

UNIVERSITY *of* DAYTON PUBLISHING

2017 Catalogue



Improving **English**
Developing **people**



Working Together Through a Common Language

At University of Dayton Publishing (UDP), we see the English language as an opportunity to build communication and understanding across borders.

Our mission is to provide high-quality English language materials and promote strong universal values that develop social responsibility, cooperation, and global awareness.

We educate for transformation

In our dual role as a publisher and educational consultant, we have three main aims:

- Deliver tailor-made solutions to help schools evaluate and introduce new materials
- Give teachers opportunities to realize their full potential and stay up-to-date with the latest trends in teaching
- Offer support in the transition to modern curriculum implementation.

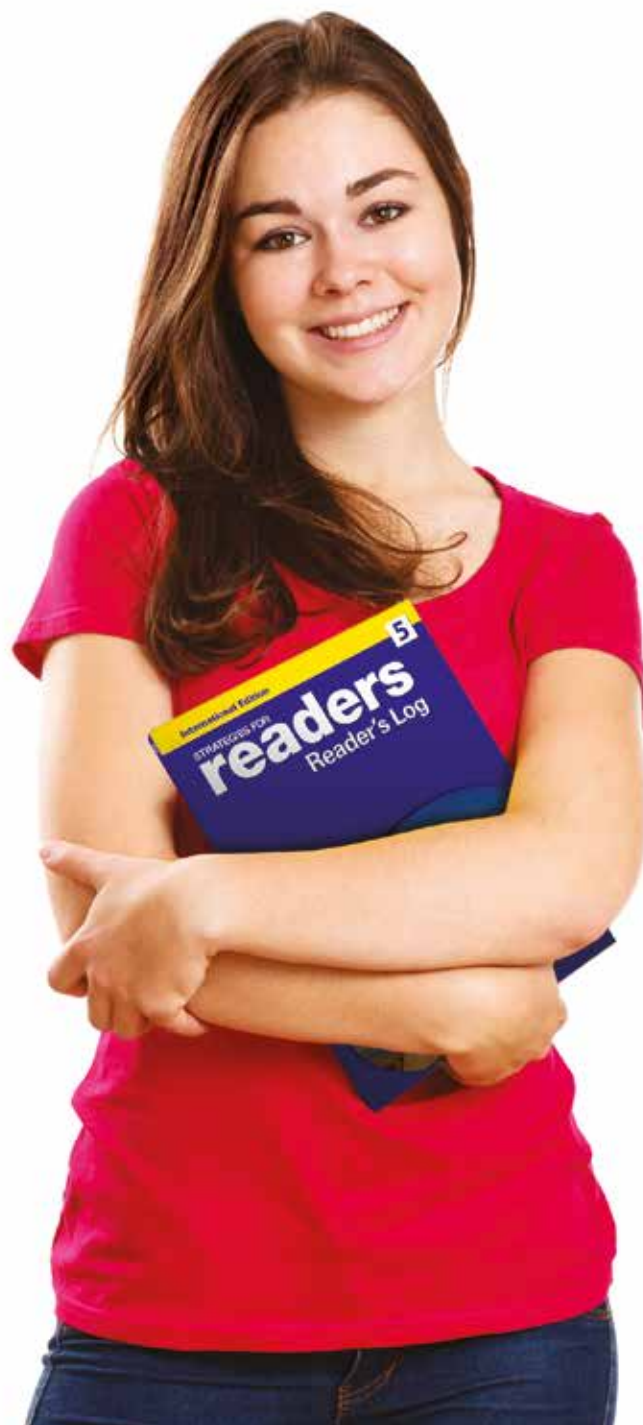
We believe we learn best as a community

This support extends to teachers across a range of training options offered through University of Dayton Publishing Professional Services.

From online course modules to a busy program of teacher training workshops across Latin America, teachers can get the input they need to improve their professional status.

Together, we can give preschool, primary, secondary, and high school learners of English the best start in life.

With a principled approach to developing English and improving peoples' lives—combined with a leading presence across Latin America—UDP is widely recognized as the best option for learners and teachers of English.



University Credentials

UDP is closely affiliated with the University of Dayton, one of the most respected Catholic universities in the USA.

Founded in 1850, the University prepares students and teachers for both life and work, promoting the values of strong communities and leadership through service to others. Close links to the University of Dayton mean that robust educational and social values can be seen in all our products and services.

Following their example and academic principles, UDP produces materials that both improve the teaching of English and aid the development of personal attributes that will help learners in the future.

In collaboration with the University, UDP offers face-to-face and online teacher training through international ELT events in Latin America, the on-campus Summer Educational Exchange @ Dayton (SEED) for Teachers, and our fully online Teacher Education Programme.

For more information visit: udayton.edu



Developing English Improving Lives

UDEL - University of Dayton English Language Institute

The UDEL Institute is your gateway to a wide range of teacher development and student language programs at the University of Dayton.

Its mission is to support English language teaching and learning initiatives in the Americas and around the world.

Key initiatives include the UDEL TEFL Certificate and SEED, the Summer Educational Exchange at Dayton for both teachers and students.

If you are looking for more intensive study, UDEL also offers a graduate certificate in TESOL for developing teachers, and the B.E.S.T. Summer Program for students looking for a focus on global Business, Engineering, and Science and Technology.

The University of Dayton and UDP are connected in their joint commitment to furthering education in the global context and supporting the development of educational values internationally.

For more information visit: go.udayton.edu/udel

Contact: udel@udayton.edu





English Language Institute

Student Education Programs

SEED: Students

Summer Educational Exchange at Dayton for Students

The Summer Educational Exchange Program for Students at the University of Dayton introduces English language learners to US American culture and develops English oral and written communication skills.

A three-week Intensive English program every July offers:

- Class time and coursework
- Cooperative learning project
- Hands-on activities
- An authentic US university experience

For more information visit: go.udayton.edu/seed

B.E.S.T. Summer Program

Entrepreneurship 101

Designed for high school and college students, this summer program offers a blend of academic and hands-on learning centred on entrepreneurship, including the ideation process, the Lean Canvas Model and elevator pitches, all while experiencing life as a UD student and exploring the local Dayton community.

As part of this program, students receive three hours of college credit, which may be transferred to any college or university. They also gain a global perspective and can interact with students from around the world.

Students must be able to demonstrate some level of English proficiency through a test of English Language Proficiency (IELTS, TOEFL, etc.) or based on their high school or university English grades.

For more information visit: www.udayton.edu/apply/undergraduate/hsprograms/entrepreneurship-101.php

Teacher Training

TEFL

Teaching English as a Foreign Language (Certificate Program)

The UDEL TEFL Certificate program is an immersive training program, enabling ELT professionals in Latin America gain certification in the instruction of English as a foreign language.

The 160-hour program combines a blended format with a series of in-person and online course modules and observations. Study builds on teachers' classroom experience and education through reflective practice within a community of learners to develop teaching excellence.

With multiple entry points, flexibility of access, and faculty support from one of the top-tier research universities in the US, the UDEL TEFL Certificate is the next step for teachers to further their professional goals.

Contact: udel@udayton.edu

TESOL

Teaching English to Speakers of Other Languages (Graduate Certificate Program)

Teachers with Bachelor's degrees can also gain a graduate certificate in TESOL through UD. The focus of the program is on teaching English as an additional language in K-12 schools, language institutes, and adult education settings around the world.

SEED: Teachers

Summer Educational Exchange at Dayton for English Language Teachers

Prepares teachers to expand their competencies through hands-on training, skills development, and reflection. The two-week intensive program every July offers:

- Reading and Discussion Seminars
- Methodology Workshops
- Training of Trainer course

For more information visit go.udayton.edu/seed

Experiential E-Learning for Teachers



At UDP Professional Services, we strongly believe that learning is an individual process of construction which is enriched by reflection, interaction, and engagement in meaningful tasks.

In line with this philosophy, we offer a range of online professional development modules designed specifically for in-service preschool, primary, and secondary teachers of English or teachers using English as a medium of instruction.

Each module is led by a qualified e-tutor. The e-tivities provide theoretical input, promote reflection, and encourage course participants to try out new techniques in their classrooms.

Working together, teachers from a variety of countries and teaching contexts have the opportunity to learn about relevant ELT topics, to exchange ideas, and to improve their own teaching practices.

Results to date:

- 6 modules available
- More than 1000 successful participants in 11 countries
- Over 90% of teachers described their experience as excellent or very good



Tutor-Led Training and Online Community

UDP Professional Services provides teachers with an experienced teacher trainer and an online community dedicated to professional development.

Each module offers 30 hours of learning divided into three stages:

- 1 Explore**
Participants use their own experience and knowledge to analyze the course content and identify their learning needs.
- 2 Think and Learn**
Examples of best practice and theory give teachers the opportunity to compare and contrast their ideas and beliefs.
- 3 Use**
Enhance your knowledge of basic English Language Teaching (ELT) methodology and practice. Study online, at your own pace.

Modules

English for the Classroom

Development of key skills to enhance teachers' use of English in the classroom.

Children as Language Learners

Theory and practice related to how children learn languages and how teachers can support their learning process.

L2 Literacy

Key pedagogical principles for teaching reading and writing in a second language.

CLIL, Bilingualism and Multilingualism

Awareness and implementation of the basics of bilingual teaching with a CLIL approach.

CLIL: How to Teach Science

Strategies and techniques for teaching science through English in primary and secondary classrooms.

CLIL: How to Teach Art & Crafts

Strategies and techniques for teaching art through English in primary and secondary classrooms.

For more information

For more information about dates, specific course contents, entry requirements, and how to pay, please visit: www.udpproserv.com.

Modules may be purchased with a bank transfer or directly online (all online payments are securely made through Paypal).

For local sales, group rates, discounts, or scholarships, please contact your local UDP sales consultant.



Introducing a Major New Partnership between



and



Zaner-Bloser

University of Dayton Publishing and Zaner-Bloser have joined forces to give teachers and students across Latin America the opportunity to cover the Common Core State Standards for Language Arts in their English classrooms.

Together, our aim is to provide an unprecedented selection of resources based on tried-and-tested methodologies and learning technology.

About Zaner-Bloser

Zaner-Bloser—part of the Highlights family of companies—specializes in flexible, customizable solutions in both print and digital formats to help 21st century students to read, write, and comprehend new words.

Teachers around the world use curricula and resources from Zaner-Bloser to inspire lifelong learning in their students and to achieve improved results in their classrooms.

The company has supported educators since 1895, developing its materials through years of research, experience, and feedback.

See **Language Arts** on page 56



Our Mutual Objectives

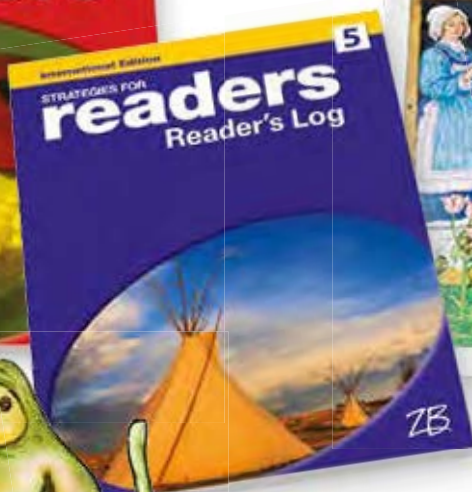
University of Dayton Publishing and Zaner-Bloser are committed to:

- 1 Providing educational technology solutions that support teachers and students.
- 2 Offering the resources to inspire students to become lifelong learners.
- 3 Promoting the Common Core State Standards (CCSS).
- 4 Encouraging a love of words and fostering reading, writing, and vocabulary development.

ZB

Zaner-Bloser

a **Highlights** company



Web & Digital Resources



UDP access is a digital Learning Management System (LMS) that helps teachers and learners move into a 21st century model of education.

The system offers a variety of easy-to-use tools that allow teachers to access all course components digitally, communicate with students, assign tasks, track learners' scores, and monitor overall progress.

Using state-of-the-art technology with sound pedagogical credentials, teachers can offer a blended approach to language learning at all levels and ages.

Key features

- Use *UDP access* on a range of devices: interactive whiteboards, computers, tablets, and cell phones.
- User-friendly for different age groups.
- A safe online environment for students to access digital materials.
- Web 2.0 tools enable collaborative creative work such as wikis and forums.



The *UDP access* virtual learning environment offers students and teachers a wide range of course related resources which will enhance the learning process while helping develop 21st century skills.





Technology now plays an important part in English language teaching (ELT) and teacher development. Recent advances have taken online and digital resources to a whole new level.



Created by SM, Conect@ enables schools to prepare students for the challenges of a knowledge-based society.

Conect@ covers grades Pre-K to 12 and all subject areas in the curriculum.



This web portal for students and teachers includes:

- A virtual classroom for teachers to interact with their students and track their progress.
- All Conect@ books in digital format.
- Tools for teachers to add their own content.
- Digitalized teacher's books, customizable monthly planners, exam generators, question banks, and more.



Web Resources

UDP Online website is a resource center of digital books, test generators, and photocopiable worksheets—free materials to help your lessons go further.

Digital Books

Containing all the materials in the printed student's books, use the free digital books on your interactive whiteboard to zoom in on activities, play the audio, or personalize the material with your own notes, images, and links.

Test Generator

Making it easier for teachers to select ready-to-print tests, or create their own, for their students.



Explore Our Courses



PRESCHOOL

Power Pets 2nd edition

3 Levels

The series designed to help learners start out in English and explore universal values.

PAGE
16

Little Trails

3 Levels

Helping preschool students to enjoy using English as they develop basic communicative skills.

PAGE
18

Toy Box 2.0

3 Levels

Give children the best start in life as they learn and enjoy English.

PAGE
20

PRIMARY

Comet

6 levels

Use English to explore new topics and develop skills for working together as a group.

PAGE
26

Trails Plus

6 levels

An exciting new way to explore English.

PAGE
28

Imagine 2.0

6 levels

Updated and improved for five-plus hours of English classes a week.

PAGE
30

PRIMARY CLIL

Key Science

6 levels

Cover all the key content areas for science, using English as the language of learning.

PAGE
34

Key Arts & Crafts

6 levels

Covers all the key content areas for the arts curriculum from grades 1 to 6.

PAGE
36

MIDDLE & HIGH SCHOOL

Crossover Intro & Plus 4 levels	The series that helps students to appreciate the world outside the classroom.	PAGE 40
Crossover Higher 3 levels	Developing English proficiency and preparing high school students for the world outside the classroom.	PAGE 44
American On Course 6 levels	Develops key skills and encourages all students to become more responsible for their own learning.	PAGE 48
i-World 6 levels	Teenage learners express their ideas, apply their experience, and explore the world around them.	PAGE 50
Prep for Life 4 levels	The communicative course that prepares students for higher education and work.	PAGE 54

LANGUAGE ARTS

 Happily Ever After™ 2 Levels	A readiness program with children's literature at its heart.	PAGE 58
ABC 123 Just For Me!™ Grade Pre-K	The program that prepares young children for handwriting ahead of kindergarten.	PAGE 62
 Strategies for Readers™ Grades K-6	A comprehensive solution for grades K-6, built on the foundation of social-emotional learning.	PAGE 66
 Strategies for Writers™ Grades K-6	Helping students succeed as effective writers in the 21st century.	PAGE 70
Spelling Connections™ Grades K-8	Comprehensive instruction on American English word spelling for Grades K-8.	PAGE 74
Word Wisdom™ Grades 3-8	A complete program to teach students new vocabulary and improve comprehension.	PAGE 76
Grammar, Usage, and Mechanics Grades 2-8	Grammar, Usage, and Mechanics teaches students critical skills for successful writing.	PAGE 78
Zaner-Bloser Handwriting™ Grades K-6	Focus on the foundational literacy skill that is proven to accelerate learning.	PAGE 80

REFERENCE

My World Learner's Dictionary	Helps primary and secondary students check essential vocabulary in key content areas.	PAGE 84
World Book	A premium educational website containing age-appropriate resources.	PAGE 86

Learning Paths and the UDP Catalog

In order to ensure continuity as students move from preschool to primary or from primary to secondary, UDP series fit together seamlessly to enable students to achieve maximum results.

HOURS PER WEEK	PRESCHOOL	PRIMARY
1 to 3 hours		
3 to 4 hours		
5 - 10 hours		

Zaner-Bloser for Preeschool

Zaner-Bloser for Primary and Secondary

Bilingual 10+ hours	 	<div> <div>STRATEGIES FOR</div> <div>writers™</div> </div> <div> <div>STRATEGIES FOR</div> <div>readers™</div> </div> <div>   </div>
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With you every
step of the way

SECONDARY

HIGH SCHOOL

**Online
Resources**

**AMERICAN
ON COURSE**

Prep for Life
ENGLISH FOR DGB



Crossover Plus

Crossover Higher

conect@
sociedad y conocimiento



**UDP
access**



ZB Zaner-Bloser


University of Dayton Publishing and Zaner-Bloser have joined forces to give teachers and students across Latin America the opportunity to cover the Common Core State Standards for Language Arts in their English classrooms. Together, our aim is to provide an unprecedented selection of resources based on tried-and-tested methodologies and learning technology.



Preschool

Giving the youngest learners the best start in life in English.

Our courses are designed to help young learners play, express themselves, and learn in English.

Common European Framework			
	Power Pets 2nd edition <i>The series designed to help learners start out in English and explore universal values.</i>	A1	A2
	Little Trails <i>Helping preschool students to enjoy using English as they develop basic communicative skills.</i>	A1	A2
	Toy Box 2.0 <i>Give children the best start in life as they learn and enjoy English.</i>	A1	A2
		PAGE 16	
		PAGE 18	
		PAGE 20	



Reference Materials (See page 82)

- My World Learner's Dictionary
- World Book Kids
- World Book Students
- World Book Discover



Training Links (See page 4)

- Children as Language Learners
- Teaching Preschool and Primary Children
- L2 Literacy



Power Pets 2nd Edition

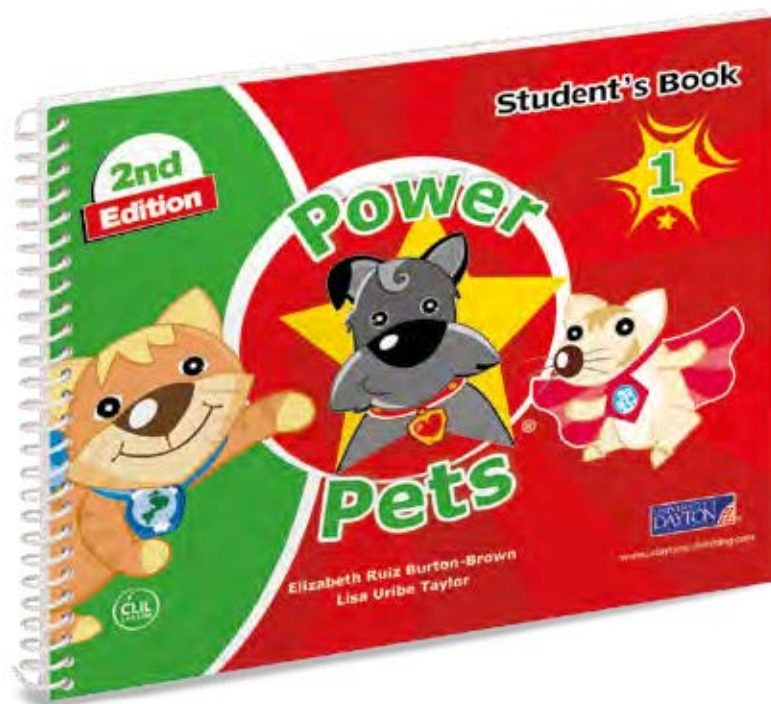
Elizabeth Ruiz Burton-Brown, Lisa Uribe Taylor

The series that helps learners start out in English and explore universal values.

Say hello to Diggy Dog, Kitty Cat, and Marty Mouse. They help students develop everyday language and communication skills, with a focus on interpersonal relationships, mathematical thinking, environmental awareness, and artistic appreciation and expression.

Power Pets 2nd Edition offers an engaging way to learn through:

- ✓ Personal experience
- ✓ Social interaction
- ✓ Songs and rhymes
- ✓ Meaningful stories



For Students at each level

Student's Book & CD
Power Pad



For Teachers at each level

Teacher's Guide
Adventure Book
Posters
Flashcards
Class CD



Power Pets 2nd Edition Online

Multimedia resources make learning more fun for young learners:

- **Digital books** for interactive whiteboards
- Lots of additional **interactive activities**
- Downloadable **Teacher's Resources**

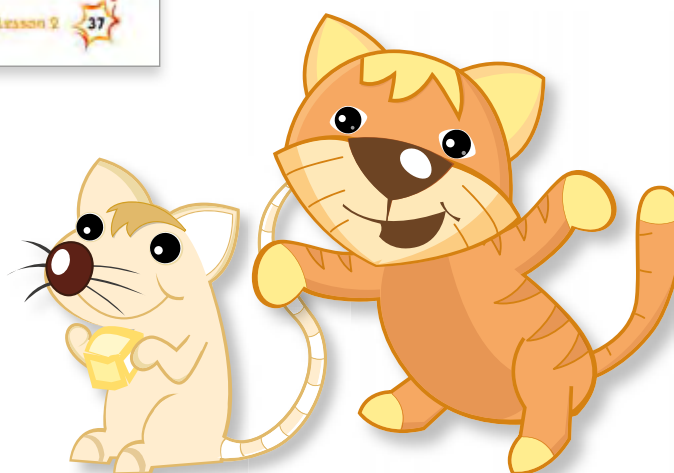
Delivered through  (see page 9)

High quality photographs make *Power Pets* an engaging resource for young children.



Simple phonics activities allow students to identify initial sounds and make the link with the corresponding letters.

Cute *Power Pets* characters teach universal values.



Little Trails

Nicole Michaels

Helping preschool students to enjoy using English as they develop basic communicative skills.

Little Trails helps learners develop their skills and explore language through fun activities. Enjoyment and engagement are key as students are guided from controlled to freer practice.

Follow the trails and find:

- ✓ Entertaining topics
- ✓ Fun songs and stories
- ✓ Communicative activities
- ✓ Creative group projects and cutouts
- ✓ Review games for consolidation



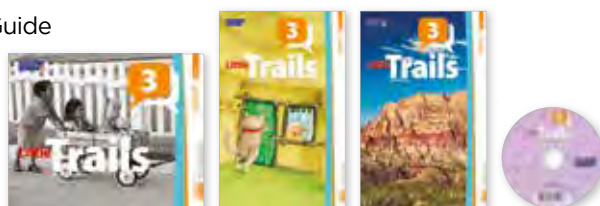
For Students at each level

Activity Book with Cutouts



For Teachers at each level

Teacher's Guide
Story Book
Fact Book
Class CD



Little Trails Online

Step into the virtual classroom to interact with students and monitor their progress, with:

- **Digital books** for interactive whiteboards
- **Animated stories** with audio
- Digitalized **Teacher's Guide** and customizable monthly planners

Delivered through **connect@digital** (see page 9)

Full-color *Activity Book*
with engaging illustrations
and photographs.



Age-appropriate
prewriting activities.



Simple cutout pages for vocabulary practice and games.

Toy Box 2.0

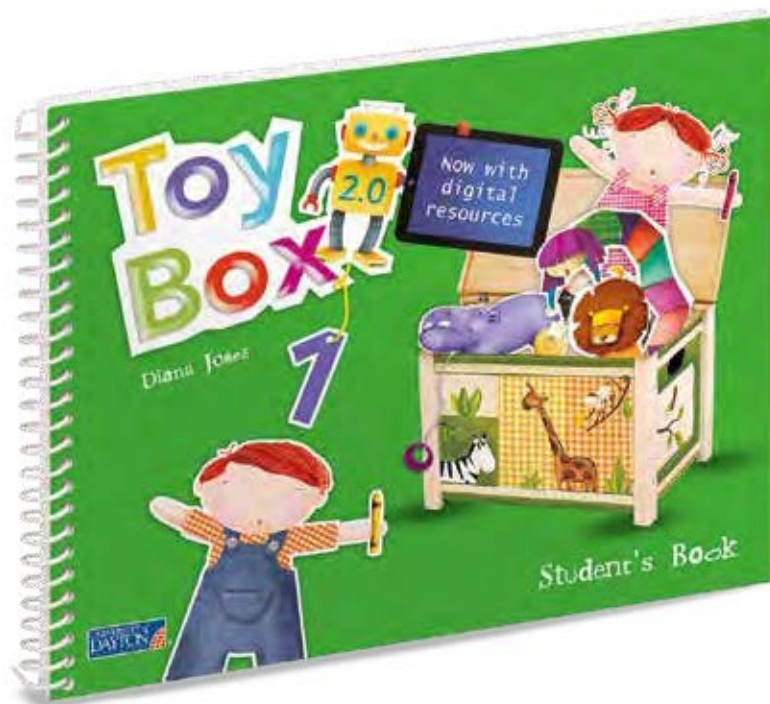
Diana Jones

Give children the best start in life as they learn and enjoy English.

Toy Box 2.0 enables young learners to acquire English naturally through story- and content-based themes that reflect the preschool curriculum. Activities develop prereading and prewriting communication skills, an awareness of numbers, and an appreciation of nature, science, and art.

With *Toy Box 2.0* learners:

- ✓ Feel comfortable using the language
- ✓ Interact meaningfully with others
- ✓ Develop essential communication skills
- ✓ Develop intercultural awareness



For Students at each level

Student's Book & CD
Activity Book



For Teachers at each level

Teacher's Guide
Big Book
Posters
Flashcards
Class CD



Toy Box 2.0 Online

Take the learning process further and develop digital competencies with:

- **Interactive activities**, animated songs, and stories
- Digital books for **interactive whiteboards**
- **Downloadable resources** for assessment and progress checking
- **Interactive posters** and flashcards

Delivered through  (see page 8)

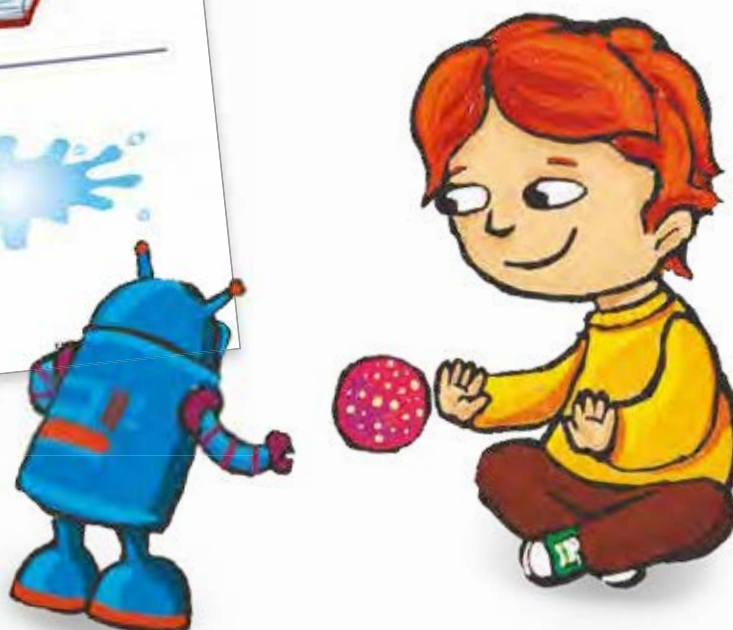


Literature-based units expose students to new language in context.

Content-based units revolve around a thematic poster.



New phonics lessons help students learn to identify and reproduce initial sounds.



Start out with **Toy Box** 2.0

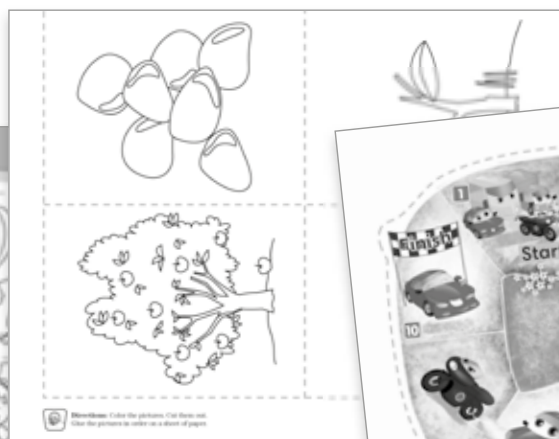
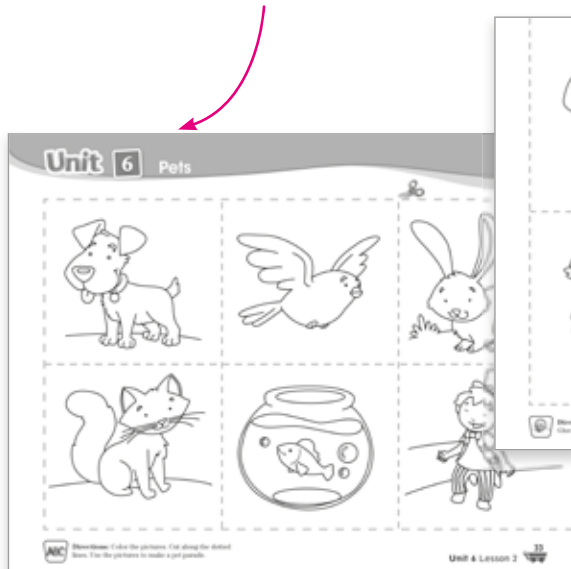
This well-loved preschool series offers a variety of teaching and practice resources both on paper and digitally.



Beautifully illustrated stories and texts, providing the context for language teaching.

Age-appropriate cutout pages for further practice and skills development.

Games and activities for language consolidation.





Interactive activities and games help students practice vocabulary, consolidate language learning, and develop prereading, prewriting, and listening skills.

Digital books with audio, links, and interactive activities.



Interactive activities and games consolidate language learning.



Animated songs and additional stories give teachers and learners more listening comprehension.



Primary

Still young, but more to explore...
with English the language of
imagination.

As they grow, learners can use English in many different
ways to learn new subjects.



PRIMARY

Common European Framework

	<h2>Comet</h2> <p>Use English to explore new topics and develop skills for working together as a group.</p>	A1	A2	B1	B2	PAGE 26	
	<h2>Trails Plus</h2> <p>An exciting new way to discover English.</p>	A1	A2	B1	B2		PAGE 28
	<h2>Imagine 2.0</h2> <p>Updated and improved for five-plus hours of English classes a week.</p>	A1	A2	B1	B2		

PRIMARY CLIL

Common European Framework

	<h2>Key Science</h2> <p>Covers all the key content areas for science, using English as the language of learning.</p>	A1	A2	B1	B2	PAGE 34
	<h2>Key Arts & Crafts</h2> <p>Covers all the key content areas for the arts curriculum from grades 1 to 6.</p>	A1	A2	B1	B2	PAGE 39



Reference Materials (See page 82)

- My World Learner's Dictionary
- World Book Kids
- World Book Students
- World Book Discover



Training Links (See page 4)

- English for the Classroom
- Children as Language Learners
- Teaching Preschool and Primary Children
- L2 Literacy



Comet

Michele Guerrini, Izabella Hearn, Lois May,
Jane Howes, and Peter Loveday

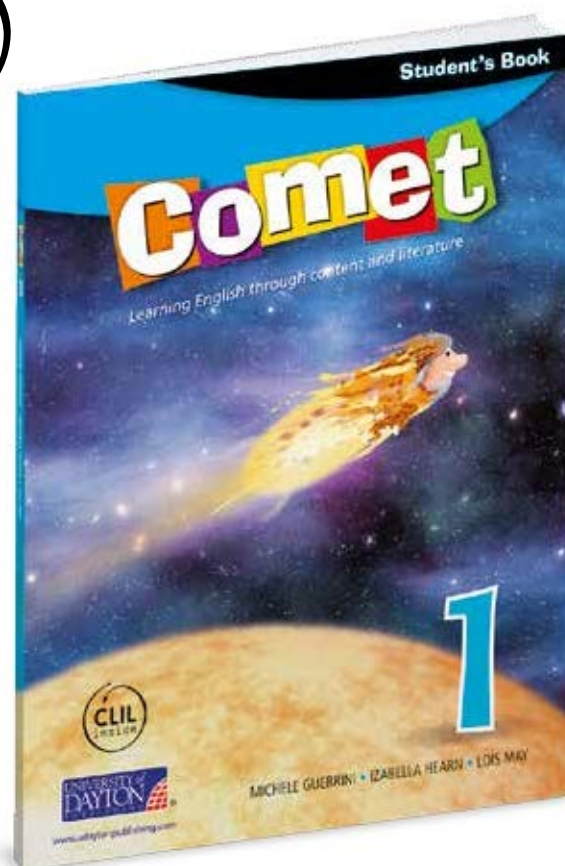


Use English to explore new topics and develop skills for working together as a group.

With *Comet* students use English to learn about the world around them. An introductory unit sets the scene. Then students develop their English through four story-based units and four content-based units that cover science, math, social studies, and language arts.

The series gives young learners:

- ✓ Step-by-step language development
- ✓ Extensive skills practice and recycling
- ✓ Use of English to explore other school subjects
- ✓ Exposure to universal human values



For Students at each level

Student's Book
Multi-ROM
Activity Book



For Teachers at each level

Teacher's Guide
Posters
Flashcards
Class CD



Comet Online

Multimedia resources to make *Comet* go further:

- **Digital books** for interactive whiteboards at every level
- Multi-level **worksheets**
- **Word cards**

Delivered through



(see page 9)





The focus of each unit alternates between content- and fiction-based texts.

Themes are introduced by building on prior knowledge and stimulating thinking skills.



Activities provide practice of new language and improve comprehension skills.

Texts are visually and linguistically scaffolded to aid comprehension and develop confidence.

Colorful pages and detailed artwork capture students' attention.

Trails Plus

Zoë Tysoe, Nicole Michaels,
Jeremy Edgar, Eloise Vivanco

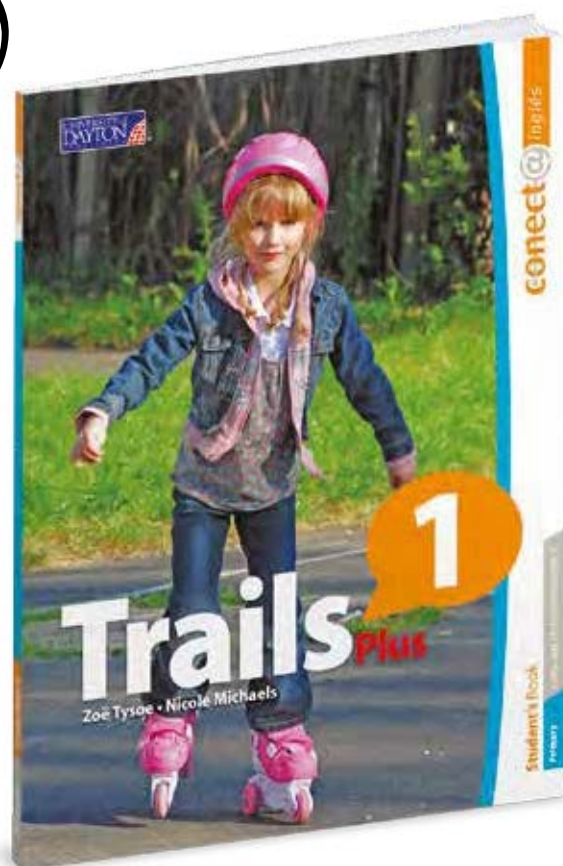


An exciting new way to explore English.

With a focus on natural social interaction, critical thinking skills, and a syllabus where language is constantly recycled, *Trails Plus* encourages an active role in the learning process. The series achieves this through individual, pair, group, and project work.

Taking primary students through levels A1 and A2 with a focus on:

- ✓ Learning through literature
- ✓ Language patterns, sounds, and letters
- ✓ Songs, games, and interactive activities
- ✓ Group projects and a cross-curricular focus



For Students at each level

Student's Book
Workbook with Multi-ROM
Reader



For Teachers at each level

Teacher's Book
Class CD



Trails Plus Online

A virtual learning environment for students and teachers:

- **Interact with your students** and monitor their progress online
- Use Digital Books on **interactive whiteboards**
- Provide extra **interactive activities**
- **Online practice** for Cambridge Starters, Movers, and Flyers exams
- **Digitalized teacher's book** plus an exam generator and a question bank

Delivered through **connect@digital** (see page 9)

Language Trail and Learning Trail pages provide controlled and freer practice presented in the context of the Reader.



The Trails Plus Reader presents new language within familiar and academic contexts.

Lively images that children can relate to.



Imagine 2.0

Jin E. Zeter, Mari Carmen Vaquero,
 Angélica Sánchez de la Barquera,
 Anita Heald, Soreim Villagrán Paz



Updated and improved for five-plus hours of English classes a week.

Imagine 2.0 helps learners to communicate in a variety of contexts. The series focuses on content-based activities, skills development, communicative activities, meaningful exposure to English, social awareness, and universal values.

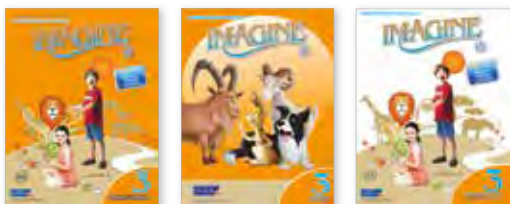
See what you can achieve when you give your students a range of contexts that include:

- ✓ Interesting stories and literature
- ✓ Informative content area topics
- ✓ Communicative activities
- ✓ Social awareness



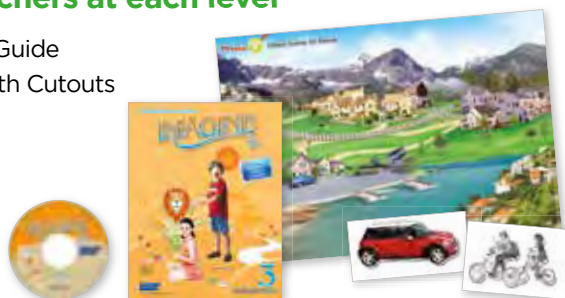
For Students at each level

Student's Book
 Reader
 Activity Book



For Teachers at each level

Teacher's Guide
 Posters with Cutouts
 Class CD



Imagine 2.0 Online

The virtual learning environment for students and teachers:

- **Interactive activities** for extra practice
- External website links and **international exam preparation**
- Digital books for **interactive whiteboards**
- **Interactive posters** and animated stories

Delivered through  (see page 8)

Hobbies and Pastimes

Holly's Hobby—Scrapbooking
I hate having boxes full of old photos. That is why I love making scrapbooks. It is my favorite hobby. I like designing and decorating the pages. A scrapbook is a photo album and a diary all in one. It is your personal record of the most wonderful moments of your life.

What you need!
To make a good scrapbook, you need:
1. A notebook with good, strong pages, or you can make your own scrapbook with construction paper.
2. Scissors (I like to use fancy edge scissors).
3. Stickers and colored paper.
4. Colored pencils or crayons.
5. A glue stick, a pen, and a phone.

What you do!
1. Use the stickers and colored pencils to draw and decorate the page. Use your imagination.
2. Glue your photos and write notes under each photo.
3. Cut the colored paper with fancy edge scissors and glue it as a background.
4. Organize your photographs.

Read and Think
• Ask before using family photos because your parents may want them. You can use photographs of special photos.
• Have fun and use your imagination.
• Include other memorabilia (tickets, flowers, newspaper clippings, etc.).

Match what you need to the supplies.
Mark the sentences T (true) or F (false).
1. A scrapbook helps you organize your photographs and tell the story behind them. ____
2. You can't use stickers in a scrapbook. ____
3. Fancy edge scissors cut the paper with fancy designs. ____

Number the instructions in order.
Read the sentences and write the
Scrapbooking + What you need
1. Tips: Draw with a pen.
2. Go through all.
3. Washed glass.
4. People make.

Think of more tips.

Read and Think sections introduce new language through content-based texts and develop literary skills.

Speak and Write sections guide students toward oral and written production.

Speak Write

Complete the text.
and + because + but + or

This is a picture of me
1) _____ my dad building a sandcastle. That big thing in the water is a whale. 2) _____ maybe a killer whale. We are all red 3) _____ we don't have any sunblock. We love being on the beach all day. 4) _____ we need sunblock!

Answer the questions.
1. Who is in the picture?
2. Where are they?
3. What are they doing?

Look at the photo and write a description.
These words can help: Tulum, Yucatan; taking photos; Mom; Holly; dolphin/whale
Use these words: because, and, or, but

Look Learn

Do you like chess?
No, I don't. I love photography.

Listen and mark the sentences T (true) or F (false).
1. Holly doesn't like scrapbooking. ____
2. Bob hates cleaning up the mess. ____
3. Bob loves being in the open air and playing soccer. ____
4. Holly prefers creating things to playing sports. ____

Interview a classmate and complete the chart with smileys.
love = 😊 • like = 😊 • don't like = 😞 • hate = 😡

Name: _____		
Chess		😊
Photography		😊
Stamp or coin collecting		😊
Marbles		😊

Write sentences using the information in the chart.
1. _____
2. _____
3. _____

Look and Learn sections give context to the new language and provide controlled and freer practice.



Imagine 2.0

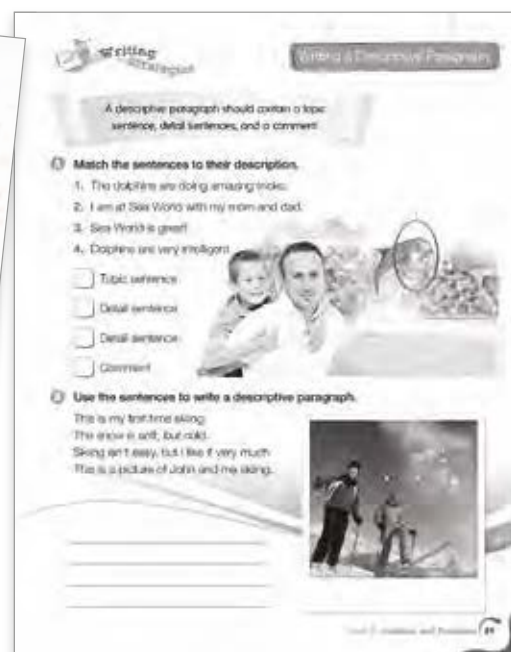


A classroom favorite for both teachers and students, *Imagine 2.0* now opens the door to 21st century education through meaningful tasks in both digital and paper formats.

The *Imagine Reader* has been carefully graded for age-appropriate readability and language proficiency.



The *Activity Book* includes extension activities related to different content areas. It also offers language practice and personalization and guided development of writing skills.





The online learning management system (LMS) for students and teachers.

UDP access offers a variety of resources for further practice and consolidation tools that enables closer teacher-learner communication, tracking, and follow-up on students' progress.



Animated stories take the *Student's Book* to a new level.



Links to external sources give students safe access to extra information, digital activities, and websites offering project-based learning.



Digital Book versions of the *Student's Book* include audio, animation, and website links.



UDP access for *Imagine 2.0* includes additional games to consolidate new language, extra vocabulary practice, and skills development.

Key Science



Cover all the key content areas for science, using English as the language of learning.

Key Science offers everything teachers need to make the subject come alive in class. The units progress smoothly, and the background subject information for teachers allows learners to be fully prepared. The topics also “grow up” so students stay interested in each topic as they get older.

The series enables you to focus on:

- ✓ Key competencies
- ✓ Continuous recycling
- ✓ Communicative skills
- ✓ Cooperative work
- ✓ Personal autonomy



For Students at each level

Student's Book



For Teachers at each level

Teacher's Guide



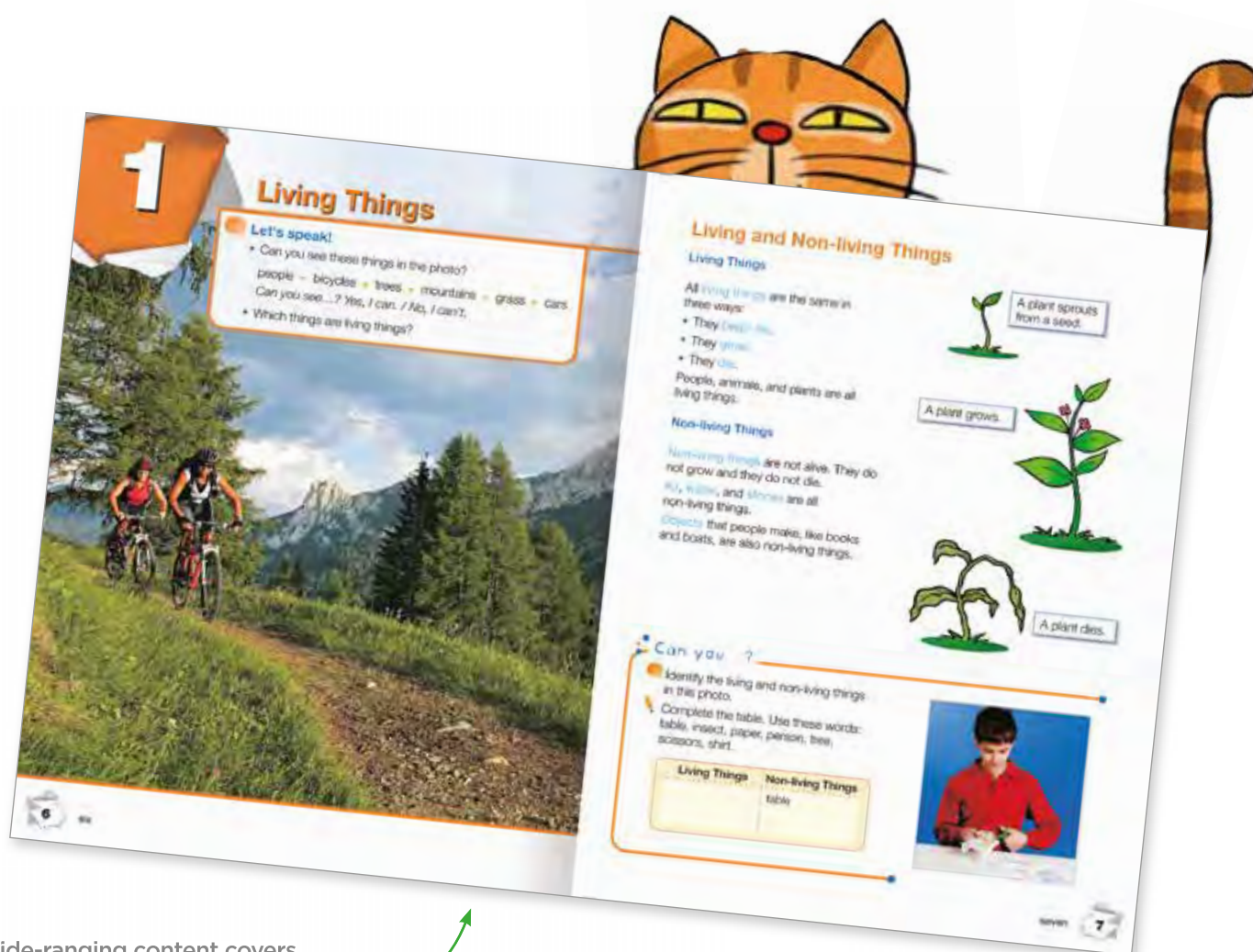
Key Science Online

Additional resources, including multimedia:

- Digital books for **interactive whiteboards** at every level
- Downloadable **worksheets**

Delivered through  (see page 9)





Wide-ranging content covers all aspects of the curriculum.



Key Arts & Crafts



Covers all the key content areas for the arts curriculum from grades 1 to 6.

Give young learners an enjoyable route into English, with themes that become more complex through the levels. From *My Body*, *Animals*, and *Landscapes*, to *The Start of a New Era*, *Art Geniuses*, and *Advancing in Time*, *Key Arts & Crafts* follows the changing interests and skills of your students.

The series supports both successful learning and teaching through:

- ✓ An emphasis on communication
- ✓ Clearly structured progression
- ✓ Constant recycling and consolidation
- ✓ A variety of activity types

For Students at each level

Student's Book



For Teachers at each level

Teacher's Guide
Class CD



Key Arts & Crafts Online

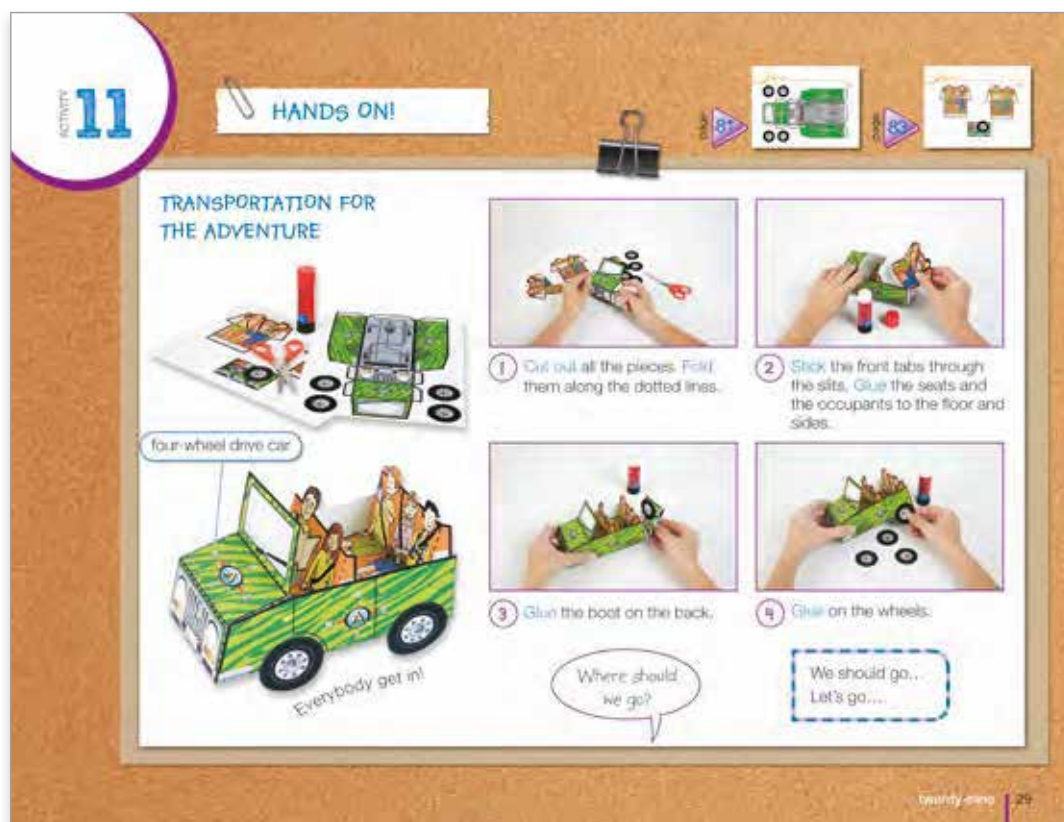
Additional resources, including multimedia:

- Digital books for **interactive whiteboards** at every level
- Downloadable holiday **worksheets**

Delivered through  (see page 9)



Practical and dynamic activities keep students engaged.



Music and art are combined to help students explore the topics.















Middle & High School

Growing up... and ready to reach out to the world in English.

Now in their teens, learners are curious about the wider world. Give them the resources to do this in English.

Common European Framework				
A1	A2	B1	B2	
				PAGE 40
	A1	A2	B1	B2
				PAGE 44
	A1	A2	B1	B2
				PAGE 48
	A1	A2	B1	B2
				PAGE 50
	A1	A2	B1	B2
				PAGE 54



Reference Materials (See page 82)

- My World Learner's Dictionary
- World Book Kids
- World Book Students
- World Book Discover



Training Links (See page 4)

- English for the Classroom
- L2 Literacy
- An Introduction to CLIL
- CLIL: How to Teach Science
- CLIL: How to Teach Art
- Teaching with Technology
- Teaching Teenagers



Crossover

Intro & Plus

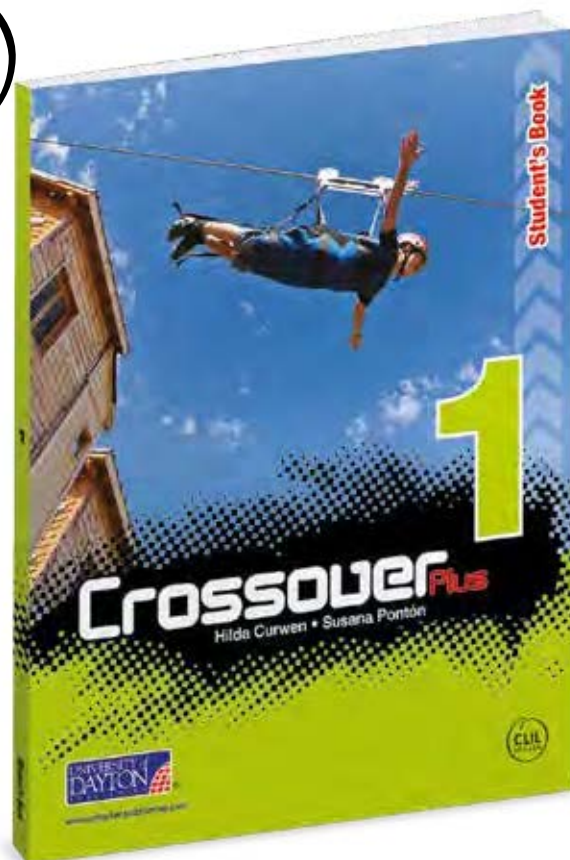
Hilda Curwen, Marian Day, Susana Pontón

The series that helps students to appreciate the world outside the classroom.

Crossover Intro & Plus promote the acceptance of all cultures, socioeconomic situations, ages, races, opinions, and beliefs. A respect for life, dignity, and the rights of others are also key themes, as well as a focus on modern-day global issues such as the environment and technology.

Stimulating independent thinking and meaningful learning through:

- ✓ A broad variety of content and literature topics
- ✓ Comprehensive treatment of grammar and functions
- ✓ Continuous opportunities for project work
- ✓ A full English-English glossary with translation



For Students at each level

Student's Book
Workbook
Multi-ROM
Reader



For Teachers at each level

Teacher's Guide
Class CD

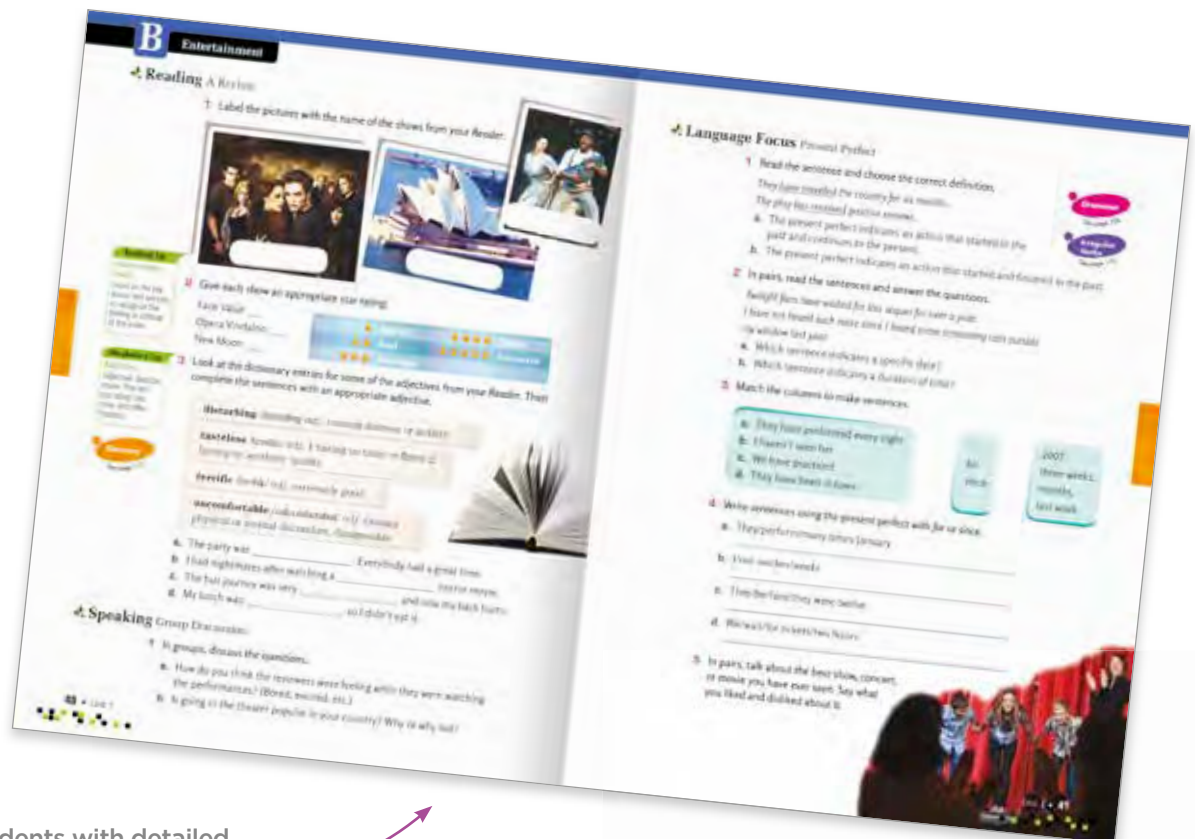


Crossover Online

The virtual learning environment that includes:

- Tools for teachers to **interact with students** and monitor their progress
- Digital books for **interactive whiteboards**
- **interactive activities** for practice and consolidation
- **Digitalized teacher's guide** customizable monthly planners, an exam generator, and a question bank
- **Online practice** for Cambridge PET exam

Delivered through **conect@digital** (see page 9)



Units provide students with detailed language input relating to each topic.

The digestive system

The digestive system transforms food into nutrients. It has two parts, the digestive tract and the digestive glands. The organs that make up the digestive tract are the mouth, esophagus, stomach, small intestine, large intestine (also called the colon), rectum, and anus.

- 1 The **mouth** has **teeth** that chew food and a **tongue** that mixes chewed food with saliva to form a ball of food.
- 2 The **salivary glands** produce saliva that helps break down food in the mouth.
- 3 The **esophagus** transports the food to the **stomach**.
- 4 The **stomach** is where the food mixes with gastric juices.
- 5 The **liver** makes bile to help absorb fat into the blood.
- 6 The **pancreas** helps in the digestion of proteins and fats.
- 7 The **small intestine** is the longest part of the digestive tract. Nutrients pass into the blood through its walls.
- 8 The **large intestine** absorbs water which passes to the blood. Undigested substances are expelled through the anus.

break down = descomponer en sustancias más simples

Breathing

Breathing supplies the body with over 99% of its oxygen. Optimal breathing gives you more vitality and a better quality of life.

Breathing is the process by which oxygen in the air is brought into the lungs and into close contact with the blood. The blood absorbs the oxygen and carries it to all parts of the body. At the same time, the blood gets rid of carbon dioxide, which is carried out of the lungs with the air that is breathed out.

blood = sangre

Stimulating *Reader* texts present language in context and lead to meaningful practice.

Crossover

Intro & Plus

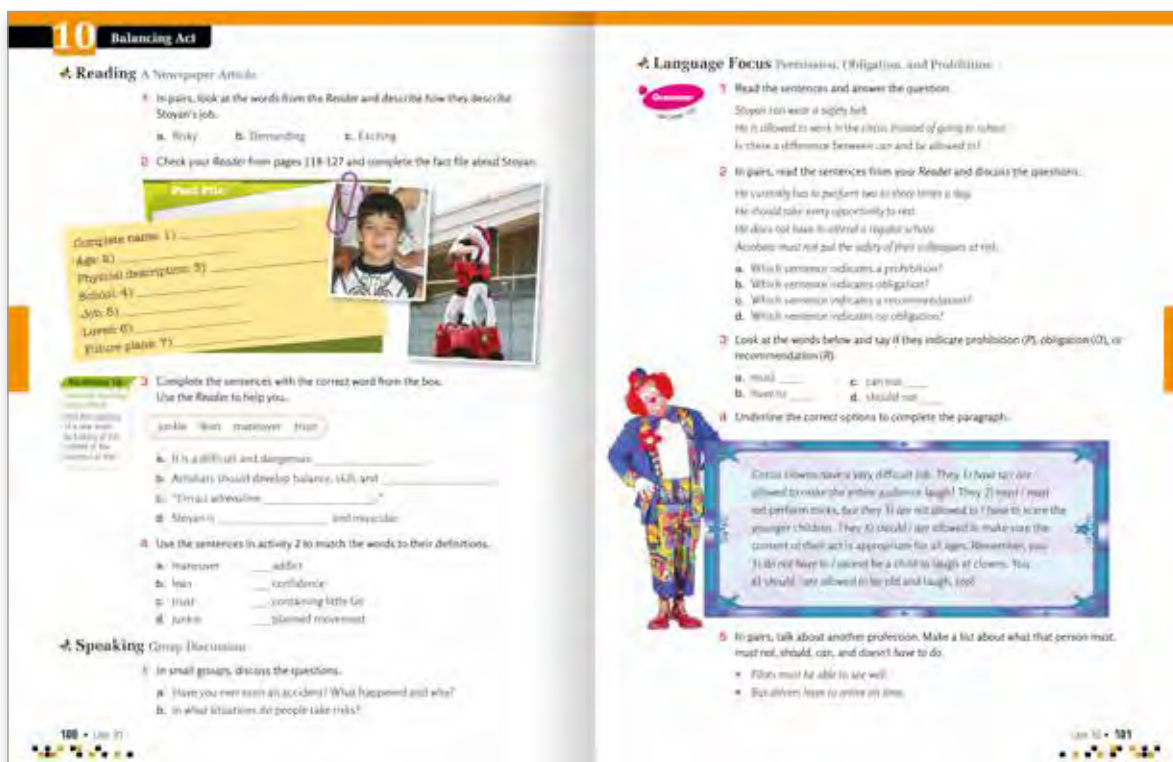


Crossover Plus provides a solid foundation for language development, with plenty of opportunities for teenage learners to express their opinions.



The *Reading* page contains while-reading and after-reading questions to encourage students to engage with the text.

Language Focus activities encourage students to work out for themselves—and then practice—new language points.



Vocabulary tips and activities help students remember new language.


Listening comprehension activities and tips focus on areas of pronunciation that Spanish-speaking students have difficulty with.

Listening A TV Documentary

1. In pairs, look at the pictures and discuss the questions.

- Which countries does the Danube River go through?
- Why is the river important?

TV GUIDE



Listening Tip

1. Listen **Q1** to the TV documentary and mark (✓) the problems affecting the Danube.

- Fishing ☐
- Pollution ☐
- Heavy industry ☐
- War ☐
- Drought ☐
- Tourism ☐

2. Listen again and match the countries to the information about the Danube.

- Germany: There are many different types of birds.
- Serbia: Authorities disagree about a new dam project.
- Czech Republic: Factories were attacked during a war causing pollution.
- Romania and Bulgaria: The river begins here.

Listening Tip

1. Listen **Q2** to the sentences and circle the syllable that is stressed in the following words.

- ecology
- pollution
- war
- tourism
- factory
- dam
- bird
- river
- polluted
- disagree
- begin

2. In pairs, compare your answers and decide if the syllable stress is in the same place in each pair of related words.

English in Use (Expressing Agreement and Disagreement)

1. Read the sentences and indicate whether they express agreement (A), disagreement (D), or qualified agreement (Q).

- Oh, no, not really. _____
- No, it isn't. _____
- Oh, yes, it is. _____
- Yes, that's right. _____
- Of course! _____
- I'm not sure. _____
- Absolutely not! _____
- Well, yes, but it's not only industry that is the problem. _____

2. Read the comments about the Danube and agree or disagree with them using expressions from activity 1.

- The Danube is free of pollution from start to finish. _____
- The Danube is home to a diverse range of species. _____
- Pollution in the Danube is going to get worse. _____
- The Danube provides many people with jobs. _____
- The source of the Danube is in the mountains of Austria. _____
- The Danube is the longest river in Europe. _____

3. Write three sentences about a river in your country. Think about ecology, history, present day uses, and future problems.

4. In pairs, share your ideas. Express agreement or disagreement with your partner's statements.

The *Writing* page helps to develop basic writing skills with plenty of tips and strategies.

English in Use activities encourage students to notice and then use the language functions present in the listening text.

Writing A Brochure

1. Look at the pictures and answer the questions.

- Which activities would you most like to do? Why?
- Where can you do those activities in your country?



2. Go back to your Reader and identify the different sections of the brochure.

3. Work in small groups. Design a brochure for a vacation you are interested in. Think of the topics you would like to cover and make notes in the table below.

Activities	Advice	Travel / Cost Information	Extra Interesting Information

4. Write and design your brochure. Use your notes from activity 3 and read the writing tips.

- Decide on a place and type of vacation.
- Divide your brochure into clear sections.
- Say what you can do and give some advice.
- Give a contact address for more information.

5. In pairs, exchange and present your work.

6. Write a clear version of your brochure.

Cross-Curricular

Australia

On my first few days in Australia, I was going to be a hot trip after we sat on the highway in Philly for two hours. The captain told us that we were waiting for the plane to be serviced. Yet, when we arrived in Miami (two hours later), the plane was total chaos! about 30 people on our flight lost their bags!

After a few exhausting days we caught the train to the Featherdale Wildlife Park. There we saw kangaroos, wallabies, and some gorgeous kangaroos and wallabies. The park was excellent as it was very open, the were close to lots of the animals, who were roaring freely around the park. We had an awesome day meeting the local wildlife.

PHILADELPHIA TO AUSTRALIA

I should have known it was going to be a hot trip after we sat on the highway in Philly for two hours. The captain told us that we were waiting for the plane to be serviced. Yet, when we arrived in Miami (two hours later), the plane was total chaos! about 30 people on our flight lost their bags!

The terminal was packed with unclaimed luggage—you could not move. Sky Airways had only one person working at the lost luggage counter. State the guy at the counter couldn't have been there! He told us he was "travelling" to work for Sky Airways. "This isn't how I treat people," he told the angry crowd. Luckily, we were at the front of the line, so we only ended up waiting for an hour to the 4 claim.

1. Read the travel blogs and put a check (✓) next to the one written by a person that had an enjoyable experience.

2. In pairs, answer the questions.

- What did John do during his first few days in Australia?
- Why did the local people think John was strange?
- What different animals did John see in Australia?
- Why did John think his trip was going to be bad?
- Why was Stan embarrassed?

3. Work in pairs: Students A and B. Imagine you have arrived at your destination but your luggage has not. Role-play a conversation.

- Student A: Be the traveler.
- Student B: Be the airport worker.

The *Cross-Curricular* page provides a different text that promotes further discussion.

Crossover Higher



Anita Heald, Lysette Taplin, Ivor Williams

Developing English proficiency and preparing high school students for the world outside the classroom.

The respect for life, dignity, and the rights of others continues to be a core focus in *Crossover Higher*. Students explore global issues—the environment, technology, society—in more detail and are encouraged to express their opinions and develop critical thinking skills.

Stimulating independent thinking and meaningful learning through:

- ✓ A broad variety of content and literature topics
- ✓ Comprehensive treatment of grammar and functions
- ✓ Continuous opportunities for project work
- ✓ A full English-English glossary with translation



For Students at each level

Student's Book
Reader



For Teachers at each level

Teacher's Guide
Class CD



Crossover Higher Online

The virtual learning environment that includes:

- A virtual classroom for teachers to **interact with students** and monitor their progress
- Digital books for **interactive whiteboards**
- **interactive activities** for practice and consolidation
- **Digitalized teacher's guide** customizable monthly planners, an exam generator, and a question bank
- **Online practice** for Cambridge FCE exam

Delivered through **conect@digital** (see page 9)



Real world topics are supported with thorough language input.



Engaging and authentic texts allow students to observe and reflect on language in context.



Crossover Higher



Crossover Higher provides a solid foundation for language development, with plenty of opportunities for teenage learners to express their opinions.

The *Reading* page develops while-reading and after-reading techniques, with authentic texts the focus of attention.

Vocabulary activities reinforce new vocabulary from the unit.

Language Focus activities encourage students to work out new language for themselves and then practice using it.

Also included in each unit:

- A *Culture* page that draws further attention to authentic global issues and situations
- A *Review* which contains further practice of language presented in the unit
- A *Project* that enables students to work together to create a tangible outcome related to the topic of the unit

Activities and tips focus on areas of pronunciation that Spanish-speaking students have difficulty with.

English in Use activities encourage students to use the language functions in the listening text for communicative purposes.

[illegible]

The *Writing* section provides a model and is supported by scaffolded activities and tips for students to develop their own writing skills.

The *Activity File* provides students with extra reading based on authentic texts, comprehension activities, and group tasks related to the topic.

[illegible]

American On Course



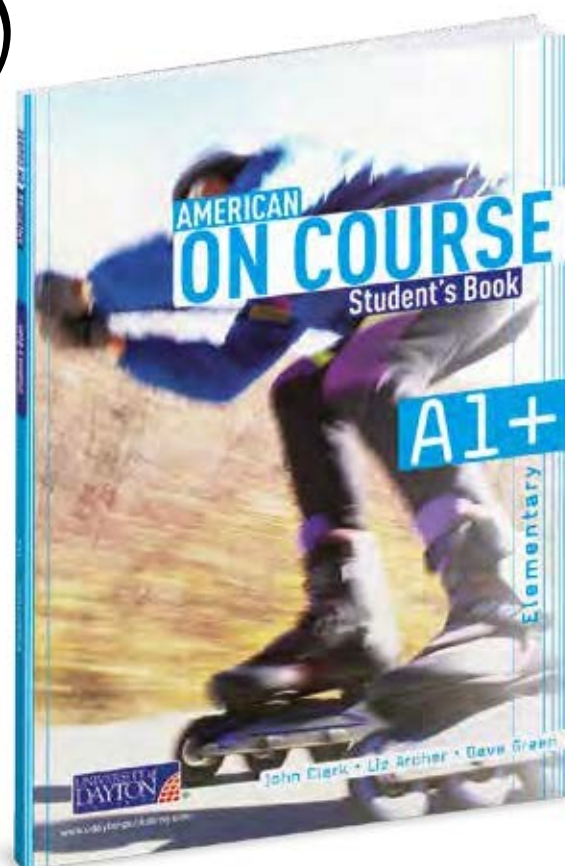
John Clark, Liz Archer, Dave Green

Develops key language skills and encourages both high- and low-achieving students to become more responsible for their own learning.

The series develops communication skills and provides learners with a broad understanding of different cultures, lifestyles, and perspectives. Teamwork is an important feature, and students are invited to exchange ideas, solve problems, and plan project work together.

American On Course challenges students within a supportive framework that includes:

- ✓ Continuous recycling and regular checkpoints
- ✓ Comprehensive treatment of grammar
- ✓ A focus on communication
- ✓ Perspectives that broaden teenage life
- ✓ Skills development for international exams preparation



For Students at each level

Student's Book
Practice Book
Multi-ROM



For Teachers at each level

Teacher's Guide
Class CD



American On Course Online

The virtual learning environment that includes:

- **Digital books** for interactive whiteboards at every level
- **Test Generator**
- **Downloadable** grammar worksheets

Delivered through



(see page 9)



Lesson 3 My Bedroom

Reading • Magazine article

Look at a page from a magazine and answer the questions.

- What type of magazine is it?
- Do you miss these types of magazines?
- What information do you expect to find in the magazine?
- Read the article and check your answers.

TEEN
WORLD

FASHION
ADVICE
WISDOM
BOARDS
WHEEL YOUR
WHEELS!
IT'S ALL FOR
SCHOOL
AND THE
WORLD

What's your bedroom like? Is it big or small? • What color is it?

Find out about these
famous rooms

Everything in my bedroom is black and white. It's very modern and it's always hot and cold. I have a computer, a TV, and a stereo. My sister's name is Mary. She is beautiful. Her room is pink. Will she like it? I think it's awful.

Daisy, 15

My bedroom is green. It is huge and it has a large window, which lets in a lot of sunlight. My bed is next to the window. I have a desk too, but I don't have a computer. What color is my bedroom? Oh, all colors. It is in my favorite color.

Kirsty, 16

Alex, 14, and his brother Paul, 11

After you read a magazine, write a short article about your bedroom.

Comprehension Check

Answer the questions.

- What color is Daisy's bedroom?
- What color is Kirsty's bedroom?
- What is next to Mary's window?
- What color is Alex's room?
- What color is Paul's room?

Vocabulary Expansion • Names of the rooms

Label the pictures.

Listening • Conversation

Listen to a conversation and write what is in each room.

Room	What is in the room?
Living room	
Bedroom	
Dining room	

Speaking • Presentation

In pairs, describe the bedrooms in the pictures to your partner.

Bedroom 1 is quite small. It is white, green, and red. It has...

Writing • Descriptions

Mark 1/2 the boxes to complete the questionnaire about your bedroom.

- How big is your bedroom?
☐ small ☐ big
☐ medium ☐ large
- What color is your room in your bedroom?
☐ white ☐ blue ☐ green
☐ yellow ☐ pink ☐ brown
- What do you have in your bedroom?
☐ bed ☐ desk ☐ chair
☐ table ☐ lamp ☐ TV
☐ stereo ☐ computer ☐ books
- What is your bedroom like?
☐ modern ☐ traditional
☐ simple ☐ fancy
☐ clean ☐ messy

Write a description of your bedroom.

My bedroom is quite big. It is white, green, and red. It has...

Page 114

Communicative activities
with a teenage perspective.

Lesson 2 | Surprise!

Speaking • *Flowers*

In pairs, talk about what you have to do to plan a party. Use the pictures to help you.



Listening • *Flowers*

1 Listen and number the sentences in order.

- _____ Peter goes to Sophie's house.
- _____ Sophie goes to her friends.
- _____ Sophie arrives at Amy's house.
- _____ Peter asks Sophie to go to the cinema with him.
- _____ Sophie and her friends dance and play games.

2 Listen again and underline the correct answer.

1. What does Peter tell Sophie that Amy is...
 - a. listening to music.
 - b. watching TV.
2. When Sophie enters the living room, the lights are...
 - a. turned on.
 - b. turned off.
3. Sophie thinks the film...
 - a. great.
 - b. terrible.
4. Peter's present for Sophie is...
 - a. a concert ticket.
 - b. a CD.
5. Peter invites Sophie to...
 - a. the cinema.
 - b. the beach.

Grammar

Given / Any / No

Do we have some cards?

Do we have any juice? Yes, we don't.

We don't have any socks.

I have no big cat.

Grammar Practice

Complete the sentences with some or any.

1. Do we have _____ cookies?
2. Here is _____ orange juice for you.
3. Are there _____ tomatoes in the fridge?
4. We don't need _____ eggs for this cake.
5. Let's buy _____ strawberries.



Vocabulary Check

Mark the sentences **T** (true) or **F** (false).

1. When something happens suddenly, it is fast.
2. When something that you know about happens, it is a surprise.
3. When many bad things happen to you, you are lucky.
4. When there is nothing wrong with something, it is perfect.

Reading • *Flowers*

Read the text and answer the questions.

1. What kind of party is this?

2. When is it?

3. Where is it?

4. What do you have to wear?



Everyday English • *Flowers*

1 Listen to the conversation on page 38 again and answer the question.

1. Does Sophie accept or refuse Peter's present?

2 Mark the sentences **T** (for inviting), **A** (for accepting an invitation), or **R** (for refusing an invitation).

1. I'm sorry, but I'm busy tomorrow.
2. Do you want to go to the museum?
3. Yes, of course. Thank you.
4. I'm afraid that's not possible.
5. Alright. That's a great idea.
6. Let's go out tonight.



100 **Reading**

Reading • 5 **10**

Provides students with a highly-structured approach to language practice, skills development, and everyday English.

i-World

Michael Downie, David Gray, Ivor Williams

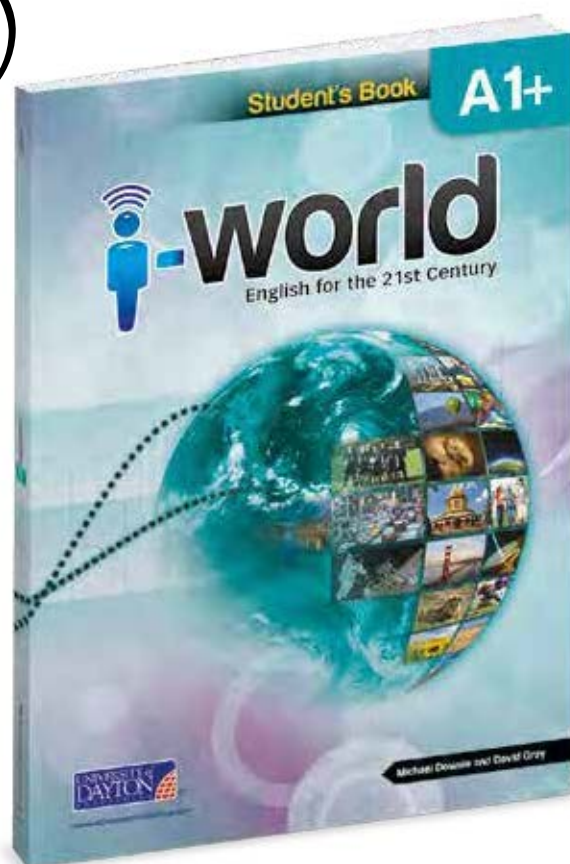


With *i-World*, there are opportunities on every page for teenage learners to express their ideas, apply their experience, and explore the world around them.

The series promotes critical thinking skills through meaningful communication activities and interactive tasks. A state-of-the-art learning platform helps the learning experience to go further with a blended approach that develops students' 21st century skills.

The series provides all the tools needed for blended learning, including:

- ✓ Multiple entry points, structured for a variety of learning timetables
- ✓ A broad variety of authentic content and topics
- ✓ A functional grammar syllabus
- ✓ A focus on project work and cooperative learning
- ✓ Links to the World Book Online encyclopedia and other digital resources



For Students at each level

Student's Book
e-Reader
e-worksite



For Teachers at each level

Teacher's Guide
Class CD



i-World Online

The virtual learning environment for students and teachers:

- **Digital books** for interactive whiteboards
- **Interactive activities** for practice and consolidation
- **Downloadable resources** for international exam preparation
- **Videos, weblinks, and tasks** on World Book Online

Delivered through (see page 8)



3 Sports

Teamwork All for one and one for all

1 Mark (✓) the characteristics of a good team player.

- ☐ I try to dominate.
- ☐ I am cooperative.
- ☐ I am interested in the team's progress.
- ☐ I don't listen to other people's opinions.
- ☐ I always do my best.
- ☐ I think I am always right!

2 Choose the characteristics that describe you. Compare your answers with a partner's.

The Olympics: Ancient and Modern

What do you know about the Olympic Games? When did they begin? What events take place? Read on to find out more...

The First Olympic Games

The first Olympic Games occurred 2,700 years ago at Olympia in Greece. After that, there were games every four years. However, after the Romans conquered Greece, the Roman emperor Theodosius stopped the games in AD 394. The games did not start again for almost 2,000 years.

The Modern Games

The modern games started in Athens, Greece, in 1896. The organizers wanted to promote world peace and cooperation between nations. They also wanted to encourage young people to play sports more. As well as track and field, the games included swimming, tennis, and cycling. The first opening ceremony was in London in 1908 and was a great event. Athletes from around the world marched into the stadium and raised the Olympic flag, trumpets played, and cannons fired.

Olympic Ceremonies and Symbols

One of the most exciting moments in the opening ceremony is the lighting of the Olympic flame. The flame has a special meaning. It symbolizes peace. A girl lights the flame first in Olympia, Greece, before it travels to the country and different runners carry it to the Olympic stadium. It burns during the games and is put out at the closing ceremony.

The Olympic Symbol

The Olympic symbol consists of five interlocking rings. The rings represent the five continents: Europe, Asia, Africa, Australia, and the Americas. The six colors (blue, yellow, black, green, and red) combine to represent all of the world's nations. The Olympic symbol is on the Olympic flag.

Language points in context encourage students to work out patterns and rules.

3.1 Sports (Regular Verbs)

Read the examples from track (1) and underline the verbs.

Example: The athlete was running when he was jumping over the bar.

1. The athlete was running when he was jumping over the bar.

2. The athlete was running when he was jumping over the bar.

3. The athlete was running when he was jumping over the bar.

4. The athlete was running when he was jumping over the bar.

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100. The athlete was running when he was jumping over the bar.

Speaking activities help students to personalize the topic.

Authentic texts provide the context to develop listening skills.

Views

Listening > Extreme Sports

Intensively Listening: Think about the important pieces of information (names, dates, places) and focus on listening for them.

1 Work in pairs. Look at the pictures in the ad and discuss the questions.

a. Which of these sports do you think are dangerous? Why?

b. Do you do any of these sports? Would you like to try them? Why or why not?

2 Listen to the radio program and underline what the speaker says.

a. Surfing isn't an extreme sport.

b. Surfing has a long history/is a new sport.

c. There are a lot of/not many surfing competitions.

d. Surfing should/shouldn't be an Olympic sport.

3 Listen again and complete the sentences with the words in the box.

1826 Hawaii James Cook Peru
George Freeth 1928 1778

a. You can see the first images of people surfing in _____ and _____.

b. In _____ the explorer saw people surfing in the Sandwich Islands.

c. The word surfboard first appeared in a dictionary in _____.

d. _____ gave the first demonstration of surfing in the United States.

Pronunciation > Final -ed

1 Listen to the sentences and write the words in the table according to their final sounds.

surf ed noticed wanted
started loved learned

	/d/	/t/	/d/

2 Work in pairs. Listen again to check your answers. Then practice using the words in new sentences.

EXtreme!

The show for extreme sports fans

Radio Hit 16.2 FM

Don't miss it! Tuesday 6 p.m.

Vocabulary activities recycle and reinforce key words and expressions.

Vocabulary > Play, Do, Go

1 Write the names of the sports next to the corresponding verbs.

	hang gliding	baseball	basketball	tennis	karate	soccer	climbing	judo	surfing	canoeing	golf
a. play:											
b. do:											
c. go:											

2 Add more sports to each list.

Speaking > A Sports Survey

1 Ask your classmates about the sports they participate in. Write their names in the columns and add your own sport.

Do you ever go skateboarding?

Do you ever...	1	2	3
skateboarding			
tennis			
climbing			
karate			

2 If the answer to a question in activity 1 is yes, ask for more information.

Where...? When...? Who with?

Reading > A Sports Star

1 Read the biography and complete Sally's profile.

2 Write the years the events happened.

a. Sally was born: _____

b. She won a Youth Olympic gold medal: _____

c. She won her first surfing competition: _____

d. She became Australasian Pro Junior Champion: _____

e. She won her first World Tour event: _____

Surf's Up!

Sally Fitzgibbons is an Australian surfer. She was born in Nowra, Australia, on December 12, 1990. She went to Kiama High School. She was not just a surfer. She was good at many sports. She did track and field and ran cross country. In 2007 she won a gold medal at the Australian Youth Olympic Festival in the 800 m and 1500 m races. She also played a lot of soccer.

Sally soon realized that these sports were not for her. Her real passion was surfing and she spent most of her free time practicing the sport. There were good places near her town that didn't get too busy, and she often went there.

As a surfer, she had her first success at the age of fourteen, when she won her first competition. However, she didn't stop there. She broke more records as a teenager. She became the Australasian Pro Junior Champion in 2007 and 2008. On April 23, 2011, when she was twenty-one, Sally won her first World Tour event.

When she is not on tour, Sally likes to hang out with friends, surf (of course), and play the guitar. Sally learned to play at school, but doesn't have much time nowadays as she is preparing for her next world tour.

Good luck, Sally!

Profile

Name: _____

Nationality: _____

Free-time activities: _____

Age: _____

Sport: _____

Activities give students real purpose for written communication.

Become a Digital Citizen with



i-World provides blended learning with a variety of digital resources available on a fully-integrated learning management system.



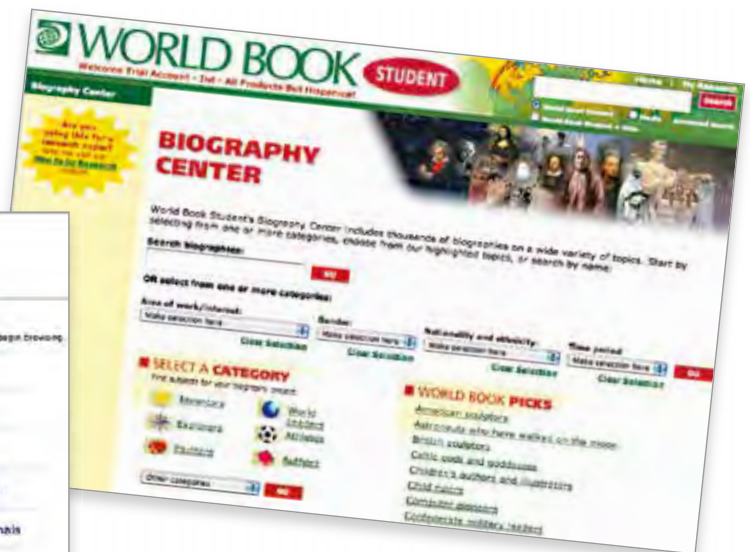
Online Reader with interactive activities introduces the topic of each unit.

Online Worksite offers interactive activities for language practice and skills development.

Each unit in *i-World* also includes:

- A cultural reading that examines the topic from a new angle, focusing attention on authentic global issues and situations.
- A project that enables students to work together on a topic-related project that develops their technology skills.
- Writing pages provide a model, scaffolded activities, and tips for students to practice and develop writing skills in a range of genres.
- International exam practice reinforces the language presented in each unit.

Links to external websites provide access to extra information, digital activities, and project work.



Additional interactive activities and games for language and skills development.



Videos model communicative situations.

- ✓ All material on **UDP access** is trackable.
- ✓ The platform encourages interaction and discussion through use of blogs.

Prep for Life



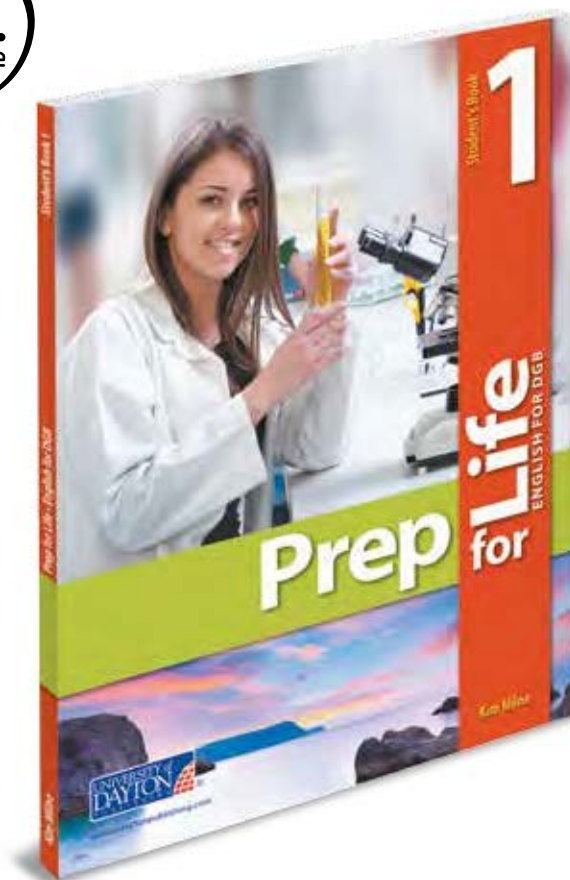
Kim Milne, Jeremy Edgar, Ivor Williams

The communicative course that prepares students for higher education and work.

Prep for Life reviews what students have previously learned and creates a solid foundation for the next stage in their lives. The course builds general knowledge so that students communicate actively and productively. This is achieved through activities related to different fields of work that help them improve their career prospects and use technological resources effectively.

Provides everything students need, including:

- ✓ Full coverage of the skills needed for effective communication
- ✓ A comprehensive approach to language functions
- ✓ Collaborative and interactive use of technology
- ✓ Development and practice of the four skills
- ✓ Peer and self-evaluation



For Students at each level

Student's Book
Multi-ROM



For Teachers at each level

Teacher's Guide
Class CD



Prep for Life Online

The virtual learning environment that includes:

- Digital books for **interactive whiteboards**
- **Test Generator**
- Online **Projects**

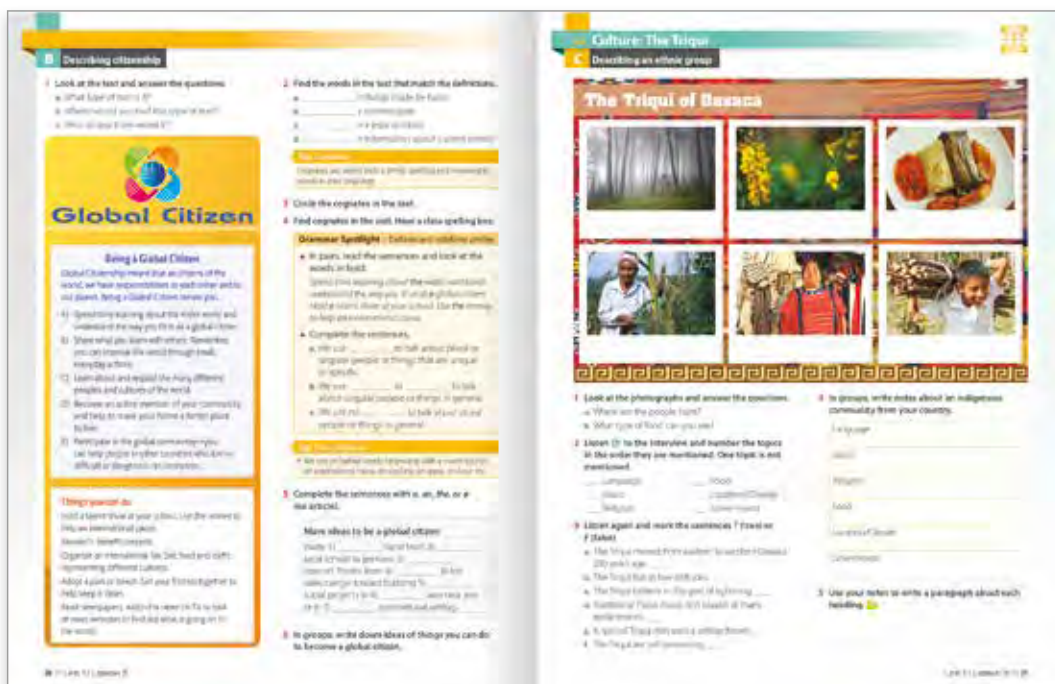
Delivered through  (see page 9)



Prep for Life encourages learning through experience. Authentic texts give students the opportunity to read, listen, and respond critically, and to express and defend ideas and opinions.

Each unit is organized into three classes: A, B, and C.

The A classes present and practice new language and vocabulary in context.



The B classes focus on practicing new language and developing reading, listening, and speaking skills.

The C classes provide guided skills development related to cultural and cross-curricular themes.



Language Arts

Celebrate with us our exclusive distribution and partnership with Zaner-Bloser.

Part of the Highlights family of companies, Zaner-Bloser offers a wide range of solutions to help 21st century students read, write, and develop life-long learning skills.

PRESCHOOL



Happily Ever After™

A readiness program with children's literature at its heart.

PAGE
58



ABC 123 Just For Me!™

The program that prepares young children for handwriting ahead of kindergarten.

PAGE
62

PRIMARY



Strategies for Readers™

A comprehensive English language solution for grades K-6, built on the foundation of social-emotional learning.

PAGE
66



Strategies for Writers™

Helping students succeed as effective writers in the 21st century.

PAGE
70



Spelling Connections™

Comprehensive instruction on American English word spelling for Grades K-8.

PAGE
74



Word Wisdom™

A complete program to teach students new vocabulary and improve comprehension.

PAGE
76



Grammar, Usage and Mechanics

Grammar, Usage, and Mechanics teaches students critical skills for successful writing.

PAGE
78



Zaner-Bloser Handwriting™

Focus on the foundational literacy skill that is proven to accelerate learning.

PAGE
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Happily Ever After™

International Edition

A Readiness Program with Children's Literature at Its Heart

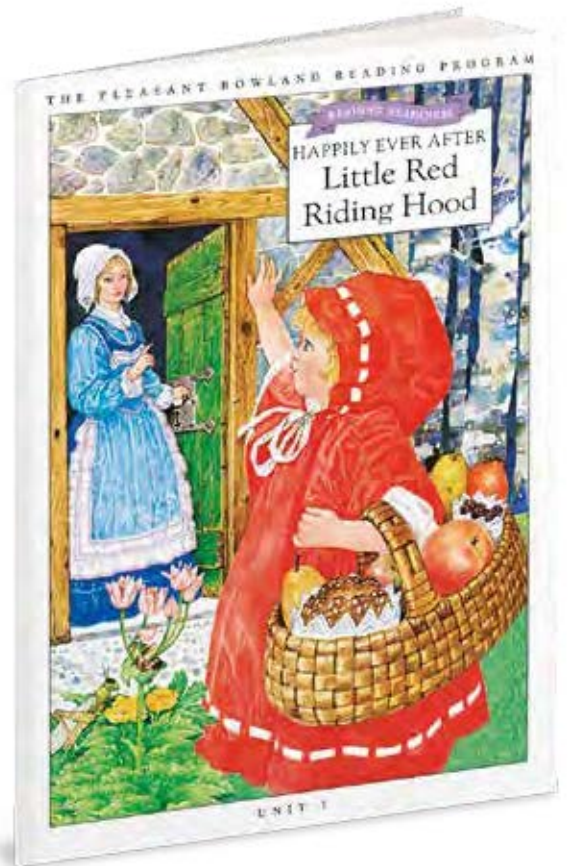
Happily Ever After™ is a readiness program designed to give three- and four-year-old children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated selections of children's literature are the basis of the 10 units in the program.

Happily Ever After™ teaches a rich curriculum of early literacy skills, focusing on four areas:

- ✓ Language and vocabulary
- ✓ Fine motor skills
- ✓ Direction-following skills
- ✓ Listening skills

Happily Ever After™ Components

- **Program Materials for the Student:** Include big books, CDs, take-home storybooks, group activity and concept boards, activity pages, letter and color recognition activities, and take-home letters.
- **Program Materials for the Teacher:** Provide everything the teacher needs to run a class in one handy binder that includes teacher's guides, blackline masters, CDs, tactile cards, student letter cards, and color squares.



Happily Ever After™ teaches a rich curriculum of early literacy skills through a highly motivating, multimodal approach.



***Happily Ever After™* includes:**

- Story structure and appreciation
- Print and book awareness
- Letter recognition and naming
- Auditory discrimination
- Phonological and phonemic awareness
- Listening and direction following
- Fine motor skills: cutting, folding, gluing, tracing, coloring, using a pencil
- Recognizing 10 colors and 8 shapes
- Instructional concepts and vocabulary, such as same and different; in, on; top, middle, bottom
- Oral language development
- Emergent writing through children's dictation

Happily Ever After™

International Edition

Here's why it works:

1. Early reading skills are most effectively taught when integrated with the other language arts.
2. Explicit instruction supports children at every step.
3. A multimodal approach engages all children.
4. Motivation is key to children's success.



Everything you need to ensure that your students live happily ever after!

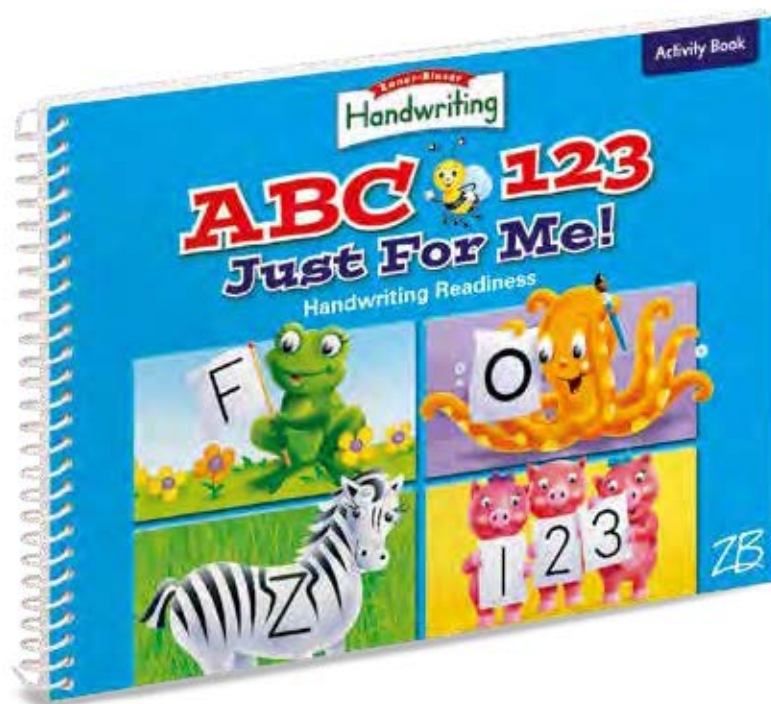
Happily Ever After™ is organized into 10 units of instruction. Each is built on a selection of children's literature.



ABC 123 Just For Me!™

The program that prepares young children for handwriting ahead of kindergarten.

ABC 123 Just For Me!™ offers a progressive approach for teaching students letters and numerals. Students are first taught basic handwriting strokes and shapes. These skills are then applied to uppercase and lowercase letters, using songs, stories, and group worksheets that make learning fun for young children.



There are more than 100 lessons, all presented in clear, easy-to-understand language such as “pull down” and “slide right.”

The program covers the key skills children will need at kindergarten, including:

- ✓ Handwriting skills
- ✓ Letter recognition
- ✓ Print awareness
- ✓ Phonemic awareness
- ✓ Fine-motor skills
- ✓ Gross-motor skills
- ✓ Spatial awareness

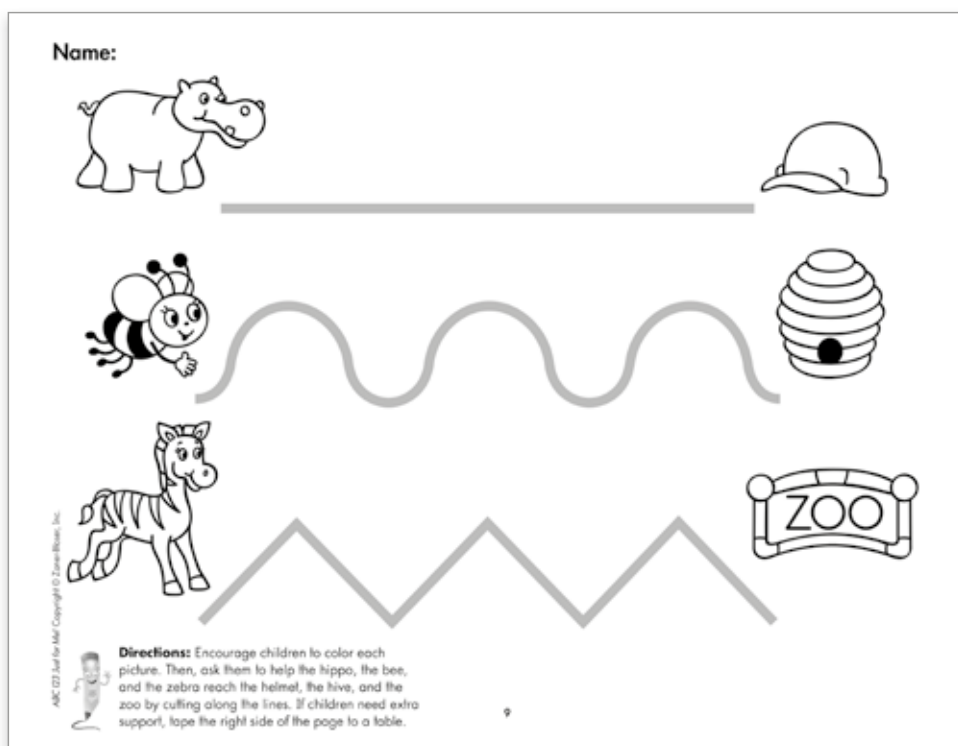
ABC 123 Just For Me!™ Components

- **Activity Books:** Contain a variety of age-appropriate prewriting, alphabet, and numeral activities specifically designed to develop fine-motor skills, handwriting skills, and phonemic awareness.
- **Teacher Guides:** Provide instruction and tips for directing whole- and small-group instruction and guided independent practice of handwriting readiness skills. Include two CDs to support learning..
- **School Home Booklets:** Provide blackline masters for 62 handwriting practice booklets.



Fun activities help young learners to master pen control.

Teachers and parents are given plenty of ideas to support the learning process.



Learners develop their handwriting skills with clear instruction and age-appropriate activities.

Cute characters appeal to young learners' sense of play when they learn.



Strategies for Readers™ and Strategies for Writers™

International Editions

Two series designed together as a comprehensive English language solution for grades K-6, built on the foundation of social-emotional learning.

The product will provide guided instruction in reading and writing across genres and in partnership with common social-emotional themes. Can be sold as a stand-alone reading/writing program or be accompanied by *Zaner-Bloser's Spelling Connections™* and *Handwriting™* products.

Strategies is ideal for the bilingual classroom where English instruction totals ten to fifteen hours per week. It is the perfect choice for schools that are using a fragmented reading and writing curricula but that are looking for a more consistent and comprehensive solution. This is because the text genres covered in *Strategies for Writers™* guided the text selection in the *Strategies for Readers™* series.

Social-Emotional Learning

Learning is a social process: children learn in collaboration with their peers and teachers, and with the support of their families. Social-emotional learning (SEL) is based on this understanding. It recognizes that supportive relationships enhance challenging, engaging, and meaningful learning, and that social-emotional skills are critical to being a good student and citizen.

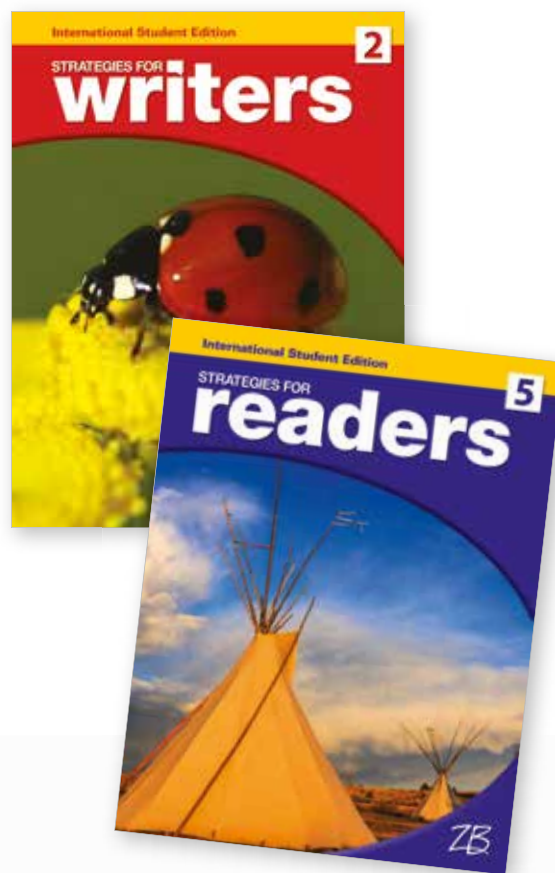
Strategies for Readers™ and *Strategies for Writers™* present excellent opportunities for teachers to promote both the literacy skills and the social awareness of their students. By giving children the chance to think deeply about what they are reading, and then allowing them to put their thoughts into words, students are able to produce profound and mature responses.



U.S. Common Core State Standards:**Meeting the Requirements**

According to the Common Core State Standards, writing in the content areas is essential. Why? Writing is one of the very best ways for students to comprehend and retain content area knowledge. Writing in the content area is far more cognitively demanding than worksheets and other activities that require only the recognition of the correct answers. *Strategies for Writers™* gives students ample opportunity to do this.

At the same time, *Strategies for Readers™* fulfills the requirement that students must read widely and deeply from a broad range of literary and informational texts. Reading is one of the very best ways for students to comprehend and retain content area knowledge and build a foundation for further study, and the curriculum is coherently structured to develop rich content knowledge within and across grades.



As you will see, *Strategies for Readers™* and *Strategies for Writers™* provide a structured approach to the teaching of reading and writing, and are an essential tool for helping English language learners develop and refine their reading and writing skills.



Strategies for Readers™

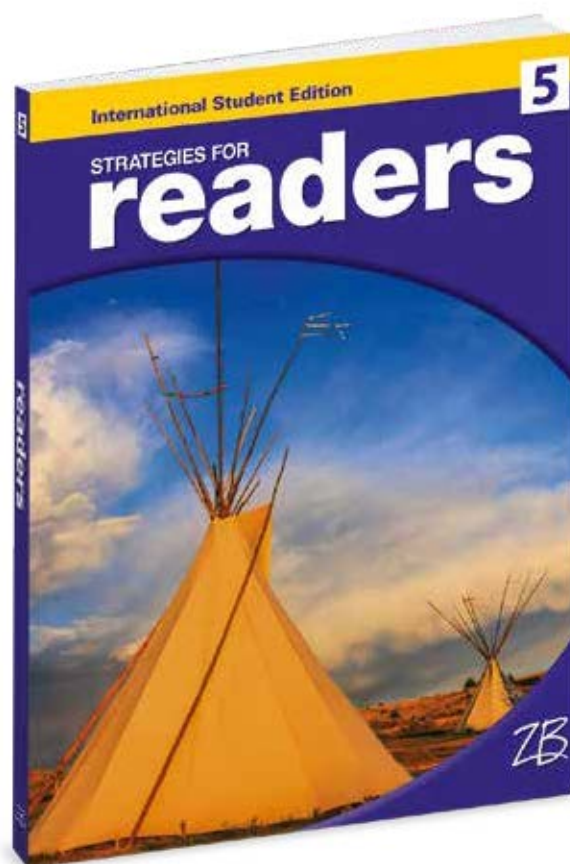
International Edition

Reading instruction for the 21st century.

Strategies for Readers™ is a complete reading program for levels K-6 that prepares all students to be confident, proficient, and effective 21st century readers. The anthologies provide a guided reading framework and are ideal for supporting and enriching writing instruction.

Strategies for Readers™ is comprehensive, easy-to-follow, and easy-to-use. The series supports analysis and close reading of texts through:

- ✓ Differentiated instruction
- ✓ Specific comprehension skills, word study, and fluency activities
- ✓ Concise lessons and instructions with daily and weekly planners
- ✓ Common Core State Standard correlations and references



Strategies fo Readers™ Components

- **Student Editions:** Contain an anthology of texts designed to encourage close, purposeful reading and developed around a theme.
- **Reader's Logs:** Give students additional comprehension activities and skills practice.
- **Teacher Editions:** Provide daily and weekly planners and give tips and instructions for running each class, with additional ideas for group projects.
- **Reader's Logs Teacher Editions:** Give answers to the *Reader's Log* activities.





A Unit Opener introduces the theme

The content of *Strategies for Readers™* has been developed around five powerful themes:



Identity Awareness. Students discover their own unique personalities as they gain a strong foundation for developing healthy relationships.



Family, Friends, and Community. Students learn about the nature of relationships with family and friends and how to help and care for others.



Perspective Taking. Students develop empathy as they become aware that other points of view are valid and should be respected.



Social Awareness. Students learn to foster relationships and begin to understand the pitfalls of stereotyping and prejudice.



Conflict Resolution. Students learn new strategies for resolving differences and how to get along with others.

Strategies for Readers™

International Edition

Strategies for Readers™ leveled reading program fits into any reading framework and provides the scaffolded support students need to advance their reading levels and meet the rigor of the Common Core State Standards (CCSS).

Close, purposeful reading helps students find evidence to support their thinking and deepen their comprehension.

Increasingly complex texts expand reading range and quality.

The collage features three main components:

- Story Page (Left):** An illustration of a man and a woman in a forest. Below it, the text of a story begins: "Once upon a time, a poor woodcutter lived with his wife in a small house in the forest. They were poor, but they were happy and loved each other dearly. Every day, the woman would take care and pack a delicious lunch for her husband and he would gratefully take it with him into the woods. The woodcutter would cut down trees and then sell the wood in the town. One day the woodcutter came to a big, old tree. First, he marked it with a piece of chalk and then he picked up his ax. He pulled the ax backwards and was just about to take a big swing at the tree when he heard a tiny voice. Puzzled, the woodcutter looked up and saw a little elf sitting on the lowest branch."
- Comprehension Log (Right):** A page titled "The Food Festival" with a section "Make Judgments" and a prompt "Read the steps for making tea. Answer the questions." It includes four illustrations of steps: "Boil water," "Add tea leaves," "Add milk," and "Serve the tea." Below these are two questions: "How has the author organized the text?" and "What can you learn from the pictures?"
- Reader's Log (Bottom):** A page titled "Additional comprehension and skills practice in the Reader's Log."

Continuous focus on word relationships and meanings aids vocabulary expansion.

Additional comprehension and skills practice in the *Reader's Log*.

With *Strategies for Readers™*, students will demonstrate skills corresponding to anchor standards in four areas:

- ✓ Key ideas and details
- ✓ Craft and structure
- ✓ Integration of knowledge and ideas
- ✓ Range of reading and level of text complexity

Discussion questions to explore the topic of each text



Perhaps they only meant to pass by, but curiosity got the best of them. They peeked in. There at the loom stood a great white crane, plucking out its feathers and weaving them into the cloth. Seeing this, the old woman gave a little gasp.

The crane looked up. The old man and his wife narrowed away immediately, but it was too late. They went outside and sat down, saying nothing.

A short time later, the girl came out carrying the most beautiful cloth anyone had ever seen. It was beyond description. "Ah, my parents," she said, "now that you have seen me in my true form, I cannot stay with you any longer. This cloth will bring much gold. It is my farewell gift to you."

"Don't go! Don't go!" said the old man and the old woman. "We want you to stay with us forever. You are our daughter!"

"I'm sorry, my parents. I love you, but I must go."

So saying, she changed again into the great white crane. She flew under the cherry tree, crossing a shower of pink petals. Then she rose up, up into the pale blue spring sky.

Life Connections

Thinking Strategies

1. Why do you think that the man and woman looked in the room as the girl was weaving?
2. Why do you think that the girl could no longer stay with the old man and the old woman?
3. What did freedom mean to the girl?

Vocabulary

Find these words in the text and talk about what they mean.

quickened (p. 61)	free (p. 62)
grieved (p. 61)	envisioned (p. 65)
released (p. 61)	curiosity (p. 66)
garment (p. 62)	plucking (p. 66)
trembling (p. 62)	gasp (p. 66)

Connect to Life: Paper Wings

The art of paper folding, origami, has been celebrated for hundreds of years in Japan. Working in small groups, investigate how to make paper cranes using origami folding techniques. Think of people who need freedom. Make a pattern on paper that represents these people. Write a paragraph dedicating your crane to those people.

66 The White Crane

The White Crane 67

Explore the Topic

What experiences have you had sculpting with clay or another material? How does sculpting compare with painting or drawing?

Purpose for Reading

- Connect the artist's stories to our stories.
- Identify the sequence of events in the text.
- Make judgments and support them with evidence from the text.



Songs of Bronze

Sculptures by Tina Allen

Text by Joy K. Pugh

Connect to Life activities that encourage collaboration

22 Songs of Bronze

Strategies for Writers™

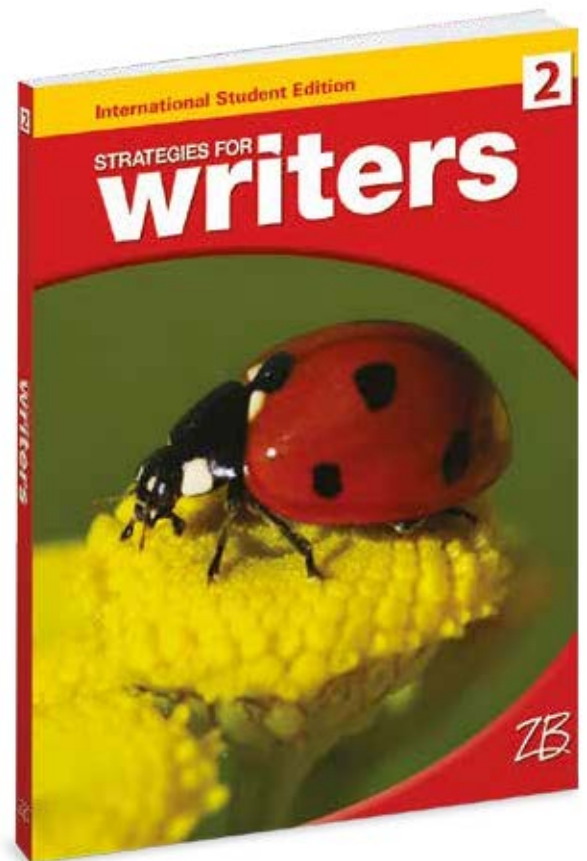
International Edition

Getting your students ready to succeed as effective writers.

Today's standards put a new emphasis on writing to ensure that students are ready for the rigors of college and the expectations of today's workplace. *Strategies for Writers™* is a flexible writing resource for the next generation of students.

Strategies for Writers™ provides instruction that incorporates genre-specific characteristics of the six traits of writing for every step of the writing process. It includes:

- ✓ Differentiated instruction
- ✓ Analysis of writing models
- ✓ Grammar and conventions of standard written English
- ✓ Daily and weekly planners
- ✓ Common Core State Standard correlations and references



Strategies for Writers™ Components

- **Student Editions:** Follow a 5-step writing process to help students produce examples of narrative, informative/explanatory and opinion or argument writing.
- **Writer's Journals:** Give students additional writing practice related to the text types seen in the Student Edition.
- **Teacher Editions:** Provide daily and weekly planners and give tips and instructions for running grade-level appropriate classes.
- **Writer's Journals Teacher Editions:** Give answers to the *Writer's Journal* activities.





Each unit starts with an introduction from the student's writing partner.

The content of *Strategies for Writers™* has been developed around the six essential writing traits.

Ideas	<ul style="list-style-type: none"> a clear topic or plot details that describe actions, thoughts, or feelings
Organization	<ul style="list-style-type: none"> the events in order a strong beginning and ending temporal words that show the order of events
Voice	<ul style="list-style-type: none"> a voice that speaks directly to the audience if used, dialogue that fits the characters
Word Choice	<ul style="list-style-type: none"> exact words that tell the story
Sentence Fluency	<ul style="list-style-type: none"> sentences that are smooth
Conventions	<ul style="list-style-type: none"> no or few errors in spelling, punctuation, and capitalization

Strategies for Writers™

International Edition

Strategies for Writers™ provides ample writing practice for a range of tasks, purposes, and audiences within Narrative, Informative/Explanatory, and Opinion or Argument text types. The leveled program ensures students will meet the requirements of the Common Core State Standards (CCSS).

Write a Personal Narrative

Prewrite Focus on **Ideas**

The Rubric Says The topic is clear.

Writing Strategy Make a list of interesting topics and pick the best one.

Before writing my own story I need to pick a topic. The rubric says that my topic should be clear, which means that I also have to have details that tell about the topic. First, I will make a list of topics. Next, I'll write some notes about each one. The notes will help me to pick the best topic. I'll circle my choice. After that, I'll write my own personal narrative.

Writer's Term
Topic
A topic is the idea you choose to write about.

My Topics

the day my mom came home from the army	That was a great day, but a lot happened. It's too much for one story.
my first day of day camp	That was last summer. That's too long ago.
my first swimming lesson	Some of my friends are taking swimming lessons now. Others have already learned how to swim. This topic would interest all of my friends. I'll use it!

Analyze Read Kyle's notes. Do you agree that some are better than others? Why or why not?

Write Make a list of topics you couldn't write about. Write notes next to each.

Research Report

Organization

Complete the fact web for your research report.

Question 1

Fact 1

Fact 2

Fact 3

Topic:

Fact 1

Fact 2

Fact 3

Question 2

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63

Maximize success with student-friendly, self-guided writing instruction, presented in flexible lessons that can be completed in any order.

With *Strategies for Writers™*, students will write routinely for a range of tasks, purposes and audiences in multiple genres within the text types. They will also:

- ✓ Analyze writing models by reading
- ✓ Master the grammar and conventions of standard written English
- ✓ Practice their writing skills independently using the *Writer's Journal*

With *Strategies for Writers™* students will:

- ✓ Thoughtfully communicate and support opinions (opinion or argument writing)
- ✓ Efficiently examine complex ideas (informative/explanatory writing)
- ✓ Thoroughly convey experiences and events (narrative writing)

Build students' confidence through explicit instruction, modeling, and practice for each of the writing text types.



Write a Friendly Letter

Edit Focus on **Conventions**

The Rubric Says The letter has all five parts. Commas are correct in the date and address.

Writing Strategy Check for all parts of a letter and correct use of commas.

Next I will proofread my letter. I'll check that I've included all five parts of a friendly letter. If I forgot a part, I will add it where it belongs. I'll also make sure the commas in the date and address are correct.

[DRAFT]

19 North Street
Sherwood, OR 97140
Oct. 27, 20__

Dear Jade,

Last week I went to my babysitter's wedding. It was so much fun! First, the bride and groom stood under a tent called a huppah. A huppah is a special pretty canopy with open sides and a flat roof.

Write

Check your draft. Make sure you include all five parts of a friendly letter. Also add commas to the date and address, if needed.

Publish **Presentation**

Publishing Strategy Mail the letter.

Presentation Strategy Make sure the letter is neat.

I finished editing my letter! I'll make a neat final copy. First, I will use this checklist to make sure I've finished everything. You can use this list to check your final draft, too. Then, I'll write Jade's address on an envelope, add a stamp, and mail her the letter.

My Final Checklist

Did I —

- ✓ check my spelling?
- ✓ include all five parts of a friendly letter?
- ✓ use commas correctly in the address and date?
- ✓ write neatly?

[FINAL DRAFT]

19 North Street
Sherwood, OR 97140
Oct. 27, 20__

Dear Jade,

Last week I went to my babysitter's wedding. It was so much fun! First, the bride and groom stood under a tent called a huppah. A huppah is a special pretty canopy with open sides and a flat roof. Then, the groom broke a glass with his foot. Next, there was a big party. Everyone danced in a circle. People lifted up the bride and groom on chairs. Finally, we had a big meal and more dancing.

Your friend,
Kyle

Analyze

How did Kyle do? Did he follow the rubric correctly? Be sure to use the rubric to check your own final draft.

30 Narrative Writing

Friendly Letter 49

Friendly Letter 51

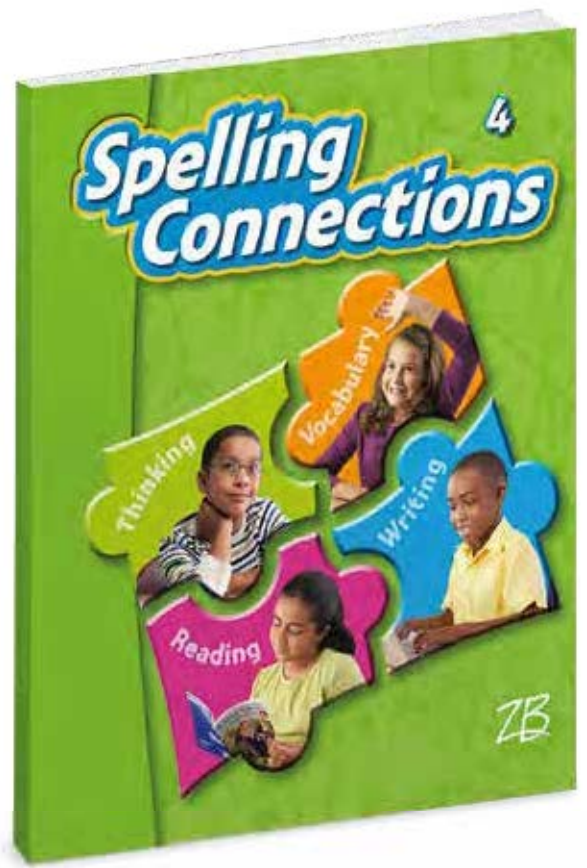
Spelling Connections™

Comprehensive instruction on American English word spelling for Grades K-8.

Based on more than 30 years of research, *Spelling Connections™* teaches students spelling through meaningful practice activities, technology, and word sorting. Each level contains 36 week-long units designed to take around 15 minutes per day.

The course provides everything teachers need, including:

- ✓ Flexible 3- or 5-day plans with full instruction
- ✓ Activities that make connections to thinking, phonics, vocabulary, reading, and writing
- ✓ A range of diagnostic, formative, and summative assessments to monitor progress



Spelling Connections™ Components

- **Student Editions:** Allow students to practice spelling through meaningful activities, technology, and word sorting.
- **Teacher Editions:** Include flexible 3- to 5-day lesson plans with clear instructions.





1

Connections to READING

Complete the Analogies

Write a spelling word to complete each analogy.

1. Skin is to apple as _____ is to bread.
2. Stroller is to push as sled is to _____.
3. See is to eye as _____ is to nose.
4. Sleep is to slept as keep is to _____.
5. Say is to said as hold is to _____.

Make Inferences

Write a spelling word to solve each riddle.

6. I am round and have eyes.
7. I rhyme with glass and mean "to go by."
8. I am the "yesterday" word of "today's" word feel.
9. One of the three little pigs used me to build a house.
10. I am a two-syllable word that means "started."

Use Context Clues

Write a spelling word to complete each sentence.

11. A tortoise goes into its _____ when it is frightened.
12. If you fill your glass too full, you may _____ your drink.
13. It takes great _____ to play professional sports.
14. The magician taught us a new _____.
15. I hope I can _____ you to keep this secret.
16. I like to _____ about my brother's paintings.
17. Because I was hot, the _____ of my shirt got wrinkled.
18. A _____ in a jacket makes it easy to open and close.
19. Did anyone _____ get the right answer to that question?
20. We will _____ each sentence with a capital letter.

crust zipper brick trust
pass began felt kept
else collar spill trick
skill drag button shell
brag smell held begin

16

Meaningful instruction and practice, including differentiated word sorts to promote higher-level skill development in thinking, phonics and vocabulary, reading, and writing.

A page-per-day over five days: everything you need to deliver effective instruction without the need for extensive planning and prep work.

11 Short Vowel Sorts

Connections to THINKING

Read the spelling words and sentences.

1. crust	11. shell	21. zipper
2. pass	12. brick	22. trust
3. else	13. skill	
4. drag	14. held	
5. began	15. pass	
6. felt	16. brick	
7. kept	17. else	
8. held	18. drag	
9. skill	19. kept	
10. trust	20. held	

Think & Sort the spelling words.

1-4. Write the words that have the short **a** sound spelled **a**.

5-10. Write the words that have the short **e** sound spelled **e**.

11-16. Write the words that have the short **i** sound spelled **i**.

17. Write the word that has the short **o** sound spelled **o**.

18-20. Write the words that have the short **u** sound spelled **u**.

Remember

Many short-vowel words are spelled with a single letter: **a** as in **pass**, **e** as in **held**, **i** as in **skill**, **o** as in **collar**, and **u** as in **trust**.

Spelling Tutor

17

Connections to VOCABULARY

Word Analysis

Write the spelling word that does not belong in each group.

1. start, begin, felt
2. dump, brag, spill
3. collar, drag, sleeve
4. kept, trick, fool
5. boast, held, brag
6. began, faith, trust

Double Consonants

Write the words with double consonants in the middle of the word. Draw a line between the syllables.

7. _____
8. _____
9. _____

Plurals

A. Write the spelling words that are singular forms of the plurals that are formed by adding **-s**.

10. shells
11. skills
12. cruts
13. bricks
14. tricks

B. Write the spelling word that is the singular form of the plural that is formed by adding **-es**.

15. passes

Let's Use the Dictionary

16-20. Words in a dictionary are in alphabetical order. Write these words in alphabetical order.

held else trust kept begin

Dictionary Check Be sure to check the alphabetical order of the words in your **Spelling Dictionary**.

Word Analysis

1. felt
2. brag
3. drag
4. kept
5. held
6. began
7. tip/per
8. sat/ten
9. bad/fan
10. shell
11. skill
12. crust
13. brick
14. trick
15. pass

Double Consonants

7. tip/per
8. sat/ten
9. bad/fan

Plurals

10. shell
11. skill
12. crust
13. brick
14. trick
15. pass

Let's Use the Dictionary

16. begin
17. else
18. held
19. kept
20. trust

18

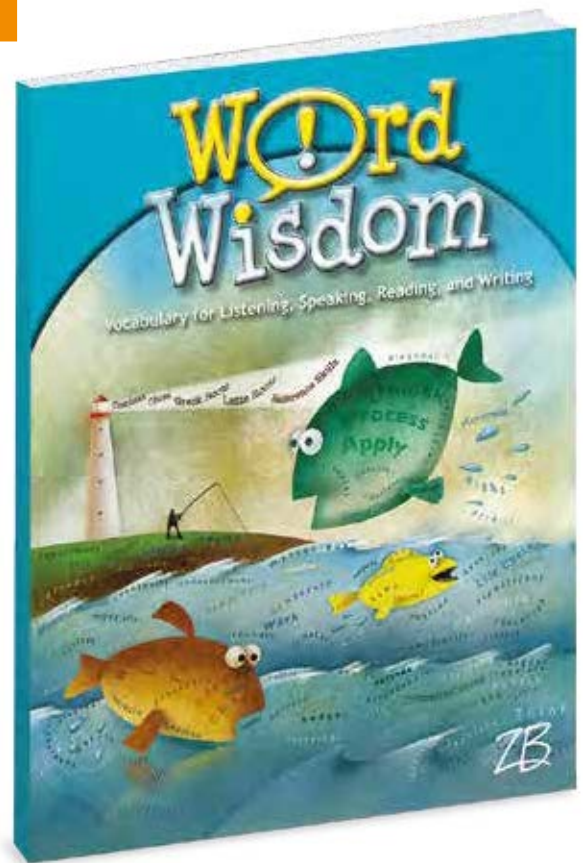
Word Wisdom™

A complete program to teach students new vocabulary and improve comprehension.

Word Wisdom™ helps students to take ownership of their English vocabulary and learn more than 300 words each year. The series enables learners to unlock the meaning of new words in context, process new words through activities that reinforce meaning, and use this vocabulary through activities that access higher thinking skills.

The course is highly structured and is organized into:

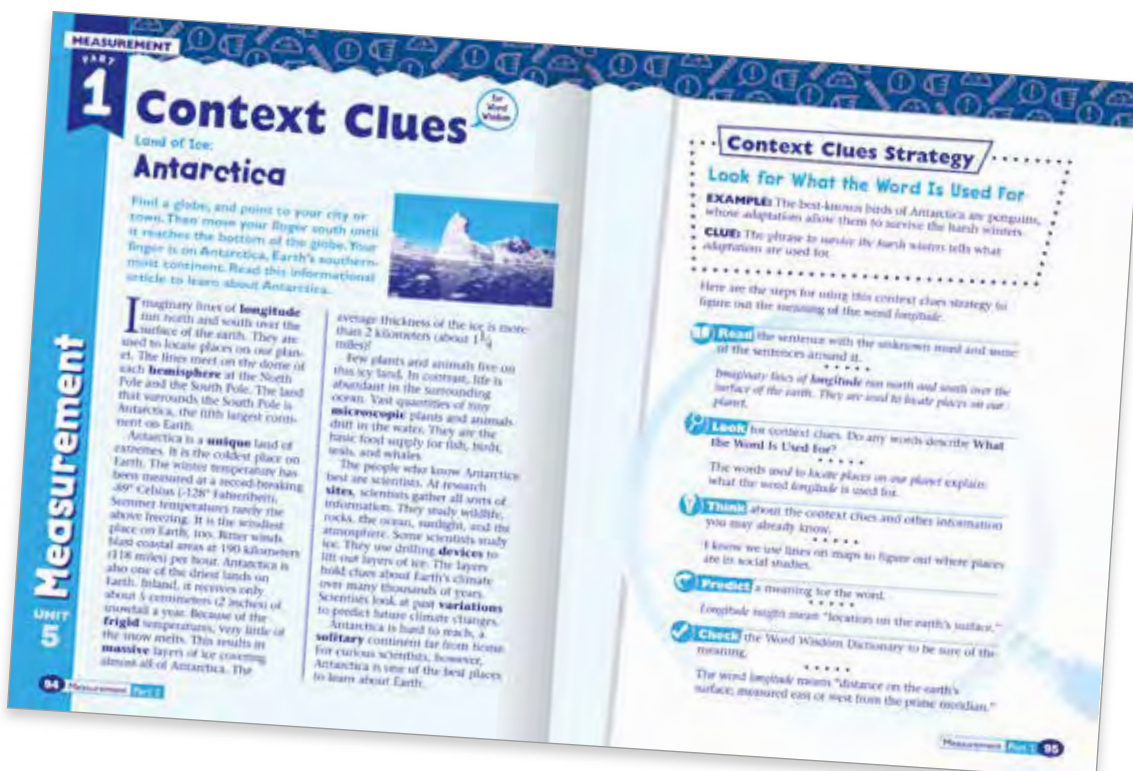
- ✓ 30-word units at each level
- ✓ Units divided into three steps: Unlock, Process, and Apply
- ✓ Final sections in each unit which focus on review and assessment



Word Wisdom™ Components

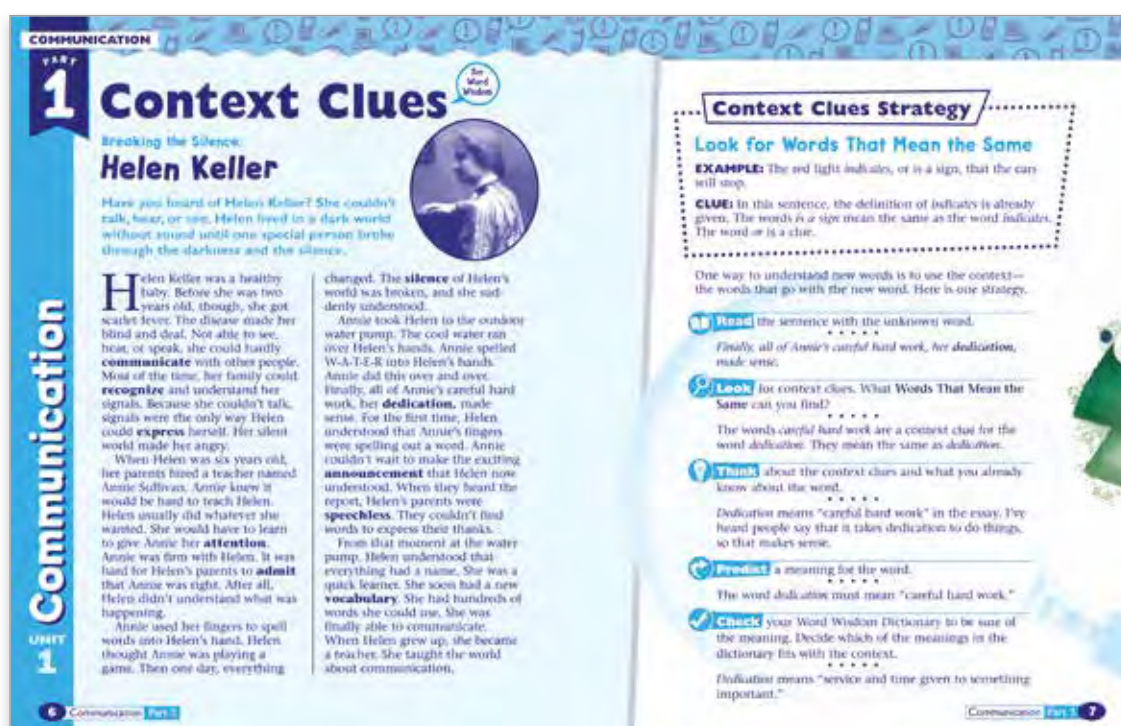
- **Student Editions:** Provide lessons for an entire year to help students unlock, process, and apply over 300 new items of vocabulary.
- **Teacher Editions:** Include weekly and daily instructional planners, student learning objectives, blackline masters for assessment, and teaching tips.





With Word Wisdom™ students will:

- ✓ Discover the meaning of unknown and multiple-meaning words and phrases, use context clues, analyze meaningful word parts, and consult reference materials
- ✓ Demonstrate understanding of word relationships and nuances in word meanings
- ✓ Acquire and use general academic and domain-specific words and phrases for listening, speaking, reading, and writing



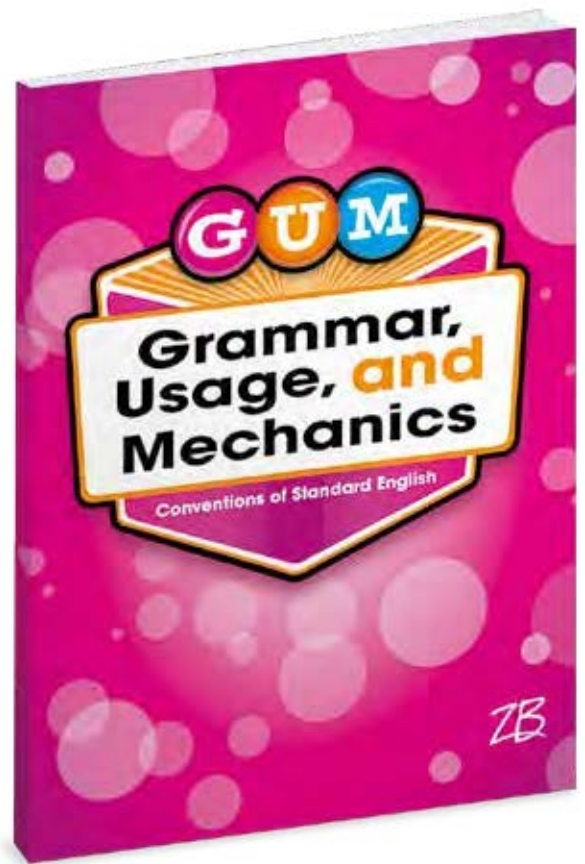
Grammar, Usage, and Mechanics

Teaches students critical skills for successful writing.

The program offers a flexible format and many ways to engage students in learning basic building blocks of the English language. Each level contains five units with ten two-page lessons per unit.

The course provides a foundation for writing skills development:

- ✓ Units focus on sentence structure, parts of speech, usage, grammar, and mechanics
- ✓ Lessons provide examples, information, practice, application, and reinforcement of each skill
- ✓ Instruction takes around 15 minutes per day



Grammar, Usage, and Mechanics Components

- **Student Editions:** Include review and extra practice pages, proofreading activities, tests in standardized test formats, and a convenient Grammar, Usage, and Mechanics Handbook.
- **Teacher Editions:** Provide detailed instruction, assessment plans, speaking activities, and strategies to help learners develop their English.



Lesson 1 Name _____

Apply
Write a phrase from the word bank to complete each sentence. Don't forget to begin each sentence with an uppercase letter.

scientists many homes the Anasazi people
had many rooms climbed ladders to their homes

11. _____ lived in the cliffs.

12. Their homes _____.

13. The Anasazi _____.

14. _____ have found many clues about the Anasazi.

15. _____ are built into the cliffs at Mesa Verde National Park.

Reinforce
Find out what some scientists think about the Anasazi. Unscramble the words and write the sentences to answer the questions.

16. Why did the Anasazi build their homes in the sides of cliffs?
them. could scientists Their not attack

17. Why did the Anasazi leave their cliff homes? Write two reasons.
The drier. much became climate

in grow They not food could

8

Read and Analyze

Simple Sentences
Unit 1: Lesson 1

The Anasazi, a Native American group, _____
They made homes in the sides of cliffs. _____


Write X next to the group of words that makes sense and tells a complete thought.

A **simple sentence** is a group of words that tells one complete thought. One part of a sentence tells whom or what the sentence is about. The other part tells what happened. A sentence begins with an uppercase letter and ends with an end mark.

Practice
Write X next to each complete sentence.

1. The Anasazi lived in the New Mexico area. _____
2. Nine hundred years ago. _____
3. Large homes high on the sides of cliffs. _____
4. One house had 225 rooms. _____
5. Climbed ladders up to their homes. _____
6. Crops cannot grow on cliffs. _____
7. The Anasazi grew corn on the mesa above or in the valley below. _____
8. About 700 years ago all the Anasazi left their cliff homes. _____
9. Clues to the Anasazi's way of life. _____
10. Scientists have many questions about these cliff dwellers. _____

See Handbook Sections 1, 6, and 9



The Anasazi cliff houses were like apartment buildings built into the rocks.

7

Grammar, Usage, and Mechanics is flexible, and the uncomplicated five-part lesson structure makes it easy to integrate into a variety of classroom settings with self-guided instruction and practice.

Use the course to:

- Supplement a traditional basal reading program with intensive grammar instruction and practice.
- Incorporate systematic grammar, usage, and mechanics into a Writing Workshop approach.
- Provide targeted support to struggling learners in language centers.
- Give students extra practice to prepare for high-stakes assessments.



Zaner-Bloser Handwriting™

Focus on the foundational literacy skill that is proven to accelerate learning.

Handwriting makes it easy to deliver high-quality English handwriting instruction for primary and intermediate elementary learners. The program revolves around research that shows how handwriting instruction and handwriting skills improve students' overall literacy development and can lead to higher academic achievement.

The course helps teachers and students to focus on:

- ✓ Letter formation
- ✓ Handwriting speed and output
- ✓ Writing fluency



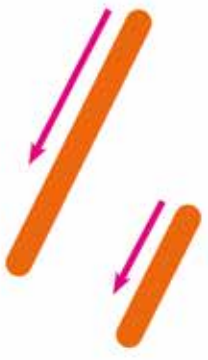
Zaner-Bloser Handwriting™ Components

- **Student Editions:** Include perforated sheets that can be sent home for practice with clear instructions for parent support.
- **Teacher Editions:** Include lessons divided into a 3-step plan—Model, Practice, Evaluate—with clear instructions and ideas to increase learning, particularly for English-language learners.





Basic Strokes
Slant Lines


You use slant lines when you write.
Place your slant strokes below.
Trace them with your finger.



Find slant lines in the picture above.
Draw this picture or one of your own.


Write slant lines.
Start at the ●. Stop at the ●.



- ✓ *Zaner-Bloser Handwriting™* uses academic language and modeling to teach handwriting, a foundational literacy skill
- ✓ Delivered in a consistent, ongoing manner, handwriting instruction is proven to impact brain development and is a critical component of overall literacy development
- ✓ The program integrates with any language arts curriculum to fully support reading and writing instruction

Your Book


Arrows show how to write letters.



Start at the green dot.

The colored lines will help you write.


- Headline
- Midline
- Baseline



Handwriting Tutor


Scan the Handwriting Tutor codes with a mobile device to watch handwriting videos.

Stop and circle the best letter you wrote.





Basic Strokes
Vertical Lines

You use vertical lines when you write.
Place your vertical strokes below.
Trace them with your finger.



Find vertical lines in the picture above.
Draw this picture or one of your own.



Reference

Language advice for students and additional online resources to complement classroom activity.

UDP Reference materials mean students can take control of their learning and develop new research skills—ideal supplementary material for primary, secondary, and high school.



My World Learner's Dictionary

My World Learner's Dictionary helps primary and secondary students check essential vocabulary in key content areas.

PAGE
84



World Book

A premium website containing age-appropriate resources to complement your teaching activities in the classroom, as well as developing students' research skills.

PAGE
86

My World Learner's Dictionary

My World Learner's Dictionary helps primary and secondary students check essential vocabulary in key content areas.

All definitions are supported with examples to help learners understand meaning and word usage. Additional information and a full Grammar Summary help learners to avoid common errors and misunderstandings. A Conversation Guide provides real-life examples of how words are used and includes advice on developing communication skills.

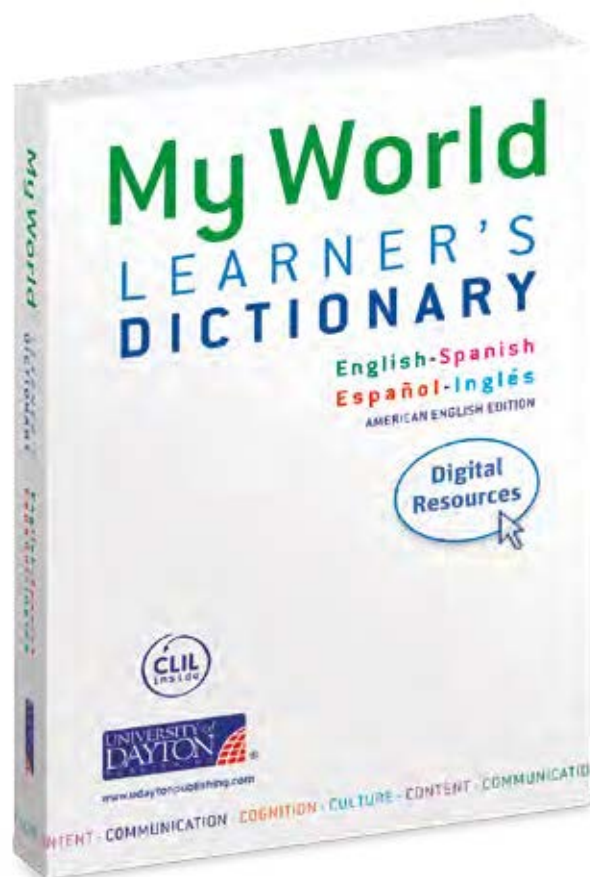
My World Learner's Dictionary takes learners straight to the words and definitions they need, with:

- ✓ Key vocabulary for different content areas
- ✓ 60 pages of illustrations that contextualize CLIL-related vocabulary
- ✓ The most frequent or useful words clearly indicated
- ✓ Words defined in clear, simple English with Spanish translations for all main meanings

My World Learner's Dictionary Online

Students using *My World Learner's Dictionary* can also find additional resources online, including all the lexical entries, examples of American and British English pronunciation, and extra activities that reinforce their English language learning.

- ✓ Includes more than **400 interactive activities**, as well as charts for project work and practice

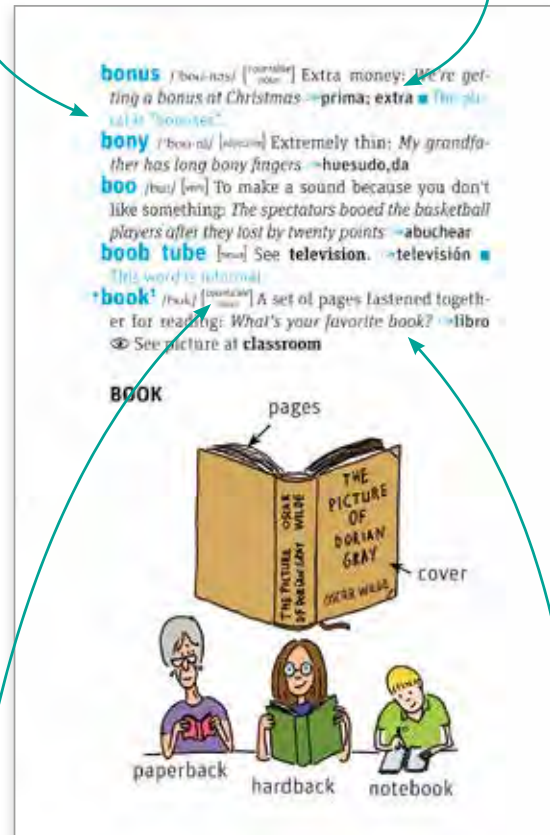


Thematic vocabulary illustrated in context.



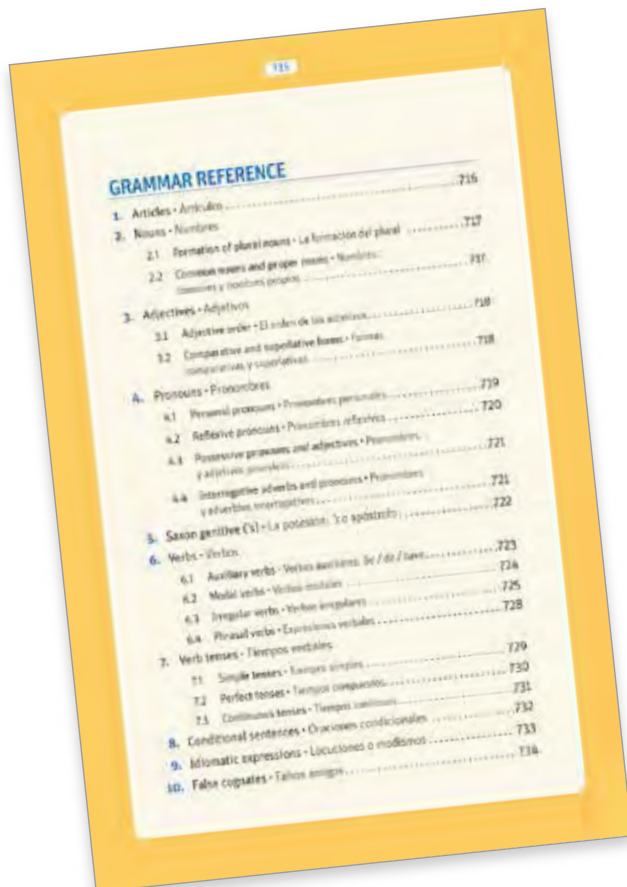
Notes to resolve doubts.

Translations of words into Spanish.



Parts of speech.

Examples of words in context.



Grammar Reference for language learners.



World Book

World Book Online is a premium educational website containing age-appropriate resources to complement your teaching activities in the classroom, as well as developing students' research skills outside the classroom in a safe, controlled environment.

These products are not for sale!

Free access to users of selected titles

World Book Online is organized into specific resource sections for students at primary, secondary, and high school levels.

Primary

World Book Kids

World Book Kids offers simple navigation, easy-to-read articles, rich media, and hundreds of interactive games, activities, and teaching materials to engage different learning styles.

Key features:

- ✓ World of Animals
- ✓ Compare Places
- ✓ Dozens of hands-on science projects
- ✓ Important People
- ✓ Interactive Earth
- ✓ Lexile measures (selected articles)
- ✓ Most articles link to Spanish-language articles in World Book's *Enciclopedia Estudiantil Hallazgos*



"Highly recommended."

American Reference
Books Annual 2011

*"... a valuable resource for
younger students."*

Booklist

Secondary

World Book Student

This comprehensive site includes a collection of content, features, and tools specifically developed to make online knowledge accessible and easy to integrate into lesson planning.

Key features:

- ✓ High-interest content that engages secondary students
- ✓ Correlated to United States provincial standards in support of instructional goals
- ✓ A collection of research tools—including an individual research account and a “How to do research” feature—to develop critical information literacy skills
- ✓ Ideal for use with interactive whiteboards
- ✓ Lexile measures (selected articles)



“World Book Student named one of the twenty best bets for student researcher.”

Booklist

High School

World Book Discover

A collection of reference content—English text-to-speech capabilities, learning and life skills activities, research and translation tools, multimedia, and interactive videos—to engage older students with curriculum-related topics.

Key features:

- ✓ Easy-to-read articles on topics of interest to middle and high school students
- ✓ A well-organized interface, easy-to-understand content, and useful activities
- ✓ English text-to-speech feature allows students to hear articles read aloud, increasing accessibility, comprehension, and vocabulary range
- ✓ Timeline and citation builders engage users and help develop research skills
- ✓ Individual accounts allow students to save and annotate their research



- ✓ Life skills section helps users navigate financial, health, housing, and employment issues
- ✓ World Book Explains video series featuring experts answering students' questions on high-interest topics
- ✓ Lexile measures (selected articles)



Improving English Developing People

For teachers and students across Latin America

UDP Regional Offices



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