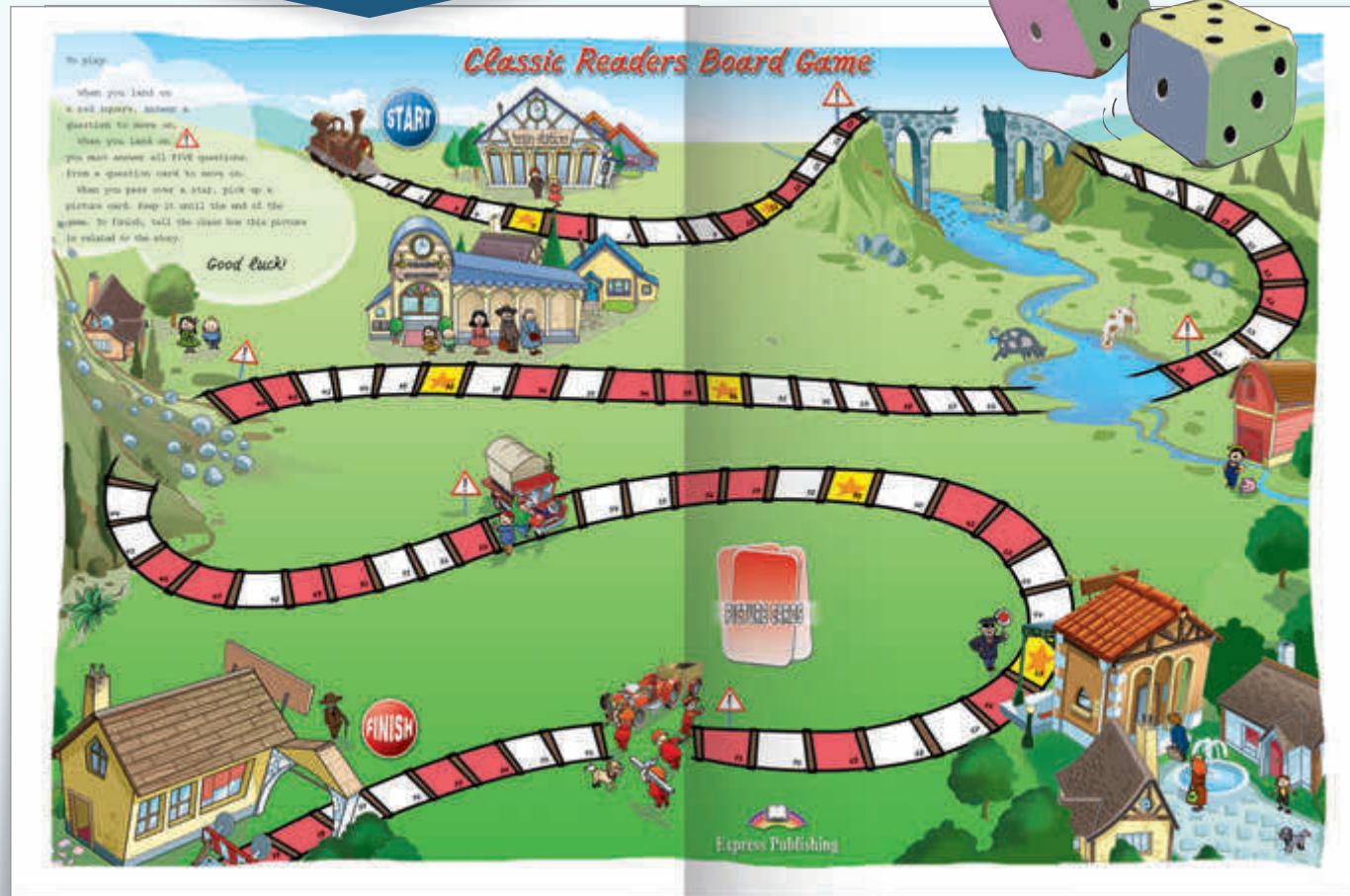
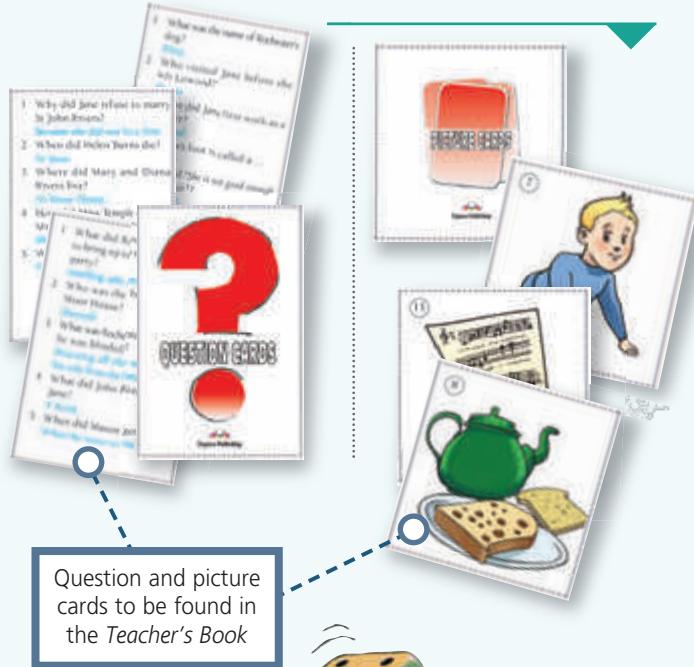
Preparation: Select a few characters who have been thoroughly described in the book, in terms of appearance, personality, behaviour etc. You may also wish to photocopy a picture from the reader where the character is seen.

Material: A large piece of paper or card for each pair/group of students.

Sample pages from the '*Oliver Twist*' Classic Teacher's Book

The **Classic Reader** series
now makes learning English
even more fun
with the easy-to-play
**Classic Readers
Board Game!**

Included in every Teacher's Pack



Students have read the story and completed the activities and projects. Now, it's time to further strengthen their comprehension and vocabulary, and stimulate their creativity with fun for the whole class. Included with the Teacher's Pack, the play surface folds out into a full poster-size game. Picture cards, question cards and additional questions and suggested answers are provided in the Teacher's Book.

**It's easy ... it's fun ... it's Express Publishing's
newest way to help you make your learners love to learn more!**

SHOWTIME READERS

BEGINNER TO UPPER-INTERMEDIATE LEVEL LEVELS 1 – 6

Heighten your students' interest in the English language through drama by using the Express Publishing Showtime Readers!

From the page ...

Enjoy the story as a reading text which is divided into several beautifully illustrated episodes, each of which is accompanied by language activities designed to help comprehension and consolidate learning.



... to the stage!

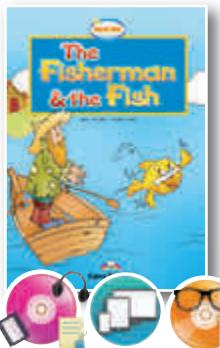
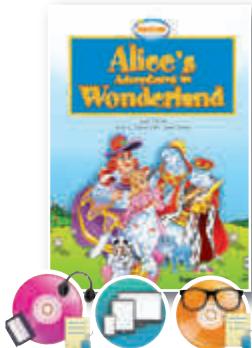
Bring the story to life as a musical play. At the end of the school year, the students can perform it themselves, or they can use finger puppets.

Components

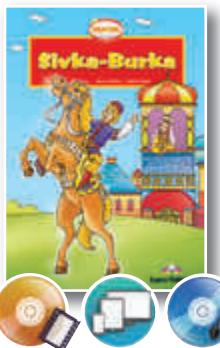
- Each Reader includes all the necessary features that will enhance both the reading and dramatic aspects of the story. These include an author's biography, a brief summary of the plot, character descriptions and a picture dictionary.
- The accompanying *Audio CD* reinforces the experience of both the reading of the story as well as its staging through the inclusion of two fully-dramatised recordings (the reading text and the play), all songs and any incidental music or sound effects in the order they will be needed for a staged production.
- The *Teacher's Book* includes the necessary teaching tools and ideas for staging a production of the story, such as a key to activities, a script with full stage directions, sheet music and lyrics of the songs, and suggestions for choreography, set design and construction, costumes and more.

Full colour puppets can be downloaded, printed and cut out from www.expresspublishing.co.uk.

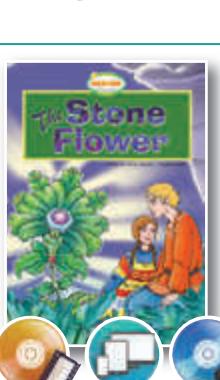
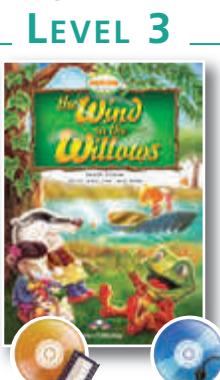
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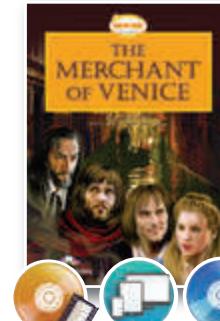
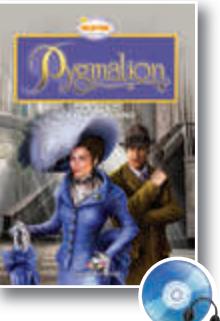
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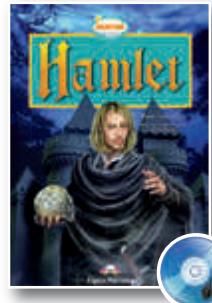
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LEVEL 4



LEVEL 6



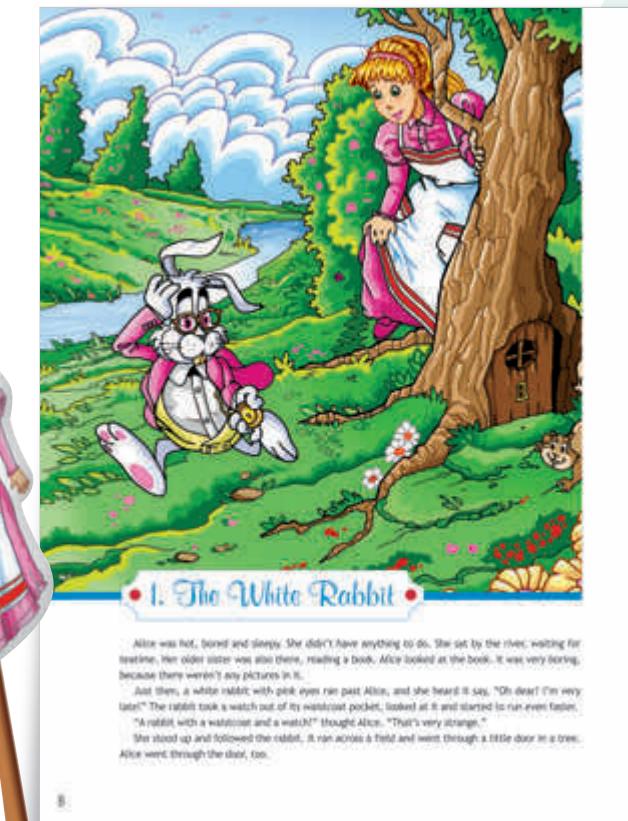
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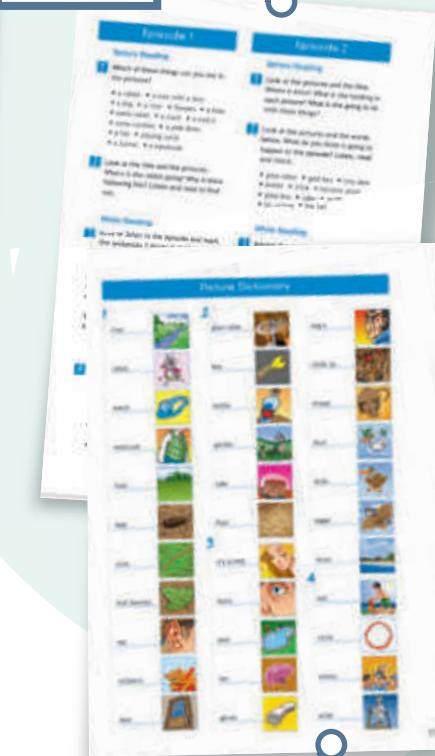
Fiction Readers

Sample pages from the '*Alice's Adventures in Wonderland*' Showtime Reader

Activities for each episode



Downloadable puppets



Comprehensive script with stage directions, and ideas on scenery, set arrangement and props

Drama activities

Sheet music for the songs

Picture dictionary

Drama Activities

1. Foolish running and reading

Props: To introduce Alice and the story they are going to perform. Presentation of the story, and decide on which parts it would be suitable to read and act out in the drama.

Materials: The audio track on CD and the first book.

Preparation: If necessary, the story can be printed off and cut out.

Procedure: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

2. Memory

Props: An envelope for instructions and communication abilities.

Preparation: None.

Materials: None.

Description: Ask the students to memorize their lines. After they have done this, ask them to put on an act of carrying out their lines. This will help them to remember their lines and make them more confident.

3. Acting up

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

4. Storytelling

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

5. Set Arrangement

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

6. Chorography

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

7. A WORLD FULL OF MAGIC

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

Costumes

Props: A small box or container for the students to put their costumes in.

Preparation: The students will need to be divided into two groups. One group will be Alice and the other will be the White Rabbit. They will be given a copy of the story and will be asked to read it out loud. The other group will be the audience and will be asked to follow along with the story and react to it as if they were in the story themselves.

Ideas on how to make costumes

Sample pages from the '*Alice's Adventures in Wonderland*' Teacher's Edition

ILLUSTRATED READERS

BEGINNER TO INTERMEDIATE LEVEL LEVELS 1 – 4

Let the beautiful illustrations and the clear student-friendly layout of the Express Publishing Illustrated Readers introduce your learners aged 11+ to the cultures and histories of English-speaking countries through a collection of classic stories, legends and plays. The stories are developed in two-page episodes accompanied by a page of activities designed to help learners with comprehension and develop their language skills. Each Reader includes a short author's biography, a plot summary, character descriptions and a picture dictionary of the most important lexical items in each episode. Besides the fully-dramatised recording, the *Audio CD(s)* include a Word file with the *Activities Key*. The series is ideal for use in class, home or holiday study.

Each Student's Pack contains:

- a full-colour Reader
- an Audio CD or a Multi-ROM disk containing both the recording and *Activities Key* of the title

LEVEL 1 (300 HEADWORDS)



Free

OFFLINE CROSS-PLATFORM APPLICATION

Available on the Express Publishing Store

Available on the App Store

LEVEL 2 (300 HEADWORDS)



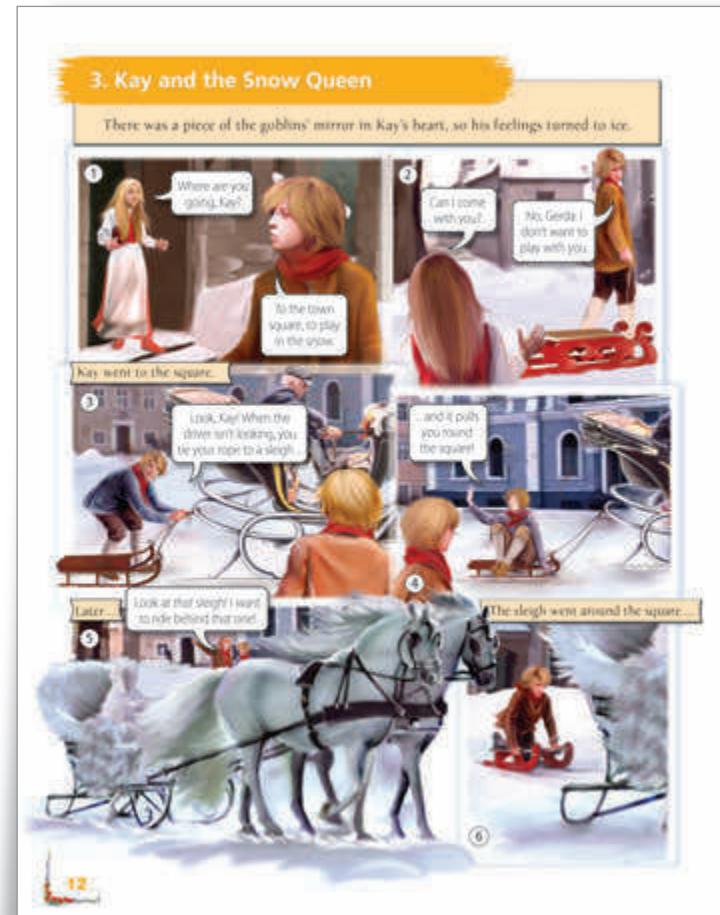
LEVEL 3 (600 HEADWORDS)



LEVEL 4 (800 HEADWORDS)



Sample pages from '*The Snow Queen*' Illustrated Reader



Activities for each episode



Picture dictionary



Author's biography

Important information for the story

Plot and character summaries

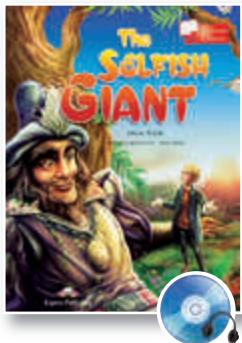


FAVOURITE CLASSICS

BEGINNER TO INTERMEDIATE LEVEL LEVELS 1 – 4

Introduce the most well-loved children's stories to your students with the **Express Publishing Favourite Classics** series. The stories are presented in lively illustrated episodes, each of which is accompanied by activities designed to aid comprehension and develop critical thinking. Each *Reader* includes a short author's biography, a plot summary, character descriptions and a picture dictionary of the most important lexical items in each episode. Besides the fully-dramatised recording, the *Audio CD(s)* include a Word file with the *Activities Key*. Visit the *Favourite Classics Microsite* to discover more free online resources, play, and learn even more: www.expresspublishing.co.uk.

LEVEL 1



LEVEL 2



LEVEL 3



Sample pages from '*The Happy Prince*' Favourite Classic Reader



3 | The Prince Cries

The little swallow tried to sleep but, suddenly, a large drop of water fell on him.
"Oh! What was that? Is it raining?"
The swallow looked around.
"There are no clouds in the sky, and the stars are bright. How can it be raining?"
Then another drop fell. The swallow was not happy.
"This is not a good place to sleep. I must find a dry place."
The swallow prepared to fly away. Just then, a third drop of water fell. The swallow looked up at the statue's face. The statue's eyes were full of tears, and tears ran down his golden cheeks. His face was so beautiful and so very sad that the little swallow felt very sorry for him.
"You poor thing, who are you?"
"I am the Happy Prince."
"But why are you crying? Look at me! I am very wet now!"
"I'm sorry, but I am very sad."
"Why are you sad? You are beautiful and you can see all of the city. You are lucky and you should be happy."

12



The Prince looked at the little bird and began to tell his story.

"When I was alive, I lived in a wonderful palace. I did not know what tears were. I had a very happy life. I did not know what was outside the palace and I did not want to know. Everything inside the palace was perfect! I played with my friends. I sang and I danced. People called me the Happy Prince."

The little swallow did not understand.

"So, why are you sad now?"

"When I died, the people put my statue high above the city. Now I can see all the sadness in people's lives. The things I see make me very unhappy. My city is a terrible place."

"What is wrong with your city?"

"There are people who are poor and hungry and lonely. I have a metal heart in my chest but I still cry when I see people suffer."

"Why don't you help the people?"

"I can't. I am stuck here and I can't move."

The Prince began to cry again, and the swallow felt very sad. He wanted to help the Prince but he didn't know what to do.

13

Section to raise awareness and trigger students' curiosity

Do you Know?

- 1 Why do birds leave cold places in the winter?
Birds find it difficult to stay in cold places. They visit the warmer parts of the world to survive and they also need to be able to get food easily in the winter.
It is much more difficult for birds to find food so every year they travel thousands of miles to warmer places. The British welcome them back during the spring and summer but travel back to Africa for the winter. When birds move from one place to another, it is called migration.
- 2 What do other birds do?
Some birds, such as Woodpeckers or Starlings, are in one place for the whole year. Many of the birds that stay in one place need a lot of food for the winter to help them survive. They also save energy.

What do other animals do?

Some animals hibernate. Hibernation is when animals take a long, long sleep, lasting several months. Some animals like Frogs, find it difficult to keep warm in winter because their bodies cannot create heat. So, when it starts to get very cold, they go to a safe place which can keep them warm - either animals build themselves nests or dig holes in the ground where they can sleep. Animals should not be disturbed while hibernating.

Language activities and development of critical thinking

The Prince Cries

- Before Reading**
- Read the chapter title and look at the picture on pages 12 and 13. Then answer the questions: Listen, read and think.

- Why do you think the Happy Prince is crying?
- Who is putting the people out as the prince on page 13?
- How do you think the statue feels in the second picture? Why?

While Reading

- Read or listen to Chapter 3 and circle the correct answer A, B or C in sentences 1-4.

- The Prince's eyes were full of ...
A. stars B. rain C. glass
- When the Prince was alive, he lived in a ...
A. house B. flat C. palace
- People called him the Happy Prince because he was always ...
A. crying B. dancing C. smiling
- The Prince cried when he saw people ...
A. short B. rich C. suffering

After Reading

- Complete the crossword with words of the body and find the hidden word.



3 Answer the questions.

- Why did the Prince think his city was a terrible place?
- Do you feel bad when you see poor, hungry and lonely people? What can you do to help them?

31

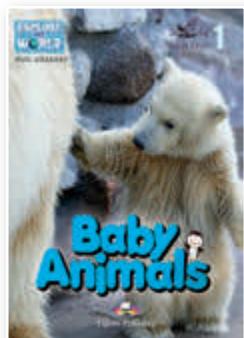
NON-FICTION (CLIL) READERS

Level Chart



EXPLORE OUR WORLD CLIL with Readers

NEW



Explore Our World CLIL Readers

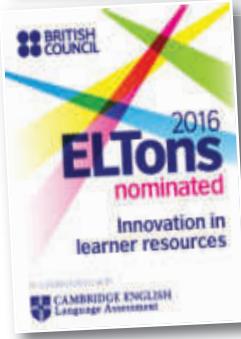
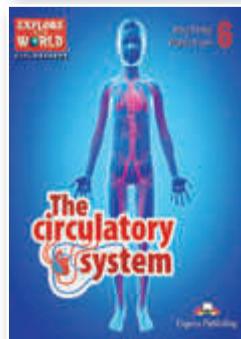
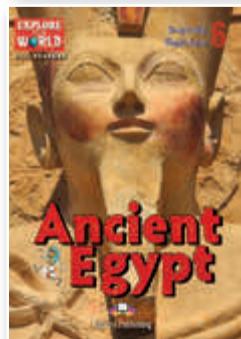
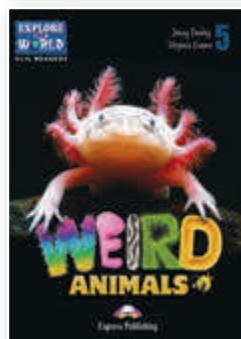
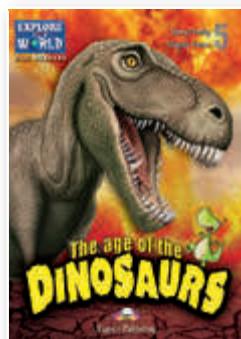
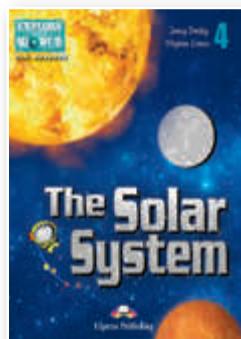
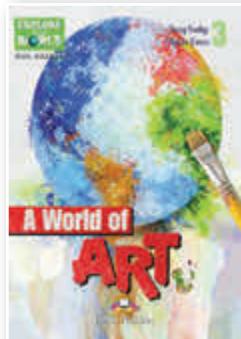
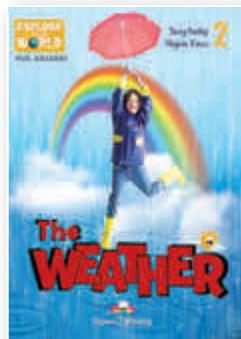
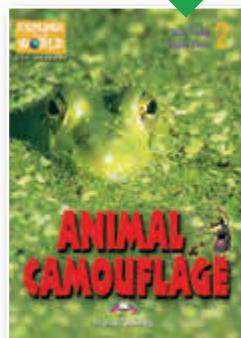
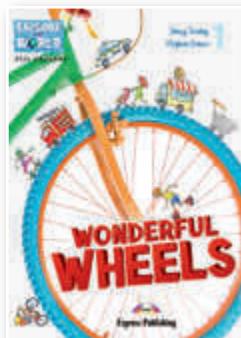
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Explore Our World CLIL Readers

An innovative series of non-fiction readers in six levels for ages 7 and over. They are ideal for reading together in class or reading alone at home. They are in line with the National Curriculum for Key Stages 1 and 2. Drawing on the authors' extensive experience, classroom practice and a genuine understanding of what excites learners, the series unlocks the doors to literacy and engages pupils in a fun and educational way!

Key Features

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- Activities to strengthen learners' critical reading skills and strategies.
- Fast Fact* sections that instruct, spark the pupils' interest and heighten their curiosity.
- A fascinating myth, story or legend in every reader to capture the imagination of today's learners and offer a different perspective of the topic.
- Appealing activities, portfolios and projects at the end of each reader that consolidate and extend the pupils' language and content learning.
- Clear and visually appealing explanation of the main vocabulary through either a *Picture Dictionary* (Levels 1 – 4) or a *Word Bank* (Levels 5 – 6).



We at Express Publishing bring
the world into your classroom and send
young curious minds on a journey of exploration!

The WORLD is MINE

Sample pages from *'The age of the Dinosaurs'* Reader

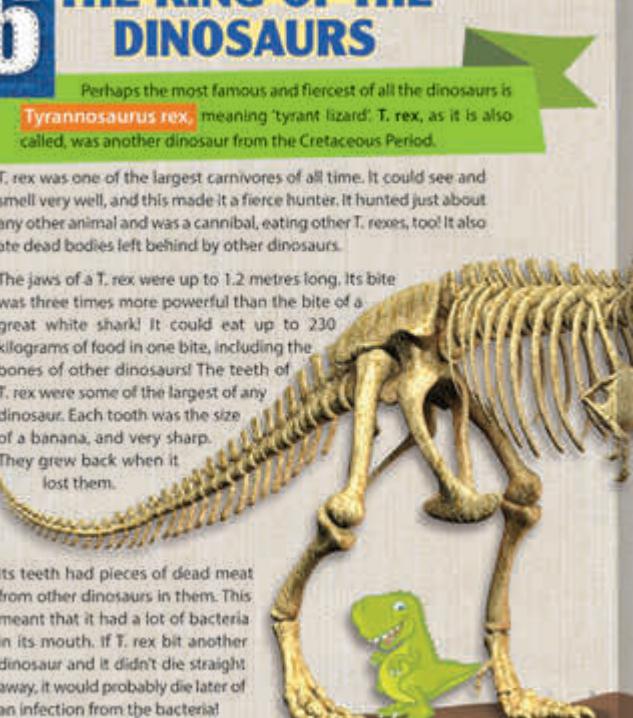
6 THE KING OF THE DINOSAURS

Perhaps the most famous and fiercest of all the dinosaurs is **Tyrannosaurus rex**, meaning 'tyrant lizard'. T. rex, as it is also called, was another dinosaur from the Cretaceous Period.

T. rex was one of the largest carnivores of all time. It could see and smell very well, and this made it a fierce hunter. It hunted just about any other animal and was a cannibal, eating other T. rexes, too! It also ate dead bodies left behind by other dinosaurs.

The jaws of a T. rex were up to 1.2 metres long. Its bite was three times more powerful than the bite of a great white shark! It could eat up to 230 kilograms of food in one bite, including the bones of other dinosaurs! The teeth of T. rex were some of the largest of any dinosaur. Each tooth was the size of a banana, and very sharp. They grew back when it lost them.

Its teeth had pieces of dead meat from other dinosaurs in them. This meant that it had a lot of bacteria in its mouth. If T. rex bit another dinosaur and it didn't die straight away, it would probably die later of an infection from the bacteria!



T.REX was up to 6 metres tall and 12 metres long. It had a huge head and a long tail. It had two powerful back legs. Each foot had three long sharp claws. However, its arms were very small; they could not even reach its mouth! It had two fingers on each hand.

T. rex's skin was scaly, like a crocodile. It could run quite fast, about 40 kilometres an hour, almost as fast as a horse!

24 25

Each Reader contains:

- an Activation Code to download the offline cross-platform digital application

Each Teacher's Pack consists of:

- a Reader
- a Teacher's CD-ROM (containing the Audio CD & Key to the Activities)
- an Activation Code to download the offline cross-platform digital application



Teacher's CD-ROM

A helpful tool for the teacher that includes **general guidelines** on how to use the readers, additional photocopiable **cross-curricular material**, **show and tell/presentation skills section**, the **key to the activities** in the reader as well as the **audio recordings**.

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Sample pages from '*The age of the Dinosaurs*' Reader

READ MORE

The Loch Ness Monster

The world first heard about the Loch Ness Monster, or Nessie, in 1933. Loch Ness is a huge lake in Scotland. It is about 37 kilometres long and 230 metres deep. There is more water in Loch Ness than in all the lakes in England and Wales together!

Not many people lived in the area around Loch Ness. In early 1933, they built a road along the lake. This brought more tourists to the area. Soon, people began to talk about a creature in the lake!

One day, George Spicer was near the lake in his car with his wife. Suddenly they saw a huge creature cross the road in front of them. George Spicer said it looked like a big dragon, and it was carrying a small animal in its mouth. The creature then disappeared, probably into the deep water of the lake.

Then, in 1963, someone filmed the creature, but it was about four kilometres away. It was difficult to see exactly what was in the water. Since then, there have been many sightings of Nessie as well as photos and videos. Scientists, too, have visited the lake, but still no one knows what exactly is down there.

Most people describe the creature as 6 to 9 metres long with a long neck and a small head. Some people say it is a plesiosaur from the days of the dinosaurs. They believe that some of them survived and that they live in the lake. Because the lake is so big, it is easy for them to hide! Other people say that all the photos and videos are not of a monster at all, but just a piece of wood, or another animal, such as a seal.

Yet, today, hundreds of people visit Loch Ness, hoping to get a look at one of the most mysterious creatures in the world!

36

37

Myths, stories and legends linked to the topic of the reader

Language activities consolidating subject matter

Portfolio activities promoting personalisation in language learning

A Picture Dictionary (levels 1 – 4) or a Word Bank (levels 5 – 6) sections presenting core vocabulary

6 THE KING OF THE DINOSAURS

1 Label the body parts of T. rex.

jaws	huge head
teeth	fingers
long tail	back legs
arms	claws
scaly skin	eyes

2 Use words from Ex. 1 to complete the sentences.

- T. rex had _____ like a crocodile.
- Its _____ were more powerful than the jaws of a great white shark.
- Each of its _____ was the size of a human.
- Each foot had three long sharp _____.
- It's _____ could not fit in its mouth.
- It had two _____ on each arm.

50

After-Reading Portfolio A

1 Look at the information and complete your report.

BE A PALEONTOLOGIST!

1 Ankylosaurus
2 Brachiosaurus
3 Stegosaurus

Cretaceous

Jurassic

Triassic

Fossil number 1 is 4000 years old and it is about _____ years old. It is from the _____ Period. Fossil number 2 _____

Fossil number 3 _____

58

WORD BANK

2

Mesozoic Era = a period of history from 250 million years ago to 65 million years ago.

Biosphere = a man, a woman, or a child.

Landscape = a large area of land.

Break into pieces = to become smaller parts of something big.

Slowly = not quickly.

Name = to take charge.

Timeline = a line showing the time of events.

Divide = to make smaller parts from a big part.

Evolve = to develop gradually.

Become extinct = to stop existing.

Wear =

Tall =

High =

Huge = very big.

Covered in = having something all over.

Plate =

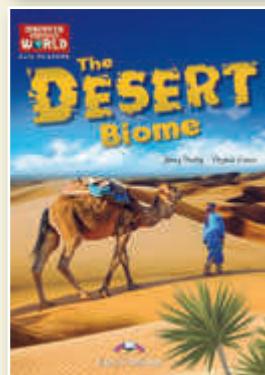
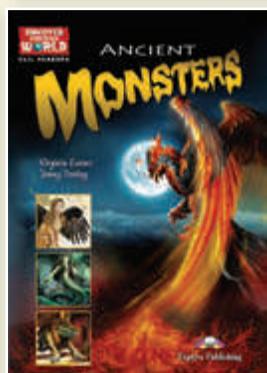
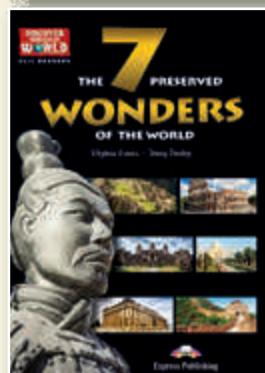
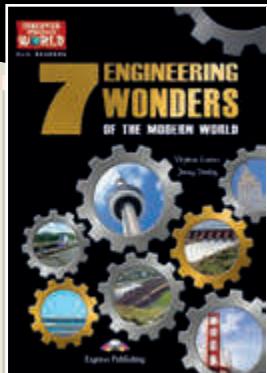
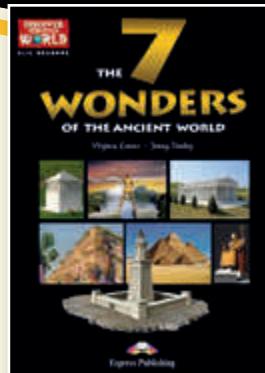
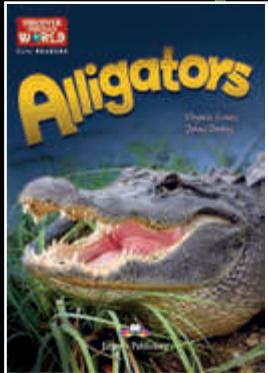
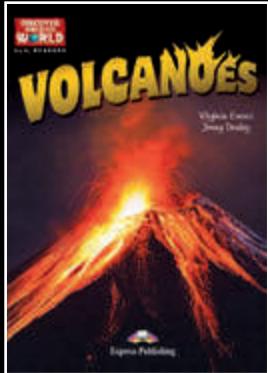
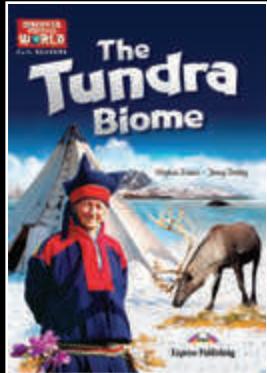
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DISCOVER OUR AMAZING WORLD



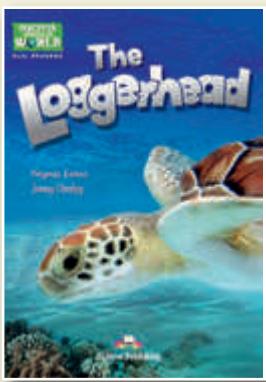
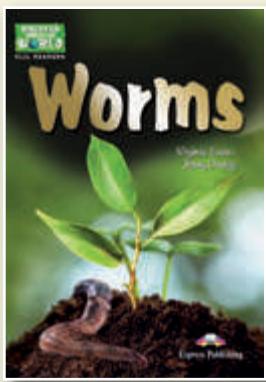
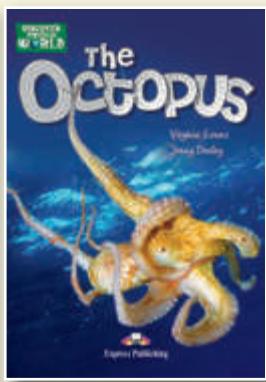
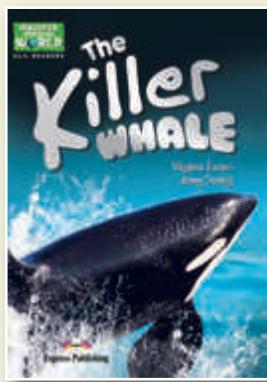
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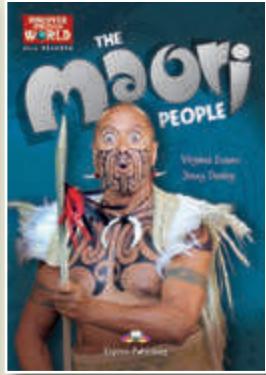
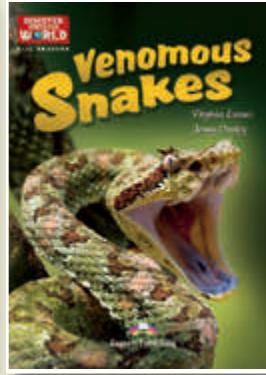
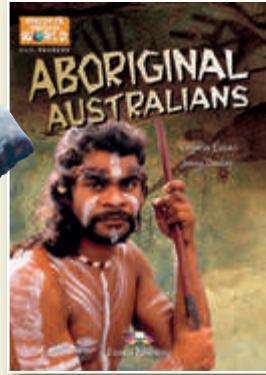
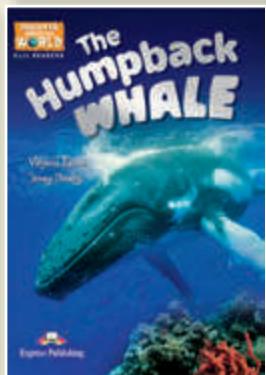
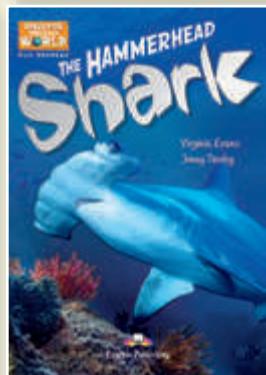
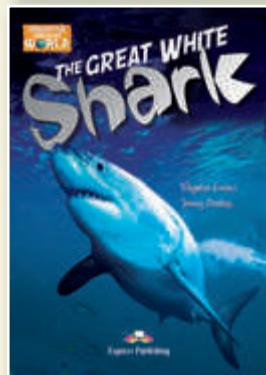
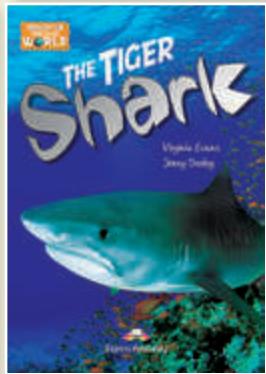
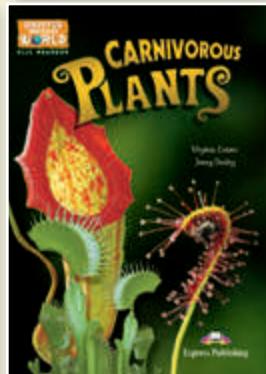
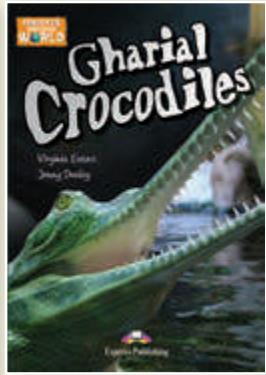
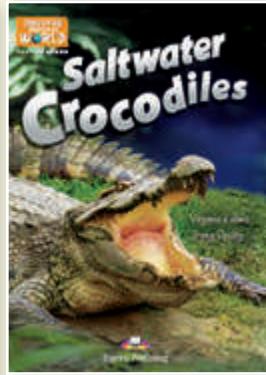
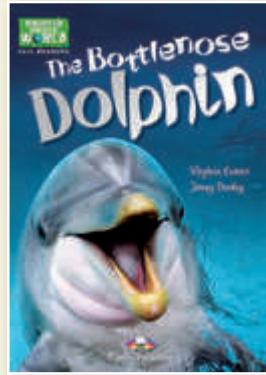
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Non-Fiction (CLIL) Readers

Sample pages from '*The Great White Shark*' Reader

Word bank and language activities with special emphasis on subject-specific vocabulary

The Great White Hunts

Shark Anatomy

1 Complete the sentences with the following words: nostril, eye, dorsal fin, mouth, opercular, eel-like, claspers, nostrils, dorsal, nostril, dorsal.

2 Read the text and put the events into the order they happened.

The shark comes to the seal.
 An jaws burst onto the seal.
 The shark tears into the seal and eats it.
 The shark moves and swim before it eats.
 The shark holds the seal under the water.
 The shark dives into the water before the seal.
 The shark splits a dorsal fin.
 The seal attacks the shark.

3 Replace the words in bold with the following words or phrases: the shark's body, the seal's lungs, the shark's jaws, the seal's skin, the shore.

4 Great white sharks sometimes eat seals.
 5 It is the home of the shark's family.
 6 He weighs about 300 kilograms.
 7 The seal was trapped in seals.
 8 The shark catches it with its jaws.
 9 If there is no oil in seals, it will die.

5 Imagine you witnessed a great white shark attack a seal. Use the list of words in B to help you write.



SENTENCE	ANSWER

After Reading Activity

6 Use the following words to complete the table.

bold, fast, noisy, dangerous, long, sharp, noisy, violent, clever, fierce.

Myths, stories and legends linked to the topic of the reader

Myths & Legends

Q: Which of the following sea life is NOT mythical?

- The land tiger known as a tiger shark.
- The hunting shark is a species of marine mammal like a dolphin.
- The manta, which can be 20 ft.

A: C. Manta, land and dolphin.

The White Shark ...
... is one of the most fearsome predators. If sharks could grow to the white shark's size they would be the largest predatory fish in the ocean. They would also take dozens of whale sharks that weigh more than twice what a white shark weighs. The Vietnamese word for the white shark translates to "bone whale".



The Basking Shark ...
... is over twice the size of the blue whale. When a basking shark dies, some believe it begins to decompose. The last thing that are the first thing to fall away, and this leaves the shark with the appearance of having a long tail. In fact, what we believe remains a phenomenon: a long, eel-like animal that appeared to be a "sea mouse".



The Sand Tiger Shark ...
... is often thought to be incapable of getting sick. Many people believe that sharks cannot get cancer. In fact, some researchers believe that sand-tiger sharks can get cancer. In 2005, researchers have been discovering very rarely tumors on the mouths of sand tiger sharks that were more than one hundred pounds. Taking into account that a tiger shark does not weight over 2000 pounds, that is still an amazing tumor that grows.



The Common Thresher Shark ...
... is believed to coordinate attacks on schools of mackerel. According to the legend, when the shark attacks, it will lunge forward so quickly that it can catch the schools with its long dorsal fin. The north Atlantic shark will follow them, trapping them in its jaws for the final blow to the other shark. Thresher sharks do not attack humans, but it can do.



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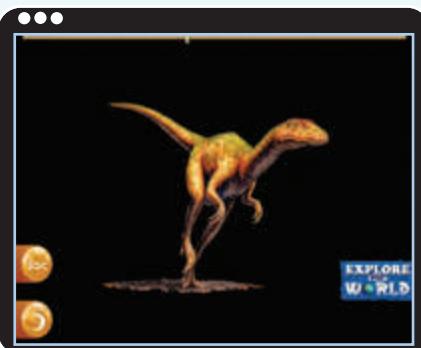
Fully interactive activities to consolidate and practise content learning



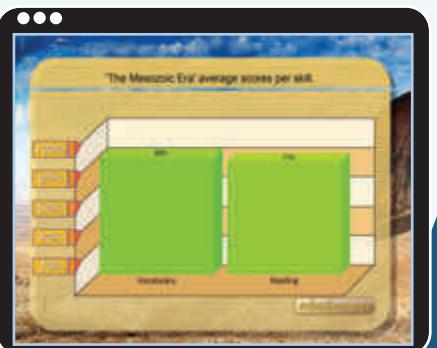
A digital audiovisual dictionary



Extra Cross-Curricular Activities to extend learners' language learning



Captivating authentic videos support and extend the topic of the reader.



Progress menu to promote self-evaluation

ISBN Index

Fiction Readers: (Early) Primary Readers Story Books



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Storytime

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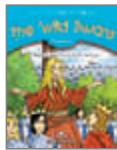
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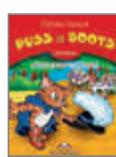
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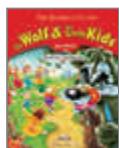
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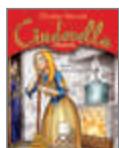
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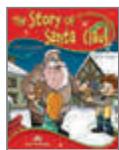
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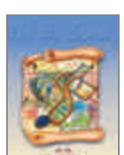
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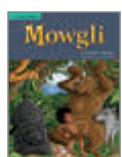
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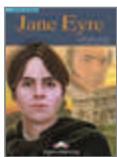
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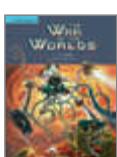
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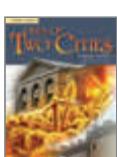
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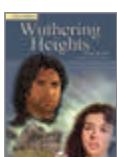
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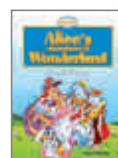
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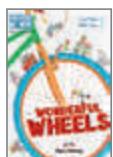
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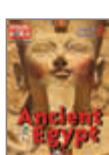
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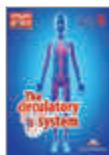
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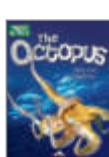


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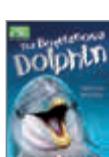
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