

Unrivalled flexibility and
differentiation at Key Stage 3...

Interactive ENGLISH



- Addresses the needs of mixed-ability groups with carefully selected print-based and digital resources
- Can be easily combined with your own material, giving you the freedom to use the resources as you wish – including in your VLE
 - Covers the full range and content of the English Programme of Study and the renewed Framework from the Secondary National Strategy
- Features support for APP (Assessing Pupils' Progress), including levelled interactive assessments

Order today and get a fantastic discount

– see order form for details

Interactive ENGLISH

 is an innovative course for planning and delivering the Key Stage 3 curriculum. It offers you:

Support for APP (Assessing Pupils' Progress)

Every lesson has distinct assessment opportunities linked to APP assessment focuses, and our dedicated APP Guide helps you implement APP and Assessment for Learning using **Interactive English** resources. You can also monitor pupils' progress using the auto-marked, levelled interactive assessments on the Dynamic Learning and Assessment Network Edition DVD-ROMs.



Flexibility

Easily adapt and personalise the pre-loaded multi-media content provided on the Dynamic Learning and Assessment Network Edition DVD-ROMs, and combine it with your own material to suit your own classes, or to prepare lessons for a departmental teaching approach. If you want more guidance you can follow the suggested short-term, medium-term and long-term planning contained in the Teacher's Resource Books.



High-quality digital resources – including use in your VLE

Help your lessons to explode into life with a huge range of digital resources on the Dynamic Learning and Assessment Network Edition DVD-ROMs. They can save you time locating, obtaining and evaluating material from many disparate sources, leaving you free to concentrate on teaching. Your own tried-and-tested digital resources can be easily integrated into the Dynamic Learning program – **and put in your VLE** – at the click of a mouse.



Differentiation

You can address the needs of mixed-ability groups with differentiated Pupil's Books. They are available at three levels for each year: **Developing** (lower ability), **Establishing** (core) or **Extending** (higher ability). Each book's pages follow the same content, but the material is differentiated according to level, enabling you to teach pupils of differing abilities together in the same class. Each book also includes access to free Dynamic Learning Student resources that make home study more enjoyable and help to develop independent learning.



Coverage

This course covers the full range and content of the English Programme of Study, giving equal focus to **Reading, Writing, and Speaking and Listening** skills, as well as comprehensive coverage of the four strands of the renewed Secondary English Framework. It addresses and maps **Functional Skills**, and integrates **Personal, Learning and Thinking Skills**, **Progression Maps**, and the **APP (Assessing Pupils' Progress)** criteria, giving you the confidence that you are delivering comprehensive and thorough English lessons.

“ I chose **Interactive English** because I was taken by the modern approach and the fact that it was interactive with lots of visual and audio resources. The other thing that impressed me was the quality of the content. ”

Christine Callingham, Deputy Head, North Bridge House Senior School



Interactive English is a hit at North Bridge House Senior School in London. Deputy Head Christine Callingham has been using the course with her Year 7 class and it's had an immediate impact:

“**Interactive English** is very appealing to the children because of the various media components. I have noticed that the class is a lot more engaged in what's happening, particularly some of the slower learners who have the opportunity to discuss images and audio recordings without having to look at text all the time.”

It didn't take long for Christine to get going with the Dynamic Learning and Assessment Network Edition DVD-ROM: “The interactive resources are very easy to navigate, it's literally a click of the mouse. The contents pages are very clearly set out and I feel very comfortable using the interactive resources.”

Interactive English isn't just about digital resources however. Christine was particularly pleased with the differentiated Pupil's Books (available at three ability levels for each year): “The three levels are of immense benefit because it helps with differentiating in the class. The material is set to each pupil's specific level so they are comfortable with what they are reading and they can work more independently without constant teacher intervention.”



So **Interactive English** gets the thumbs up from Christine. But what about the pupils themselves?

“It's an easier way to learn” said Sebastian. “It's not just a big block of writing you have to read, and it gives videos and speeches.” Esmè agrees: “I really like the books. Most English books are really boring but this one is really good and I like the pictures. The audio recordings are really good too.”



You can see **Interactive English** in action at North Bridge House Senior School by visiting www.hoddereducation.co.uk/InteractiveEnglish

How does the course work?

Interactive English moves away from a traditional structure centred around just a Pupil's Book. Instead, the course content is delivered via a blend of interactive and print-based class resources led by the teacher.



Dynamic Learning and Assessment Network Edition DVD-ROMs

Year 7: 978 0 340 94883 5 Year 8: 978 0 340 94888 0 Year 9: 978 0 340 94893 4

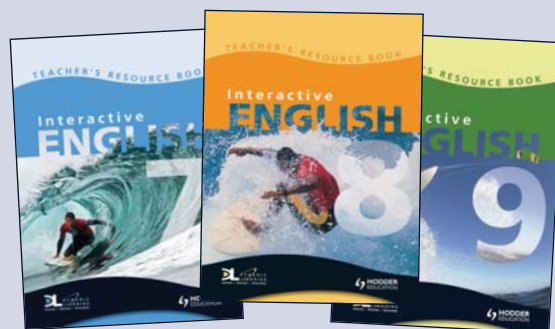
- Provide a complete set of lesson plans and materials structured around the Programme of Study with links to the relevant Progression Maps and APP criteria
- Offer interactive resources that launch from lesson plans, including starter activities, PowerPoint® language presentations, audio files, video clips, editable worksheets, and images
- Feature a short film, courtesy of the BFI and Channel 4 Learning, that encourages creative responses from pupils
- Contain formative quiz-style activities for whole-class or individual pupil use
- Allow you to record, save and play back your own audio recordings, so that Speaking and Listening practice can be built into any number of tasks
- Include auto-marked and levelled interactive tests that generate reports to support APP




Teacher's Resource Books

Year 7: 978 0 340 94882 8 Year 8: 978 0 340 94887 3 Year 9: 978 0 340 94892 7

- Contain short-term, medium-term and long-term planning documents
- Map lessons to the renewed Secondary English Framework and covers all curriculum requirements
- Offer full support for the Dynamic Learning and Assessment Network Edition DVD-ROM with detailed teacher notes
- Include a free CD-ROM with editable planning documents and worksheets, allowing you to adapt them to meet the needs of every class and every pupil




APP (Assessing Pupils' Progress) Guide

 Download for free at www.hoddereducation.co.uk/InteractiveEnglish


- Features unit-by-unit charts which match APP and Assessment Focus criteria across each unit
- Contains planning guidance for implementing APP and Assessment for Learning using **Interactive English** resources
- Provides key assessment tasks based on APP criteria and tailored guidance sheets for teachers for each APP key task
- Includes pupil-friendly self- and peer- assessment sheets for complementing formative APP-style tasks

Two Year Scheme of Work

 Download for free at www.hoddereducation.co.uk/InteractiveEnglish

- Contains short-term, medium-term and long-term planning guidance for delivering Interactive English in two years instead of three
- Shows you how to easily adapt your Dynamic Learning resources for Years 7, 8 and 9 to fit with this two-year approach

Welsh Curriculum Mapping Grid

 Download for free at www.hoddereducation.co.uk/InteractiveEnglish



Pupil's Books

Year 7

Developing: 978 0 340 94884 2 Establishing: 978 0 340 94885 9 Extending: 978 0 340 94886 6

Year 8

Developing: 978 0 340 94889 7 Establishing: 978 0 340 94890 3 Extending: 978 0 340 94891 0

Year 9

Developing: 978 0 340 94894 1 Establishing: 978 0 340 94895 8 Extending: 978 0 340 94896 5

- Tailored to different ability levels for each year: Developing (lower), Establishing (core) or Extending (higher)
- Reinforce language skills with contextualised tasks and activities
- Include access to Dynamic Learning Student resources enabling pupils to carry out independent learning on a PC at school or at home

Course contents

Year 7

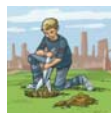
Unit 1 Studying the novel – *Framed*

Based around Frank Cottrell Boyce's novel *Framed*, this unit aims to foster pupils' enthusiasm and enjoyment of contemporary literature.



Unit 2 Writing to inform, explain, describe – *Child of the 21st Century*

Focuses on texts that inform, explain and describe, and is set against a background theme of childhood.



Unit 3 Poetry – An introduction to form and style

Introduces pupils to a range of poems from their literary heritage, with a focus on reading, and speaking and listening skills for exploratory and dialogic talk.



Unit 4 Moving image – *Bush Bikes*

Centred around the short film *Bush Bikes*, the unit aims to develop pupils' skills of inference, deduction and critical analysis as well as encouraging pupils' own creative responses.



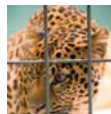
Unit 5 Speaking and listening – Developing communication skills

The unit aims to give pupils a solid grounding in effective speaking and listening, with a focus on debate, argument, and the importance of purpose and audience.



Unit 6 Writing to argue, persuade, advise – *Saving the animals*

Based on the theme of animals with a focus on writing and speaking to persuade, argue and advise.



Unit 7 Shakespeare/drama – *Macbeth*

Pupils are encouraged to work collaboratively with an emphasis on enjoying the text – there are opportunities to explore plot, setting, character, language, images and themes.



Unit 8 Multimodality – *Travel texts*

Uses different kinds of travel media texts to introduce pupils to the concept of multimodality.



Unit 9 Research and presentation – *Multicultural Britain*

Lessons cover topics such as categorising information, conducting research, evaluating the usefulness and reliability of information, and note-taking.



Year 8

Unit 1 Multimodality

– *The rise of social networking*

Pupils adopt a critical stance in exploring the public and media perceptions of social networking in order to develop their own viewpoint.



Unit 2 Dialogic talk

– *Thinking about poetry*

Develops pupils' ability to speculate, hypothesise and explore ideas through talk with each other.



Unit 3 Writing non-fiction

– *Sports writing*

Encourages pupils to become critical readers of non-fiction and media texts, and to develop their understanding of the language and structural choices writers make.



Unit 4 Pre-20th Century texts

– *Standing the test of time*

Introduces pupils to a range of texts that enable them to explore the concept of literary heritage, using short extracts and 'tasters' of texts that are significant within literary history.



Unit 5 Research and presentation

– *Celebrity*

Extends the idea that English is vital for communicating with others in school and in the wider world, and supports the acquisition of Functional Skills at Level 1.



Unit 6 Developing critical analysis

– *Raven's Gate*

Based around Anthony Horowitz's novel *Raven's Gate*, this unit equips pupils with the skills and technical language they need to read, and write about, fiction texts during KS3 and in preparation for GCSE.



Unit 7 Writing – Fiction, drama and poetry

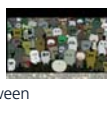
This unit gives pupils the skills to write with increasing confidence and authority to create fiction, drama and poetry that also consider the needs of the reader.



Unit 8 Moving image

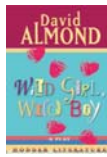
– *Killing Time at Home*

Based around the short film *Killing Time at Home*, this unit develops media literacy skills and makes explicit links between reading multimodal text and literary text.



Unit 9 Using drama to explore a play – *Wild Girl, Wild Boy*

Provides pupils with an opportunity to use a range of dramatic approaches to explore the play *Wild Girl, Wild Boy*, by David Almond.



Year 9

Unit 1 Studying the novel

– *Ruby Red*

Based around the Linzi Glass novel *Ruby Red*, this unit aims to allow smooth progression to GCSE English Literature by offering a challenging textual analysis in manageable sizes for Year 9 pupils.



Unit 2 Speaking and listening

– *The future*

Gives pupils the opportunity to develop skills in speaking and listening, learning to express themselves creatively and imaginatively and to communicate with others confidently and effectively.



Unit 3 Moving image

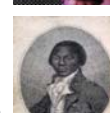
– *The First Time It Hits*

This unit uses the short film *The First Time It Hits* as a stimulus for meaningful ongoing APP assessment.



Unit 4 Writing – *Autobiography*

Provides pupils with the opportunity to experience a range of autobiographical approaches and to practise writing in the style of GCSE coursework in order to prepare them for their future studies.



Unit 5 Shakespeare

– *Romeo and Juliet*

This unit allows pupils to practise their reading response skills and to prepare for writing an extended essay, similar to that faced at GCSE.



Unit 6 Functional Skills – *Food issues*

Consolidates all the skills developed for Functional Skills Level 1 using a range of activities related to food.



Unit 7 Multimodality

– *We're with the band*

Develops pupils' skills in speaking, listening, 'reading' the moving image and writing concisely for a target audience and with a clear focus.



Unit 8 Writing – *Touching the Void*

Uses compelling materials based on Joe Simpson's *Touching the Void* to inspire a rich vein of creative and non-fiction writing.



Unit 9 Transition to GCSE: Poetry from other cultures

The GCSE transition unit explores poetry that looks at other cultures and touches on our literary heritage.



Dynamic Learning and Assessment Network Edition DVD-ROMs

The Dynamic Learning and Assessment Network Edition DVD-ROMs are easy to use, so you can just concentrate on your teaching. High-quality digital resources, such as video clips, audio files, photos and illustrations, web links and animated activities, launch directly from menu pages of each lesson. This helps you to make the most of your whiteboard and seamlessly integrate ICT into your lessons. You can also create simple, customised and professional lessons with our drag-and-drop Lesson Builder for a truly flexible approach.



Compatible with all VLEs

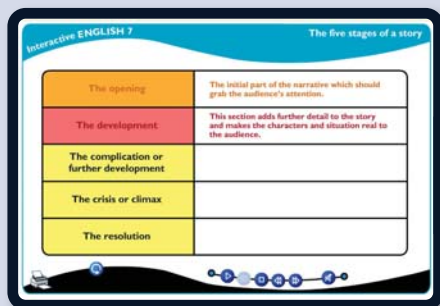
The Dynamic Learning and Assessment Network Edition DVD-ROMs also provide ready-made content that you can use to populate your VLE. All resources are pre-tagged to save you time and provide high quality materials that can be searched for and shared with colleagues. Dynamic Learning is completely future-proof, so if you don't have a VLE yet you will still be able to use the resources, and then upload them once your VLE is in place.

The Dynamic Learning and Assessment Network Edition DVD-ROMs include a full site licence with no annual subscription fee, giving you real value for money. Visit www.dynamic-learning.co.uk for more information, to download demos of individual titles and to see Dynamic Learning in action in the classroom.

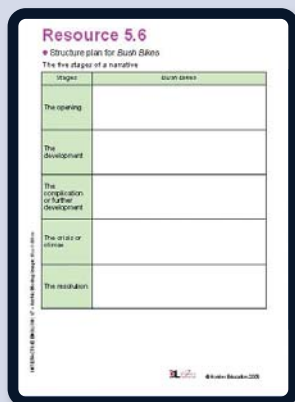
Objectives for each lesson can be isolated and enlarged as appropriate for your teaching



Launch video and audio clips by simply clicking the relevant icon

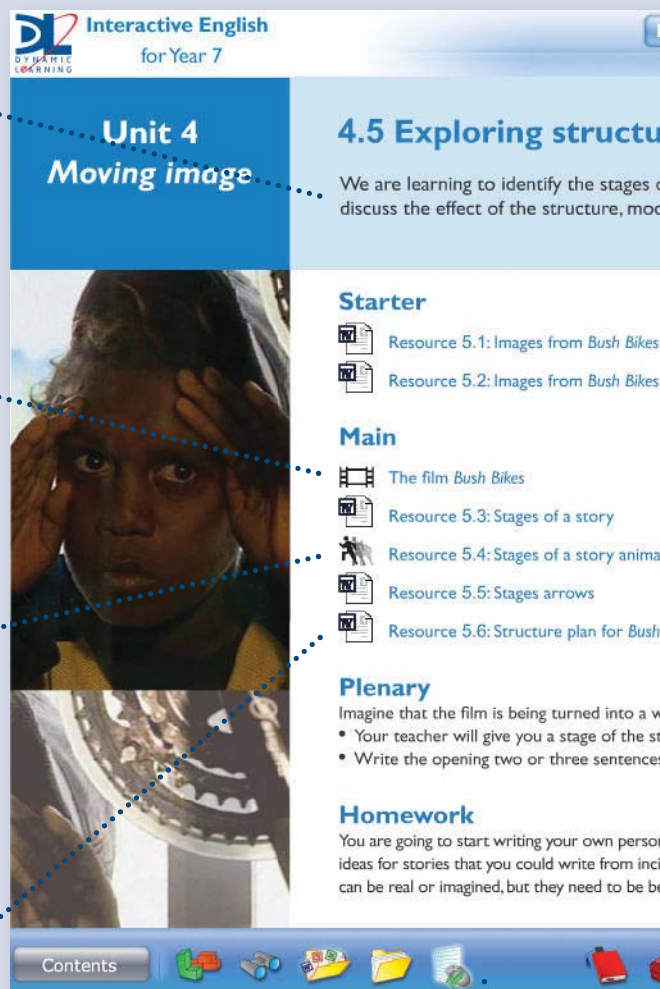


Animated activities help pupils to get involved in the lesson

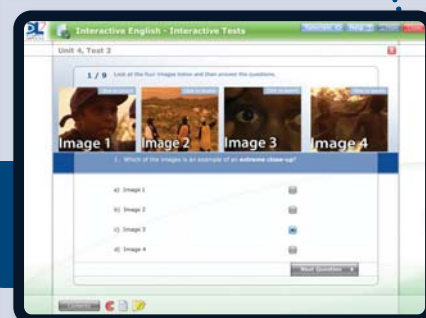


Worksheets to support the lesson can be used on screen for whole-class use, or can be printed out and distributed for individual pupil use

Auto-marked and levelled interactive tests help to check pupils' understanding



Screen from the Year 7 Dynamic Learning and Assessment Network Edition DVD-ROM





Imagine you are this character. Give him a name and think of three interesting facts about him.

Launch an attention-grabbing starter activity - have it up on-screen as your pupils enter the classroom so they are hooked into the lesson from the start

Ensure you are fulfilling National Curriculum requirements by referring to the Assessment Focuses that pop up when you click this

Links to Progression Maps give further ideas for teaching

Links to carefully selected websites provide opportunities for research and extended learning

Instant access to the relevant pages in the printed Pupil's Books...

Stage	Narrative	Visual and pace
The opening		
The developments		
The complication or further developments		
The crisis or climax		
The resolution		

... and Teacher's Resource Book

Pages from the Year 7 Teacher's Resource Book

5.6 I have a dream

Lesson rationale

The lesson hones listening skills and enables pupils to consider a famous 20th-century speech in the light of their learning about oratory from previous lessons. It is vitally important that pupils understand the grammar of talk as well as the importance and value of individuals to society.

Key concepts

Cultural understanding
How ideas, experiences and values are portrayed in texts from a range of cultures and traditions.

Critical understanding
Pupils are able to analyse and evaluate, to look at information and judge its relevance and value.

Resources required

- Pupil stimulus
- Resource 6.1: Martin Luther King speech – audio recording
- Resource 6.2: Group cards
- Resource 6.3: Martin Luther King speech (extract)
- Resource 6.4: Martin Luther King speech (extract) – audio recording
- Resource 6.5: Speech features worksheet
- Resource 6.6: Plenary frame

Page 46 of the Pupil's Book

Learning

Framework key objectives

Speaking and Listening 1.1: identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers.

Speaking and Listening 4.1: explore ideas, texts and issues through a variety of dramatic approaches and conventions.

Speaking and Listening 4.2: work on their own and with others to develop dramatic processes, narratives, performances or roles.

Speaking and Listening 4.2: comment on the effectiveness of the different dramatic conventions and techniques used.

Reading 5.2: identify and understand the main ideas, viewpoints, themes and purposes in texts.

Reading 6.1: understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written.

Learning outcome
By the end of the lesson pupils will have gained an understanding of what makes a powerful and effective speech.

Assessment focus

Speaking and Listening AF6: identify and comment on varieties and uses of spoken English.

Reading AF2: understand, describe, select or retrieve information.

Teaching notes

Starter

- If you are using the DL version, show the picture of Martin Luther King in the pupil stimulus and play the audio of his speech as pupils arrive (Resource 6.1).
- Hand pupils a colour card at random as they arrive to the lesson and ensure that all those with the same colour sit together (Resource 6.2). When the groups are settled, tell the red group that they have a detention every lunchtime for the rest of the term. Tell the yellow group that they will be getting a merit (or whatever rewards system you use) at the end of the lesson and the blue group that they have an extra day off school that they

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Whenever they like between
...
... protest, tell them that they
... their groups to find reasons
... another group should have
... they should have the merit or
... their responses and then tell
... with your original decisions
... red and yellow.

Copy of the extract from
... have a dream' speech
... plain that he gave the speech
... August 1963 when black and
... segregated. Tell pupils that
... the unfairness related to
... as you displayed at the start
... be a good idea here to
... activity was to prove a
... like to direct pupils to the
... at this point where there is
... Martin Luther King.

2 Now ask pupils to try to identify the features that help make this an effective speech. Resource 6.5 will help with this. Allow five to ten minutes for pupils to work with the written text.

3 Ask pupils to have a go at preparing the extract in pairs to read aloud, emphasising the important features they identified. If you have the DL version, play the speech extract (Resource 6.4), or read it to them, after pupils have tried out the activity for themselves and ask them to look out for the features they identified to see whether they work better as an oral or a written piece. Take feedback.

4 Ask pupils to generate one sentence, using Resource 6.6 if necessary, that identifies a language feature of this speech that they think is especially effective and why they think so ready for the plenary.

Plenary
Take feedback of the effective features and remind pupils to use these in their own future speeches.

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Each lesson is mapped to the renewed Secondary English Framework

Step-by-step guidance on how to implement lesson plans

Advice on how to adapt lessons to meet the specific needs of your class and individual pupils

Homework

Ask pupils to research a figure from history whom they think has made an important contribution to the world today.

Differentiation

It will help if you know which of your pupils are auditory learners and partner them with other pupils for the activities.

For additional support
Resource 6.6 has a frame to help less able pupils to construct their plenary sentence.

For added challenge
Ensure more able pupils are challenged to produce a high quality oral performance in the main part of the lesson.

Assessment opportunity

Resource 6.5 and the plenary will enable you to judge the reading abilities of pupils as well as their speaking and listening skills.

Page 111 of the Pupil's Book

5 Speaking and listening: Developing communication skills

110 Interactive English: Year 7

5 Speaking and listening: Developing communication skills

Interactive English: Year 7 111

Developing (lower ability)

Language and tasks are simplified to help pupils get to grips with the basics

Establishing



3.2 Sports for today

In your class lesson you have been asked to find out about some of the newer sports that are around today.

Extreme sports

'Extreme sport' is a term used to describe sports that are very dangerous. These activities often involve speed, height, a high level of physical exertion (effort) or spectacular stunts.

In sporting events, athletes compete against each other under strict controls. However, in extreme sporting events, sometimes that cannot happen. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.



In the late 1980s/early 1990s, 'extreme sports' meant things like skydiving, scuba-diving, surfing, rock climbing, snow skiing, waterskiing, mountain biking, mountaineering, cave exploration, storm chasing, hang-gliding and bungee jumping. Today, it is now used to refer to young people's sports, like skateboarding, snowboarding and BMX.

Extreme sports tend to be individual rather than team events, and they can include both competitive and non-competitive activities.

★ Unusual extreme sports

- ★ People have invented the following 'extreme sports': extreme ironing, urban housework and extreme croquet, for example.
- ★ Extreme ironing involves ironing in a remote or unusual location. For example, some recorded extreme ironing has taken place on a mountainside, in a canoe, while skiing or snowboarding, during a parachute jump and even under water.



TASK >>>>

> Find out and explain how one of the unusual extreme sports is 'played', or invent your own extreme sport! What about 'extreme homework' or 'urban hopscotch'?



3.2 Sports for today

In your class lesson you have been asked to find out about some of the newer, exciting sports that are around today.

Extreme sports

'Extreme sport' is a term used to describe certain sports that are considered to be particularly dangerous. These activities often involve speed, height, a high level of physical exertion or spectacular stunts.

In a standard sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled extreme sporting event, there are many variables that cannot be held constant for all athletes. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.



The term was first used in the late 1980s/early 1990s to refer to adult sports such as skydiving, scuba-diving, surfing, rock climbing, snow skiing, waterskiing, mountain biking, mountaineering, cave exploration, storm chasing, hang-gliding and bungee jumping. However, the term is now often used as a reference to sports that are more associated with young people, like skateboarding, snowboarding and BMX.

Extreme sports tend to be individual rather than team events, and they can include both competitive and non-competitive activities.

Dynamic Learning resources for pupils

Pupils can easily access a range of digital resources that are included for free in every textbook. These resources allow pupils to personalise their learning experience, enable them to work at their own level, and help them to revise effectively at school or at home.



ning (core)

Extending (higher ability)
More difficult tasks to stretch Gifted and Talented pupils

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★ Unusual extreme sports

- ★ In a lighter vein, people have invented some peculiar 'extreme sports': extreme ironing, urban housework and extreme croquet, for example.
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TASK >>>

- 1 Find out and explain how one of the other unusual extreme sports is 'played'.
- 2 Invent your own extreme sport! How about 'extreme homework' or 'urban hopscotch'?

UNIT 3



3.2 Sports for today

In your class lesson you have been asked to find out about some of the newer, exciting sports that are around today.

Extreme sports

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Extreme sports tend to be individual rather than team events, and they can include both competitive and non-competitive activities.

22 Extending

★ Unusual extreme sports

- ★ In a lighter vein, people have invented some peculiar 'extreme sports': extreme ironing, urban housework and extreme croquet, for example.
- ★ Extreme ironing involves ironing in an unusual location.



CHALLENGE >>>

- 1 With a partner do some research to come up with a list of extreme sports, and how they differ from conventional sports. Try to devise a definition of an extreme sport.
- 2 Imagine you are a sports journalist and write notes for an article expressing your views on sports that involve danger as well as skill. Make out a case either that they are the sports of the future, or that they will never achieve mass popularity.

UNIT 3

Pages from the differentiated Year 8 Pupil's Books

Authors

Interactive English is written by a team of experts and practising teachers who understand the needs of their fellow teachers.

Series Editors and Authors:

Linda Hill is a former Head of English and now an OFSTED inspector and a respected freelance English consultant working throughout the UK.

Zoë Livingstone is a former Head of English and an English consultant for Slough, Bracknell Forest and Hillingdon LAs.

Authors:

Margaret Ryan is Assistant Head Teacher at Counthill School in Oldham and a part-time secondary English consultant.

Denise Savage Head of English at a school in Surrey and a National Strategy Secondary English consultant.

Saira Sawtell is Head of English at Budmouth Technology College in Weymouth.

She was the regional winner in the Outstanding New Teacher Category in the 2006 Teaching Awards.

Anita Spires is a secondary English consultant for Bracknell Forest LA.

Debbie Thomas is Curriculum and Assessment adviser for Slough LA.

Emily Waddilove is an English and EAL adviser for Wokingham Borough Council.

Stephanie Welsford an English and Media Studies teacher in Slough, and is heavily involved in the Moving Image Media Literacy project and Independent Learning initiatives.

Pat Woolfe is a former Head of English who is currently working as a secondary English consultant for Oldham LA.

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COURSE guide



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