

ELT CATALOG

2026



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Enjoy!

Primary

This six-level series offers well-structured and appealing lessons based on experiential learning and the communicative approach. It offers a wide variety of activities that help students develop their language skills and encourage them to reflect on their learning process through self-assessment sections and project pages throughout the course.

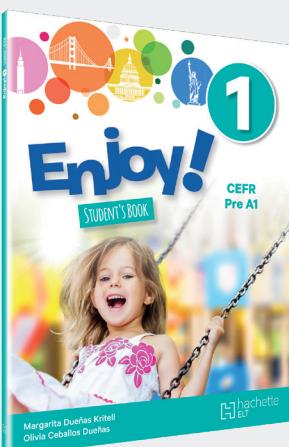
CEFR Levels: Pre-A1 to A2



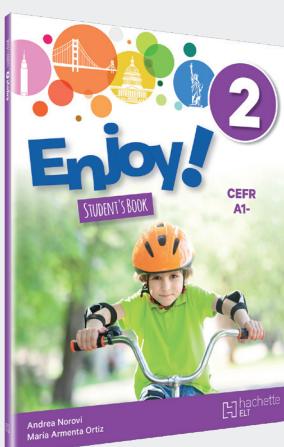
Components

Student's Pack:

- Student's Book
- Workbook
- Reader (Levels 3-6)



Cl. Student's Pack: 98490
ISBN: 978-968-261-562-7
120 pages
Cl. Teacher's Guide: 900942



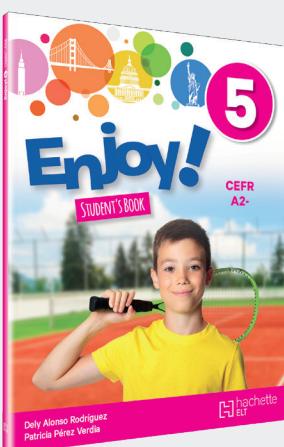
Cl. Student's Pack: 98491
ISBN: 978-968-261-563-4
120 pages
Cl. Teacher's Guide: 900944



Cl. Student's Pack: 98492
ISBN: 978-968-261-564-1
112 pages
Cl. Teacher's Guide: 900946



Cl. Student's Pack: 98493
ISBN: 978-968-261-565-8
112 pages
Cl. Teacher's Guide: 900948



Cl. Student's Pack: 98494
ISBN: 978-968-261-566-5
112 pages
Cl. Teacher's Guide: 900950



Cl. Student's Pack: 98495
ISBN: 978-968-261-567-2
112 pages
Cl. Teacher's Guide: 900952

Series Components

For students and teachers

Student's Book

- Consists of 10 modules with 3 lessons each covering listening, reading, writing, and oral communication, as well as self-assessment and reflection sections plus a product page
- Includes an illustrated dictionary or glossary, and cutouts

Workbook

Includes an abbreviated picture Dictionary

Reader (*Enjoy!* 3 to 6)

A reading book with 10 readings, and pre-, during-, and post-reading activities

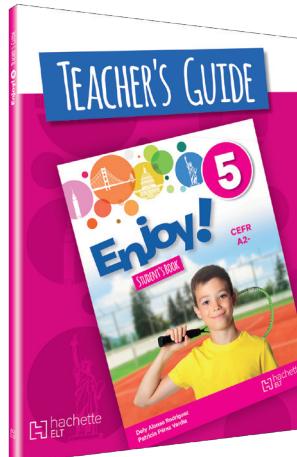
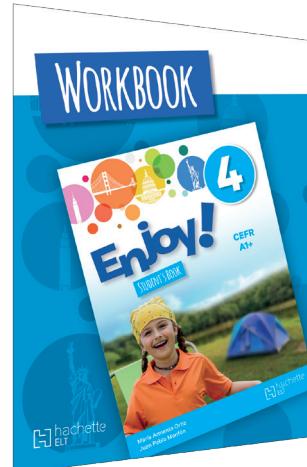
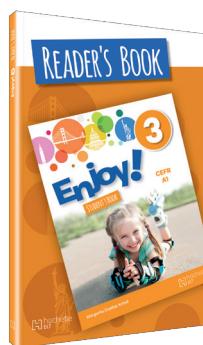
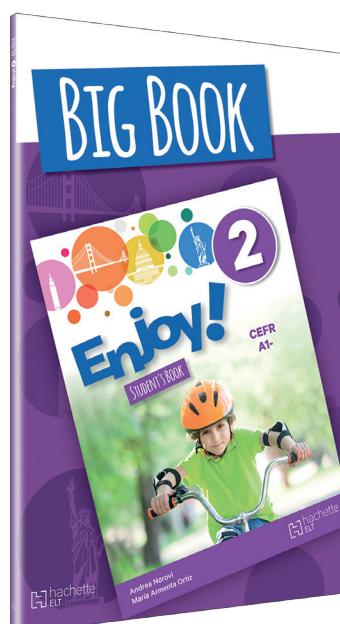
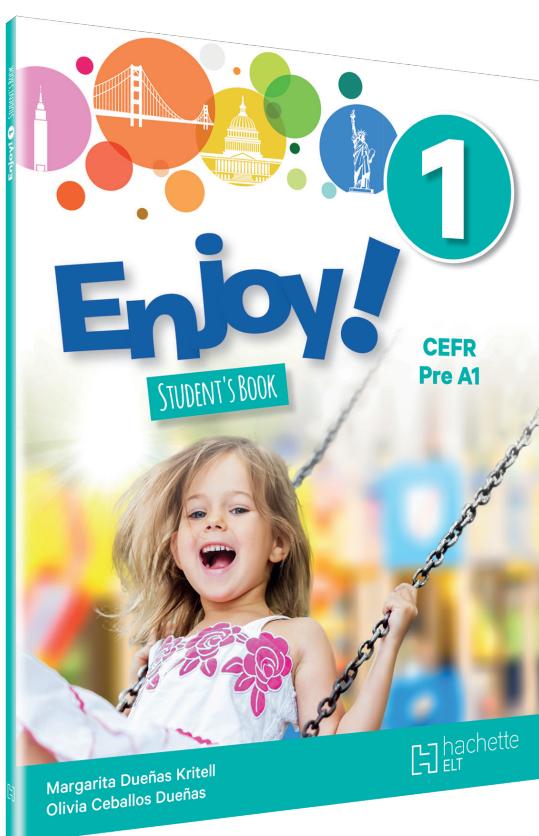
For teachers

Teacher's Guide

- Provides ideas for starting, developing, and closing each lesson
- Offers suggestions for using the reading book (Big Book and Reader's Book)
- Includes suggestions for developing products, reflections, digital images, and self-evaluations
- Contains extra activities
- Provides a summative evaluation and a formative evaluation (rubric) per module
- Includes audio scripts

Big Book (*Enjoy!* 1 and 2)

10 readings per level (full color)





Student's Book Structure

- Table of Contents
- Presentation and icon key
- A question at the beginning of each module to activate prior knowledge
- 10 modules of 3 lessons, each covering listening, reading, writing, oral communication, self-evaluation, and reflection
- Final Product
- Picture Dictionary (1st to 4th grade)
- Glossary (5th and 6th grade)
- Cutouts (1st to 3rd grade)
- Website recommendations

A question to activate prior knowledge

Module 1

Why Do People Say "Hi"?

Objectives:
Understand and respond to greeting, courtesy and farewell expressions.

1 **TRACK 02** Listen. Listen again and sing along.

Hello song

Hello, teacher. Hello, girls.
Hello, friends. Hello, boys.
Hello, everyone! Hello, everyone!

2 Look at the pictures. Check (✓) the pictures that show a polite attitude.

a. **b.**

c. **d.**

6 six

The page is **shown** in numerical and written form so the student can become familiar with the written version.

Listening activities

Listening icon

Module 1

TRACK 01 Listen and number.

TRACK 02 Listen and point.

TRACK 03 Complete the courtesy expressions. Listen and check.

please Thank

a. Can you help me, _____?
Sure!
_____ you!

b. Lend me your pencil, _____!
Here you are.
_____ you.

TRACK 04 Listen and repeat.

8 eight 11 Work in pairs. Practice the conversations.

Work with a classmate

BIG BOOK Pages 5-6

References to Big Book or Reader's Book

Module 2

Objectives: Respond to courtesy, greeting and farewell expressions.

Lesson 2

1 Read and write .

Hello! Bye!

Goodbye!

Hi!

2 Work in pairs. Act out the expressions.

3 Cut and paste the expressions. Then practice them.

Page 11

W&W Sing and say your name at <https://learningenglishkids.britishcouncil.org/en/songs/bean-bag-hello?page=1%25>

4 Write the greeting and farewell expressions from Activity 3 in your notebook.

Product work • Step 1 • Go to page 15

Portfolio

nine 9

Module 1

Product lesson

Materials:

Construction paper

Crayons

Colored pencils

Scissors

Steps:

1 Form teams. Check the expressions you learned in this module. Write one expression on each of the cards.

2 Illustrate your cards.

3 Use the cards to practice the expressions with your classmates.

It's time to reflect!

Check what you did in the module according to how you felt.

I can...	not confident	confident	very confident
a. write greeting, courtesy and farewell expressions.			
b. illustrate expressions.			
c. practice the expressions with my classmates.			

Final product: I wrote and illustrated greeting, courtesy and farewell expressions.

fifteen 15

Product Lesson

Work with others and share your work

Self-evaluation (reflection) activity

Module 1

Product lesson

Illustrated greeting, courtesy and farewell expressions

Materials:

Construction paper

Crayons

Colored pencils

Scissors

Steps:

1 Form teams. Check the expressions you learned in this module. Write one expression on each of the cards.

2 Illustrate your cards.

3 Use the cards to practice the expressions with your classmates.

It's time to reflect!

Check what you did in the module according to how you felt.

I can...	not confident	confident	very confident
a. write greeting, courtesy and farewell expressions.			
b. illustrate expressions.			
c. practice the expressions with my classmates.			

Final product: I wrote and illustrated greeting, courtesy and farewell expressions.

fifteen 15

Enjoy! Primary

5

Traveling

Secondary

This secondary series helps students develop their communicative competence through didactic sequences based on real-world contexts. A final product is included at the end of each module to allow students to practice the language they have learned. Students are encouraged to reflect on their own learning process in the self-assessment and evaluation sections.

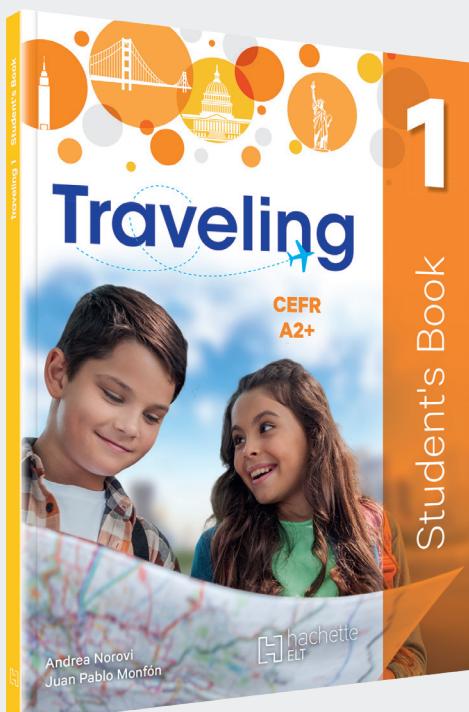
CEFR Levels: A2+ to B1+



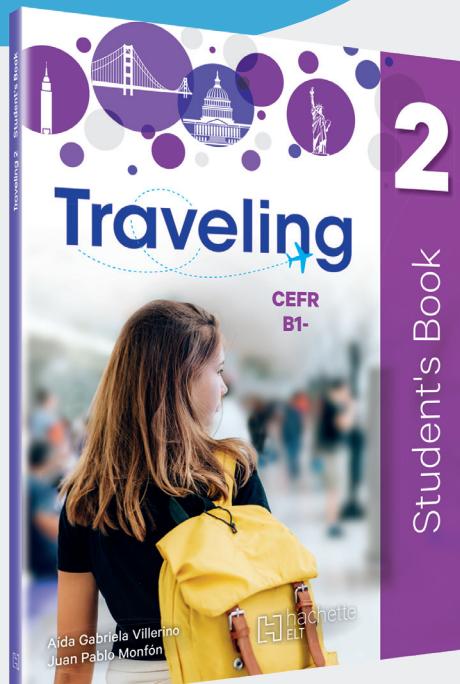
Components

Student's Pack:

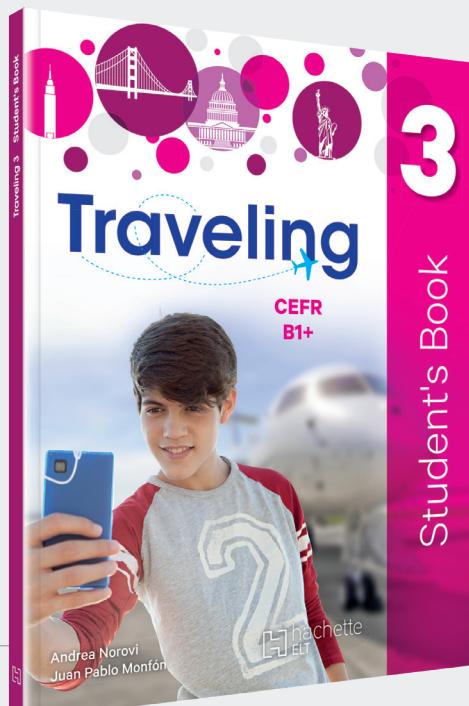
- Student's Book
- Workbook
- Reader



Cl. Student's Pack: 98496
ISBN: 978-968-261-559-7
192 pages
Cl. Teacher's Guide: 900954



Cl. Student's Pack: 98497
ISBN: 978-968-261-560-3
192 pages
Cl. Teacher's Guide: 900956



Cl. Student's Pack: 98498
ISBN: 978-968-261-561-0
192 pages
Cl. Teacher's Guide: 900958

Teacher's Guide:

- Provides ideas for starting, developing, and closing each lesson
- Offers suggestions on how to work with the reading book (Reader)
- Includes suggestions for developing products, reflections, digital images, and self-evaluations

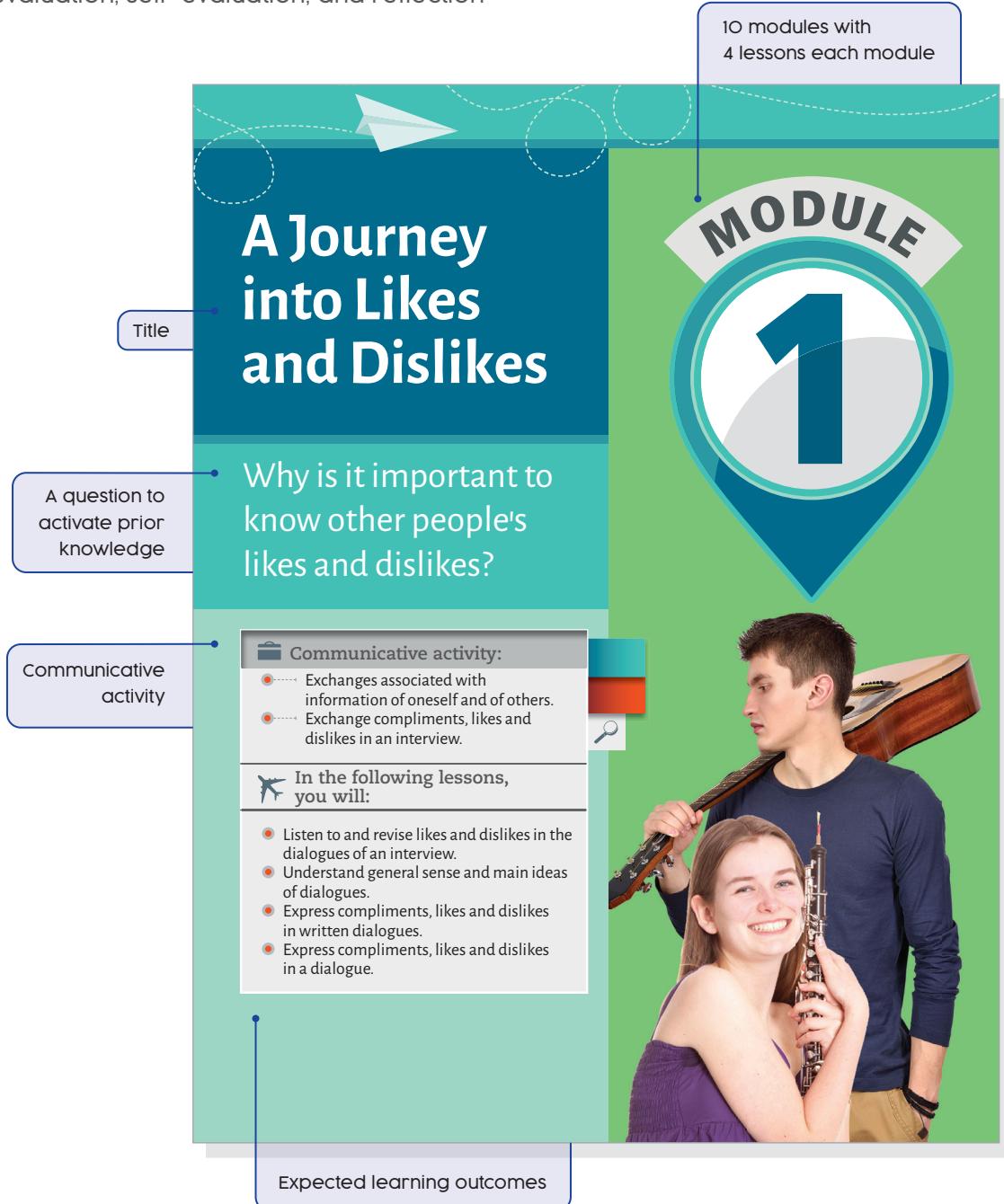
- Contains extra activities
- Provides a summative and a formative evaluation (rubric) per module
- Includes answer keys and audio scripts

Student's Book Structure

The content of the book is organized into:

- A question at the beginning of each module to activate prior knowledge
- 10 modules of 4 lessons each covering listening, reading, writing, and oral communication, as well as sections of co-evaluation, self-evaluation, and reflection

- Final Product
- Formative evaluation every three modules
- Glossary
- Website recommendations



Name of the lesson

Title of the lesson

Itinerary

Can I ask you the first question?

On board

1 Match the words in the boxes to the correct mind map. There are two extra options that you don't need.

2 Listen to the first part of two interviews. Match the pictures to the correct person.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

ALAN SMITH **ANDREW MCLEOD**

1 (Two dogs)
2 (A band performing)
3 (A smartphone with a colorful screen)
4 (A man sitting on a couch with a dog)
5 (A man and a woman with a dog)
6 (A group of people taking a selfie)

10

Lesson Stages

On board. In this stage, the lesson is introduced.

Highlights. In this stage, students are presented with models of contextualized language that are useful for carrying out the social practice.

On route. In this stage, learners practice language and strategies that help them perform the social practice.

Explore. In this stage, learners have the opportunity to use their language skills and knowledge to complete communicative tasks related to the social practice.

Listening activities

Lighthouse Box. Contains extra information about language or learning aspects that can help you improve your work and monitor your progress.

MODULE 2

Explore

8 Write 5 sentences in English using a few words from Activity 6.

I'm learning to cook my grandmother's recipes.
I learned the poem by heart.

9 Discuss these questions.

- Why do you think it is important to have some guidance when using dictionaries?
- Why do you think it is important to understand symbols and other elements in dictionaries?

Lighthouse

Which of these strategies would you like to use to learn new words?

- Writing sentences using the new word.
- Identifying the opposite: for example, interesting – boring.
- Making a drawing to remember the meaning of the new word.
- Keeping a **record** of new words in your notebook.
- Associating the new words to others you know well.

You will learn more about these strategies in this module!

10

10 Look back at the activities in this lesson. Answer the questionnaire.

Lesson 1: Select and revise bilingual dictionaries

a. Why is it important to identify textual elements in a bilingual dictionary?
b. What is an entry?
c. What elements can you find in an entry?
d. What abbreviations are used in dictionaries? Give examples.
e. Which other information about a word can you find in the English-Spanish section?
f. Which other information about a word can you find in the Spanish-English section?

11 Ask a classmate to evaluate your questionnaire.

29

Travel log. At the end of each lesson, learners will reflect on their performance using different evaluation tools. Then they will ask a classmate to evaluate their performance.

Work in groups icon

Work in pairs icon

Glossary section

ARRIVAL

We have a very special guest!

CHECKPOINT 1
Make a list of questions you can use to interview someone about his/her likes and dislikes. Decide on the register you will use.

CHECKPOINT 2
Make a list of expressions you can use to start, interrupt and finish your interview.

CHECKPOINT 3
Choose one person you would like to interview. Brainstorm ideas about topics and questions to talk about during the interview.

We would like to interview: _____

	Topic 1	Topic 2	Topic 3	Topic 4
a. We will talk about...				
b. First, we will ask...				
c. Then we will ask...				
d. Finally, we will ask...				

CHECKPOINT 4
Write the script of the dialogue using your notes in Checkpoints 1 to 3.

CHECKPOINT 5
Work with a different classmate and take turns to interview each other.

Now it's time to evaluate your performance and the performance of your classmates. Ask your teacher for the Individual Product Record and the Collaborative Product Record of this module.

24

Arrival. In this lesson, learners will find the steps to work on the final product of the module. This lesson gives them the opportunity to collect the work done in previous lessons and gather all the evidence of their progress.

This is also the time for learners to evaluate their performance and the performance of their classmates. Teachers will provide the Individual and Collaborative Product Record.

ESL for Secondary School

help!

As a result of the integration of the English language into everyday life, and with the goal of disseminating knowledge through content that meaningfully transforms and enriches school learning, Larousse offers a series of textbooks designed to bring students closer to the English language and to different areas of knowledge.

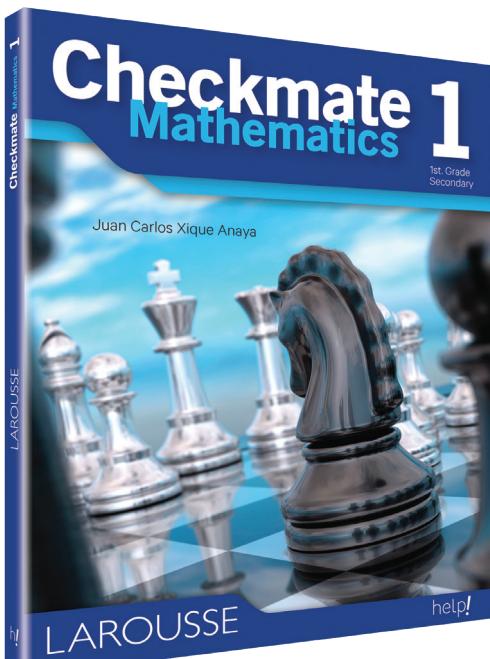
ESL for Secondary School and its series **HELP!** provide textbooks that help students **learn English through CLIL**, covering subjects such as Mathematics, Geography, Biology, Physics, Chemistry, and History.



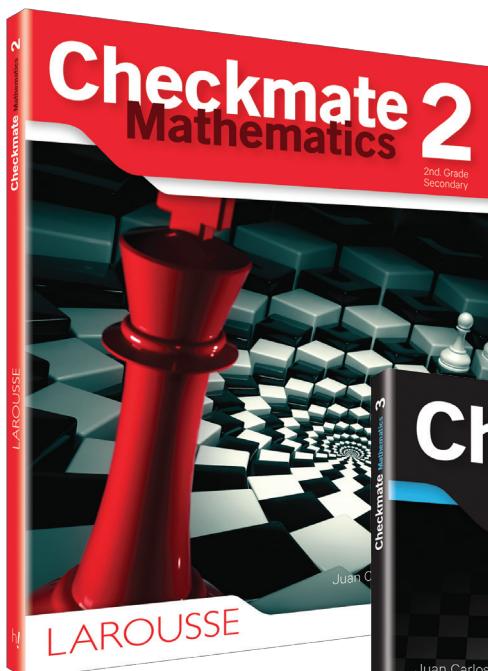
Checkmate. Mathematics

Grades: 1st, 2nd, and 3rd year of secondary

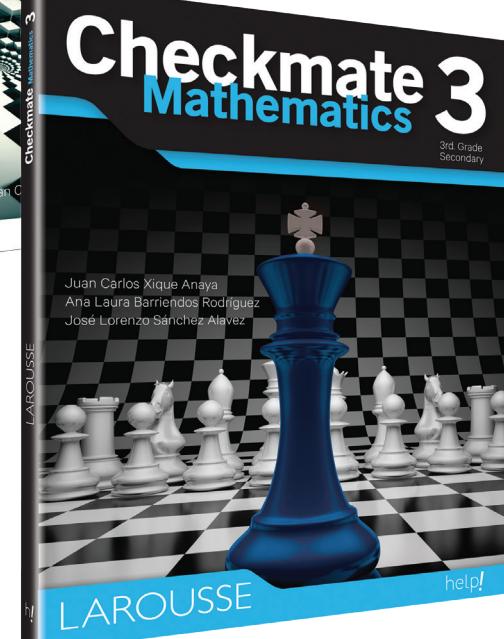
Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



Cl: 101016
ISBN: 978-607-212-699-2
272 pages



Cl: 101017
ISBN: 978-607-212-698-5
272 pages



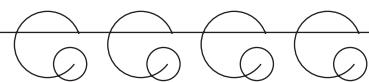
Cl: 101018
ISBN: 978-607-212-697-8
256 pages

Purpose

Checkmate helps students strengthen their understanding of the subject by reinforcing both English language learning and higher-order thinking skills. This series enables students to confidently navigate the basic concepts of the subject.

The illustrations, diagrams, photographs, graphs, and content throughout the books support students' comprehension of the subject matter.

The constructivist methodology of the series is based on expected learning outcomes. The various activities, sections, and support links included in each book maintain this competency-based approach.



Student's Book

- The book is divided into 5 units.
- At the beginning of the book, the **scope and sequence** outlines the basic rules of grammar, content, lessons, pages, and time allotted to each unit.
- At the beginning of each unit, the expected learning outcomes and **competencies to develop** are specified.
- Every lesson contains the following sections:
 - » **Checkmate** – mathematical problems posed as challenges so that students test their reasoning skills, creativity, and previous knowledge.
 - » **Opening Move** – includes definitions, explanations, and didactic situations for the development of mathematical knowledge.
 - » **The World on a Board** – contains Internet links and multimedia material to complement the study of the lessons.
 - » **Whites Move** (in 1st grade only) – carefully planned activities to practice and test the topics learned in the lesson.
 - » **Icons**  – where students will find activities to test their capacity to analyze, discuss, and use the mathematical methods they learned.
 - » **Let's Review the Match** – the final section in each lesson. In this section, the challenge presented in the Checkmate section is reviewed and students present other solutions to it.
 - » **Glossary Boxes** – with definitions of mathematical terms to clarify the lesson's concepts.
- Exam – included at the end of each unit, allows students to evaluate the achievement of the expected learning outcomes.
- Additional Resources – bibliography and online resources for students and teachers located at the end of the book. Checkmate 1 includes a "Cutouts" section.

Methodology

- The three levels of **Checkmate** use a **competency-based approach**.
- The series aims for students to **build their knowledge and develop their abilities**, so that they are capable of interpreting and communicating mathematical information, solving their own and other's problems, formulating arguments, and using appropriate techniques and technologies for any given situation.

Advantages

- Throughout the books, there is an **analogy to chess**, which allows students to discover the playful side of mathematics.
- The series contains **additional activities and mathematical problems** for students to explore and research.

Resources | Teacher's guide:

- **General teaching suggestions**

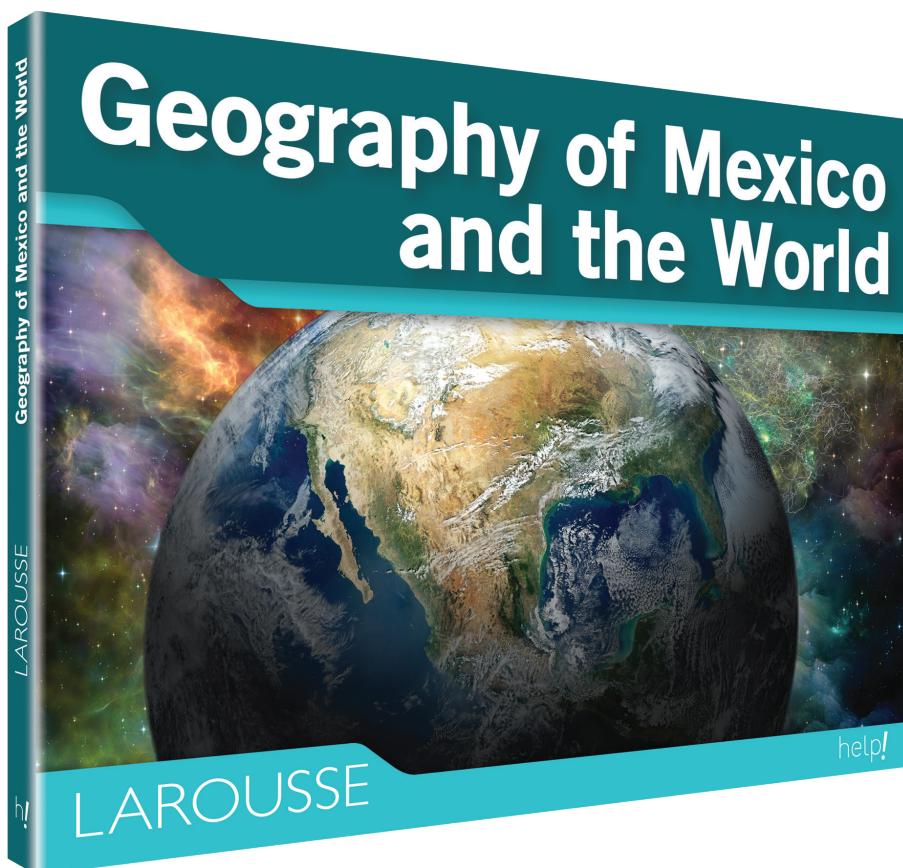


Download from <https://www.blinklearning.com>

Geography of Mexico and the World

Grades: 1st year of secondary

Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



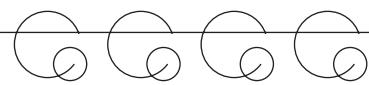
Cl: 101022
ISBN: 978-607-212-700-5
240 pages

Purpose

Geography of Mexico and the World helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.



Student's Book

- The book is divided into **5 units**, each containing **5 didactic sequences** and a **project** or **case study** at the end.
- At the beginning of each unit, the core topic, the **expected learning outcomes**, the geographic competence, and the contents are presented.
- In each sequence, students will find the following sections:
 - » **Show What You Know** – an exploration of student's previous knowledge.
 - » **Expand Your Horizons** – contains accurate, up-to-date information. It also contains specific activities that allow students to interact with the contents using several didactic proposals.
 - » **Practice What You Learned** – an activity in which students apply what they have learned throughout the lesson.
 - » **To Learn More** – where some of the topics in the unit can be expanded through suggested exercises and by accessing specialized websites.
 - » **Glossary Boxes** – shows the definition of some terms whose meaning is difficult to understand.
 - » **Key Concepts** – found in italics throughout the text, are concepts that are considered important for the study of the subject.
 - » **Using Videos** – where students will find audiovisual resources such as movies and video documentaries to reinforce the contents of the unit.
- At the end of each unit students will be able to apply what they learned by solving a specific problem or analyzing current events through **projects** or **case studies**.
- **Evaluate What You Learned** – a brief stop to reinforce the knowledge, abilities, attitudes, and values developed throughout the unit. It includes a test and self and peer assessments to be completed individually or collectively.

Methodology

- This book uses a **competency-based approach**.
- This work has been designed with the fundamental premise that the informative content be closely integrated to the activities in didactic sequences.
- The content has been built by consulting primary sources.
- The information has been adapted for the students of this level and uses accessible and precise language by applying the principle of didactic transposition.

Advantages

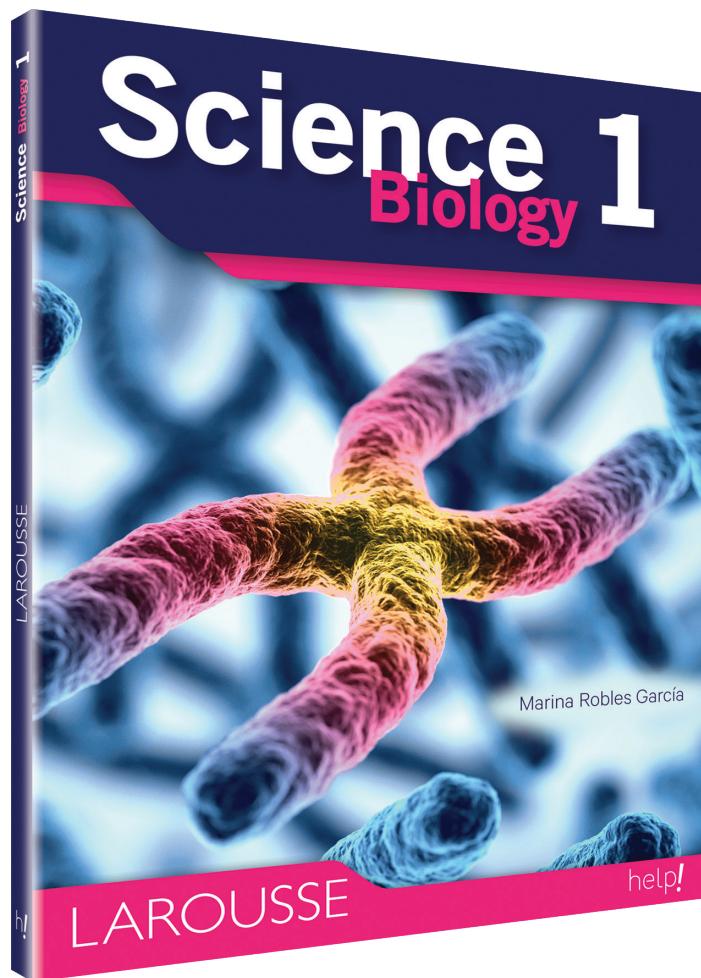
- In all maps and in certain tables and figures there are suggested analytical activities in order to bring students closer to the use and interpretation of these instruments. Cartography includes clear and simple instructions for students to create their own maps either by using the symbols or statistical tables.
- The **projects** and **case studies** are structured using a global-to-local scale because we want young people to work with a "geography of relevant problems".
- It constantly supplies students with the **most innovative contemporary thought**, not to mention the legacy of the great universal thinkers.

Resources | Teacher's guide:
 • General teaching suggestions
 <https://www.blinklearning.com>

Science 1. Biology

Grades: 1st year of secondary

Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



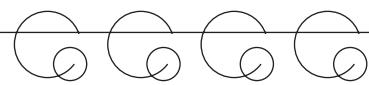
Cl: 101019
ISBN: 978-607-212-695-4
200 pages

Purpose

Science 1. Biology helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.



Student's Book

- The book is divided into **5 units**, each with 3 lessons and a project at the end.
- At the beginning of each unit, students will find the **competencies to develop** and the **expected outcomes**.
- In each lesson, students will find the following sections:
 - » **Basic information** of the topics in a clear and direct language.
 - » **Boxes with activities** to put the acquired knowledge into practice and to awaken their scientific interest.
 - » **Did You Know...? For Your Project and Let's Learn More Boxes** – for students to obtain further information and a greater approach to the topic.
 - » **Illustrations, tables, maps, diagrams, charts, and pictures**, which constantly support the better understanding of the topics.
 - » **Let's Learn More** – a section located at the end of most of the lessons where students will find recommended books and websites to further enrich their learning.
 - » **Project** – corresponds to the last lesson of the first 4 units. In these lessons, students will work in teams to apply what they have learned throughout the unit. Students will find project ideas to develop and the steps to present the results of the work or research.
 - » **Evaluation** – located at the end of each unit. It is used to verify the students' knowledge (self-assessment).
 - » **Glossary Boxes** – with definitions throughout each lesson in the book in order to clarify technical terms to students.

Methodology

- This book uses a **competency-based approach**.
- *Science 1. Biology* focuses students on biological processes, awakening students' interest in science through the **application and integration of the studied topics (projects)**.

Advantages

- The projects included in the book are completely related to students' interests, which guarantees teamwork, to find answers to improve life on the planet.
- It presents **additional activities** to enrich the topics, apart from the opportunity students will have to work on the integration and application project at the end of each unit.

Resources | Teacher's guide:

- General teaching suggestions

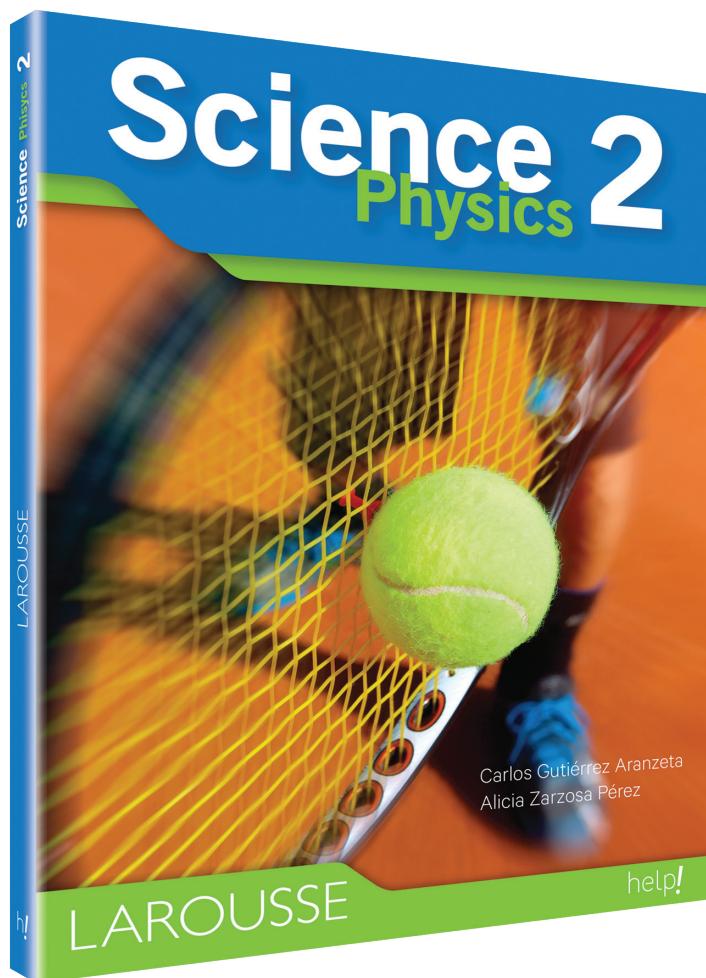


Download from <https://www.blinklearning.com>

Science 2. Physics

Grades: 2nd year of secondary

Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



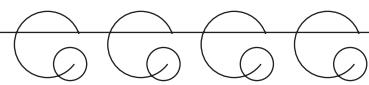
Cl: 101020
ISBN: 978-607-212-701-2
232 pages

Purpose

Science 2. Physics helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.



Student's Book

- The textbook is divided into **5 units**.
- At the beginning of each unit, students will find the **expected learning outcomes** as well as the **topic of the unit** and the physics competencies to develop.
- Along each unit, students will find the following:
 - » **Four types of activities:**
 - Experimental
 - Reflection
 - Research
 - Integration Activities – (at the end of topics and units).
 - » **Glossary Boxes** – with simple definitions of terms that are difficult to understand.
 - » **Learning More** – with websites to explore contents deeper.
 - » **Did You Know That...?** – with fun and interesting facts about the topics in the unit.
 - » **Getting Closer to...** – presents interesting information for students to link Physics with other areas of knowledge.
 - » **Example problems** – contextualized situations for students to learn the procedure that needs to be followed to reach a solution and then implement the acquired knowledge.
 - » **Project** – activities that allow students to apply what they have learned through research and experiments.

Methodology

- This book uses a **competency-based approach**.
- *Science 2. Physics*, focuses on natural phenomena, awakening students' interest in science through the **application and integration of the studied topics (projects)**.

Advantages

- The projects included in the book are completely related to students' interests, which guarantees teamwork.
- The text is rich in **theoretical information and experimental activities**. It allows teachers to present a broad and deep context of the different topics.
- All the **experimental activities** proposed in the book are made with **inexpensive materials that can be found at home**, the school does not need to have an equipped laboratory for the practical part of the subject.

Resources | Teacher's guide:

- General teaching suggestions

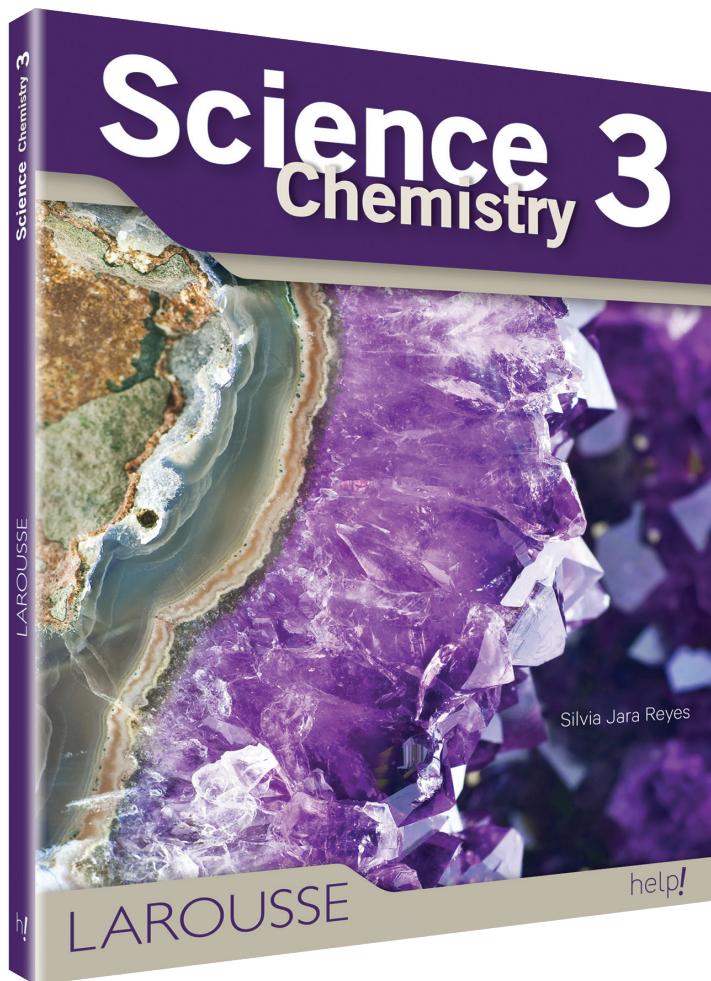


Download from <https://www.blinklearning.com>

Science 2. Chemistry

Grades: 3rd year of secondary

Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101021
ISBN: 978-607-212-696-1
240 pages

Purpose

Science 3. Chemistry helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.

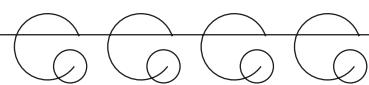
Resources

Teacher's guide:

- General teaching suggestions



Download from
<https://www.blinklearning.com>



Student's Book

- The book is divided into **5 units**; the first four develop the course content and integrate a project at the end. The fifth unit poses some projects for students to develop.
- At the beginning of each unit, students will find the **expected learning outcomes** and the **competences**.
- In each lesson students, will find the following sections:
 - » **What Do you Know?** – an opening activity where students will identify previous knowledge related to the topic.
 - » **Four types of activities:**
 - Experimental (“Let's experiment”) – Reflection (“Let's reflect”)
 - Research (“Let's Learn More”) – “Let's calculate”
 - » **Science and Technology** – where the studied content is compared to other areas of knowledge or everyday life situations.
 - » **Environment** – with important information to make students aware of the importance of taking care of their environment.
 - » **Healthcare** – with information and recommendations to take care of our bodies.
 - » **Let's Save Our World** – important information on how to prevent chemical harm to the environment.
 - » **Remember That** – helps students reinforce previous knowledge from other science courses.
 - » **ICT** – where students will be able to find audiovisual suggestions and online resources to complement their knowledge.
 - » **Glossary Boxes** – with brief definitions to clarify terms that are unfamiliar to students.
 - » **Progressing in the Project** – where students will find useful information for a better planning of their project.
 - » **Let's Learn More** – at the end of each lesson webpages, articles, videos, or books are recommended in order to expand on the topic.
 - » **What We Learned About...** – to close each topic, exercises to evaluate students' learning.
- At the end of each unit there is also:
 - » **A project (Units 1 to 4)** – so that students apply the knowledge acquired throughout the topics and lessons.
 - » **Evaluation of the unit** – located at the end of each unit. Based on the PISA format for students to familiarize with this type of standardized tests.
 - » **Chemistry in Action** – contains interviews to researchers, artisans, and chemists so that students learn about the research and activities conducted in Mexico related to the covered topics.
 - » **Periodic table of elements** – located at the end of the book.

Methodology

- This book uses a **competency-based approach**.
- **Science 3. Chemistry** focuses on chemical phenomena and processes, awakening students' interest in science through the **application and integration of the studied topics (projects)**.

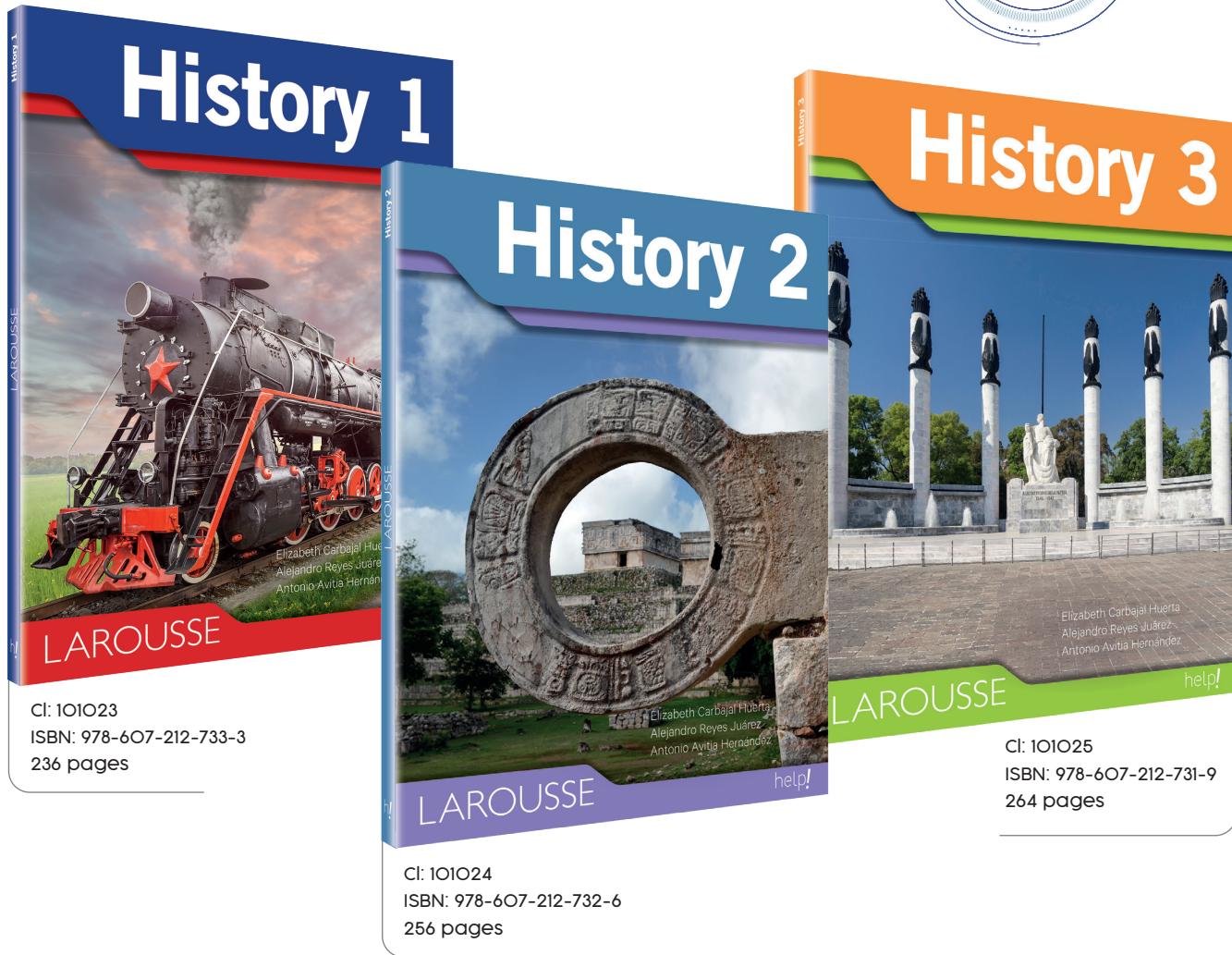
Advantages

- The projects included in the book are **completely related to students' interests**, which guarantees teamwork.
- The text is rich in theoretical information and **experimental activities**. It allows teachers to present a broad and deep context of the different topics.
- Most of the experiments proposed in the book are made with **inexpensive materials that can be found at home**, the school does not need to have an equipped laboratory for the practical part of the subject.

History

Grades: 1st, 2nd, and 3rd year of secondary

Target audience: bilingual schools teaching through Content and Language Integrated Learning (CLIL).



Purpose

History helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various charts, tables, diagrams, photographs, maps, timelines, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and links included in each of the texts maintain this competency-based approach.

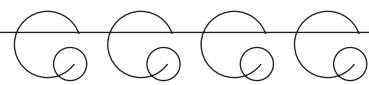
Resources

Teacher's guide:

- General teaching suggestions



Download from <https://www.blinklearning.com>



Student's Book

- The book is divided into 3 units and the learning sequences of historical are included at the start of each unit.
- Inside the lessons, students will find the following sections:
 - » **Navigation route** – with the topics of study and a famous quote.
 - » **Let's start the journey** – what students already know.
 - » **Past-present** – this section will allow students to reflect on the links between the present and the past.
 - » **Overview of the Period** – historical facts and processes developed in each unit through timelines and important concepts.
 - » **Starting point** – a brief tour which explores and activates previous knowledge and ideas.
 - » **On track** – it indicates that the development of the topic has begun.
 - » **My location** – here students make a pause to assess their progress.
 - » **Take the helm** – this section proposes activities to reinforce the topics that students have covered.
 - » **Compass** – this section will guide students to recognize values found in historical context or in which they can reflect to guide their actions.
 - » **Glossary** – students will find the meaning of some little-known words.
 - » **Alternative route** – here students will find an alternative to develop their digital skills while they learn.
 - » **Arrival point** – students record their learning through a task or product.
 - » **Self-assessment**
 - » **Peer-assessment** – students will assess the collaborative attitudes shown in the sequence of activities.
 - » **Let's finish the trip** – students will find this space to work on an activity to pick up what they learned.
 - » **Learning construction unit** – students will carry out two research projects.

Methodology

- This book uses a **competency-based approach**.
- This work has been designed with the fundamental premise that the informative content be closely integrated to the activities in the didactic sequences.
- The content has been built by consulting primary sources.
- The information has been adapted to the characteristics of the students at this level using accessible and precise language by applying the principle of didactic transposition.

Advantages

- The subject focuses on the understanding of time and space in History, the handling of historical information, and the formation of a historical conscience to promote coexistence.
- **History** aims to provide efficient and pertinent learning strategies to achieve students' learning outcomes.
- Students can come up with their conclusions, generate their opinions, and analyze History through additional activities.
- The **research projects** in the learning construction units are essential to develop higher-order thinking skills.
- Personal and collaborative work will lead students to **integrate, build, apply historical knowledge, and develop research skills**.

VIRTUAL ENVIRONMENT

HLM

At **Hachette Livre México**, we have taken on the task of enriching our textbooks with useful and pedagogically relevant digital resources, which allows us to make learning more meaningful.

At **Hachette Livre México (HLM)**, we are dedicated to enhancing our textbooks by incorporating valuable and pedagogically relevant digital resources, making the learning experience truly impactful.

Embracing technology is key to advancing education, and we are proud to facilitate its integration in classrooms through our **HLM Virtual Environment**. We aim to empower the educational community with digital skills and competencies, ensuring a bright future for all learners.

Within this supportive environment, students, teachers, and families have access to diverse resources that enrich the educational journey, fostering innovation and comprehensive learning when combined with the printed books.

We are excited to be a part of this transformative educational approach and look forward to continuing to make a positive impact.

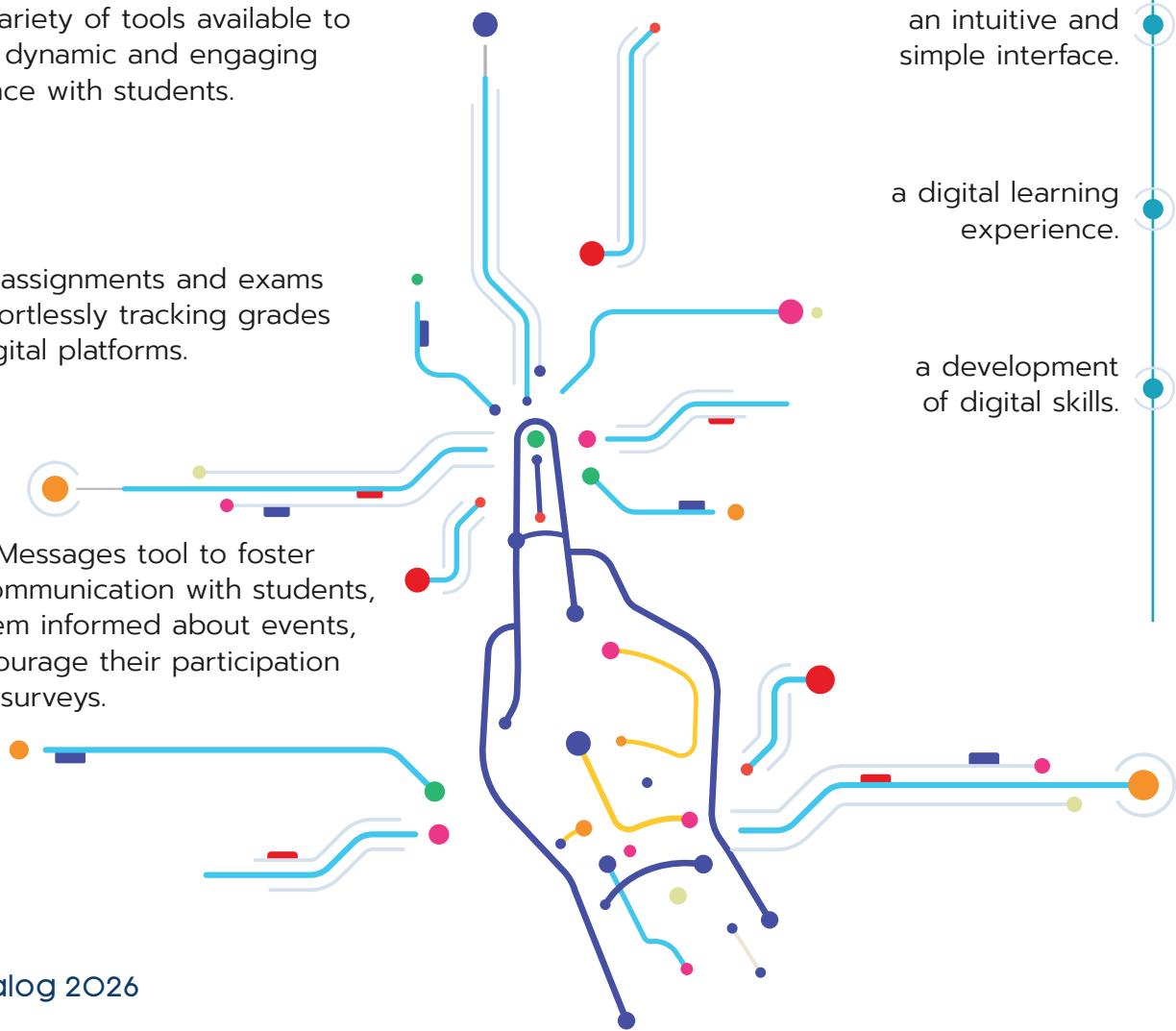
Advantages of Technology in Education

Teachers will...

- have a variety of tools available to create a dynamic and engaging experience with students.
- manage assignments and exams while effortlessly tracking grades using digital platforms.
- use the Messages tool to foster direct communication with students, keep them informed about events, and encourage their participation through surveys.

Students will have...

- an intuitive and simple interface.
- a digital learning experience.
- a development of digital skills.





Interactive PDF books

Get ready for an amazing classroom experience with the digital version of printed books! Each page comes to life, adding an extra dimension to your lessons. Teachers have powerful tools to emphasize key points, making learning engaging and fun. With interactive activities and offline accessibility, these books take learning to a whole new level!



Exciting Digital Assets

Engage with dynamic multimedia resources like audio, videos, and academic support materials. Elevate classroom learning with these complementary resources that enhance and enrich the activities in the books.



Teacher's Hub!

Discover an abundance of support for educators, including teaching tips, assessments, worksheets, vibrant digital posters, and a variety of helpful tools. Stay connected with students using interactive chats, engaging activity assignments, and detailed progress metrics, etc.

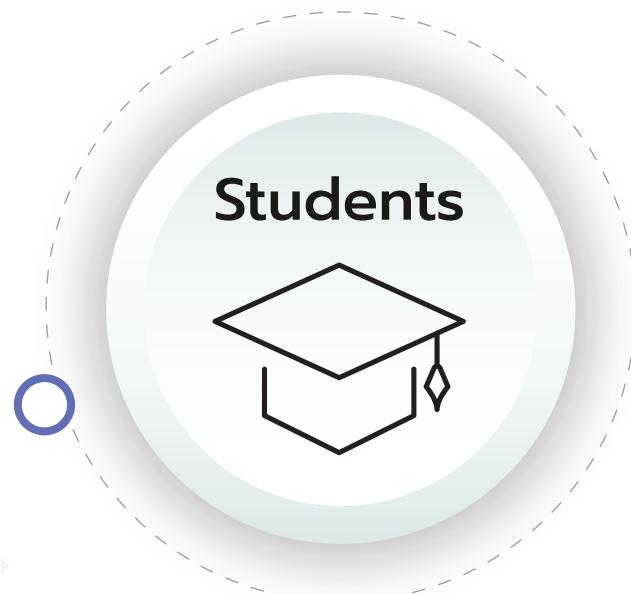
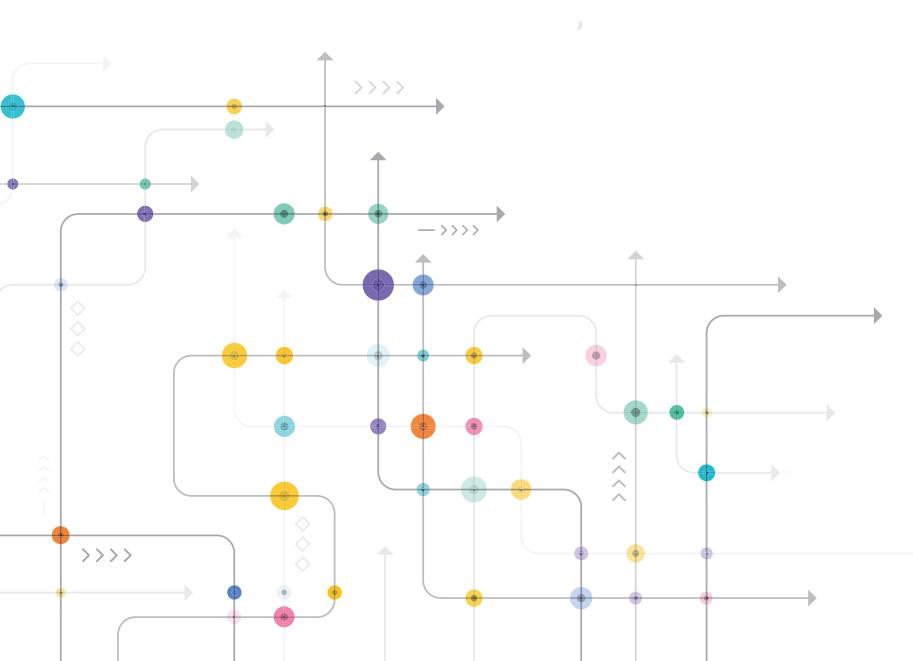


All these incredible educational resources are easily accessible through the LMS platform, empowering teachers to efficiently manage and enhance learning experiences. From sharing content to monitoring student progress, creating communication spaces, and beyond, the possibilities for enriching education are endless!





iHLM



Advantages

- An intuitive and simple interface for all types of users
- Synchronizes content to work *offline*
- Compatible with Android, iOS and Windows
- Multimedia resources: audios and galleries
- Teachers' resources: didactic suggestions, unit exams and answer keys
- Interactive activities
- It extends the possibilities for organizing, communicating, and assigning tasks or projects.



Go to:
blinklearning.com



Interactive books

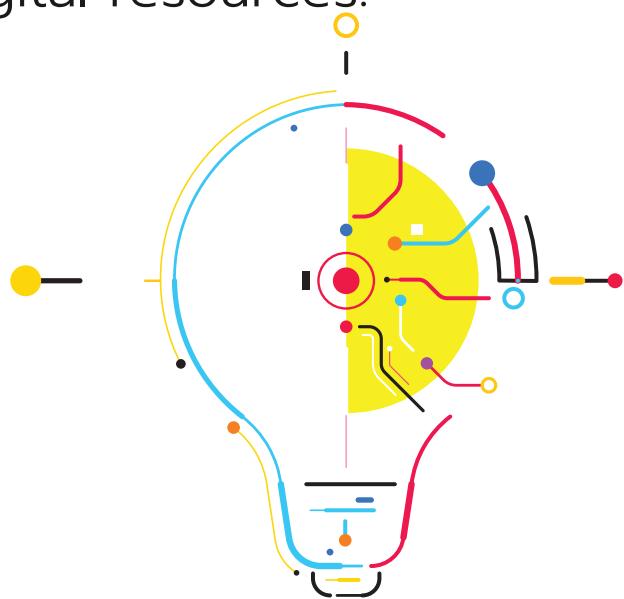


Resources:

- formative assessment through automated extra practice
- interactive tools (pencil, marker, text, notes, display modes)
- digital flashcards and audio

Our books are backed by a powerful LMS platform, empowering educators and students to strengthen learning with a wealth of digital resources.

Teachers



Digital resources



1. Audios
2. Downloadable material
 - Worksheets
 - Exams
 - Teacher's guides
 - Reader's and Big Books
3. Flashcards



Interactive activities



Project the book to enhance learning.

Automated responses and analytics!

Types of interactive activities:

- Multiple choice
- True or False
- Matching columns
- Fill in the blanks (cloze)
- Short answers
- Drag and drop
- Sequencing
- Memory game
- Crossword puzzle
- Word search

Links to websites from the books

Didactic tools



- Teacher's Books
- Exams
- Student's book answer keys
- Workbook



Exclusive materials



Classes

Create groups with students to send information collectively or individually, schedule assignments or exams, and keep track of their grades.



Messages

Communicate with your groups or individual students using this tool, allowing you to send announcements and surveys and receive feedback.

Statistical Information

Access metrics on your students' time, grades, and academic performance indicators.

Student's Book Navigation Resources

Link to the video interactive activities

Interactive tools (pencil, marker, text, notes, display modes)

Module 3

What Does a Sports Announcer Need to Talk About?

Objectives: Anticipate the narration of an event based on key words and previous knowledge. Analyze sequence of events.

1. Look at the pictures and discuss the questions below with your partner.

2. Read the questions below. Listen to the audio and circle the correct answer. Compare your answers with a partner.

3. Look at the chart below and discuss with a different partner.

4. Using the keywords you underlined, listen to the audio and fill out the chart in Activity 3. Compare your answers with a classmate.

Link to audio track

Link to the Reader's Book or Big Book

Link to the module's answer key (for the teacher)

Link to interactive activities



Link to websites

www You can take a quiz about signs in public spaces on this website: www.safeny.gov/kids/kidssign.htm

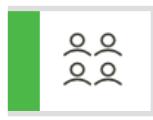


Tools for Teachers

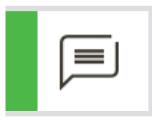
The teacher license gives you access to many tools that will allow you to have a truly interactive experience with your students. Organize, communicate, and assign work to your students.



My content



Classes



Messages



Statistics

Create a group with all your students to send them information of any kind (either in groups or individually), schedule assignments or exams, and keep track of their grades.

The screenshot shows a 'Content' section with a green header. Below it, there are two rows of book covers. The top row includes 'Checkmate Mathematics 1-3', 'Ciencias y Tecnología Física 2', 'Demo sin contenido', 'Enjoy! 1-3', and 'Historia 1-3'. The bottom row includes 'Enjoy! 4-6', 'Geografía e Historia 1º ESO', 'Geografía de México y el Mundo', 'Historia 1-3', and 'Historia 1-3'. Each book cover includes the title, author, and publisher information.

The screenshot shows a 'Messages' section with a green header. On the left, there is a list of conversations: 'New conversation', 'Leia Gutz, Ana Gtz, Teachaina López, Isaac Leonardo Reynaga Cárdenas, Leonardo Cárdenas', 'Secondary Education Year...', 'Leia Gutz', 'Maggie Brignas', 'Enjoy! with Teacher Leo, L...', and 'blink Team'. On the right, a specific conversation with 'Leia Gutz' is shown, displaying messages and a file attachment. Below the list, there are 'SIMPLE' and 'SURVEY' buttons, and a text input field with a placeholder 'Write a message'.



Communicate directly with the group or with specific students, notify them of an event, and even send them a survey to answer and send back with the Messages tool.



english

Young Adults

prime



What is the All-Inclusive Series / English Prime?

The All-Inclusive Series / *English Prime*

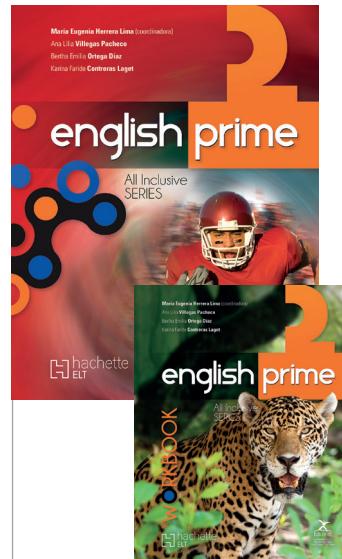
English Prime is an ELT method based on the principles of blended learning. It combines a content-based and task-based approach—focused on the skills and competencies students need—and includes specialized activities that help every learner reach their academic goals and succeed in both educational and professional contexts.

We understand the importance of achieving true mastery of the English language. That's why, in the design and creation of ***English Prime 5*** and ***English Prime 6***, we have focused on three key areas: skill development, academic and social topics, and an introduction to the world of certifications.

The ***All-Inclusive Series / English Prime*** offers a wide range of resources to deliver relevant, engaging, and productive lessons across six levels.



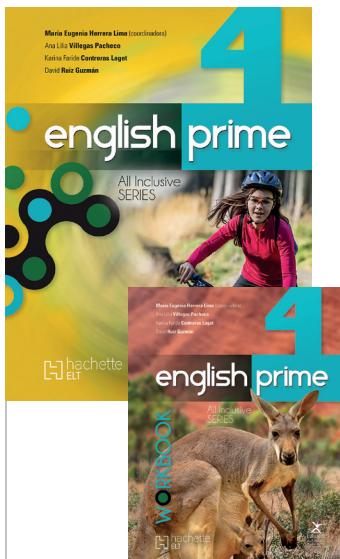
Cl. Student's Pack: 200971
 ISBN: 978-968-261-586-3
 184 pages
 Cl. Teacher's Book: 921968



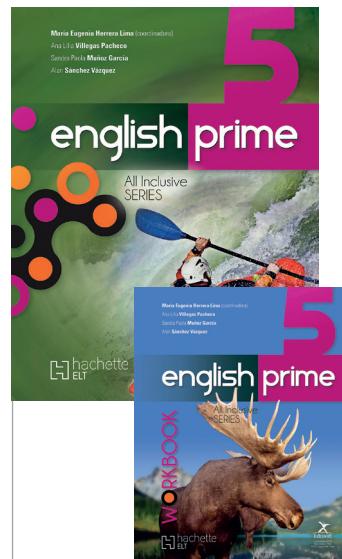
Cl. Student's Pack: 200972
 ISBN: 978-968-261-587-0
 164 pages
 Cl. Teacher's Book: 921970



Cl. Student's Pack: 200973
 ISBN: 978-968-261-588-7
 156 pages
 Cl. Teacher's Book: 921972



Cl. Student's Pack: 200974
 ISBN: 978-968-261-589-4
 144 pages
 Cl. Teacher's Book: 921974



Cl. Student's Pack: 200975
 ISBN: 978-968-261-590-0
 204 pages
 Cl. Teacher's Book: 921976



Cl. Student's Pack: 200976
 ISBN: 978-968-261-591-7
 216 pages
 Cl. Teacher's Book: 921978

The Common European Framework of Reference (CEFR) establishes concrete guidelines for the balanced development of these skills: listening, reading, speaking, and writing.

	Pre A1	A1-	A1	A1+	A2	A2+	B1-	B1	B1+	B2-	B2	B2+
English Prime 1												
English Prime 2												
English Prime 3												
English Prime 4												
English Prime 5												
English Prime 6												

*This table represents an approximate level of our series to the CEFR

Series Proposal

The series uses specialized activities and a wide range of resources to give relevant, stimulating, and productive lessons focused on students' skills to reach from level Pre-A1 to B2.

It also contains guidelines for the study of aspects to which students should pay more attention due to its particular importance or difficulty, and keys that will help students organize their learning process.

Methodology

English Prime is a 6-level method for ELT based upon *Blended Learning* principles, that combines the *Communicative*, *CLIL*, *Gamification*, and *Task-Based approaches*.

Thematic blocks based on *Blended Learning* constitute the fundamental divisions of the book. They consist of presenting basic ideas and current content covered in each topic and their relationship with others.

B-Learning

The Blended Learning approach combines face-to-face and online learning. *English Prime* allows students to control their pace and offers teachers the necessary tools to make their teaching more effective.

CLT

Communicative Language Teaching emphasizes the functional use of language through activities targeted at developing the four skills and communicative practice in students. It relies on tasks related to authentic social contexts.

CLIL

Content and Language Integrated Learning reinforces students' learning of a non-EFL subject, such as Science or Geography, through the target language. Subject content and EFL are interrelated, for example, Science in English and using Science material in English where students learn globally.

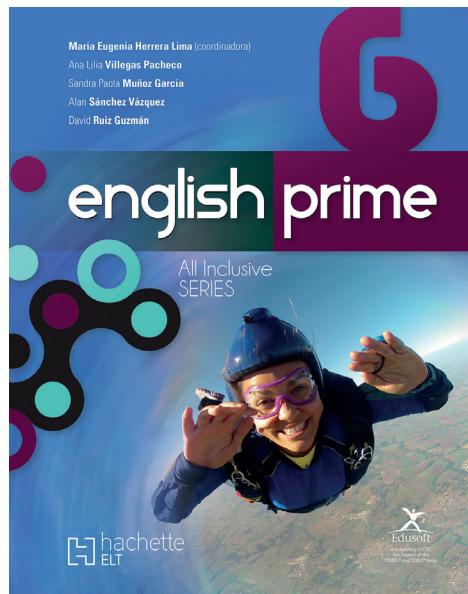
TBL

Task-Based Learning allows students to design a project in groups and help them learn through real-life experiences whilst the teacher plays a more supportive role.

Gamification

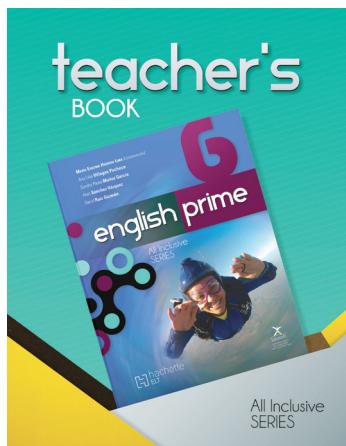
Learning English could be both a serious task and a fun dynamic one. Students may take pleasure in learning: satisfaction and motivation all-in-one. Practice a friendly competition and have fun!

Series Components



Student's Book

Includes a series of activities developed for students to improve their level of English, providing the fullest and clearest exercises and texts aimed at developing language habits and skills connected to professional and life skills.



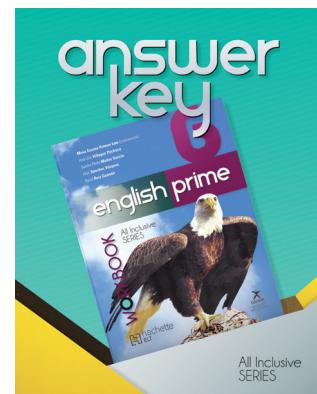
Teacher's Book

supports lesson planning and offers ideas to bring a topic alive. It provides a wealth of additional ideas to foster learning the English language. It includes an answer key for the SB.



Workbook

Provides practice in the aspects of language that most challenge students.



Answer Key

Includes the answers to every lesson's practice exercises in the Workbook.



Student's Book Structure

- Four blocks, each covering speaking, writing, listening, and reading activities
- Peer and self-assessment tools to diagnose and manage student's formative and summative evaluation in every module
- Audio scripts
- 24 interactive lessons, six per block
- CLIL lessons
- Task-Based lessons
- Gamification lessons
- Quizzes, one per block
- A global examination at the end of the course
- Links and references for additional practice

Four blocks

Title of the block

Essential questions

Essential questions

Key learning objective

Key learning objective

Bright ideas

English Prime 1–4

Bright stories

Block 1

COMPARISONS: SIMILARITIES AND DIFFERENCES

11

Who is the best football player?

Is the Amazon River as long as the Nile River?

Is Monaco smaller than Liechtenstein?

Are gazelles as fast as cheetahs?

Essential questions

Examples: You will follow the examples given as a first approach to the use of English. Later on you can adapt those examples to your own reality.

Presentations: New grammar and vocabulary are presented in charts.

Tools: Learning English can be complemented with the audios to get used to listening English in real contexts and with some web pages to give you extra practice.

Key learning objective

Concise statements about how the examples, presentations, and tools are intended for students' learning.

Bright ideas

One language sets you in a corridor for life. Two languages open every door along the way.
Frank Smith

You can never understand one language until you understand at least two.
Geoffrey Williams

Language is the road map of a culture. It tells you where its people come from and where they are going.
Rita Mae Brown

Bright stories

English Prime 5–6

Inspiring stories of perseverance, commitment, and success. Stories not only from those who faced a difficult situation, but from extraordinary individuals who have lent a hand to the world.

1

Warm-up

This section provides a perfect opportunity for the teacher to evaluate the level of the students related to a specific topic. Teachers can do so through short practices or examples that are also intended to prepare students for the activities found throughout the block.

Warm-up

Work in pairs and complete the dialogue to introduce yourself to your partner. Provide the missing information. Ask your teacher for extra vocabulary if you need it.

A: Hello! I'm _____ What is your name?
 B: My name is _____ How old are you?
 A: I am _____ and you?
 B: I am _____ What is your occupation?
 A: I am _____ What do you do?
 B: I am _____ Well, nice to meet you.
 A: Nice to meet you too. See you later.

Challenge

Activities promoting dynamic and attractive environments through gamification. These motivate and allow students to enjoy learning and allow the teacher to assess general knowledge on the subject.

Challenge

Work with a partner. To win this challenge each team has to solve the quiz as fast as possible and then write the answers on the board. Your teacher has a prize for the winning team.

a) Six times two.
 b) A Mexican state that has a volcano or volcanoes.
 c) Typical Mexican hair color.
 d) An informal greeting with two letters.
 e) Typical Mexican female name.
 f) A folkloric Mexican group of musicians.
 g) Five countries where English is spoken.
 h) The opposite of good-looking.
 i) The plural of housewife.

Drivers

Activities based on the communicative approach that will provide students with impulse and motivation to develop the four language skills: speaking, writing, listening, and reading.

Prepare for... Writing

4.1 During the first activities, we have seen some of the elements of this block's topic: values and jobs. How do they integrate? Let's find out!

Creating a company sounds like a lot of work, don't you think? Look at the following list of the aspects someone needs to consider to start a business. Arrange the elements in order from 1 to 5 as you consider, being 1 the most important element and 5 the less important one.

a) Think carefully before using social media.
 b) Narrow down your market.
 c) Choose an interest.
 d) Your target defines the ideal price.
 e) Understand you will fail.
 f) Be honest about what your customers can expect from you.
 g) Reassess your price as you grow.
 h) Ask for advice.

Prepare for... Writing

Develop one skill

Prepare for... Reading

Prepare for... Reading

3.25 Read the following text and place the following headings in the appropriate paragraph according to the information they provide.

Headings:

a) Organize your community b) Stand up for yourself
 c) Know the consequences d) Take care of yourself e) Embrace yourself

Five tips to overcome discrimination

(1) _____
 Find ways to embrace your identity, the strength and beauty of being you. Read books and talk to people who make you feel good about being yourself.

(2) _____
 One of the best ways to fight discrimination is by taking care of yourself. How can you take care of yourself? Having a healthy lifestyle.

(3) _____
 Be open about your feelings! If something makes you feel uncomfortable say it. Fight for your rights. In order to change, people need to know when something is wrong.

(4) _____
 There is always a time for doing things. Be strategic and intelligent in choosing your fights. Weigh the costs and benefits.

(5) _____
 Work in teams. Group work is necessary to survive. Getting together with people who experience similar things makes you stronger and gives you a better perspective.



Speaking, Writing and Reading

Develop multiple skills at once



Final Test



Students will reinforce their learning of a subject, such as Science, Math, or Geography, through the target language.



Peer assessment in which students will interact, practice their skills, compare their work with classmates, and correct each other.



English Prime 5–6

Strategies and tips students need to demonstrate their proficiency in English through the many kinds of certifications.



Learning English could be both, a serious and a fun dynamic task. Join a friendly competition and just have fun!



A self-assessment tool at the end of each section. The purpose of this test is for the students to become aware of their progress throughout the block.



3. Reading and Speaking:
City of Lakeview: Recycling tips.

The pages will point out every time it is necessary to access the student's LMS.



A little bit of grammar

The focus of the grammatical explanations in the series is specifically aimed at the problems students face when learning English as a foreign language. The grammatical topics can be used deductively, inductively, or both.



Certification-type exercises

English Prime 5–6

Provide a great opportunity to know the format of the most recognized certification exams. This practice can be found in both the Student's Book and the Workbook.



This brief test at the end of each section, similar to an exam, informs teachers of what students have learned throughout the section, and addresses their deficiencies by objective means.

Bilingual Dictionaries

Español/Inglés
English/Spanish

For more than a century, Larousse has pursued the main objective of promoting and disseminating knowledge across borders and languages.

Larousse is an international brand and a leading reference in the field of dictionaries.

The series of *Bilingual* and *Pocket dictionaries* have reinforced the prestige of the Larousse label in the field of teaching and learning the English language. In them you will find the words and most common expressions used in English and Spanish and their meanings, pronunciation guides, lists of verbs, and other types of elements that will help learners expand and facilitate their study of English as a foreign language.

Basic Dictionary

Español/Inglés – English/spanish

Grammatical supplement included
Basic level

- More than 50,000 words and expressions
- More than 80,000 translations



Cl: 1540
ISBN: 978-970-22-1617-9
528 pages

Pocket Dictionary

Español/Inglés – English/spanish

The most comprehensive of its kind
Intermediate level

- More than 128,000 translations



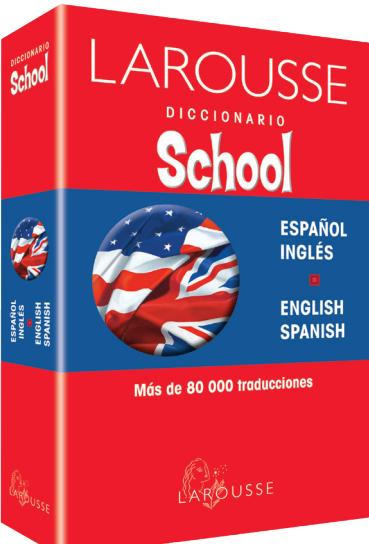
Cl: 1530
ISBN: 978-607-21-1071-7
688 pages

School Dictionary

Español/Inglés – English/spanish

Basic level

- More than 55,000 words and expressions
- More than 80,000 translations



Cl: 1531
ISBN: 978-970-22-1157-0
800 pages

Bilingual Dictionary Plus

Español/Inglés – English/spanish

Intermediate level

- More than 32,000 entries
- More than 80,000 translations



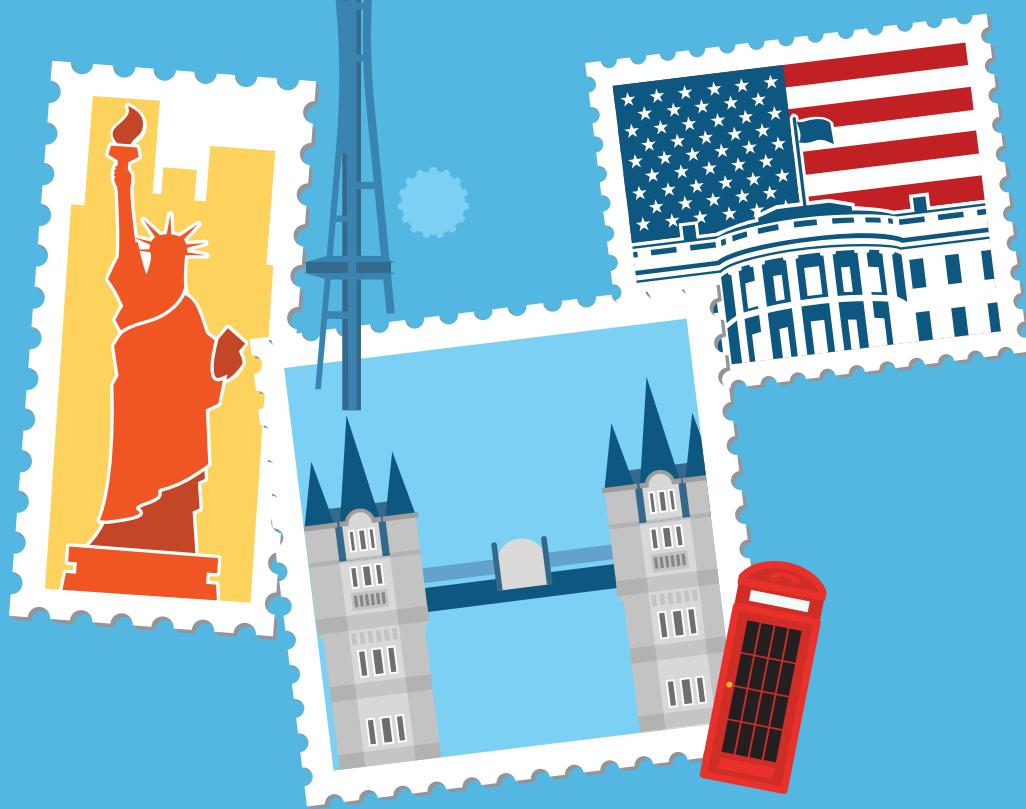
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Corporate office

180 Renacimiento St.
San Juan Tlhuaca, Azcapotzalco,
Zip code: 02400, Mexico City, Mexico
Phone numbers: (55) 5354 9100
(55) 1102 1300
adela.reyes@hlm.mx
educacionbasica@hlm.mx



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