

2017



Secondary Catalogue



CAMBRIDGE
UNIVERSITY PRESS

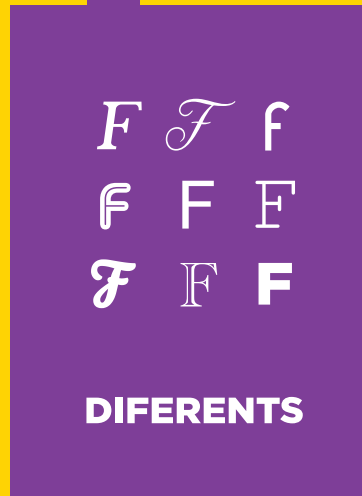


Get it right with the Cambridge English Corpus

MISTAKE 47 CORRECT: COFFEE



MISTAKE 45 CORRECT: DIFFERENT



MISTAKE 46 CORRECT: COMMUNICATION



MISTAKE 08 CORRECT: BICYCLE



MISTAKE 14 CORRECT: DEMONSTRATION











MISTAKE 17 CORRECT: ADVERTISEMENT










Every year, over 200,000 Spanish students take one of the Cambridge English exams. At Cambridge University Press we analyse these exam scripts to find out common errors and problem areas. All this information is incorporated into the Cambridge English Corpus, which we use to adapt our teaching materials to the specific needs of Spanish speakers.

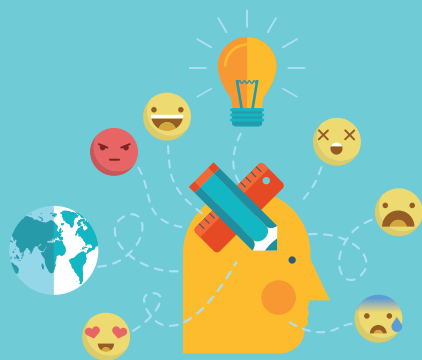
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Key to symbols

	English for Spanish Speakers courses
	Titles include information from the Cambridge Learner Corpus
	Common European Framework of Reference for Languages (CEFR) levels
	Titles with interactive whiteboard software
	Downloadable resources
	Digital components
	App for mobile devices

What can the Cambridge Learning Journey offer you?



Development of emotional competences

1

Creating a motivating environment through support and cooperation

2

Encouraging creativity

3

Practising Positive Psychology in the classroom



How do we do it?

1

Emotional syllabus for all our courses with teaching notes

2

Emotions worksheets

3

Training videos on Positive Education

4

Projects to work on life skills

5

Blog articles on latest educational trends

Learning for life through emotional competences



Cambridge
Learning
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The Cambridge University Press website specifically created for teachers and students in Spain



Available both in English and Spanish for students and parents



Clear, easy to use with an up-to-date design



Browse our catalogue



View demos and download sample units

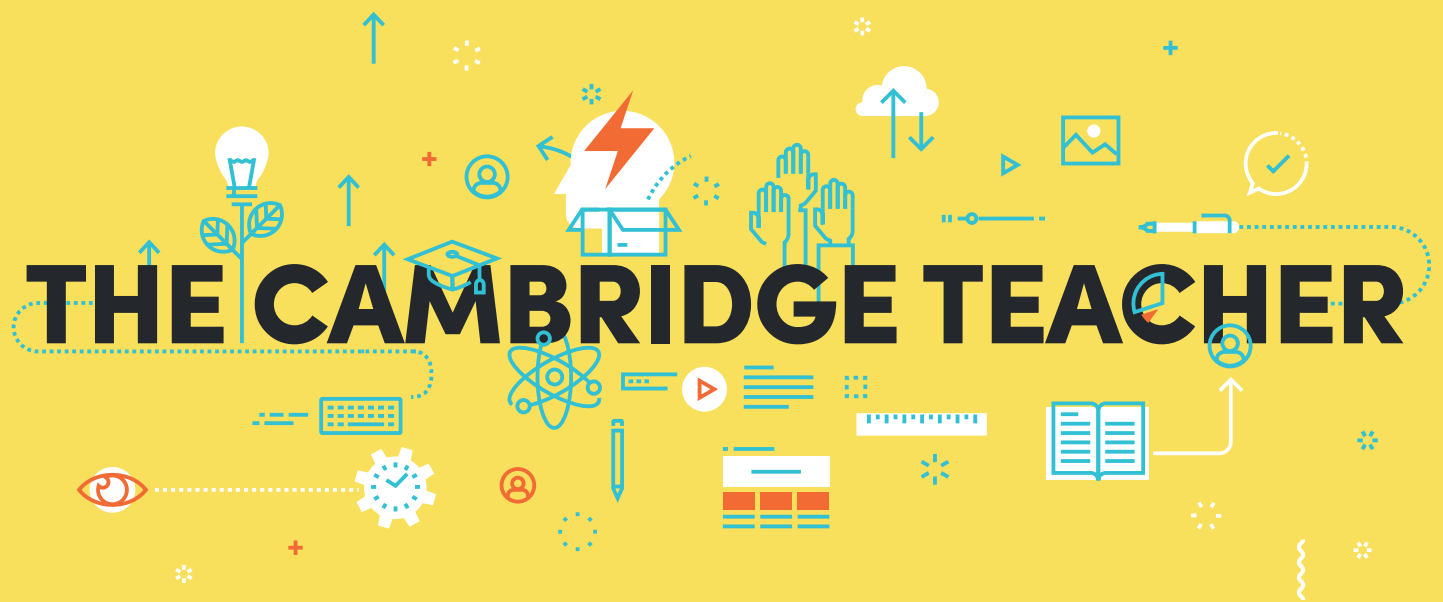


Downloadable teaching and learning resources

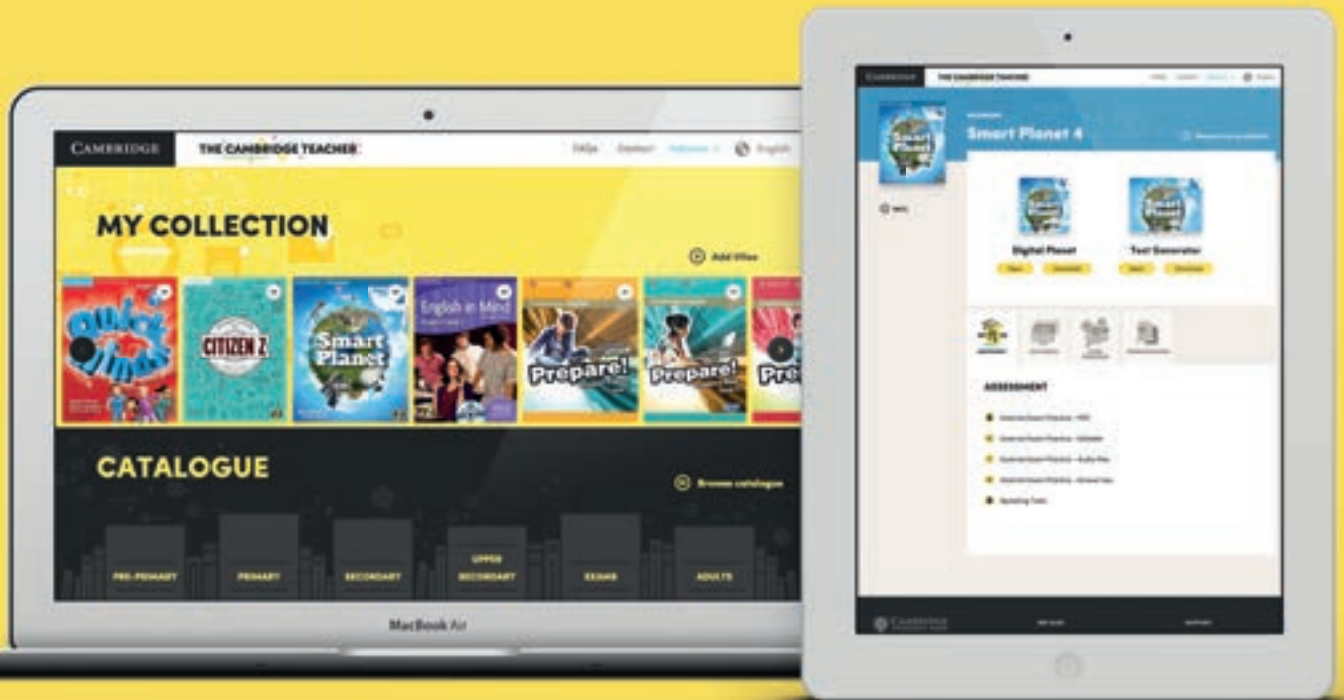


Online registration for Cambridge Experiences





Your integrated platform for digital content



Interactive Whiteboard

Access to interactive whiteboard tools and other digital products for classroom presentation.

Extra resources

Additional material to get the most out of your course: videos, extension activities, tests...

What's new?

News from the education sector and registration for our teacher training events.

WWW.THECAMBRIDGETEACHER.ES

Smart Planet

Ben Goldstein and Ceri Jones
ELEMENTARY TO PRE-INTERMEDIATE



**Curiosity creates interest. Interest creates a motivated learner.
Be curious!**

Smart Planet is a secondary course specifically written for Spain which appeals to students' curiosity about the world around them. Stimulating materials complemented by fascinating videos from Discovery Education™ help bring classes to life and are the ideal starting point for successful language learning.

Key features:

- Exciting, internationally-themed reading and listening topics.
- Thorough vocabulary and grammar treatment.
- Graded activities to cater for the mixed-ability classroom.
- A guided, step-by-step approach to writing and speaking.
- Culture and CLIL pages complemented by spectacular Discovery Education™ videos.

Dealing with mixed ability

Smart Planet takes into account the reality of today's secondary classroom with students working at different levels.

- The activities in the Student's Book are carefully graded moving from more controlled to more open practice, which allows for students to answer at their personal level.
- The Workbook includes exercises on three levels which are clearly marked with one, two or three stars.
- The Smart Resources DVD-ROM includes grammar and vocabulary worksheets at two levels – standard and extra. Likewise the tests are provided at two levels.
- The Teacher's Book also provides optional activities to help deal with mixed ability.



Smart Planet is specifically designed for Spanish-speaking secondary students and includes:

- 'Get it right!' pages in the Student's Book and Workbook, plus 'Get it right!' boxes throughout the Student's Book, **highlight and practise common mistakes** made by Spanish-speaking learners.
- 'Say it right!' and 'Spell it right!' sections focus on aspects of English pronunciation and spelling which are difficult for Spanish speakers.
- Specific **CLIL lessons** on other subjects of the Spanish curriculum.
- **English, Catalan and Spanish** editions of the Workbook.
- **English and Spanish** editions of the Teacher's Book for levels 1 and 2.

For students



Student's Book with DVD-ROM

The Student's Book comes with a DVD-ROM with all the videos from Discovery Education™ and includes:

- 9 clearly structured units making navigation easy for both students and teachers
- Extra optional CLIL lessons
- A suggested Project for each term
- A complete Pronunciation section
- Videos integrated into the lessons
- A unique app permitting students to scan pages with a smartphone for direct access to videos and related activities



Workbook

The Workbook is available in three different editions (English, Spanish and Catalan). It offers complete practice of all the vocabulary and grammar from the Student's Book, with:

- graded activities to cater for mixed abilities
- extra listening tasks for self-study practice, with online MP3 audio files
- a complete Grammar Reference with extra practice
- A wordlist and a 'Vocabulary Extra' section for extension
- Dictation and translation exercises

For teachers



Teacher's Book

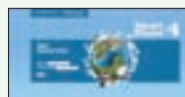
The Teacher's Book is interleaved with the corresponding pages from the Student's Book and includes:

- Clear, at-a-glance teaching notes and video lesson plans.
 - Language notes for grammar lessons.
 - Background information sections, with useful extra facts about the lesson content.
 - Basic competences and CEF mapping.
 - Warm-up and optional activities.
 - Teaching tips and a Games Bank.
 - Optional activities to help deal with mixed ability.
- Spanish editions are available for levels 1 and 2.



Class Audio CDs

The Class Audio CDs contain four discs with all the recordings from the Student's Book and Workbook.



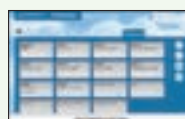
Online Test Generator

The Test Generator is an invaluable assessment tool. You decide what you want to test and the generator does the rest for you - custom made tests for each unit in seconds!



Smart Resources DVD-ROM

A complete classroom resource disc covering all your needs - photocopiable worksheets to deal with mixed-ability, grammar, vocabulary and all the skills. Listening tests audio and Discovery Education™ videos are also included.



Digital Planet

A complete teacher's digital package covering all classroom needs - Student's Books and Workbooks for classroom projection with interactive activities, answer keys and all the videos and audios. Everything you need in one component.



Smart Planet Digital



For learners

- Fully-interactive digital Student's Books and Workbooks, online and offline. These digital books are both multiplatform and multi-device.
- An app allows students to scan pages of the Student's Book with their smartphone for direct access to videos and interactive activities.
- The free DVD-ROM packaged with the Student's Book contains all the Discovery Education™ videos from the course. It also contains self-correcting exercises which students can complete while watching the videos.

For teachers

- The Smart Resources DVD-ROM provides all the classroom resources teachers need with extra worksheets to cover testing, mixed ability, skills work, drama and even games and puzzles. All the course videos are also included, as well as the audio recordings of the listening tests.
- The Digital Planet pack includes the digital Student's Book and Workbook for classroom projection, special interactive activities for every unit, the Digital Teacher's Book and the Discovery Education™ videos. The new enhanced version includes improved zoom and answer check tools. Available as a DVD-ROM or online via thecambridgeteacher.es.
- The Online Test Generator, available at thecambridgeteacher.es, allows you to quickly create, edit and save tests that are suited to the specific needs of your students.

Smart Planet

Weird and wonderful

8





Watch



8.1
p83
Mission Possible?



8.2
p87
A Lost Civilisation



8.3
p88
Describing Mistakes



8.4
p113
Lions in Danger

Language

Story elements

Linking phrases

Third conditional

must have, can't have, might/may/could have

Read & listen

Read a summary of a story

Listen to a podcast about a legend

Speak & write

Ask for more information

Write a story

Culture

A Native American civilisation in the USA

Across the curriculum

Science




BE CURIOUS

Look at the photos in Unit 8. Find ...


- a flying lion.
- an upside down house.

Unit 8 81

Topics that appeal to teenagers' interests and stimulate their curiosity about the world around them



8.1
p83
Mission Possible?



8.2
p87
A Lost Civilisation

Fascinating **Discovery Education™** videos offer your students a wider perspective of the topic

BE CURIOUS

Look at the photos in Unit 8. Find ...

- a flying lion.
- an upside down house.

Unit 8 81


The 'Be curious' section will engage your students and help them get an overview of the unit before starting

Reading: Culture

1 Work with a partner. Look at the photos and answer the questions.

- Who do you think lived in these houses?
- How long ago did they live there?
- Why did they build their houses in this way?

2 Read and listen to the magazine article and check your ideas in Exercise 1.



THE PUEBLO PEOPLE OF THE FOUR CORNERS

Mesa Verde National Park covers more than 80 square miles of the Four Corners region of the United States, where the borders of Utah, Colorado, Arizona and New Mexico meet. It was once the home of the Pueblo people, a Native American civilisation famous for its amazing cliff dwellings. The best examples of these incredible homes can be seen in the walls of the park's spectacular canyons.

The Four Corners is a landscape of extremes – hot and dry in summer, covered in snow in winter. It isn't an easy place to live, but the Pueblo people made their home here and farmed the land for over 700 years, from 600 to 1300 AD. They built complicated 'villages' (their name comes from the Spanish word for village, pueblo) where hundreds of people shared the protection of their strong stone walls. Early European settlers in North America were amazed by their building ability.

The Cliff Palace is the largest Pueblo cliff dwelling in the park. It's best seen from above, where the building will leave you thinking about how these people could have built such complex houses. The most interesting of all the houses is the Balcony House.

It is made up of 40 rooms, connected by long, narrow tunnels and built around a series of shared spaces and can only be visited with a guide. You have to be ready to climb – the only door into the house is at the top of a ten-metre high wooden ladder! When the Pueblo people lived here, they would have entered their homes by climbing ladders and ropes up the steep cliff wall. Once inside, they would have pulled the ladder into the house in order to protect themselves from enemies.

Exploring the maze of tunnels and rooms, you really start to understand what life must have been like for the Pueblo people so long ago. As you stand at the edge of the cliff, looking down into the canyon below and listening to the silence of nature, it's easy to imagine that you have travelled back in time.

FACT The Pueblo people's houses in Charco Canyon were the tallest buildings in the USA until the 19th century.

Your Turn

4 Work with a partner. Imagine you lived in one of the cliff dwellings 1,000 years ago. What would your day-to-day life have been like? Think of three things that would have been different from your life today.

There wouldn't have been any electricity.

8.2 A Lost Civilisation

Find out about the Chiribaya of Peru.

Unit 8 87

3 Read the magazine article again. Correct the sentences.

- The Mesa Verde National Park is in Mexico.
- The Four Corners region has a mild climate all year round.
- The Pueblo people lived in this region for nearly 700 years.
- The Balcony House is made up of 10 rooms.
- The only door is at the end of a narrow tunnel.
- The Pueblo people used ladders and ropes to get into their houses because they enjoyed climbing.

Cultural pages offer information on English-speaking countries all over the world

FACT The Pueblo people's houses in Charco Canyon were the tallest buildings in the USA until the 19th century.

Short 'Fact' boxes include unusual information based on the topic of the unit

'Get it right!' boxes highlight common errors that Spanish-speaking teenagers make at this level

Get it right!

When we talk about someone's university qualifications, we say *degree*, not 'career'.

✓ Shaun's got a *degree* in Maths.

✗ Shaun's got a *career* in Maths.

'Your Turn' activities give students the opportunity to personalise what they have learnt

Your Turn

- 4** Work with a partner. Answer the questions.
- Do you know anyone who finished his/her education when they were 18 or younger and started work? What kind of job did he/she get?
 - Do you know anyone who has finished school but is still studying? What kind of studies is he/she doing? Where?

Vocabulary

Training and qualifications

- 1** Work with a partner. Look at the photos. How are they connected with training and qualifications?

- 2** Complete the phrases connected with training and qualifications with the words in the box. Some words go in more than one phrase.

experience course form fees degree path exam

1 degree:

- university ... , university ... , university ... , university ...
- work ...
- application ... , application ...
- part-time ...
- entrance ... , entrance ...
- training ...
- career ...

- 3** Listen, check and repeat.

Get it right!

When we talk about someone's university qualifications, we say *degree*, not 'career'.

✓ Shaun's got a *degree* in Maths.

✗ Shaun's got a *career* in Maths.

Your Turn

- 4** Work with a partner. Answer the questions.
- Do you know anyone who finished his/her education when they were 18 or younger and started work? What kind of job did he/she get?
 - Do you know anyone who has finished school but is still studying? What kind of studies is he/she doing? Where?

1 My aunt finished school when she was 18. She got a job as a secretary.

Reading

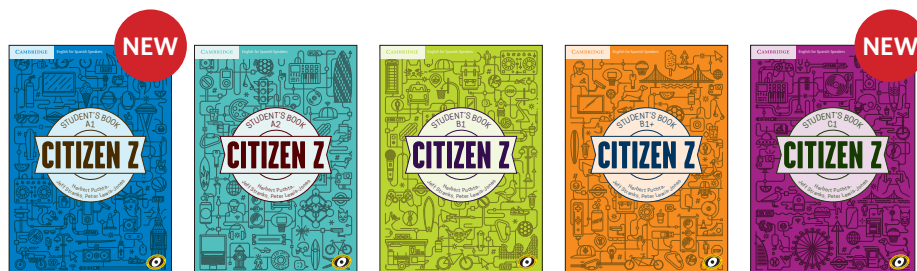
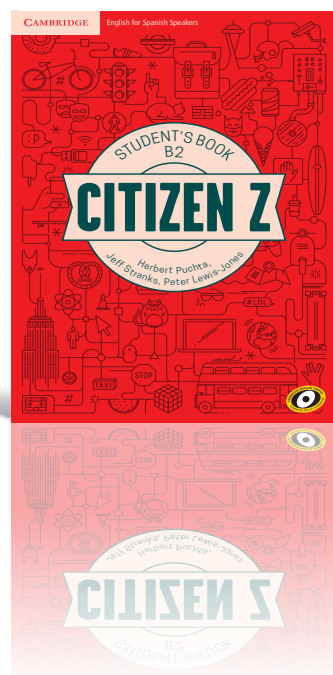
- 5** Work with a partner. Look at the photo of Claudette. What is she doing? Do you think she is different from other teens? Why?

- 6** Read and listen to Claudette's profile and check your ideas in Exercise 5.

Citizen Z

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

BEGINNER TO ADVANCED



Citizen Z – prepare today's teenagers to take their place in the world.

- 80-90 teaching hours, extendable to 180

Citizen Z is aimed at the current generation of teenagers, with their own needs, interests and aspirations. Young people are living in a world which requires new skills and preparation so that in the future they can take their places as citizens in the world.

Citizen Z has been written to take this into account ...

... whether inside or outside the classroom, the course goes beyond building strong language skills to developing the whole learner – with an emphasis on critical thinking, values, self-esteem and life skills – ensuring academic and lifelong success.

- Engaging and thought-provoking topics challenge and inspire teenage learners.
- Guided writing and speaking sections support students step by step through

the process to build fluent, confident written and spoken English.

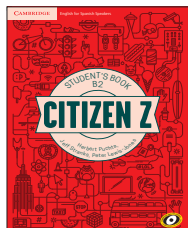
- Culture lessons encourage students to think and talk about life in other countries and how it compares with their own.
- Literature lessons expose students to authentic language and encourage an appreciation of literature.
- Life skills lessons develop non language skills to help students in all aspects of their lives.
- 'Cambridge Exams' pages and assessment-style activities prepare students for success at Cambridge English: Key, Preliminary, First and Advanced.
- Extra photocopiable worksheets, graded workbook activities and extra ideas in the Teacher's Book provide plenty of support for fast-fininishers and mixed-ability classes.

ESS

Citizen Z is specifically designed for Spanish-speaking teenage students and includes:

- 'Get it right!' pages in the Student's Book plus 'Get it right!' boxes throughout the units that **highlight common mistakes** made by Spanish-speaking learners.
- A specific **pronunciation section** which focuses on common pronunciation errors.
- 'Say it right!' exercises that deal with areas which are more problematic for Spanish speakers.
- A **coverage of all the competences** students are expected to acquire with a Key competences mapping in the Teacher's Book.

For students



Student's Book

The Student's Book offers 12 units which build strong language skills combined with a development of the whole learner – with critical thinking, values and self-esteem sections throughout. It also provides:

- 'Get it right!' sections informed by the Cambridge Learner Corpus to highlight common mistakes made by Spanish-speaking learners
- Cambridge exams practice
- Life-skills lessons
- Literature lessons
- 'Test yourself' pages
- An integrated photostory with video



Workbook with downloadable audio

The Workbook provides comprehensive practice of the language taught in the Student's Book:

- Specific grammar and vocabulary pages
- Extra Reading practice
- Developing writing sections
- Listening and fluency practice
- Cambridge exams practice
- A comprehensive Grammar Reference



Online Practice

These interactive online activities can be used in Self-study mode or Class mode. Class mode allows the teacher to time and track students' progress.

The Online Practice includes:

- The course videos
- Extra vocabulary practice
- Extra grammar practice
- Reading
- Projects

For teachers



Teacher's Book

The Teacher's Book includes:

- An introduction which outlines the philosophy and methodology of the course
- CEF and Key Competences tables
- Comprehensive teaching notes for all activities
- Optional extension activities
- Suggestions for optional extension and fast finisher activities
- Tips to cater for mixed-ability classes
- Answer keys and audio/video transcripts
- Cultural background information
- Workbook answer key



Audio CDs

The classroom Audio CDs contain all the recordings from the Student's Book and Workbook.



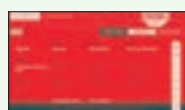
Video DVD

The DVD contains the videos which are integrated into the Student's Book.



Online Test Generator

This Test Generator is the ideal assessment tool. You decide what you want to test and the generator does the rest for you. You can quickly create a test, then edit and save the test for later use.



Digital Citizen Z

A complete teacher's digital package covering all classroom needs – Student's Books and Workbooks for classroom projection, interactive activities, answer keys and the course videos. Extra resources such as grammar presentations, literature and video worksheets are also provided.



Citizen Z Digital



For learners

- **Online Practice** can be done either as self-study or in class with extra grammar and vocabulary practice, extra reading, the course videos and projects.
- An **App** allows students to scan pages of the Student's Book with their smartphones for direct access to multimedia resources.
- Fully-interactive **Digital Student's Books and Workbooks** are available both online and offline. These are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards.

For teachers

- The **Online Test Generator**, available at thecambridgeteacher.es, allows you to quickly create, edit and save tests that are suited to the specific needs of your classes.
- The **Digital Citizen Z** pack includes the digital Student's Book and Workbook for projection in the classroom with special interactive activities for every unit, the digital Teacher's Book, the course videos and extra worksheets. Available as a DVD-ROM or online via thecambridgeteacher.es.
- Extra resources including Grammar and Vocabulary worksheets and Skills tests are also available on thecambridgeteacher.es.

Refugees Bring New Life to a Village

Riace is a small village in Calabria, which is a very pretty region of Italy, but also quite a poor one. Riace once had a population of 3,000, but in the 1990s a shortage of jobs meant that many of the inhabitants, especially young people, left the village to find work in other places. The only school closed. There were no restaurants and very few shops. Many houses were empty. Riace was becoming a ghost town. But these days it's a different story, because of one man whose dreams have turned Riace into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the sea when he saw a large group of people on the beach. They were refugees who had arrived by boat to escape problems in their countries. Lucano had an idea of how to help these people and how they, in turn, might possibly help him save his village. He decided to welcome them into the village and to give them

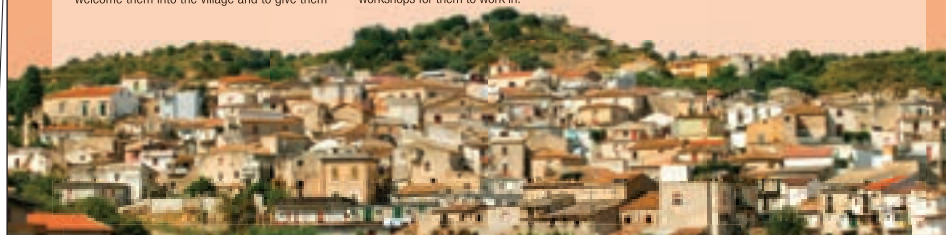


food and accommodation in return for work. The refugees also had to learn Italian.

It was the beginning of a plan. Lucano created an organisation called Città Futura, or City of the Future. The idea was simple: Riace desperately needed more inhabitants and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon and other places. Lucano used buildings which had been empty for years to house the new arrivals, and he created workshops for them to work in.

Riace is now home to between two and three hundred immigrants, who live happily alongside the locals. Most of the women make handicrafts to sell in local shops, while the men renovate empty houses to rent to tourists. But it is not only the refugees who have gained from Lucano's plans: Città Futura also has 13 local employees, which makes it the biggest employer in the village. And because of the arrival of more children, the school is open again. Lucano, who became mayor of Riace in 2004, has managed to create jobs and to stop the villagers moving away, while at the same time helping some of the poorest and most desperate people in the world.

Many politicians have visited Riace hoping that they can use Lucano's ideas in their own towns and cities. The German film director Wim Wenders also went there and was inspired to make a short documentary about the village called *Il Volo* (The Flight). Lucano himself was voted third in the 2010 'World Mayor' competition, and was praised for his courage and compassion.



Topics are carefully chosen to be **engaging** and **thought-provoking** for the students

train to THINK

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

- 1 Read the two statements (A). What is the purpose of the question (B) that follows each of them?
 - 1 A Teenagers never want to travel anywhere with their parents.
 - B Does that mean that there has never been a young person who liked travelling with their parents?
 - 2 A I'm convinced listening to music keeps you healthy.
 - B What evidence is there that proves you are right?

- 2 Here are things people said to Domenico Lucano when he was about to start his project. Work in pairs and find good questions that he could ask to separate opinions from facts.

- 1 All the young people are moving away. Our town has no future.
- 2 I'm sure these refugees are trouble makers.
- 3 Don't invite these people to our village. They're poor and will only create problems.
- 4 It's a bad idea to put people from different countries together. They might not get on.
- 5 These people can't survive in our village. There's just no work for them.

23

Critical thinking, values, self-esteem and life skills develop the whole learner

train to THINK

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Culture

- 1 Look at the photos. What do they all have in common?
- 2 1.15 Read and listen to the article and check your answers.

Nomadic People

Most of us are used to living in the same place – every day, all year round, we go 'home'. But for some people around the world, home is a place that moves. Here are three groups of people who have a nomadic way of life.

1 The Tuareg

In the central part of northern Africa, which is mostly desert, you can find the Tuareg people, who call themselves 'Imohag', meaning 'free people'. Most of the Tuareg people are found in Mali, Niger and Algeria, although some can also be found in Libya and Burkina Faso. However, being nomadic people, they regularly cross national borders.

They have their own language (Tuareg), which is spoken by around 1.2 million people, but many Tuareg people also speak Arabic and/or French. The Tuareg people are mostly Muslim, although some traditional beliefs remain from before the arrival of Islam.

In the past, the Tuareg people moved around the desert areas with their cattle, mainly between places where water could be found. Due to the formation of new countries and

stricter borders, severe droughts and urbanisation, nomadic life became more difficult in the 20th century. This led many Tuareg people to settle in towns and cities.

Sometimes the Tuareg people are called 'the blue people of the Sahara', because of the blue turbans that the men wear, which often gives their skin a blue colour.

2 The Shahsavan

This tribe lives in an area of northwest Iran and eastern Azerbaijan. There are approximately 100,000 of them. In the spring, the Shahsavan move from their winter home in Azerbaijan to their camps near Mount Sabalan, about 200 kilometres south, for the summer. Their journey usually takes around three or four weeks. Each day, they travel from midnight to midday, when the heat begins to prevent further travel. Traditionally, the women and children travelled on camels, and the men rode horses or walked, but increasingly the Shahsavan are using lorries and tractors.

When they reach their destination, everyone (including children) is involved in setting up the main camp, consisting of various types of tent. They stay there until September, when the return journey begins.

Many of the Shahsavan believe that their way of life is dying out, that their grandchildren will not do the annual migration any more.

3 Aborigines

The Aboriginal people of Australia have been living there for 40,000 years, since long before Europeans arrived. But they are not one single group – for example, there are over 200 different languages spoken by the Aborigines.



The Aborigines are hunters and gatherers, almost always on the move. Principally it is the women who gather food and care for children, while the men are the hunters. They have very few possessions, and the ones they have are mostly light, since they need to keep moving in search of food and to maintain a balanced diet (they eat seeds, fruit and vegetables, as well as small animals, snakes and insects).

However, they occasionally decide to settle somewhere and form villages.



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Challenge and inspire your students with **Culture** sections that promote critical thinking and global awareness

UNIT 3

Literature

ABOUT A BOY
BY NICK HORNBY

Marcus is a schoolboy who lives with his mum, who is depressed. Marcus has a bad time at school – he gets bullied quite a lot, especially because of the clothes his mum makes him wear. Marcus has met Will, a rich lazy man who makes friends with Marcus and buys him new trainers.

Here, Marcus and his mum are going home after visiting Will at his flat.

- 1 Read the text. How would you describe the relationship between Marcus and his mum?

'You're not going round there again,' she said on the way home. Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway. 'Why not?' [...]' We don't need that kind of person. We're doing all right our way'.

Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.

'If you are having trouble it's nothing to do with what shoes you wear, I can tell you that for nothing'.

'No, I know, but -'

'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing'.

Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she didn't have a clue either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as straightforward, something like, say, driving: most people could do it, and you could mess it up by doing something really obvious, by driving your car into a bus, or not telling your kid to say please and thank you and sorry (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan.

If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...]. Or he could decide that, actually, she was off her head [...]. Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve?

He could tell himself to say please and thank you and sorry, that was easy, but he didn't know where to start with the rest of it. He didn't even know what the rest of it was. He hadn't even known until today that there was a rest of it.



GLOSSARY

mess it up - do it in a really bad way
swore - used bad words (words that people think are rude)
off her head - crazy

- 2 Read the text again and answer the questions.

- 1 Why do you think Marcus' mum doesn't want him to visit Will?
- 2 Why do you think Marcus enjoys the company of an adult, rather than someone of his own age?
- 3 What do you think 'doing all right' means to Marcus' mum, and why doesn't Marcus think it's true?
- 4 Marcus looks out of the bus window when his mother is talking to him. What does this gesture tell us?
- 5 What does Marcus learn about being a parent by comparing it to driving?
- 6 What do you think Marcus means when he thinks about 'the rest of it' in the last two sentences.

- 3 Work with a partner and discuss the questions.
- 1 What makes it easy, or difficult to talk to an adult about things that worry you?
- 2 Do you think that being a mother or father is straightforward? Why/why not?

40

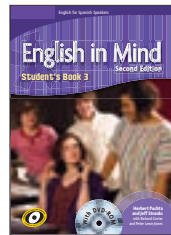
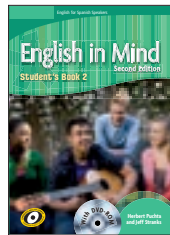
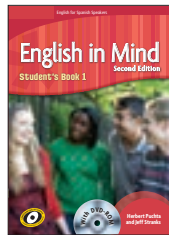
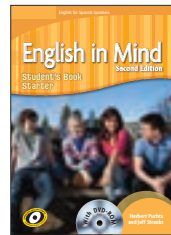
Literature lessons expose your students to authentic language and encourage an appreciation of literature

English in Mind for Spanish Speakers

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

Level 3 with Richard Carter

BEGINNER TO ADVANCED



Secondary

- 80-90 teaching hours, extendable to 180

English in Mind inspires teachers and students the world over. Designed especially for teenagers, this course has proved to be perfectly matched to their interests, age and abilities.

Teen photostories introduce 'Everyday English' and lead into speaking practice in the form of discussions and improvisation.

Key features

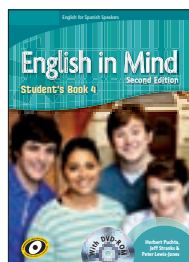
- Structured speaking practice and development throughout each level
- DVD-ROM with games, video and practice activities
- An extra 'Vocabulary bank' shows new words in context and offers accompanying practice exercises
- Flexible Testmaker CD-ROM, expanded Teacher's Book and web support
- Authentic 'Fiction in mind' and 'Literature in mind' section develop reading skills (Levels 3, 4 and 5).



All levels include content specifically designed for Spanish speakers:

- 'Get it right!' pages in the Student's Book and Workbook, plus 'Get it right!' boxes throughout the Student's Book, provide tips and practice to avoid the common errors made by Spanish speakers in grammar and vocabulary, based on research from the Cambridge Learner Corpus.
- 'Say it right!' and 'Spell it right!' sections focus on aspects of English pronunciation and spelling which are difficult for Spanish speakers.
- Pages dedicated to **cross-curricular topics** help students develop a wider knowledge of the world, enabling them to use English for a real purpose.
- 'Exams in mind' pages in the Workbook offer practice in Cambridge English exam-type exercises.
- The Workbook offers a **step-by-step guide to writing**, with authentic model texts, useful tips and staged tasks.

For students



Student's Book with DVD-ROM

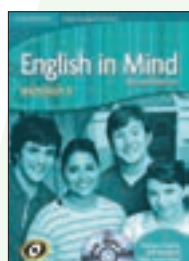
Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with teachers and students. Popular features include:

- Imaginative reading and listening topics that capture the interest of teenagers
- 'Culture in Mind' sections which give students an insight into the world around them
- 'Everyday English' to keep them in touch with how teenagers use English
- Sections dedicated to help your Spanish-speaking students overcome the specific difficulties they face when learning English.



Interactive DVD-ROM

Included with the Student's Book is a DVD-ROM with games, extra exercises and videos featuring the photostories' characters as well as a 'Videoke' record-yourself function.



Workbook with Audio CD

The Workbook provides extra language and skills practice for use both in the classroom or at home. It also includes extra vocabulary exercises corresponding to the expanded lexical sets in the Student's Book 'Vocabulary bank'. 'Study Help' and 'Skills Tips' sections give learners extra guidance. The audio content is included in the Workbook Audio CD.

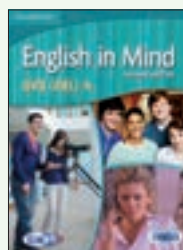
For teachers



Teacher's Resource Book with Class Audio CDs

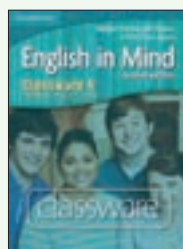
The Teacher's Resource Book contains extra photocopiable grammar and communication activities, and a page of teaching tips and ideas per unit, specially written by methodology expert, Mario Rinvoluti.

The Audio CDs contain all the audio from the Student's Book and Workbook for each level.



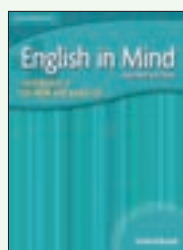
DVD*

The DVD contains videostories which tie to the photostories in the Student's Book, plus EiMTV, a lively mix of facts, real-life interviews and drama based in Britain. Students can also watch the videostories on the Student's Book DVD-ROM in their own time, where they can complete related exercises.



Interactive Whiteboard Software*

This powerful classroom presentation tool offers an exciting way to present and interact with the Student's Book material in class. It also integrates the videostories and class listenings with audio scripts. A handy phoneme chart, pop-up online dictionary and 'how to' guide ensure you get the most out of this classroom software.



Testmaker Audio CD/CD-ROM*

This Testmaker Audio CD/CD-ROM gives you the flexibility to create and edit your own tests. Choose from unit tests, which can be combined in pairs, and end-of-year tests, while testing at 'standard' or 'more challenging' levels. The Testmaker can produce two versions of each test to prevent students from sharing answers.

* Designed for the international edition



English in Mind for Spanish Speakers Digital



For learners

- Fully-interactive digital Student's Books and Workbooks, online and offline. These digital books are both multiplatform and multi-device and are available for levels Starter to 4.
- Student's DVD-ROM with games, video and practice activities

For teachers

- Flexible Testmaker Audio CD/CD-ROM allows you to quickly create, edit and save tests that are suited to the special needs of your students.
- Interactive Whiteboard software for classroom presentation.
- Resource website with placement test, grammar and vocabulary practice worksheets, portfolio builders and more.

English in Mind for Spanish Speakers

5

Reality TV

* make / let / be allowed to

* Modal verbs of obligation, prohibition and permission

* Vocabulary: television; extreme adjectives and modifiers; making new friends

1 Speak and read

a What do you watch on TV, and what do you watch on a PC?

b What are the most popular reality TV shows in your country? What kind of things do people do on these shows?

c Read the text quickly. Are any of your ideas mentioned?

d ► CO2 17 Read the text again and listen. Answer the questions.

1 Which of these are not mentioned as prizes?

- a money
- b a big house
- c a theatre role
- d a job
- e a restaurant

2 According to the text, which of these activities do participants in *The Amazing Race* not do?

- a take flights
- b do puzzles
- c control animals
- d work in teams
- e dance

3 Which of these is not a reason for the popularity of *The Amazing Race*, according to the text?

- a There are a lot of surprises.
- b Some teams have bad arguments.
- c The team members don't know each other well.
- d The contestants' reactions to problems are realistic.
- e The teams face stressful situations.

Ever fancied being on TV?

The good news is that there's probably a show for you. You could sing and dance to get a part in a musical. You could become an apprentice footballer at a top club, or an apprentice business executive. If you can cook, you might win your own restaurant, or you could invent something amazing and get rich. If you don't actually know how to do anything, you could just let viewers watch you live in a big house, and hope you are voted the most popular resident.

There are more exciting shows, though. How about a race around the world for \$1 million? In the US show *The Amazing Race*, eleven pairs of contestants race around the world and have to complete different tasks on the way. These include the 'ordinary' (playing volleyball, gathering sheep), the 'personae' (getting tattooed, shaving your head), the 'disgusting' (eating two kilos of meat, drinking blood), and the

'dangerous' (rolling over in a car, bungee jumping). The pairs are allowed to decide how to get to their destinations – by car, train, boat, plane or bus – but they are not allowed to ask for help or use mobile phones.

This kind of show is not exactly new, so what makes us keep watching? Well, what is different about *The Amazing Race* is that the participants know each other. There are married couples, dating couples, ex-couples, best friends and family members. Just like in real life, people who are close argue and get frustrated with each other when they are stressed. This is what makes the show successful. The contestants (and sometimes the producers) don't know exactly what's going to happen next. Some pairs really come together in these situations, while others completely fall apart. Which is all a little more real than most 'reality' shows.

contestant – someone who takes part in a competition
shave – cut hair off your face, head or body
fall apart – start having problems

Discussion box

- 1 What is good and bad about reality shows? Why do you think reality shows have been so popular?
- 2 Would you like to be a contestant on a reality TV show? Why / Why not?

Fascinating topics engage teenage students and stimulate their minds

44

UNIT 5

'Culture in Mind' sections give students an insight into the world around them

Culture in mind

Listen

► Listen to seven facts about water. Number the pictures 1-7.



► Match. Then listen again and check.

- | | |
|--------------|---|
| 1 60% | a of the world's diseases are caused by drinking dirty water |
| 2 70% | b of the world's fresh water is in places that we cannot get to |
| 3 100 litres | c of water is used by one person in the UK or Europe every day |
| 4 20 litres | d of water is used by an African family every day |
| 5 80% | e of all the fresh water in the world is in Antarctica |

► What problems do some people in the world have with getting water? Listen again and check your answers.

► Guess the answers to these questions. Then listen to an interview with an expert and check your answers.

- | | |
|--|---|
| 1 What is the aim of 'Safewater'? | 3 How much of the total rainfall ends up in rivers? What about the rest? |
| 2 30% of all the world's fresh water is not frozen – the polar ice caps, but we can still only get to 10. Where is the rest? | 4 Why isn't there so much water just given to them as there was 70 years ago? |

Speak

Work in small groups. Ask and answer the questions.

- 1 What do you use water for in your daily life? Make a list.
- 2 What do people use water for in your town/city?
- 3 Make a list of five ways in which you could save water.
- 4 Compare your answers with others in your class.

30

UNIT 5

Say it right!

* /ð/ (though) and /d/ (despite)

- a** ▶ CD3 T9 Listen and repeat the sounds and words.

/ð/ → though /d/ → despite

- b** ▶ CD3 T10 Put the words in the correct column. Then listen, check and repeat.

deny another discuss further
together disappear

/ð/ (though)	/d/ (despite)
	deny

- c** Work with a partner. Say the sentences.

- They're discussing another project together.
- There will be further delays today.
- Don't deny that Dan has disappeared.

'Say it right' sections focus on helping Spanish-speaking students with **problematic** aspects of English pronunciation

Get it right!

Crimes

Don't get these words confused!

- ✓ She was **arrested** (if someone) to two years in prison.
- ✓ People have **condemned** the new law.
- ✓ They have **strongly criticised** it.
- ✓ I've been **robbed** (if stolen) - they've just stolen my wallet (if someone steals).
- ✓ The **murderer** (if someone) killed three people.

Find two more mistakes in the text. Write the correct words in your notebook.

I wish...

Use I wish to talk about a situation or the simple present to talk about what you want to happen in the future.

- ✓ I **wish** to go / I **wish** you were in the summer.
- ✓ I **wish** to go / I **wish** you were in the summer.
- ✓ I **wish** to go / I **wish** you were in the summer.
- ✓ I **wish** to go / I **wish** you were in the summer.

Complete the text with your ideas. Then compare it with your partner.

could or would?

Use could or would to express possibility in the present.

- ✓ I **could** / **would** go to the library if I had more time.
- ✓ I **could** / **would** go to the library if I had more time.
- ✓ I **could** / **would** go to the library if I had more time.
- ✓ I **could** / **would** go to the library if I had more time.
- ✓ I **could** / **would** go to the library if I had more time.

Say it right!

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/ð/ → though /d/ → despite

b ▶ CD3 T10 Put the words in the correct column. Then listen, check and repeat.

deny another discuss further
together disappear

c ▶ CD3 T11 Work with a partner. Say the sentences.

- They're discussing another project together.
- There will be further delays today.
- Don't deny that Dan has disappeared.

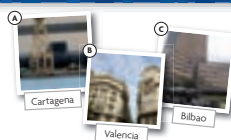
Geography in mind

* Functional zones in cities

1 What do you think?

Cities are divided into functional zones. Can you match the zones in the box with the photos?

CBD (central business district)
industrial zone
residential zone



2 Listen

- a** ▶ CD1 T33 A group of British students are on a field trip to the city in the photo. Listen to the teacher and students talking about it. Which city is it? Which English city do they compare it with?



- b** ▶ CD1 T34 Can you complete the sentences with the words in the box? Listen to the second part of the conversation and check your answers.

1 function

function shops tertiary noisy residential city centre

- The ... is the main activity of a zone in a city.
- ... zones are often in the suburbs.
- We can typically find businesses, offices and ... in a CBD.
- The CBD is a new name for the ...
- CBDs are often congested and ...
- Services are ... activities.

- c** ▶ CD1 T35 Listen to the third part of the conversation. Complete the city fact-file.

- Name of the city: ...
- Original function: ...
- Current main function: ...
- Main services in the historic centre: ...
- Location of residential and industrial zones: ...



3 Speak

Work with a partner. Answer the questions.

- Think of your town or city and identify its zones. Has it got a CBD and an industrial zone? Where are they? Where are the residential zones?
- Say where you think these fields of work would be more common: in a CBD, an industrial or a residential zone? Say why. Can you think of typical jobs that people would do in the different zones?

education entertainment management and finance health care manufacturing engineering

34 UNIT 3

Pages dedicated to **other school subjects** enable students to use English for a real purpose

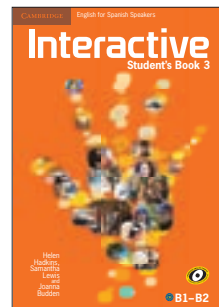
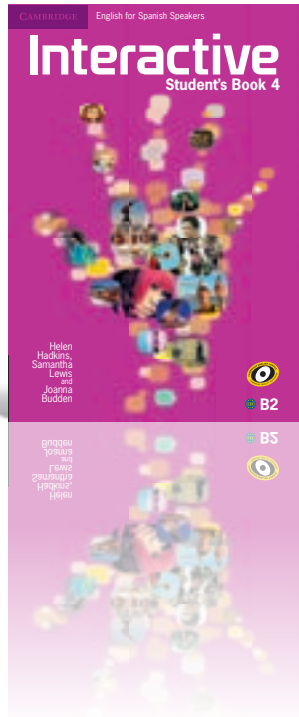


The 'Videoke' function of the Student's Book DVD-ROM allows students to record their own voices in the place of the videostory characters

Interactive for Spanish Speakers

Helen Hadkins, Samantha Lewis and Joanna Budden

FALSE BEGINNER TO INTERMEDIATE



Secondary

- 80-90 teaching hours, extendable to 180

This exciting course for teenagers is packed from cover to cover with up-to-the-minute, stimulating content. Students are given maximum support to get them speaking and interacting in real, contemporary English from day one.

Teachers can tailor the course to their own requirements using the wide range of materials such as DVDs, Interactive Whiteboard Software, Testmaker and other online extras, to make classes get really 'interactive'.

Inspire confident communication

- 'Interaction' sections prepare students for using English in real-life situations
- Fold-out classroom language flap keeps useful phrases for speaking activities to hand

- 'Check it out!' boxes expose students to real international English from the Cambridge English Corpus, drawing attention to language areas that can cause difficulty

Think about world culture

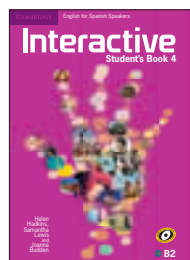
- 'Culture UK' noticeboards and 'Culture World' magazine articles practise skills using authentic reading and listening material
- 'Culture Culture' boxes provide insights into real life in English-speaking countries to stimulate discussion about cultural differences
- Related activities and projects give students the opportunity to explore topics in more depth

ESS

Interactive includes content specifically designed for Spanish-speaking teenagers.

- 'Get it right!' pages in the Student's Book and Workbook, plus 'Get it right!' boxes throughout the Student's Book, highlight and practise common mistakes made by Spanish-speaking learners in grammar and vocabulary. These pages are informed by the Cambridge Learner Corpus.
- 'Say it right!' exercises focus on common pronunciation errors made by Spanish speakers.
- Pages dedicated to **cross-curricular topics** deal with subjects from the Spanish curriculum.
- Extra **exam practice** in the Workbook, with Cambridge English: Key, Preliminary and First exam-type exercises.

For students



Student's Book

This course provides 80-90 hours of material at each level. With **Interactive**, you will:

- Inspire your students to communicate confidently in English with special 'Interaction' sections, a 'Pronunciation' focus and extra communication support.
- Motivate your students and get them thinking about culture throughout the English-speaking world.
- Help your Spanish-speaking students overcome the specific difficulties they face when learning English.



Workbook with Audio CD

The Workbook provides additional practice in the language introduced in the Student's Book. It also addresses the needs of teenage Spanish learners with dedicated sections dealing with typical Spanish learner errors and CLIL pages, and offers extra exam practice.



Student's Zone

The Web Zone contains loads of extra materials to get students practising English in fun and creative ways.

For teachers



Teacher's Resource Book with Audio CDs

The Teacher's Resource Book contains full explanations on how to exploit the Student's Book material, as well as photocopiable resource material and all Student's Book audio recordings.



DVD*

The DVD provides visual dramatisations of all 'Pronunciation' and 'Interaction' sections. A 'Talking Heads' section shows young people using natural language in real situations. Teen-presented Interviews focus on aspects of UK culture.



Interactive Whiteboard Software*

This presentational software brings together all the core content of the course into a single platform, allowing for immediate access to key resources, including all of the Student's Book, images, audio and video content for Interaction and Pronunciation activities in the Student's Book.



Testmaker Audio CD/CD-ROM*

This Testmaker Audio CD/CD-ROM gives you the flexibility to create and edit your own tests. Choose from unit tests, which can be combined in pairs, and end-of-year tests, while testing at 'standard' or 'more challenging' levels. The Testmaker can produce two versions of each test to prevent students from sharing answers.



Teacher's Zone

The Teacher's Website offers support with teaching tips, extra materials and DVD clips.

*Designed for the international edition



Interactive for Spanish Speakers Digital



For learners

- **Digital Student's Books and Workbooks**, online and offline. These digital books are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards for classroom presentation.
- The **Interactive website** contains a wealth of extra material to get your students practising English in a lively and creative way, including games and activities, audio and video, and the unique Comic Builder. For more information, visit: interactive.cambridge.org

For teachers

- **Interactive Whiteboard software** for classroom presentation.
- Flexible **Testmaker Audio CD/CD-ROM** allows you to quickly create, edit and save tests that are suited to the special needs of your students.
- The **Interactive website** offers extra resources for teachers, including a placement test, printable versions of the graphic novel stories, wordlists, CLIL material, etc.

Interactive for Spanish Speakers

The Best Job in the World?

1 If you saw this job advert, would you apply? Well, 34,000 people from 200 different countries did! The job was advertised by Tourism Queensland, as part of an award-winning publicity campaign which aimed to increase the number of visitors to Australia. To get the job of island caretaker in the Great Barrier Reef, applicants had to make a one-minute video to persuade Tourism Queensland that they would be the best person for the role. 16 finalists were taken to the island for the final part of the selection process, which involved a formal interview, an English test, health checks and some fun activities which were designed to show their real personalities.

The Winner

2 Despite the extremely tough competition, Ben Southall, a charity worker from the UK, got the job. Ben lived on Hamilton Island, in the Whitsundays in the Great Barrier Reef. He was given a beautiful house to live in and he was allowed to bring his girlfriend too! In fact, he believes that it was his girlfriend who really had the best job in the world; all the fun but none of the work involved in maintaining a blog of life on the island! He spent his days doing water sports, exploring and checking out the hotels and restaurants. In the evenings, he would blog about his day and post photos and videos to show the world how much fun can be had on the islands. You can still read Ben's blog at: <http://islandreefjob.com.au/island-caretaker-blog/>

Quick Facts

3 The Great Barrier Reef ...

- Is the world's largest tropical reef system
- covers an area of 348,000 square kilometres
- is made up of 900 individual coral reefs and 900 islands and coral cays
- is home to more than 1,500 species of marine fish, 500 species of seaweed and 15 species of sea snakes which can kill humans!
- is the only living organism that can be seen from space

4 What to do on the islands of the Great Barrier Reef

Try a new water sport: choose from jet-skiing, kayaking, sailing and lots more.

Snorkelling and diving: with the most spectacular underwater gardens and coral in the world, you'd be crazy not to take a look!

Meet the turtles: if you visit when it's turtle nesting season, you can see baby turtles racing into the water at night.

THE BEST JOB IN THE WORLD.

Islands of the Great Barrier Reef, Queensland, Australia.

Position: Vacant Island Caretaker
Salary: AU \$150,000 6-month contract
Responsibilities: • Feed the fish • Collect the mail • Explore and report back
Applications close: 22 February
Interviews: 4 May
Announcement made: 8 May
Work begins: 1 July

ANYONE CAN APPLY
www.islandreefjob.com

100 Unit 11

Get your students thinking about culture throughout the English-speaking world

Interaction 1 Meeting face-to-face

a 1.10 Listen to Becky and Marta as they meet face-to-face for the first time. How do they know each other?

b 1.10 Listen again. Who says each phrase, B (Becky) or M (Marta)?

- 1 It's great to finally meet you.
- 2 You look different to how I'd imagined.
- 3 I feel like I know you already.
- 4 Are you still in touch with Sarah?
- 5 We've got so much in common.
- 6 What else are you into?
- 7 Do you know Joe? He's a good friend of Sarah's.

c 1.11 Turn to page 124. Listen to the sentences and repeat them. Practise sounding enthusiastic by using a higher pitch, stressing key words and making your intonation rise at the end of the sentence.

d Work with a partner.
Student A: Turn to page 126.
Student B: Turn to page 128.

8 Pronunciation

/f/, /dʒ/ and /tʃ/

- a 1.8 Listen to the /f/, /dʒ/ and /tʃ/ sounds in these words.
/f/ social /dʒ/ danger /tʃ/ future

- b 1.7 Copy the table. Listen and write the words in the correct column.

fashion	kitchen	enjoy	virtual	nation	Russia	digital	ocean
question	nature	object	teacher				

/f/	/dʒ/	/tʃ/
fashion		

- c 1.8 Listen, check your answers and repeat.

- d Follow the /f/ sound to find a way through the puzzle. You can move up or down ↑ and left or right ←. Work with a partner and say the words.

washing	injury	kitchen	virtual	adventure	butcher
machine	demonstration	delicious	mushrooms	research	picture
manager	question	damaged	fashionable	imagination	digital
watching	passenger	nature	nationality	patience	passion

- e 1.8 Listen and check your answers.

Culture Culture

Mark Zuckerberg co-created the Facebook site when he was studying at Harvard University. Nowadays it has over 1 billion users worldwide and is valued at over \$100 billion. Is Facebook popular in your country? Are there other social network sites that are more popular?

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- b 1.10 Listen again. Who says each phrase, B (Becky) or M (Marta)?
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 - 7 Do you know Joe? He's a good friend of Sarah's.

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- d Work with a partner.
Student A: Turn to page 126.
Student B: Turn to page 128.

'Interaction' sections give students the confidence to use English in real-life situations

Get it right! 7 and 8

Common errors

1 its or it's?

Don't confuse *it's* and *its*.
 Use *it's* as a contraction of *it is* or *it has*.
 ✓ *It's my much-loved biker jacket.*
 ✗ *Its my much-loved biker jacket.*
 Use *its* to talk about something that belongs to something.
 ✓ *The dog is playing with its ball.*
 ✗ *The dog is playing with it's ball.*

2 Expressions with most

Don't confuse expressions for talking about the majority of something.
 Use the *most* + adjective to make the superlative.
 ✓ *Sally bought the most expensive T-shirt.*
 ✗ *Sally bought most expensive T-shirt.*
 Use *most* + plural noun to talk about the majority of a group.
 ✓ *Most people like going shopping.*
 ✗ *Most people like going shopping.*
 Use *most of + the / possessive adjective + noun* to talk about almost all of something.
 ✓ *Most of the money was spent on clothes.*
 ✗ *The most of the money was spent on clothes.*
 ✗ *Most of money was spent on clothes.*

3 Complete the text with it's or its.

My favourite possession is my suitcase. 1 ... old and dirty, but I love 2 ... colour and the fact that 3 ... always been with me on my travels. 4 ... not very fashionable and 5 ... handle is nearly broken, but I love it.

4 Why did you do it?

Use the correct expressions to explain your reason for doing something.
 Use *to / in order to / so as to + infinitive*.
 ✓ *I am writing to apply for the job you advertised.*
 ✗ *I am writing for applying for the job you advertised.*
 Use *so that + subject + verb*.
 ✓ *We keep animals in zoos so that we can protect them.*
 ✗ *We keep animals in zoos for protecting them.*

5 Read the text and correct the five mistakes.

Most of people like going shopping, but not me! Most time, I would prefer to stay at home. But sometimes I enjoy going shopping for books. I love reading, so that's most interesting kind of shopping for me. Most my friends prefer shopping for clothes, but I spend most of the my money on books.

6 Say it right!

Word stress

Correct word stress is important for comprehension. Listen to the words and repeat.

alternative business chocolate creative innovative vegetables

CLIL pages offer students the opportunity to work with different areas of the school curriculum

'Get it right' pages provide tips and practice to avoid common mistakes made by Spanish speakers

Unit 12 Interactive History: Trade

1 Think!

What do you think the things in the pictures below have in common?

pigs barley cowrie shells 'turtle' trade or 'slave' beads credit card

2 Listening

Listen to a museum curator talking to a group of teenage visitors and check your answer to Exercise 1.

Listen again and answer the questions.

- What did early people use as a unit of exchange?
- Where were cowrie shells used as currency?
- Where and when was the 'turtle' used?
- Why does the curator say that the story behind trade beads is sad?
- When was the first credit card produced?

Work with a partner and answer the questions.

- What is 'barter'?
- How did barter change in the Neolithic Age?

Did you know?

African trade beads were made in Europe, especially in Venice, Germany and the Netherlands.

Did you know?

The cowrie shell was used as currency until the middle of the twentieth century.

3 Speaking

In the first quarter of the twentieth century Leonard Woolley, a British archaeologist, was excavating an ancient site in the city of Ur in Mesopotamia. He found the things in these pictures.

Work with a partner. Look at the pictures and discuss the questions.

- What do you think these objects are made of?
- What do they suggest about the society who lived there?
- What do they suggest about the country's resources?

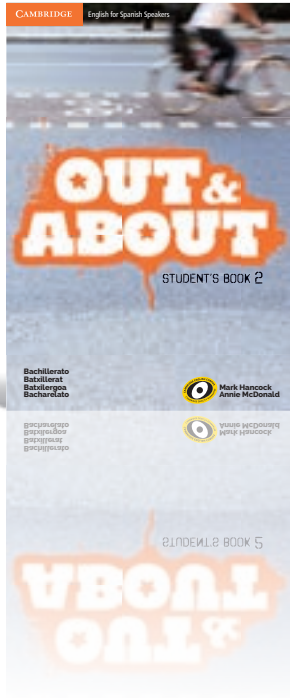


The unique Comic Builder lets students' imagination run wild as they create, write and print their own stories

Out & About

Mark Hancock and Annie McDonald

INTERMEDIATE TO UPPER INTERMEDIATE



For the life they will live

Bachillerato

- Level 1: 100 teaching hours
- Level 2: 65 teaching hours

The final *Bachillerato* exam and the University Entrance Exam are the key to success in this stage of students' learning, but education goes beyond the classroom and exams. This is the idea behind **Out & About** – to create a course which gives solid language development for the exams but also helps to prepare students for real life, for the world in which they will live once all the exams are over.

Out & About addresses the growing need for a more balanced approach to the skills, with more opportunities for listening and speaking within each lesson without forgetting the essential aim of *Bachillerato* courses. Special 'Life Skill' sections are also included to make the process of language learning relevant to the real world, beyond the need to pass exams.

Key features:

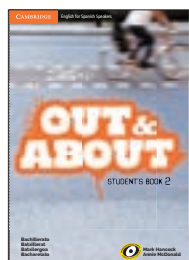
- The 'Common Mistakes at Bachillerato' booklet, packaged with the Student's Book, highlights errors students make and provides additional practice
- 'Life Skill' sections help students to develop skills that they will need while both studying and in the future where they will be using English in the real world
- 'Streetwise' highlights more colloquial use of language and will engage your students' interest
- 'Tip' boxes give the students short learning strategies for listening.
- The 'Vox-pop' videos and documentaries on the Teacher's DVD help with speaking and put the language of the unit into a wider real world context
- The dedicated website outandabout.es offers extra resources for students and teachers, including audio files, videos and activities.

ESS

Out & About has been designed for *Bachillerato* students and includes:

- 'Get it right!' boxes that highlight common mistakes made by Spanish-speaking learners. These are informed by the Cambridge Learner Corpus.
- A complete **pronunciation syllabus** integrated into every unit which focuses on common pronunciation problems Spanish speakers encounter.
- 'False friends' boxes that highlight the pitfalls for Spanish speakers.
- Specific practice and preparation for the **Spanish University Entrance Exams**.

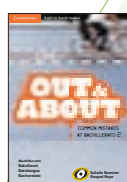
For students



Student's Book

The Student's Book provides comprehensive coverage of all the grammar and vocabulary in the *Bachillerato* syllabus with a thorough treatment of the language skills. It comes packaged with the **Common Mistakes at Bachillerato** booklet. The Student's Book also offers:

- 3 Term reviews
- A comprehensive Grammar and Vocabulary reference
- A Writing Guide
- 'Life skill' pages
- False friends reference pages
- Exam tips



Common Mistakes at Bachillerato

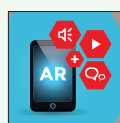
This handy booklet, packaged with the Student's Book, looks at the errors students make. It also explains how to make sure they get it right and monitors progress through regular tests. The booklet includes a full answer key making it ideal for self-study.



Workbook with downloadable audio

The Workbook closely follows the Student's Book structure and provides all the extra practice students could need. Extra sections have been included to offer even more help: exam practice, listening and speaking practice, a vocabulary builder, a PAU Glossary, phrasal verbs, and audioscripts.

All the audio from the Workbook is available for download from www.outandabout.es.



Augmented Reality App

A unique app allows students to scan the unit opening page for direct access on their smartphone or tablet to multimedia resources.

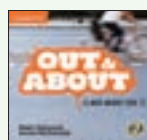
For teachers



Teacher's Book

The Teacher's Book provides all the teaching notes for each unit and is interleaved with the pages of the Student's Book. It also includes:

- An introduction to the methodology
- A list and description of the components
- An explanation of the 'Life skill' syllabus
- Audioscripts



Class Audio CDs

These include all the recordings from the Student's Book. The Workbook audio is available online for download from www.outandabout.es.



Teacher's Resource Disc

The Teacher's Resource Disc provides all the extra resources teachers need, with extra language practice worksheets, ready-to-use tests and extra exam practice.



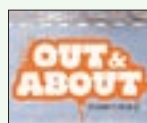
Teacher's DVD with Activity Book

This DVD contains all the videos of the course, accompanied by an Activity Book with photocopiable video worksheets for use in class. Teacher's notes on how to exploit the videos are also included.



Online Test Generator

This Test Generator allows teachers to produce customized mock University Entrance Exams for their students and includes all the regional variations of the exam. Listening and speaking tests are also included.



Digital Out & About

Digital Student's Book and Workbook for classroom presentation, with all the videos, audios, answer keys, interactive activities, the digital Teacher's Book and the Teacher's Resource Disc materials.



Out & About Digital



For learners

- **Digital Student's Books and Workbooks** are available both online and offline with interactive activities. These digital books are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards for classroom presentation.
- An **app** allows students to scan the book for immediate access to videos and the Student's Book audios.
- Extra resources available on the **Out & About website**, which also includes videos and audios.

For teachers

- **Digital Out & About** is a powerful presentation tool that includes the Digital Student's Book and Workbook for classroom projection incorporating all the videos, audios and answer keys with special interactive activities for every unit. The new enhanced version includes improved zoom and answer check tools. Available as a DVD-ROM or online at thecambridgeteacher.es.
- The **Teacher's Resource Disc** provides all the additional resources that teachers need, including grammar and vocabulary extra practice; reading, listening, writing and speaking worksheets; unit tests, term tests and end-of-year tests; and exam practice.
- The **Online Test Generator** allows teachers to produce customized mock PAU exams for their students, and includes listening and speaking tests for extra practice. Available at thecambridgeteacher.es.

Out & About



Unit 3

You are what you eat

UNIT OBJECTIVES

- find out about health
- read and understand a text on health
- topic words: health
- listen to a radio interview
- grammar: conditional possibility, *wish, if only*
- word building: quantities and capacities
- speaking: making suggestions
- writing: a proposal
- life skill: stress management

Look at the photo. Talk to your partner for one minute about what you can see.

Think about these questions:

- where do you think this photo was taken?
- what types of food are being sold?
- why do you think there is such a variety of food?

Do you have a balanced diet?

VIDEO 1



VIDEO 2



YOU ARE WHAT YOU EAT UNIT 3 31

An impactful opening page arouses curiosity and engages the students

UNIT OBJECTIVES

- find out about health
- read and understand a text on health
- topic words: health
- listen to a radio interview
- grammar: conditional possibility, *wish, if only*
- word building: quantities and capacities
- speaking: making suggestions
- writing: a proposal
- life skill: stress management

The unit objectives are clearly set out

VIDEO 1



VIDEO 2



The videos that accompany the unit are highlighted

Next Generation

Eoin Higgins with Gerard McLoughlin, Lynn Durrant, Ricard García and Núria Vidal

Series Editor: Ramon Ribé

INTERMEDIATE TO UPPER INTERMEDIATE



A breath of fresh air for *Bachillerato*

Bachillerato

- Level 1: 100 teaching hours
- Level 2: 65 teaching hours

Next Generation is an exciting course for *Bachillerato*, combining complete preparation for the University Entrance Exam with material that helps learners improve their English language skills for life.

Prepare for the University Entrance Exam

- 'Grammar' sections in each unit provide systematic revision and practice of the exam grammar syllabus.
- Reading comprehension exercises provide exam-style practice in each unit.
- 'Writing' sections take students step-by-step through how to write exam-style tasks.
- *Bachillerato* experts help students develop the strategies they need for effective exam preparation in Level 2.

- Practice tests included in the Workbook and Teacher's Resource Book.

English for life

- 'Speaking' and 'Listening' sections in each unit give learners the opportunity to develop their language skills beyond the exam syllabus.
- Authentic texts give students practice in reading and understanding real English.
- 'Get Started' sections in Level 1 help students develop the strategies they need for effective language learning.
- A focus on phrasal verbs throughout Levels 1 and 2 helps learners with this challenging feature of English.
- An extensive vocabulary syllabus covers a wide range of lexical areas.



Next Generation is specifically designed for Spanish-speaking *Bachillerato* students and includes:

- 'Error alert' boxes throughout the Student's Book and Workbook which highlight common mistakes made by Spanish-speaking learners.
- 'Get it right!' pages in the Student's Book which practise correcting common mistakes made by Spanish-speaking learners. These pages are informed by the Cambridge Learner Corpus.
- 'Pronunciation' pages which focus on common pronunciation errors made by Spanish speakers.

For students



Student's Book

The Student's Book combines complete preparation for the University Entrance Exam exam with material that helps learners improve their English language skills for life, featuring:

- Authentic texts, with exam-style comprehension exercises.
- Step-by-step guidance on how to write exam-style tasks.
- Strategies that further prepare students for exam success.
- A detailed focus on phrasal verbs to help learners with this challenging feature of English.
- Speaking and Listening sections which offer the opportunity to develop these language skills beyond the *Bachillerato* syllabus.
- An extensive pronunciation syllabus, with a focus on problematic areas for Spanish speakers.
- 'Get it right!' activities, informed by the Cambridge Learner Corpus, giving practice in areas of grammar and vocabulary that can be difficult for Spanish speakers.



Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet)

The activities in the Workbook reinforce the language learnt in the Student's Book, with:

- Authentic texts with exam-style comprehension tasks.
- Further practice of grammar and vocabulary taught in the unit.
- Listening and pronunciation tasks.
- Extra writing practice.
- Extra phrasal verbs practice.
- Vocabulary extension and extra grammar practice.

The Workbook comes with an **Audio CD** and with the **Common Mistakes at PAU Booklet**, which provides additional practice in correcting mistakes commonly made by Spanish-speaking students taking University Entrance Exams, written by experienced *Bachillerato* teachers and examiners.

For teachers



Teacher's Resource Book with Class Audio CDs

The Teacher's Resource Book combines comprehensive teaching notes with photocopiable worksheets providing extra practice of vocabulary, grammar, writing and phrasal verbs, as well as tests, mock University Entrance exams and answer keys to the Workbook and all photocopiable activities. It also comes with the Class Audio CDs.



Next Generation Digital



For learners

- The Student's Books and Workbooks of both levels are available as **fully-interactive digital books**, which can be used online and offline. These digital books are both multiplatform and multi-device, allowing for them to be used in PCs, tablets and interactive whiteboards for classroom presentation.

For teachers

- **Extra online resources** are available for each level, including extra grammar, vocabulary, reading, listening and writing practice.

Next Generation

READING

1 You are going to read an article about an illness called Seasonal Affective Disorder, or SAD. What do you think causes this illness? Work with a partner and compare your ideas.

2 Read and listen to the article on the opposite page and check your ideas.

TIP REVIEW: Working out the meaning of words

To work out the meaning of a word you don't understand, first decide what part of speech it is, i.e. verb, noun, adjective, etc., then use information around it to help you understand it. You can also look out for common features between the word in English and in your own language to help you work out the meaning – but make sure it does have the same meaning and isn't a 'false friend'!

3 Find these words in the first half of the article and work out what they mean.

1 craving 2 encroaching 3 a lack of 4 debilitating 5 withdrawal

4 Choose the best answer according to the text. Only one answer is possible.

1 What is the difference between the 'winter blues' and SAD?
a The 'winter blues' are caused by a lack of sunlight, while SAD happens when the seasons change.
b SAD is a serious, clinical illness, whereas the 'winter blues' have milder symptoms.
c SAD affects people who are depressed by darkness, whereas the 'winter blues' affect people who feel weak due to the constant cold.

2 What might make you more likely to develop SAD?
a A tendency to get stressed. b Living near the equator. c A lot of snow on the ground.

3 What surprises Helen Hanson about her illness?
a That she only suffers from it in winter. b That she can get an attack of it during any season.
c That a cloudy sky can cause an attack.

4 What treatment do people who suffer from SAD require, according to Dr Bijlani?
a Very bright light for four hours a day. b A light box for about ten hours a day.
c A holiday in a sunny country.

EXAM TIP: Finding synonyms in the text

- Start off by making sure you understand what kind of word you need to look for – verb, noun, adjective, adverb, etc. You can work this out from clues in the words given to you, e.g. if a word ends in -ly, it's likely that you need to look for an adverb in the text. If a definition starts with to + infinitive, it's defining a verb, so you know that you need to look for a verb in the text.
- When you have identified a word in the text, use the context of the word to check its meaning, then try substituting the synonym or definition given, to see if it fits.

5 Find words or phrases in the article that correspond in meaning to the words or definitions given below. Follow the instructions.

1 in a way that is obvious; clearly (paragraph 1)

What to do... The -ly in clearly and the phrase in a way that indicates that the word is an adverb, so you need to look for an adverb in the article.

2 when something is made smaller in size or amount (paragraph 2)

What to do... A definition beginning when something... indicates that the word you are looking for is a noun.

3 to stop something from happening (paragraph 3)

What to do... The use of the infinitive to stop indicates a verb.

4 susceptible (paragraph 5)

What to do... The synonym is an adjective, so you know you need to look for an adjective in the article.

5 Discuss the following questions with a partner.

1 Do you suffer from the winter blues? 2 What makes you depressed?

Body and Mind

PHRASAL VERBS

go back
bring on sth or bring sth on
draw in
wake up sth or wake sth up
come on
take away sth or take sth away
let up sth

See phrasal verbs on page 126.

Exam tips focus on specific skills that students will need for the reading section of the PAU exam

EXAM TIP: Finding synonyms in the text

- Start off by making sure you understand what kind of word you need to look for – verb, noun, adjective, adverb, etc. You can work this out from clues in the words given to you, e.g. if a word ends in -ly, it's likely that you need to look for an adverb in the text. If a definition starts with to + infinitive, it's defining a verb, so you know that you need to look for a verb in the text.
- When you have identified a word in the text, use the context of the word to check its meaning, then try substituting the synonym or definition given, to see if it fits.

Its innovative design and topics will appeal to today's Bachillerato students

Buy Nothing Day

Have you ever thought 'If only Christmas wasn't so commercial'? Then Adbusters might have the answer.

A little over a month before Christmas is traditionally when the annual shopping frenzy kicks off. But not everyone will be hoofbeating it to their nearest mall, because the day after Thanksgiving in the USA also marks the annual Buy Nothing Day. Launched in the mid-1990s by the Canada-based anti-capitalist publication Adbusters, it's an idea in which people are encouraged to stay out of the shops for 24 hours to make a small stand against rampant consumerism. And recently they have been thinking bigger than ever. The plan, says Adbusters co-founder Kalle Lasn, is to stretch it out and turn it into a Buy Nothing Christmas.

Lasn, an Estonian-born, former high-flyer in the advertising industry, now pushing 70, started Adbusters as an antidote to corporate greed, and what he saw as an aggressive pro-consumerist message that was being rammed down our throats. 'We felt back then that there was a dark side to consumerism but no one ever talked about it,' he says. Adbusters started out as a humble newsletter in 1989. It was born out of an epiphany Lasn had after seeing an advert on TV for the Canadian forestry industry. '[The advert] was hugely misleading,' he says. 'They basically said, "Hey you people of Canada, we are doing a fantastic job of managing your forests, you have nothing to worry about, you will have forests forever." Lasn – who had left advertising to make documentaries – decided to make his own 30-second advert to tell the other side of the story: the dangers of deforestation. However, when he took his advert to the TV station, they refused, point blank, to sell him airtime.

'That was a devastating moment for me,' he says. 'In my home country of Estonia, you weren't allowed to speak up against the government. Fifty years later, I found myself in the heart of the democratic world suddenly totally unable to speak out because of one company's advertising money.'

From the beginning, Lasn and his team pioneered a series of interventions or 'culture jams' as they like to call them. There is Digital Detox Week, for example, a campaign which runs every April and is aimed at challenging our over-reliance on technology. And, of course, there is Buy Nothing Day, which is now observed in countries from Sweden to Hong Kong and Japan to France. 'When we started it we had all these people saying, "Buy nothing? You're telling us to buy less? Isn't that bad for the economy? You guys are crazy!" But it had a spark about it right from the start and spread quickly, particularly in the UK and Australia. A lot of people had profound epiphanies when they tried it. People really suffered and sweated. It was like giving up an addiction.'

It was also Lasn who, in an issue of Adbusters, ran a one-page poster which simply read 'Occupy Wall Street, September 17th, bring tent.' What happened next sparked one of the most successful protest movements of recent times, one that went on to dominate the global news agenda for weeks. That one small page was responsible for hordes of disgruntled people congregating at Wall Street's Zuccotti Park and London's St Paul's Cathedral to express their fury at the world's extreme economic inequality.

Finally then, after more than 20 years plugging away with the Adbusters message, Lasn is allowing himself a moment of gratification. 'Of course it feels good that after all this time people are finally starting to get it. But there is also a darkness underpinning that good feeling. It sounds apocalyptic, but I have a horrible feeling in the pit of my stomach that the economic pain people are going through is just the beginning. If that's right, then we will really see the young people of the world stand up and be counted in a way that is many times bigger than they have up until now. I wish we could find ways to capture the imagination of the rest of the world. If we can do that, then I believe this movement may well pull off some incredible radical transformation that needs to happen to make the future of our planet work.'

Adapted from an article in *The Independent*: <http://www.independent.co.uk/news/world/politics/buy-nothing-day-adbusters-role-in-the-global-occupy-movement-6263205.html>



A detailed **focus on phrasal verbs** helps learners with this challenging feature of English

Writing sections guide students on how to write **exam-style tasks** in a step-by-step process

WRITING

A discussion essay

- Read the essay task, with a partner, make a list of ideas to support both sides of the argument. Write advantages and disadvantages of having a partner in your essay.
- Use an answer response to the task by a student called John. Were any of your ideas from Exercise 1 the same as his? (There are some similarities with vocabulary in the essay, but don't worry about those – you will correct them in Exercise 4.)
 - Many people think that the life of teenagers is **easy** – better **than** life. In many ways this is true but **at the same time** it is not at all.
- On the one hand, life is **easy** for teenagers nowadays. For example, you don't have to work the hard hours, get up at 6 o'clock every day or be trained and set a goal and education if they want. Instead, a lot of present young people have the protection of their families and have a relatively comfortable life with a lot of university.
- On the other hand, the future for today's teenagers is a lot more difficult. It will be more difficult to find jobs in the future. In addition, we have to think about their own studying at university to get good qualifications and will have to live on **their own** every year. Furthermore, the normal life is very difficult for young people to keep a balance and to start a family because it's so expensive.
- In conclusion, I think that on balance there are more disadvantages than advantages. While life for us has improved, our future is very uncertain.

- Look at the four paragraphs in Jordan's essay. What is the function of each one?

Topic **Organization**

Notes: How could you use a discussion essay?

Paragraph 1: a brief introduction to the question.

Paragraph 2: the advantages or arguments for.

Paragraph 3: the disadvantages or arguments against.

Paragraph 4: a summary of the question and your answer.

How many points does Jordan make to argue the advantages and disadvantages?
- Find words or phrases in Jordan's essay which have the following functions. Sometimes there is more than one example.
 - To introduce each side of the argument.
 - To give an example.
 - To introduce the final part of the essay.

Topic **Useful words and phrases for a discussion essay**

Notes: How could you use them?

1. one of the main and on the other hand to introduce both sides of an argument

2. the example is just an example

3. what's more, in addition and furthermore to add another idea.

4. so in conclusion to introduce the final part of the essay

Complete the sentences with a word or phrase from Exercise 3. Sometimes more than one answer is possible.

 - I'd like for young people to find work at the moment _____, if they can manage to find a job, it's often quite hard.
 - _____ young people today have more opportunities to get an education than they used to.
 - I'd like for them to get a job nowdays.
 - _____ believe that people today are less happy than they were fifty years ago.
 - The cost of living has increased significantly in the past year _____ the price of a cup of coffee has **gone up** by around 30%.

Paraphrase verbs

Use the verbs in the box to paraphrase the text on page 125.

MAKE IT BETTER

- Look at the circled words in Jordan's essay. Which ones involve a mistake with the form of a word and which ones involve the use of the wrong word?

Topic **Check vocabulary – really confused words and false friends**

Check that you haven't:

 - used the wrong form of a word, e.g. depressed instead of depressing
 - confused one word for another, e.g. that instead of which
 - used any false friends, e.g. a word in English that looks the same as a word in your own language but which it doesn't mean, e.g. actually where you mean to say it's impossible or today.
- Correct the mistakes in Jordan's essay.

NEXT STEPS

- Read the task, then follow the steps below to write it.
- Do you think life will be easier or more difficult for your generation in the future? Write about 150 words.

Step 1

Check that you haven't used the wrong form of a word, confused one word for another, or used any false friends.

Step 2

Choose the best ideas from your notes and organise them into paragraphs.

1 a brief introduction to the question

2 the advantages or arguments for

3 the disadvantages or arguments against

4 a summary of the question and your opinion

Step 2

Write your essay using your notes from Step 2.

Use the ideas from the phrases for a discussion essay from Exercise 3 where appropriate.

Introduce the two sides of the argument: on the one hand, on the other hand.

Give an example, for example, add another, where appropriate.

Introduce the final part of the essay: in conclusion.

Step 3

When you have finished, check that:

- you have organised the paragraphs.
- you have used the ideas according to the plan in Step 2.

Step 4

Write your essay using your notes from Step 2.

Use the ideas from the phrases for a discussion essay from Exercise 3 where appropriate.

Introduce the two sides of the argument: on the one hand, on the other hand.

Give an example, for example, add another, where appropriate.

Introduce the final part of the essay: in conclusion.

Step 5

Write your essay using your notes from Step 2.

Use the ideas from the phrases for a discussion essay from Exercise 3 where appropriate.

Introduce the two sides of the argument: on the one hand, on the other hand.

Give an example, for example, add another, where appropriate.

Introduce the final part of the essay: in conclusion.


ERROR ALERT!

Don't use *will* or *would* in the *if* clause.

- (✓) If we **go out** for dinner, we'll spend a lot of money.
- (X) If we ~~**will**~~ go out for dinner, we'll spend a lot of money.
- (✓) If we **had** enough money, we'd go on holiday.
- (X) If we ~~**would**~~ have enough money, we'd go on holiday.

GRAMMAR

Review of conditionals

- Match the two parts of the sentences.
 - 1 If that's right,
 - a I think it would be much more enjoyable.
 - 2 If Christmas were to summat,
 - b we wouldn't have known about Occupy Wall Street.
 - 3 If we hadn't had the advert to Adbusters,
 - c then we'd really see the young people of the world stand up and be counted.
- Complete the conditional sentences with the correct form of the verbs in brackets.
 - 1 Let's go shopping on Thursday if you _____ (wait) until the weekend, the shops _____ (be) really crowded.
 - 2 The bill came to £207 while, if you _____ (choose) the vegetarian dish instead of the steak, it _____ (be) less so expensive.
 - 3 I'll come if you give clothes shopping. If I _____ (be) sure of finding some great bargains I _____ (go). But everything's usually so expensive.
 - 4 Oh no, we're going to be late, if I _____ (take) a taxi, we _____ (get) there faster.
 - 5 I vote for on Security evening. If you _____ (vote) me to the party, I _____ (go).
- Rewrite the sentences using conditionals. Use the words in brackets to help you.
 - 1 To pass the exams, you need to study a lot.
(If not study a lot / not pass the exams.)
 - 2 I want to learn Chinese, but I don't have time.
(If more time / learn Chinese.)
 - 3 I don't tell you the answer because I couldn't figure it out either.
(If you tell the answer / I figure out the answer.)
 - 4 I have to go to school tomorrow, so I can't go out tonight.
(If not have to go to school tomorrow / go out tonight.)
 - 5 I don't like going to the gym but I go to the gym.
(If not like go to the gym / not go to the gym.)
 - 6 I don't tidy up my bedroom, not on days.
(I would tidy the book because I left her the money.)
 - 7 If I don't lend her the money / I can't not buy the book(s).
- Complete the conditional sentences with your own ideas.
 - 1 If I go shopping later, _____
 - 2 I would have bought some clothes, _____
 - 3 If Christmas was in summer, _____
 - 4 If I had time for school today, _____
 - 5 If I had more time, _____
 - 6 If I had my my mobile phone, _____
- Complete your sentences from Exercise 3a with a partner.
 

FREE SECOND AND THIRD CONDITIONALS

➔ See Language Resource, Box 14

Sentence ADVICE

If I don't go to school in the States, I'll miss out on a lot of things.
 If I see you just for dinner, we'll spend a good money.
 If I see you just for dinner, we'll spend a good money.
 If I see you just for dinner, we'll spend a good money.
 If I see you just for dinner, we'll spend a good money.
 If I see you just for dinner, we'll spend a good money.
 If I see you just for dinner, we'll spend a good money.

10 The Global Economy

Error Alert! boxes highlight and practise common mistakes made by Spanish-speaking learners

Photocopiable Resource Books

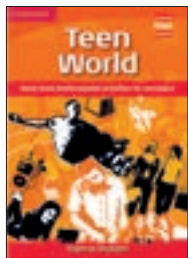
Cambridge Copy Collection



This lively collection of photocopiable resource books provides teachers with additional material to motivate students at all levels.

- Photocopiable A4 spiral bound format
- Step-by-step lesson plans and notes for the teacher

www.cambridge.es/secondary/cc



Teen World

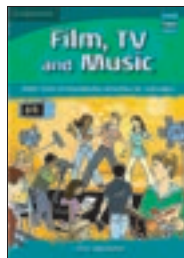
Multi-level activities for teenagers

A1-B2

Joanna Budden

ELEMENTARY TO UPPER INTERMEDIATE

A bank of supplementary activities which invite teenagers to discuss aspects of teenage life from family and friends, education and money to hobbies, health and ambitions. All four skills are practised through a variety of photocopiable activities.



Film, TV and Music

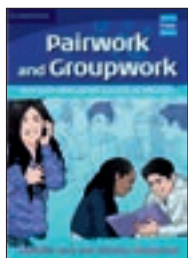
Multi-level activities for teenagers

A1-B2

Olha Madylus

ELEMENTARY TO UPPER INTERMEDIATE

Over 40 supplementary activities which cover three popular themes – Film, TV and Music. Topics range from an exploration of pop music culture, to who does what in film production, to creating a TV drama plot.



Pairwork and Groupwork

Multi-level activities for teenagers

A1-B2

Meredith Levy and Nicholas Murgatroyd

ELEMENTARY TO UPPER INTERMEDIATE

A rich resource for stimulating extra communication practice in pairs and groups. The activities cover topics that teens like to talk about whatever their level. Includes board games, role plays, questionnaires, problem solving and projects, all ready to photocopy and go!

See Also...



Get on Stage!

Herbert Puchta, Matthew Devitt and Günter Gerngross

BEGINNER TO PRE-INTERMEDIATE

This photocopiable resource book offers 21 original sketches and plays for young learners and teens. The book is divided into four sections: short humorous sketches, medium-length sketches, medium-length plays based on traditional stories and teen dramas. The DVD-ROM contains video recordings of three sample plays. The Audio CD contains audio recordings of plays, and photocopiable worksheets to check students' comprehension and practise key vocabulary, lexical chunks and grammar.

A1-A2



Grammar Songs and Raps

Herbert Puchta, Matthew Devitt and Günter Gerngross

BEGINNER TO PRE-INTERMEDIATE

Original songs and raps for presenting and practising key grammar structures in fun, dynamic and multi-sensory ways to help students remember the structures better and anchor them in their long-term memory. The book contains photocopiable handouts, and is accompanied by two audio CDs containing all the songs and raps. For each song or rap you will find clear, step-by-step teaching notes, including lead-in activities, listening tasks and game-like follow up activities.

A1-A2

Readers

Cambridge Experience Readers



Series Editor: Nicholas Tims

STARTER TO ADVANCED

www.cambridge.es/experiencereaders

Get your students hooked on reading with **Cambridge Experience Readers!**

Cambridge Experience Readers have been written and selected especially for teenagers. This series of graded readers has something for everyone, with a lively mix of original fiction, adapted fiction and factbooks.

- Stunning illustrations and activities aid students' understanding and encourage independent learning
- Online teaching resources for most titles, plus extra support for students and guides to help successfully introduce reading into your class.

- Audio recordings available for download at: www.cambridge.es/experiencereaders

STARTER LEVEL

Starter/Beginner
Headwords 250

ORIGINAL FICTION: ADVENTURE

- A Little Trouble in California
by Richard MacAndrew

ORIGINAL FICTION: FANTASY

- Gone!
by Margaret Johnson
- Quick Change!
by Margaret Johnson



LEVEL 1

Beginner/Elementary
Headwords 400

A1

ORIGINAL FICTION: ADVENTURE

- A Little Trouble in Dublin
by Richard MacAndrew
- Summer Sounds
by Marla Bentley



FACTBOOKS

- Amazing Young Sports People
by Mandy Load

HUMAN INTEREST

- Harry's Holiday
by Antoinette Moses



This is an intriguing book, with an excellent plot. The reader is kept on edge, wondering what will happen to Harry.
Language Learner Literature Award judges

- Spider Boy
by Margaret Johnson

LEVEL 2

Elementary/Lower-intermediate
Headwords 800

A2

ORIGINAL FICTION: ADVENTURE

- A Little Trouble in Amsterdam
by Richard MacAndrew

ORIGINAL FICTION: COMEDY

- Grandad's Magic Gadgets
by Helen Everett-Camplin

ORIGINAL FICTION: FANTASY

- As Others See Us
by Nicola Prentis

ORIGINAL FICTION: HORROR

- Killer Bees
by Jane Rollason

ORIGINAL FICTION: HUMAN INTEREST

- Ask Alice
by Margaret Johnson



ADAPTED FICTION: SHORT STORIES

- Parties and Presents: three short stories
by Katherine Mansfield
Retold by Margaret Johnson

FACTBOOKS

- New Zealand
by Margaret Johnson
- London
by Jane Rollason

LEVEL 3

Lower-intermediate
Headwords 1300

B1

ORIGINAL FICTION: ADVENTURE

- A Little Trouble in the Yorkshire Dales
by Richard MacAndrew
- Running Wild
by Margaret Johnson

ORIGINAL FICTION: FANTASY

- The Mind Map
by David Morrison



ORIGINAL FICTION: HISTORICAL FICTION

- Alone!
by Jane Rollason

ADAPTED FICTION: HORROR

- Tales of Terror by Edgar Allan Poe and others
Retold by Jane Rollason

FACTBOOKS

- Scotland
by Richard MacAndrew

LEVEL 4

Intermediate
Headwords 1900

B1

ORIGINAL FICTION: ADVENTURE

- Bullring Kid and Country Cowboy
by Louise Clover

ORIGINAL FICTION: HUMAN INTEREST

- Two Worlds
by Helen Everett-Camplin



ORIGINAL FICTION: SHORT STORIES

- Tasty Tales
by Frank Brennan

ADAPTED FICTION: ADVENTURE

- Robinson Crusoe by Daniel Defoe
Retold by Nicholas Murgatroyd

LEVEL 5

Upper Intermediate
Headwords 2800

B2

ADAPTED FICTION: DRAMA

- Sherlock
by Richard MacAndrew



- The Mayor of Casterbridge by Thomas Hardy
Retold by Tim Herdon

LEVEL 6

Advanced
Headwords 3800

C1

ORIGINAL FICTION: HISTORICAL FICTION

- Freddie's War
by Jane Rollason

Readers

Cambridge Discovery Education™ Interactive Readers



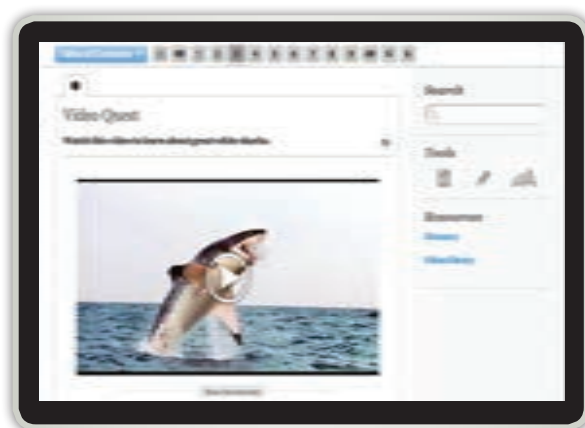
www.cambridge.es/discoveryreaders

BEGINNER TO UPPER INTERMEDIATE

Mummies, Blizzards, Sharks, and Sports: with 96 readers to choose from, these readers will spark your students' curiosity, whatever their interests and language level.

- High-interest topics, thought-provoking interactive activities, and captivating Discovery Education™ video combine to provide a **one-of-a-kind reading experience** for English learners.

- Students will enjoy choosing from a wide range of subjects – in 8 progressive levels from A1 to B2+ – allowing them to explore **fascinating topics** at a level that's just right for them.
- Each reader includes access to the Cambridge Learning Management System, with **integrated video and audio content** and a complete array of automated learning and progress monitoring tools, to help teachers and students maximise the learning experience.
- The content can be experienced on computers, netbooks, tablets and smartphones for **maximum flexibility**.



Compelling videos from Discovery Education™ support critical thinking and viewing as students embark on 'Video Quests' to explore topics in greater detail

By setting up classes in the Cambridge LMS, teachers can track student progress, create forums for discussion, and manage classes.

LEVEL A1

Headwords: 400

- Blizzards: Killer Snowstorms
- Wild Australia!
- Paris: City of Light
- So Cute!
- Saved! Heroes in Everyday Life
- A Light in the Night: The Moon
- Catch a Wave: The Story of Surfing
- Crocs and Gators
- It's Time (To Learn About Time)
- Cool Jobs
- Traffic Jams: The Road
- **Drink Up!** ☼
- **Eat Up!** ☼
- Genius
- Jeff Corwin: Wild Man
- Fantastic Creatures: Monsters, Mermaids, and Wild Men

LEVEL A1+

Headwords: 450

- Life in Mumbai



- Young and Amazing: Teens at the Top



- Shoot to Kill: Why We Hunt
- Are You Listening? The Sense of Hearing
- Wonders of the World
- Do Not Disturb: The Importance of Sleep
- Around Japan in Three Days
- Alaska: Wild and Free
- Stealing
- Feeding Time: The Feeding Habits of Animals
- **Fast: The Need for Speed** ☼
- **Slow Motion: Taking Your Time** ☼
- Growing Up: From Baby to Adult
- Your Dream Vacation
- Lost: The Mystery of Amelia Earhart
- Deadly Animal

LEVEL A2

Headwords: 700

- The Greatest Invention of All Time
- Water: Vital for Life
- Three in One: The Challenge of the Triathlon
- Empire: Rise and Fall
- Madagascar
- What Makes a Place Special? Moscow, Egypt, Australia
- Slice by Slice: The Story of Pizza
- Weird Animals
- Medicine: Old and New
- Aliens: Is Anybody Out There?
- The Magic of Music
- What Are the Odds? From Shark Attack to Lightning Strike
- Slime: The Wonderful World of Mucus
- Swing, Slither, Swim
- **The Science of Heat** ☼
- **How Cool is Cold!** ☼

LEVEL A2+

Headwords: 900

- The City Experiment: Rebuilding Greensburg, Kansas
- Sushi Nation
- On the Move: The Lives of Nomads
- Only in America
- Survival Guide: Lost in the Mountains
- Dangerous and Dirty Jobs
- Bright Lights on Broadway: Theaterland
- Life Online: The Digital Age
- Shark Attack
- The Wheel
- Bones: And the Stories They Tell
- Sugar: Our Guilty Pleasure
- **The Science of Light** ☼
- **The Science of Darkness** ☼
- Sport, Game, or Hobby?
- Mummies and Myths

LEVEL B1

Headwords: 1,200

- Venice: The Floating City



- Life on the Edge: Extreme Homes
- What Are You Afraid Of? Fears and Phobias
- Get Smart: Our Amazing Brain
- Weird Weapons
- Mark Your Territory

- Our Green Future
- **Losing It: The Meaning of Loss** ☼
- **Found: Discovery and Recovery** ☼
- Secrets to a Long Life

LEVEL B1+

Headwords: 1,400

- Altruism: What's in it for Me?
- **Up in the Air: Our Fight Against Gravity** ☼
- **Down to Earth** ☼
- The Traditions of Death
- Gold: Greed and Glory
- The Placebo Effect: The Power of Positive Thinking
- Rescued: The Chilean Mining Accident
- True Colors
- Punch: All About Boxing
- Deep Blue: Discovering the Sea

LEVEL B2

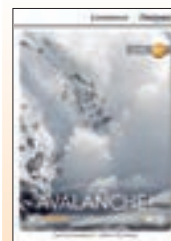
Headwords: 1,800

- Tragedy on the Slopes
- Bounce! The Wonderful World of Rubber
- Skin
- Turtles: Ancient Symbol/Modern Survivor
- The Bucket List
- Water Power: The Greatest Force on Earth

LEVEL B2+

Headwords: 2,000

- Avalanche!



- Poison: Medicine, Murder, and Mystery
- Money Tree: The Business of Organics
- Trapped! The Aron Ralston Story
- Robots: The Next Generation?
- Lift Off: Exploring the Universe

☼ Unique **paired readers** for levels A1 to B1+ feature interrelated topics for expanded reading options.

**Digital**

Also available completely online as interactive eBooks through the Cambridge LMS. Contact your Cambridge University Press representative for more information.

Readers

Cambridge English Readers

Series Editor: Philip Prowse

STARTER TO ADVANCED



www.cambridge.es/englishreaders

Award-winning original fiction for learners of English

If you're looking for ways to inspire your students to read in English, you've come to the right place. With the widest selection of genres, settings and modern thought-provoking topics, this award-winning original fiction is designed to captivate learners of any level of English.

- Audio recordings of all titles available for download at: www.cambridge.es/englishreaders

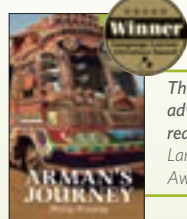
- Fresh, natural up-to-date language helps develop fluency
- Online support, including lesson plans and worksheets, helps teachers and students get the best from extensive reading
- eBooks also available from Amazon, ebooks.com and others

STARTER LEVEL

Starter/Beginner
Headwords 250

ROMANCE

- Big Hair Day
by Margaret Johnson
- Arman's Journey
by Philip Prowse



This original story is filled with adventure that compels the reader through to the end. Language Learner Literature Award judges

HUMAN INTEREST

- Book Boy
by Antoinette Moses
- Why?
by Philip Prowse

COMEDY

- What a Lottery!
by Colin Campbell

GHOST STORY

- The Girl at the Window
by Antoinette Moses

MURDER MYSTERY

- A Death in Oxford
by Richard MacAndrew

SCIENCE FICTION/HORROR

- Let Me Out!
by Antoinette Moses

THRILLER

- Dirty Money
by Sue Leather

- The Black Pearls
by Richard MacAndrew
- The Penang File
by Richard MacAndrew

LEVEL 1

Beginner/Elementary
Headwords 400

A1

COMEDY

- Help!
by Philip Prowse

MURDER MYSTERY

- Bad Love
by Sue Leather
- Inspector Logan
by Richard MacAndrew
- John Doe
by Antoinette Moses

ROMANCE

- Hotel Casanova
by Sue Leather
- Next Door to Love
by Margaret Johnson

SHORT STORIES

- Three Tomorrows
by Frank Brennan

THRILLER

- Blood Diamonds
by Richard MacAndrew
- Don't Stop Now!
by Philip Prowse
- Just Like a Movie
by Sue Leather
- Parallel
by Colin Campbell
- The Big Picture
by Sue Leather
- The Caribbean File
by Richard MacAndrew
- Ten Long Years
by Alan Battersby

LEVEL 2

Elementary/Lower-intermediate
Headwords 800

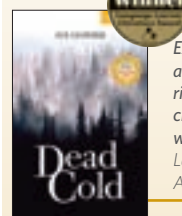
A2

HUMAN INTEREST

- Jojo's Story
by Antoinette Moses
- One Day
by Helen Naylor

MURDER MYSTERY

- Bad Company
by Richard MacAndrew
- Dead Cold
by Sue Leather



Expertly done: clear writing, a sense of place and the right number of well-drawn characters and amount of well-crafted plot. Language Learner Literature Award judges

- Logan's Choice
by Richard MacAndrew
- The Double Bass Mystery
by Jeremy Harmer

ROMANCE

- Different Worlds
by Margaret Johnson
- Within High Fences
by Penny Hancock

SCIENCE FICTION

- Superbird
by Brian Tomlinson

THRILLER

- A Picture to Remember
by Sarah Scott-Malden
- The Dark Side of the City
by Alan Battersby

- The Man from Nowhere
by Bernard Smith
- The New Zealand File
by Richard MacAndrew



ADVENTURE

- Apollo's Gold
by Antoinette Moses

SHORT STORIES

- Circle Games
by Frank Brennan

LEVEL 3

Lower-intermediate
Headwords 1300

B1

ROMANCE

- Just Good Friends
by Penny Hancock
- Two Lives
by Helen Naylor
- Wild Country
by Margaret Johnson



COMEDY

- The Ironing Man
by Colin Campbell

GHOST STORY

- How I Met Myself
by David A. Hill

HORROR

- The Beast
by Carolyn Walker



MURDER MYSTERY

- A Puzzle for Logan
by Richard MacAndrew
- Not Above the Law
by Richard MacAndrew



A good page-turning murder mystery. The story holds the reader's attention from the beginning.
Language Learner Literature Award judges

- Strong Medicine
by Richard MacAndrew



SHORT STORIES

- Tales of the Supernatural
by Frank Brennan



THRILLER

- Double Cross
by Philip Prowse
- Eye of the Storm
by Mandy Loader
- No Place To Hide
by Alan Battersby
- The House by the Sea
by Patricia Aspinall
- The Lahti File
by Richard MacAndrew



LEVEL 4

Intermediate
Headwords 1900

B1

ROMANCE

- In the House
by Margaret Johnson
- Love in the Lakes
by Penny Hancock
- Staying Together
by Judith Wilson



ADVENTURE

- Nothing but the Truth
by George Kershaw

GHOST STORY

- The Lady in White
by Colin Campbell

MURDER MYSTERY

- But Was it Murder?
by Jania Barrell
- Man Hunt
by Richard MacAndrew
- The Amsterdam Connection
by Sue Leather
- The University Murders
by Richard MacAndrew



SHORT STORIES

- The Fruitcake Special and other stories
by Frank Brennan

THRILLER

- Berlin Express
by Michael Austen
- A Matter of Chance
by David A. Hill
- High Life, Low Life
by Alan Battersby



HUMAN INTEREST

- When Summer Comes
by Helen Naylor



LEVEL 5

Upper Intermediate
Headwords 2800

B2

MURDER MYSTERY

- Emergency Murder
by Janet McGiffin
- Murder by Art
by Janet McGiffin



ADVENTURE

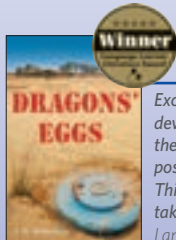
- The Sugar Glider
by Rod Neilsen

FUTURE THRILLER

- Dolphin Music
by Antoinette Moses

HUMAN INTEREST

- Dragons' Eggs
by J. M. Newsome



Excellent storyline, very good development of characters... the issues in this book will have positive, lasting effects on readers. This book is hard to put down as it takes you on unexpected paths.
Language Learner Literature Award judges

- Forget to Remember
by Alan Maley
- In the Shadow of the Mountain
by Helen Naylor

ROMANCE

- All I Want
by Margaret Johnson
- Jungle Love
by Margaret Johnson

SHORT STORIES

- Windows of the Mind
by Frank Brennan

THRILLER

- A Tangled Web
by Alan Maley
- Better Late than Never
by J. M. Newsome
- Death in the Dojo
by Sue Leather
- East 43rd Street
by Alan Battersby



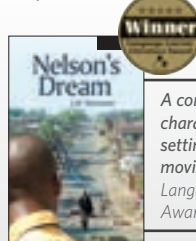
LEVEL 6

Advanced
Headwords 3800

C1

HUMAN INTEREST

- A Dangerous Sky
by Michael Austen
- Frozen Pizza and other slices of life
by Antoinette Moses
- He Knows Too Much
by Alan Maley
- Nelson's Dream
by J. M. Newsome



A compelling story, with strong characters and a convincing setting, told in accessible and moving language.
Language Learner Literature Award judges

- Solo Saxophone
by Jeremy Harmer
- The Best of Times?
by Alan Maley



ROMANCE

- A Love for Life
by Penny Hancock

MURDER MYSTERY

- Deadly Harvest
by Carolyn Walker

SHORT STORIES

- The Way Home
by Sue Leather



THRILLER

- Murder Maker
by Margaret Johnson
- This Time it's Personal
by Alan Battersby
- Trumpet Voluntary
by Jeremy Harmer



Titles marked with this symbol contain adult material which may not be suitable for younger learners. If in doubt about your choice, contact your local Cambridge University Press representative.

Grammar

Active Grammar

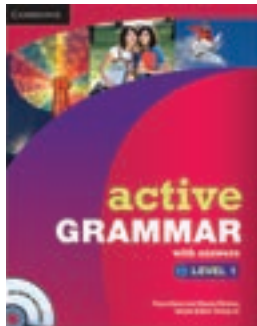
Levels 1 and 2: Fiona Davis and Wayne Rimmer / **Level 3:** Mark Lloyd and Jeremy Day

Series editor: Penny Ur

ELEMENTARY TO ADVANCED



www.cambridge.es/activegrammar



Suitable for classroom use or self-study, **Active Grammar** is a three-level grammar reference and practice series specially designed to appeal to teenage and young adult learners.

- Target language is presented through a variety of content-rich cross-curricular

texts making these books ideal for use in the CLIL classroom.

- Extra review material is featured in MY TEST! sections, review units and on the CD-ROM.
- A comprehensive Teacher's Guide is available online.

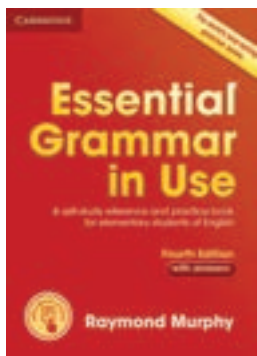
Essential Grammar in Use

Fourth edition

Raymond Murphy

ELEMENTARY TO PRE-INTERMEDIATE

www.cambridge.es/essentialgrammarinuse



Essential Grammar in Use Fourth edition retains all the key features of clarity and ease-of-use that have made the book so popular with learners and teachers alike. A fresh new design, with revised and updated examples, makes the book even more accessible. For the first time the printed book is also being made available

with an eBook version, ideal for learners who want the flexibility of studying with both print and digital content. Designed to be flexible, it is available both with and without answers, making it ideal for self-study, but also suitable for reinforcement work in the classroom.

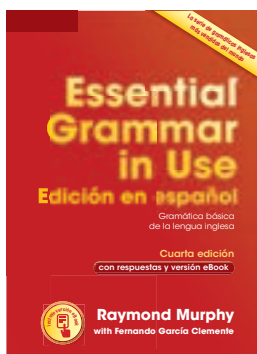
Essential Grammar in Use: Spanish Edition

Fourth edition

Raymond Murphy with Fernando García Clemente

ELEMENTARY TO PRE-INTERMEDIATE

www.cambridge.es/essentialgrammarinusespanish



Essential Grammar in Use: Spanish edition covers all the language areas needed by Spanish students at elementary level. The Fourth edition retains the clarity and accessibility that have made the book so popular, and it is ideal for self-study or classroom use.

- A new design with completely renovated illustrations, along with revised and updated examples.
- The printed book is also available with an interactive ebook version of the international edition.

Grammar

English Grammar in Use

Fourth edition

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/englishgrammarinuse



The fourth edition of **English Grammar in Use** is the world's best-selling grammar book for learners of English.

It retains all the key features of clarity and accessibility that have made the book popular with millions of learners and teachers around the world.

- Arranged in a tried-and-trusted, easy-to-use format, with explanations of grammar points on each left-hand page and exercises to check understanding on the right.

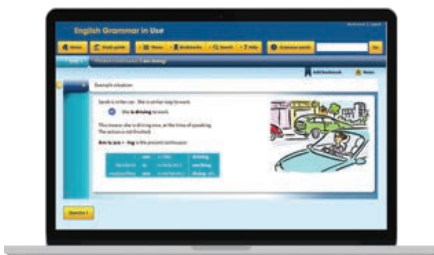
- Lots of additional practice exercises to consolidate learning.
- Interactive ebook with the same grammar explanations and exercises found in the printed book. Perfect for studying grammar anytime and anywhere. It includes the audio to help with listening and pronunciation, and options to save answers and check against an answer key, bookmark pages, highlight text and add notes.

English Grammar in Use Online with LMS

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/eguonline



English Grammar in Use Online with LMS is a subscription-based website, ideal for schools looking for a supplementary grammar product that students can use online. The Learning Management System allows

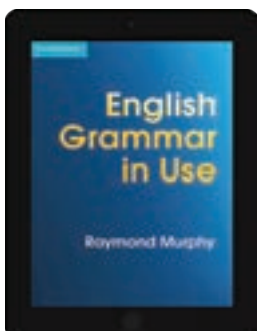
teachers to track the progress of their students, set homework and run reports. Compatible with iPads and computers.

English Grammar in Use App

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/eguapp



The **English Grammar in Use App**, available for both Apple and Android devices, features all 145 grammar units from the best-selling Fourth edition book, specially re-designed for smartphones and tablets.

With explanations and interactive exercises, a study guide, integrated audio and automatic checking of answers, it is the only grammar app that an intermediate learner of English will ever need.



Cambridge English Prepare!

Joanna Kosta, Melanie Williams, James Styring, Nicholas Tims, Niki Joseph and Annette Capel

BEGINNER TO UPPER INTERMEDIATE



Where English meets Exams

- Suitable for Cambridge English: Key for Schools, Preliminary for Schools and First for Schools preparation

Prepare! is a lively general English course with comprehensive Cambridge English exam preparation integrated throughout that can be used in Secondary and *Bachillerato*, and for classes preparing for Cambridge English: Key for Schools, Preliminary for Schools and First for Schools.

This flexible course brings together all the tools and technology you expect to get the results you need. Whether teaching general English or focusing on exams, **Prepare!** helps your students get ready for what comes next: real Cambridge English exams, or real life.

- The only schools course jointly produced with and endorsed by Cambridge English Language Assessment
- The teacher has complete control over students' exposure to (and awareness of) exam preparation
- Students are motivated by teen-focused topics and real-life skills
- Cambridge English Penfriends scheme provides genuine communication opportunities

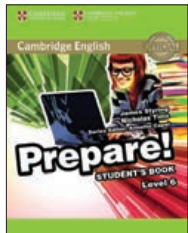
Everything for General English

- A wide variety of topics builds a carefully researched vocabulary range
- Cross-curricular and culture units stimulate interest in global issues
- 'Prepare to...' sections develop writing and speaking skills
- Video interviews with teenagers bring language to life in the students' world

Everything for Exam Preparation

- Exam style tasks written and edited by exam experts
- Speaking test videos provide an insight into this part of the exam
- Gradual exposure to exam tasks means students are fully prepared for the exam
- 'Corpus challenge' exercises help to identify and avoid common grammar mistakes
- **NEW** Exam Booster features effective exam and language practice. It can be used flexibly by skill or exam task

For students



Student's Book

The Student's Book engages students and builds vocabulary range with motivating, age-appropriate topics. Its unique approach is driven by cutting-edge language research from English Profile and the Cambridge Learner Corpus. 'Prepare to...' sections develop writing and speaking skills.

A **Student's Book and Online Workbook** is also available separately.

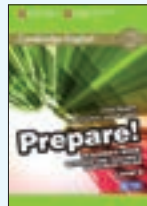
Also, for levels 3, 5 and 7, there is a **Student's Book and Online Workbook with Testbank**, which provides an access code to Testbank (see page 65) for online exam practice.



Workbook with Audio

The Workbook provides additional reading, writing and listening practice of the language covered in the Student's Book units, and reinforces vocabulary. The accompanying Audio is available online for download.

For teachers

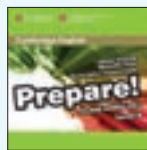


Teacher's Book with DVD and Teacher's Resources Online

The Teacher's Book contains additional activities for mixed ability classes and fast finishers, with project work for every unit. It includes teaching notes, as well as answer keys and audioscripts for the Student's Book and Workbook.

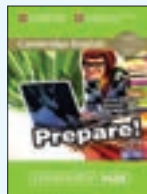
The **DVD**, packaged with this Teacher's Book, contains lively video interviews with teenagers bringing language to life.

This Teacher Book also includes links to further **Teacher's Resources online**, including progress and achievement tests, worksheets for the video and additional teaching activities.



Class Audio CDs

These Class Audio CDs contain all the recordings required for the exercises in the Student's Book.



Presentation Plus

A powerful, easy-to-use interactive classroom presentation tool that helps you plan and deliver more effective, engaging, and dynamic lessons.



NEW Test Generator

The ideal assessment tool that allows you to create customised tests. You can quickly create a test, then edit and save for later use.



Cambridge English Prepare! Digital



For students

- **Digital Student's Books** available for levels 2 to 7. They can be used online and offline, and integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- **Online Workbooks** provide opportunities for extra practice in an engaging way.
- **Testbank**, available for levels 3, 5 and 7, offers authentic practice tests online for Key for Schools (level 3), Preliminary for Schools (level 5) and First for Schools (level 7).
- **Online word and grammar games** can be played in the classroom, or used for a fun approach to self-study at home.

For teachers

- **Presentation Plus** provides complete course content, including audio and video material, annotation tools, links to online resources and the ability to save customized lessons to any computer anywhere.
- **NEW Test Generator** allows you to create fully customisable unit, term and final tests at two levels of difficulty, Standard and High. It also offers ready-made achievement and progress tests. Available as a CD-ROM or online at thecambridge teacher.es.

Cambridge English Prepare!

18 Start-up

VOCABULARY The world of work

Your profile

Have you ever worked during school holidays?
Would you like to have a holiday job? Why? / Why not?
What do you think 'work experience' is?

- Jobs have different qualities. Can you think of a job for each of the **qualities** below?
 a doing something **creative**
 b having **opportunities for foreign travel**
 c being able to **take lots of time off**
 d doing something that is **personally rewarding**
 e having **flexible working hours**
 f being very **well-paid**
 g being your **own boss**
 h working **shifts**
 i working in a **professional job**
 j doing **manual work**
- Look at the pictures. Which **qualities** in exercise 1 apply to these jobs?
- 3.10 Listen to Sara, Dan and Emma. Make notes on their future career plans. Which area of work would be most appropriate for each? Why?
- 3.10 Listen again. What aspects of work does each person mention?
Sara: *being her own boss*
- Which person is most like you? What will be important to you in your future job?

READING

1 Read the blog. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the blog.

What is Part 1?

1 From the first paragraph we understand that Thelma ...
 A believes she still has a chance of becoming famous.
 B is worried about how much she'll earn in the future.
 C has little idea about her future plans.
 D thinks most teenagers want to become famous.

2 It is true for 'making it' because ...
 A becoming successful in a chosen field.
 B being discovered at a very young age.
 C deciding to follow up on a hidden talent.
 D having the chance to earn some money.

3 What does Thelma think of investment banking?
 A The work might be too difficult for her.
 B The hours would be too physically demanding for her.
 C The job wouldn't be an appropriate one for her.
 D The career is morally unacceptable to her.

4 What do Thelma's parents agree is important to her career choice?
 A that she seeks further qualifications
 B that they continue to support her financially
 C that she avoids the mistakes they both made
 D that she finds something she is enthusiastic about

5 Thelma feels that law and medicine ...
 A are careers she can't take seriously.
 B require too much studying.
 C are professions she wouldn't understand.
 D have a predictable career path.

6 What steps has Thelma taken toward planning the future?
 A She's arranged some work experience.
 B She's shown her blog to some local newspapers.
 C She's started saving some money for a course.
 D She's applied for a course in journalism.

Interesting and relevant topics engage and motivate teenage students, and help to prepare them for life after school

A gradual exposure to exam tasks makes students fully prepared for the exam

READING

1 Read the blog. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the blog.

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 D She's applied for a course in journalism.

Exam Profile sections familiarise students with the exam format

Exam profile 1

Paper 1: Reading and Use of English Multiple matching

What is Part 1?

1 Read the text and answer the questions. Highlight the parts of the text that give you the answers.

Teenage tennis players and their fitness

A. Notes

Being part of the top college team means I have to stay in good shape, so I make sure I'm working out in the gym by myself every day. I'm not a fan of the gym, but I'm actually fit and in good shape. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit.

B. Text

Our team practices are scheduled after classes and focus on endurance around the court and general fitness. I'm not a fan of the gym, but I'm actually fit and in good shape. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit.

Cambridge English

Paper 1: Reading and Use of English Key word transformations

What is Part 1?

1 Read the text and answer the questions. Highlight the parts of the text that give you the answers.

Teenage tennis players and their fitness

A. Notes

Being part of the top college team means I have to stay in good shape, so I make sure I'm working out in the gym by myself every day. I'm not a fan of the gym, but I'm actually fit and in good shape. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit. I'm a tennis player, so I'm used to being fit.

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Literature

Poetry

1 Read the text and four poems from the *Poetry in Motion* programme. Which poem do you like the most?

Poetry in Motion

Trains and subways aren't places where people would typically learn about poetry, unless they live in New York City, of course. For several years, the Metropolitan Transportation Authority (MTA) has been running a cultural programme called *Poetry in Motion*. Every year, selected poems are displayed on posters in the city's train and subway systems, so passengers can read them while they travel. The programme has been very successful, and there has also been a similar programme called *Train of Thought*, with quotes from novels and other kinds of literature.

A LEAF

A leaf, one of the last, parts from a maple branch: it is spinning in the transparent air of October, falls on a heap of others, stops, fades. No one admired its entrancing struggle with the wind, followed its flight, no one will distinguish it now as it lies among the other leaves, no one saw what I did. I am the only one.

Bronislaw Maj (1953-)

GRAND CENTRAL

The city orbits around eight million centers of the universe and turns around the golden clock at the still point of this place. Lift up your eyes from the moving hive and you will see time circling under a vault of stars and know just when and where you are.

Billy Collins (1941-)

Fireflies in the garden

Here come real stars to fill the upper skies, And here on earth come emulating flies That, though they never equal stars in size (And they were never really stars at heart) Achieve at times a very star-like start. Only, of course, they can't sustain the part.

Robert Frost (1874-1963)

Communication

I am talking to you about poetry and you say when do we eat. The worst of it is I'm hungry too.

Alicia Partnoy (1955-)

Glossary

hive the place where bees live
vault a high, rounded ceiling
emulating trying to be similar
sustain continue, keep doing
fades loses colour and disappears
entrancing lovely or charming

Very short poems

Some poems, like *Communication* on page 50, express a lot of ideas in just a few lines. In fact, some are even shorter, such as this poem by Vera Pavlova:

If there is something to desire
 I broke your heart.
 Now barefoot I tread
 on shards.

In this very short poem, Pavlova transmits several ideas. She says that she has broken someone's heart and that she treads – or walks – on shards, which are usually pieces of broken glass. However, in this poem, the shards could be the pieces of someone's heart. When the writer says that she is walking barefoot on the shards, without any shoes, she suggests that she is also in pain about the situation.

Short, powerful poems are very typical in Japanese literature. They are called *haiku*, and they commonly have three lines. There are usually five syllables in the first and third lines, but seven syllables in the second line. There is also a break in the middle of the poem, often shown with a full stop or a comma.

reference to nature

Summer sun shining — 5 syllables
 On my shoulders as I swim. — 7 syllables
 Wet and cool they burn. — 5 syllables

Traditional haiku include references to the seasons and the natural world, but modern poets may decide to break this rule. Many people now write haiku in other languages as well.

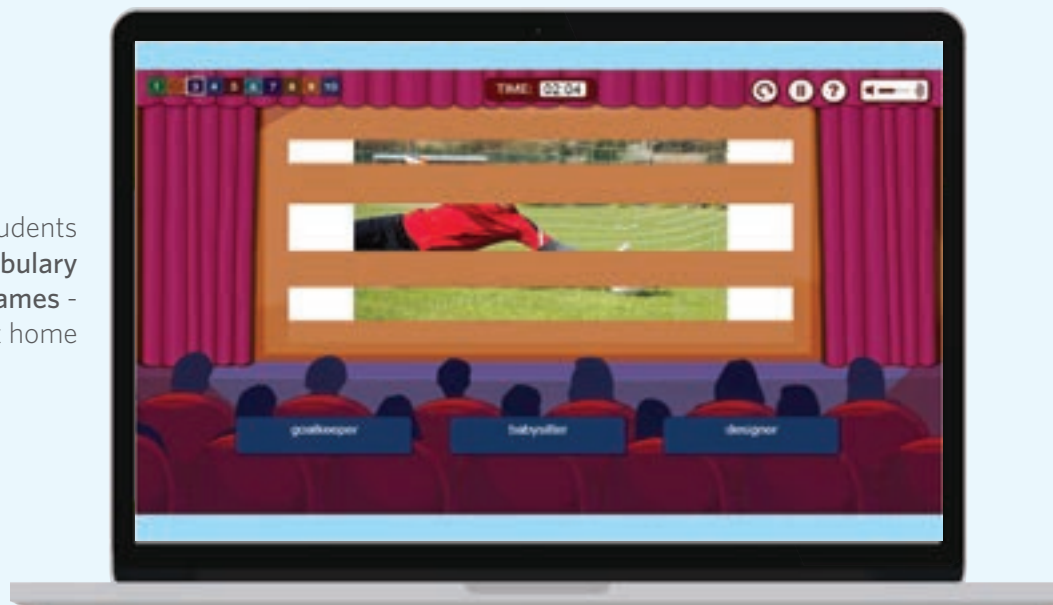
Project

Find a poem that you would like to share with your class. Print the poem, or copy it onto a piece of paper, and add a suitable photo or drawing. Write a description of the poem using the questions below.

- What does the poem seem to be about?
- What message is the writer trying to get across?
- What do you know about the poet who wrote it?
- What do you like about this poem?

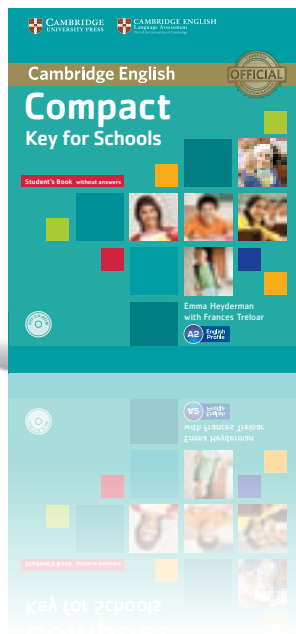
Literature, Sciences, History, Economics and other subjects provide a **cross-curricular approach** and help stimulate students' interest in global topics

Motivate your students with **fun online vocabulary and grammar games** - ideal for practising at home



Compact Key for Schools

Emma Heyderman with Frances Treloar
ELEMENTARY



- 50-60 teaching hours

Compact Key for Schools is a short course for the Cambridge English: Key for Schools exam.

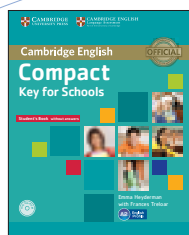
The course is designed to maximise the performance of school-age learners, and covers the core Key for Schools topics, language and skills. It is ideal for shorter courses or to use in conjunction with a general English course.

Key Features:

- Two teen-inspired topics in each unit ensure the entire exam syllabus is covered, and can also act as a basis for CLIL-based extension activities and projects.

- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- Targeted vocabulary, based on English Profile, means students are permanently 'on level'.
- Grammar, vocabulary and error-correction exercises train students to avoid common exam mistakes.
- Teachers have access to two practice tests with audio.
- NEW** Exam Booster features effective exam and language practice for Cambridge English: Key and Key for Schools. It can be used flexibly by skill or exam task.

For students

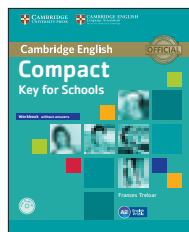


Student's Book without answers with CD-ROM

This Student's Book features 12 topic-based units with focused exam preparation, which are divided in the order of the exam. The Grammar reference covers key areas in the syllabus and unit-based wordlists include target vocabulary with definitions.

The accompanying CD-ROM provides interactive grammar, vocabulary and exam skills tasks including listening.

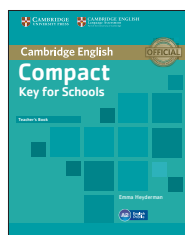
Also available is the **Student's Pack**, which includes the Student's Book and the Workbook in one package.



Workbook without answers with Audio CD

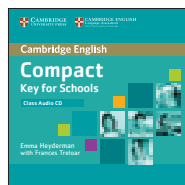
The Workbook provides further practice of language introduced in the Student's Book with a six-page section focusing specifically on vocabulary. It also includes an Audio CD with extra listening material for practice at home.

For teachers



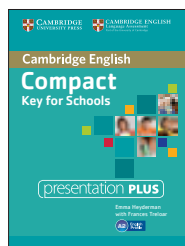
Teacher's Book

The Teacher's Book supports teachers with lesson preparation ideas and features CLIL extension tasks. It contains audioscripts and full answer keys. Photocopiable Revision and Progress tests are also included.



Class Audio CDs

This Audio CD features recordings of all listening material in the Student's Book and of the practice test Listening Paper.



Presentation Plus

This interactive whiteboard presentation software gives immediate access to all the course content including images and audio. You can add or save notes and media files in preparation for lessons making a truly integrated classroom experience.



NEW Online Test Generator

The best way to track your students' progress. This Test Generator helps you create customised tests that you can also edit and save for later use.

Exam tip

If you don't understand your partner's question, you can say *Sorry?* or *Can you repeat that?* Your partner may say the same question in a different way.

'Exam tips' help students perform better at the exam

6 SPEAKING


Part 2

S Page 90

1 Work in pairs. Look at the information below about a helicopter tour in Sydney, Australia. Would you like to go on this tour? Why? / Why not?

Helicopter Tour

Sydney, Australia
Saturdays and Sundays
Sydney Harbour Bridge, the Opera House and more from the air!
Only \$99 per person
Call or text 456772



2 Write complete questions about the helicopter tour.

- where? *Where is the helicopter tour?*
- price? *How much is it?*
- every day?
- what / see?
- more information / ()?

3 Listen to Marco and Lucia asking and answering the questions about the helicopter tour. Check your questions in Exercise 2.

Exam tip

If you don't understand your partner's question, you can say *Sorry?* or *Can you repeat that?* Your partner may say the same question in a different way.

4 Listen again. How does Marco ask questions 2, 3 and 5 in a different way?


- Is it expensive?*
-
-
-

Exam task

Student A, answer Student B's questions about the boat tour.
Student B, answer Student A's questions about the transport museum. Student A, your questions are on page 125.

Boat Tours


Bangkok, Thailand



Tuesday – Sunday
Only \$40 per person (Tickets on sale opposite market)
Bring hat and comfortable shoes
Visit www.boatours.com for more information

James Hall Transport Museum

Johannesburg, South Africa



The largest transport museum in Africa!
Motorbikes, trams, fire engines and more!
Tuesday – Friday 9.00 a.m. – 5.00 p.m.
Entrance is free!
Call 456822

SPEAKING UNIT 6 41

6 READING

Part 3b

Vocabulary – Directions

1 Work in pairs. Read this information about a new video game. Would you like to play it? Why? / Why not?

Game of the Week!

City Taxi

★★★★★ (143 customer reviews)



You're a taxi driver. You have to drive through a busy town and collect famous passengers. Go over bridges, park in the car park, wait for the traffic lights and look out for those dangerous drivers!
This game comes with complete instructions and several help screens.

Help!

1	traffic lights	4	
2		5	
3		6	

2 Complete the help screen in Exercise 1 with these words.

traffic lights bridge roundabout crossing square car park

3 Match the conversations with the pictures.



- Mum: Meet me in the car park at 5.00 p.m.
Boy: Where's that?
Mum: It's behind the (1) supermarket, near the (2) square.
- Girl: Is that your school?
Boy: No, my school is over the (3) bridge, opposite the (4) roundabout and next to the (5) car park.
- Girl: Is the train station near here?
Man: Yes, it is. Go over the (6) bridge. Turn right at the (7) crossing, cross the road at the (8) square and it's on your left.

4 Complete the conversations in Exercise 3.

5 Work in pairs. Ask and answer questions about these places in Exercise 3.

town square library park sports centre supermarket

38 UNIT 6 READING

Units are divided in the order of the exam with pages on Reading, Writing, Listening and Speaking



Compact Key for Schools Digital



For learners

- Online Workbook allows teachers to set homework and track results online.
- Interactive activities and games in the Student's Book CD-ROM provide students with further grammar, vocabulary and exams practice.

For teachers

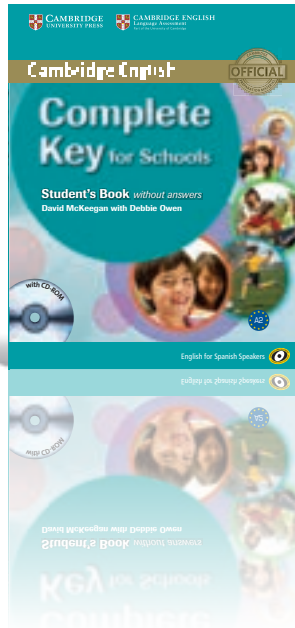
- Presentation Plus provides complete course content, including audio and video, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.
- NEW The Online Test Generator, available at thecambridgeteacher.es, allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty.

Complete Key for Schools

English for Spanish Speakers Edition

David McKeegan with Debbie Owen

ELEMENTARY



- 80-120 teaching hours

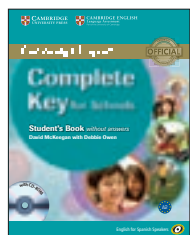
Complete Key for Schools is official preparation for the Cambridge English: Key for Schools exam. It combines the very best in contemporary classroom practice with stimulating topics aimed at the 11-14 age range.

The course covers every part of the Key for Schools exam in detail, providing preparation, practice, information and advice to ensure that students are fully prepared for the exam. This English for Spanish Speakers edition also includes content to tackle common problem areas for Spanish-speaking learners.

Key Features:

- Exercises are based on exclusive insights into real exam candidates' areas of difficulty from the Cambridge Learner Corpus, to help students avoid common mistakes
- Contains two Key for Schools practice tests: a guided test in the Student's Book, plus a full practice test in the Teacher's Book
- Accompanying online resources, including printable wordlists and extra worksheets for every unit which can be used as progress tests
- NEW** Exam Booster features effective exam and language practice for Cambridge English: Key and Key for Schools. It can be used flexibly by skill or exam task

For students



Student's Book without answers with CD-ROM

The **Student's Book** is available without answers, and includes a free CD-ROM which offers grammar and vocabulary exercises for motivating, flexible study.

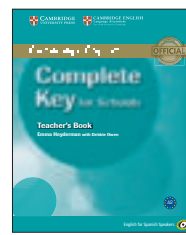
Also available is a **Student's Pack**, which includes the Student's Book without answers and the Workbook without answers.



Workbook without answers with Audio CD

The **Workbook** provides further practice in the grammar and vocabulary taught in the Student's Book. The Audio CD contains all the listening material for the Workbook.

For teachers



Teacher's Book

The **Teacher's Book** contains detailed teacher's notes with advice on classroom procedure and extra teaching ideas, along with a full answer key. It also includes extra photocopyable resources with progress tests and printable wordlists available online. There is a full practice test to give students exam experience.



Class Audio CDs

The **Class Audio CDs** contain all the audio material for the Student's Book and practice tests.



NEW Online Test Generator

The best way to track your students' progress. This **Test Generator** helps you create customised tests that you can also edit and save for later use.



Complete Key for Schools contains material specifically designed to help Spanish speakers:

- Speaking Tips** and the **'Spelling and Sounds'** section in the Student's Book help Spanish speakers perform better in the Speaking exam and with their pronunciation.
- Question Corner** provides engaging practice of the language skills needed for successful interaction in Part 2 of the Speaking exam.
- Exercises focusing on **common Spanish-speaking candidate problem areas** at this level.
- Writing Tips** and the **'Sounds and Spelling'** section in the Workbook help students improve their writing and spelling.
- The Workbook also includes **'Exam skills'**, a section which focuses on strategies for each part of the exam.

Objective Key

Second edition

Annete Capel and Wendy Sharp

ELEMENTARY



- 70 teaching hours, extendable to 120

Objective Key offers students complete, official preparation for Cambridge English: Key and Key for Schools.

The course combines solid language development with systematic and thorough exam preparation and practice. Short units offer a variety of lively topics for younger students while providing thorough training in exam skills and solid language development.

Key Features:

- 'Key words' sections informed by English Profile highlight the words and meanings students require to communicate at A2 level.
- 'Key speaking' sections focus on useful phrases for the Speaking Paper.
- Regular Exam Folders provide systematic exam preparation and practice, covering each paper in detail.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: Key and Key for Schools. It can be used flexibly by skill or exam task.

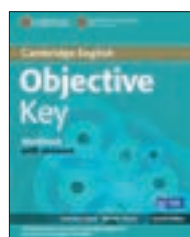
For students



Student's Book with CD-ROM

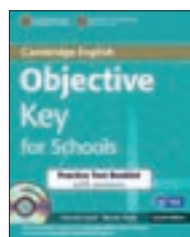
The Student's Book is available with or without answers. Both versions include a free CD-ROM with activities and games for practice of the target language.

Also available is the **Student's Book Pack**, which includes the Student's Book with answers and the Class Audio CDs for the listening exercises.



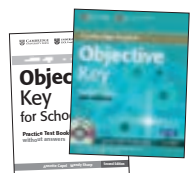
Workbook

The Workbook, available with or without answers, provides the opportunity for further practice of new language and exam skills either at home or in the classroom.



For Schools Practice Test Booklet with answers and audio CD

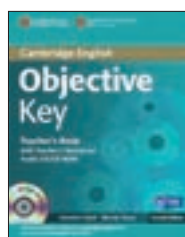
This booklet contains two full tests with answers for Cambridge English: Key for Schools, and can be used alongside this course to prepare for the 'for Schools' test. The Audio CD contains the recordings for the listening paper.



For Schools Pack without answers

This special pack is ideal for young students preparing for the exam, and includes the Student's Book without answers and CD-ROM and a Schools Practice Test Booklet (without answers) with two Key for Schools tests.

For teachers



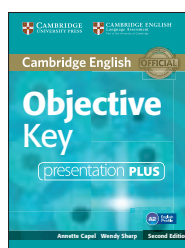
Teacher's Book with Teacher's Resources Audio CD/CD-ROM

The Teacher's Book contains full answer key and helpful lesson notes with an accompanying Teacher's Resources Audio CD/CD-ROM which contains photocopiable activities and progress tests, as well as a complete Cambridge English: Key Practice Test.



Class Audio CDs

The Class Audio CDs contain all the audio material for the Student's Book and practice tests.



Presentation Plus DVD-ROM

This interactive whiteboard software allows teachers to present and interact directly with the Student's Book, Workbook and audio at the front of the classroom. You can highlight, write and erase; hide and reveal text and images; zoom in and out; display answer keys; create notes and attach your own web links; play all class audio and display the listening scripts. It can be used with all types of interactive whiteboards or with a computer and projector.

Grammar Conjunctions

3 Look at the underlined words in paragraphs 1 and 2 of the article about the polar bear. These words are called **conjunctions**. Then complete the grammar explanation.

• No one, therefore, is able to live in the Arctic and because of the long winter.

1 We are not able to live there.

2 We are not able to live there because of the long winter.

3 We are not able to live there because of the long winter.

4 We are not able to live there because of the long winter.

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100 We are not able to live there because of the long winter.

their, there, they're

Their, there and they're all sound the same but they have different spelling.

- **There** are not many polar bears in the Arctic any more.
- Polar bears spend most of **their** life on the ice.
- When **they're** small, the polar bear cubs stay with **their** mother.

6 Fill the spaces with **their, there or they're**.

I have two dogs, called Wolfie and Sammy.
 (1) quite small dogs. I take them for a walk in the park every day. They love it (2) because they can play with (3) ball and run around having fun. (4) favourite game is chasing the ducks into the lake.
 (5) always happy to go (6)

11.1 Living for sport



1 surfing



2 baseball



3 snowboarding



4 tennis



5 basketball



6 volleyball

Vocabulary

1 Do you play/do any of the sports in the photos? Which sports do you enjoy watching? Why?

2 Say which words go with each sport in the photos. You can use some words more than once.

Key words

ball basket bat board boots
court glove(s) net racket stadium

Pronunciation

4 Listen and repeat.

basketball bigger boots bought
vegetable video village volleyball

1 Bob plays basketball.
 2 Bianca bought some new boots.
 3 I live in a very small village.
 4 There's a very good video on volleyball.
 5 Bill eats bread and vegetables before he plays volleyball.
 6 Write a sentence using as many words beginning with b and v as you can. It can be as funny as you like! Read your sentence to your classmates.

speaker	sport	play/do or watch?
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		
Speaker 5		
Speaker 6		

68 UNIT 11 SPORT

Short units and lively topics offer a **fun, fast-paced approach** to learning

'Spelling Spots', informed by the Cambridge English Corpus, help students improve their spelling and avoid common mistakes at this level

Objective Key Digital



For learners

The Student's CD-ROM provides activities and games for learners to practice the target language.

For teachers

Presentation Plus provides complete course content, including audio and video, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.

Compact Preliminary for Schools

Sue Elliott and Amanda Thomas

INTERMEDIATE



- 50-60 teaching hours

Compact Preliminary for Schools is a concise and focused course which thoroughly prepares B1-level students for Cambridge English: Preliminary for Schools. The course is designed to maximise the performance of school-age learners, and covers the core Preliminary for Schools topics, language and skills.

Choose an official Cambridge English course for the most authoritative exam preparation available!

Key Features:

- B1-level vocabulary is targeted, drawing on insights from English Profile, and brought together in a Wordlist based on key vocabulary from the units.

- Two teen-inspired topics in each unit ensure the entire exam syllabus is covered, and can also act as a basis for CLIL-based extension activities and projects.
- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- A complete practice test is included in the Student's Book, with exclusive access to a further test and audio online.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: Preliminary and Preliminary for Schools. It can be used flexibly by skill or exam task.

For students



Student's Book without answers with CD-ROM

The Student's Book features eight topic-based units with focused exam preparation, divided in the order of the exam. A Grammar reference covers key areas in the syllabus and unit based wordlists include target vocabulary with definitions.

The accompanying CD-ROM provides interactive grammar, vocabulary and exam skills tasks including listening.



Workbook without answers with Audio CD

The Workbook provides further practice of language and vocabulary introduced in the Student's Book with a section focusing specifically on vocabulary. The accompanying Audio CD contains extra listening material for practice at home including exam-style tasks.



Student's Pack

The Student's Pack includes the Student's Book without answers with CD-ROM and Workbook without answers.

For teachers



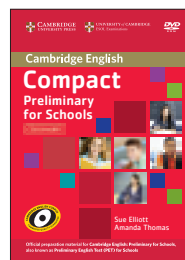
Teacher's Book

The Teacher's Book supports teachers with lesson preparation ideas and features CLIL extension tasks. It contains full answer keys, with model answers for the writing tasks, and audioscripts for both the Student's Book and Workbook. Photocopiable Progress tests are also included.



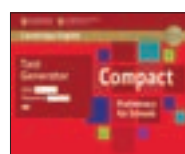
Class Audio CD

The Class Audio CD features recordings of all listening material in the Student's Book, including sample speaking tasks. It also includes a recording of the Listening Paper.



Interactive Whiteboard Software

This presentation software provides complete Student's Book content, together with audio, annotation tools and links to online resources.



NEW Online Test Generator

The best way to track your students' progress. This Test Generator helps you create customised tests that you can also edit and save for later use.

3 WRITING



Part 3

Page 88

Exam tip
Check through pieces of writing that you get back from your teacher. Do you always make the same mistakes? Keep a list so that you remember what to look for when you're checking your work.

1 Work in pairs. Look at the photos. How would you describe the way the people are dressed? Use these words.

traditional smart casual fashionable stylish comfortable

2 Discuss these questions.
1 How would you describe the way you and your friends dress?
2 What's the latest fashion in clothes in your country right now?

3 Work in pairs. Read what Monika says about young people in her city. Is it the same where you live?

Young people in my city like wearing clothes in bright colours, with lots of different patterns on them. Denim shorts and jackets are really popular, and T-shirts too. **They** often have the name of the store written across the front. But no one seems to wear big T-shirts and loose jeans any more, like my brother and his friends always wore for skateboarding. **He** never wore anything else!

4 Look at the pronouns in bold that Monika uses. Answer the questions.
1 What does **them** refer to?
a clothes b bright colours
2 What does **They** refer to?
a denim shorts b T-shirts
3 What does **He** refer to?
a Monika's brother b her brother's friends

5 Replace the underlined words in the text with these pronouns.
she them it has they there
his that we he us

Whenever I go somewhere special, I ask my older sister if I can borrow (1) my older sister's clothes. (2) My older sister doesn't mind if I borrow (3) the clothes which is lucky – and (4) the clothes fit me perfectly! I also go shopping in my favourite shop, where I can get things like jewellery cheaply. (5) My favourite shop isn't far from my home, so my dad usually drives me (6) to my favourite shop. In (7) my dad's car, and then (8) my dad leaves me to meet my friends, who love shopping in town, too – when (9) my friends and I have money to spend. But (10) having some money to spend usually only happens if our parents give (11) my friends and me some!

'Exam tips'
help students
avoid common
mistakes at the
exam



Exam tip
If you don't understand what to do in a task, ask the interlocutor to repeat the instructions.

8 SPEAKING

Part 4

Page 127

1 Work in pairs. Take turns to describe these photos from a Part 3 task.

Which of the activities would you try on holiday if you had the opportunity? Give reasons for your answers.

2 Listen to Greg and Tina talking about their holidays. Complete the sentences with what they prefer.

1 I prefer to
2 I like more than
3 I don't really enjoy as much as
4 is much better than

3 Now listen again. What do they say about why they prefer different things?

Exam task
Talk with a partner about whether you prefer a holiday in your own country or a holiday abroad, and the things you like doing while you're on holiday. Use the information below to help you.

Locations		Activities	
city centre	forest	doing watersports	doing extreme sports
mountains	lake	reading	shopping
desert	hotel	sunbathing	cycling
beach	campsite	sightseeing	walking
		sleeping	watching live music

Exam tip
If you don't understand what to do in a task, ask the interlocutor to repeat the instructions.

SPEAKING UNIT 8 67

Compact Preliminary for Schools Digital



For learners

- Online Workbook allows teachers to set homework and track results online.
- A CD-ROM included with the Student's Book provides further grammar, vocabulary and exams practice.

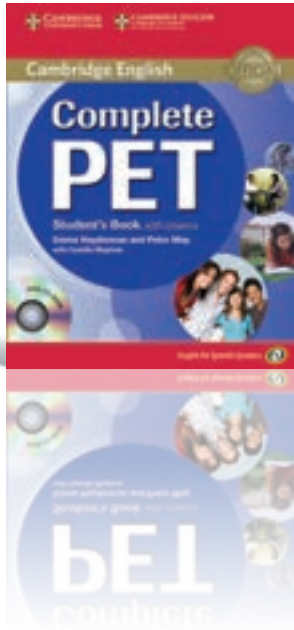
For teachers

- The IWB presentation software available for this course provides immediate access to the Student's Book content, including audio, annotation tools and links to online resources.
- NEW** The Online Test Generator, available at thecambridgeteacher.es, allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty.

Complete PET for Spanish Speakers

Emma Heyderman and Peter May

INTERMEDIATE



Comprehensive exam preparation

- Also suitable for Cambridge English: Preliminary for Schools
- 70 teaching hours, extendable to 120

Aimed at teenagers and young adults, this course combines thorough exam practice with stimulating topics to ensure that students are fully prepared for the exam.

Informed by the Cambridge Learner Corpus, exercises target areas that Spanish-speaking Cambridge English: Preliminary candidates typically find most challenging.

Two complete practice tests are included in the Student's Book, one for Cambridge English: Preliminary and another for Cambridge English: Preliminary for Schools, to help your students prepare for the exam.

NEW Exam Booster features effective exam and language practice for Cambridge English: Preliminary and Preliminary for Schools. It can be used flexibly by skill or exam task.

For students



Student's Book with CD-ROM

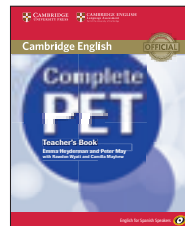
The Student's Book is available with or without answers. Both versions include a CD-ROM with additional practice for self-study, and official practice tests for Cambridge English: Preliminary and Preliminary for Schools.



Workbook with Audio CD

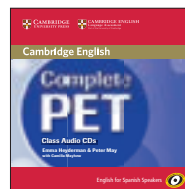
The Workbook is available with or without answers, and offers extra vocabulary, grammar, and skills practice, including listening material. The Vocabulary Extra section contains twelve pages of further practice and revision of the vocabulary in the Student's Book.

For teachers



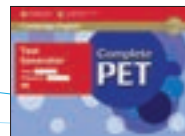
Teacher's Book

The Teacher's Book contains full teacher's notes with extra teaching ideas, photocopiable material including class activities and progress tests, recording scripts and word lists. It also provides specific help on how to exploit the speaking and pronunciation activities designed specially for Spanish-speaking students.



Class Audio CDs

The Class Audio CDs contain all the listening material from the Student's Books, including audios for both practice tests included in the Student's Book.



NEW Online Test Generator

The best way to track your students' progress. This Test Generator helps you create customised tests that you can also edit and save for later use.

ESS

Complete PET contains material specifically designed to help Spanish speakers:

- Exercises focusing on **common Spanish-speaking candidate problem areas** at this level, informed by the Cambridge Learner Corpus.
- **Speaking Tips** and the **'Spelling and Sounds'** section in the Student's Book help Spanish speakers perform better in the Speaking exam and with their pronunciation.
- **Writing Tips** and the **'Sounds and Spelling'** section in the Workbook help students improve their writing and spelling.

Vocabulary
Earn, have, make, spend and take

1 **Spanish-speaking PET candidates often make mistakes with verb + noun combinations. Use the verbs from the box to complete questions 1–5 correctly.**

earn have make spend take

In which job(s) mentioned in Reading Part 1:

- 1 can you fun?
- 2 can you friends?
- 3 must you your time to do things carefully?
- 4 do you most of your time helping people?
- 5 can you a good wage?

2 **Work in small groups. Ask and answer questions 1–5. Remember to explain why.**

Speaking Part 4

1 **Work in small groups. Discuss these questions.**

- 1 Do teenagers work in your country? Why (not)?
- 2 Have you got a part-time job? Do things teenagers should work? Why (not)?

2 **Listen to Linh from Vietnam and Marcelo from Colombia talking about teenagers and part-time work. Make notes on how they answer the questions in Exercise 1.**

Unit 2

Spelling and sounds

1 **Look at the sentence and notice the words ending in -er. Then choose the correct options, a or b. 15 points to add to the river.**

- 1 The *er* in *prefer* is ... a stressed. b unstressed.
- 2 The sound of *er* in *prefer* is ... a /ɜː/. b /ə/.
- 3 The *er* in *river* is ... a stressed. b unstressed.
- 4 The sound of *er* in *river* is ... a /ɜː/. b /ə/.

2 **Listen to check your answers. Listen again and practise saying the sentence correctly.**

Pronunciation tip

Notice how the sound represented by the letters *er* at the end of words changes depending on whether it is stressed or not. In most words, the -*er* ending is not stressed, for example *jun-er*, *sister*.

3 **Look at the words ending in -er in sentences 1–6. Underline the stressed syllable in these words. Is the -er ending stressed? Listen to check.**

- 1 It gets so hot on the metro in summer.
- 2 It's usually cheaper to go by bus.
- 3 My brother wants to be a helicopter pilot.
- 4 Maybe we should go by scooter.
- 5 What would you prefer?
- 6 A kind taxi driver took me to the station yesterday.

4 **Work in small groups. Listen and practise saying the tongue twisters.**

My older brother is a taxi driver and my sister would prefer to be a dancer.
My other brother is a better singer than my sister.

Spelling and sounds

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Vocabulary

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- 1** **Spanish-speaking PET candidates often make mistakes with verb + noun combinations. Use the verbs from the box to complete questions 1–5 correctly.**

earn have make spend take

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- 1 can you fun?
 - 2 can you friends?
 - 3 must you your time to do things carefully?
 - 4 do you most of your time helping people?
 - 5 can you a good wage?

'Spelling and sounds' looks at the relationship between the way we spell words and how they sound, and provides pronunciation tips

Exercises focused on common Spanish-speaking candidate errors provide practice to perform better at the exam

Complete PET for Spanish Speakers Digital

For learners

The Digital Student's Book and Workbook available for this course can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.

For teachers

NEW The Online Test Generator, available at thecambridgeteacher.es, allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty.

Objective PET

Second edition

Louise Hashemi and Barbara Thomas

INTERMEDIATE



- Also suitable for Cambridge English: Preliminary for Schools
- Suitable for exam preparation and general English courses
- 90 teaching hours, extendable to 120

This course offers a fun, fast-paced approach to learning. Short units give learners a strong sense of progress, and 'Corpus spots' help students with language that Cambridge English: Preliminary candidates typically find most challenging.

The accompanying CD-ROM contains lots of extra material including a free photocopiable test for additional exam preparation, and interactive word games for further vocabulary practice.

The 'For Schools Pack' contains two practice tests to help students prepare for the Cambridge English: Preliminary for Schools exam.

NEW Exam Booster features effective exam and language practice for Cambridge English: Preliminary and Preliminary for Schools. It can be used flexibly by skill or exam task.

For students



Student's Book with CD-ROM

The Student's Book is available with or without answers. Both versions include an interactive CD-ROM, with further practice activities as well as one complete printable Cambridge English: Preliminary test with audio.

Also available is a **Self-Study Pack**, which includes the Student's Book with answers together with the Class Audio CDs.



Workbook

The Workbook, available with or without answers, provides further practice of language and vocabulary introduced in the Student's Book.



For Schools Pack without answers

This special pack is ideal for students preparing for the Preliminary for Schools exam in class, and includes the 'without answers' versions of the Student's Book and the PET for Schools Practice Test Booklet, with two complete practice tests.

For teachers



Teacher's Book

This Teacher's Book offers complete support with time-saving ideas, regular progress tests, and a bank of supplementary photocopiable material.



Class Audio CDs

The Class Audio CDs contain all the listening material to accompany the Student's Book.



Interactive Whiteboard Software

A powerful, easy-to-use interactive classroom presentation tool that helps you plan and deliver more effective, engaging, and dynamic lessons. You can present the complete Student's Book content, play embedded video and audio programs, annotate lessons, and even link to online resources.

53

Compact First for Schools

Second edition

Barbara Thomas and Laura Matthews

UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam
- 50-60 teaching hours

This concise and focused course thoroughly prepares B2-level students for all four papers of Cambridge English: First for Schools, focusing on one part of each paper in each unit.

The course is designed to maximise the performance of school-age learners, and covers the core topics, language and skills needed for the exam.

- Two teen-inspired topics per unit ensure the entire exam syllabus is covered, and can also act as a basis for CLIL-based activities and projects.
- Grammar sections and a Grammar Reference help students build up the accurate language structure necessary for Use of English.

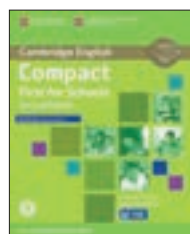
- B2-level vocabulary is targeted, drawing on insights from English Profile, covering items such as collocations, word formation, phrasal verbs, three word verbs, and easily confused words.
- 'Exam tips', and grammar and vocabulary exercises teach students to avoid common mistakes identified in the Cambridge Learner Corpus.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: First and First for Schools. It can be used flexibly by skill or exam task.

For students



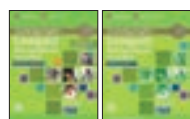
Student's Book with CD-ROM

The Student's Book, available with or without answers, features 8 topic-based units, divided in the order of the exam, with focused exam preparation. A Grammar reference covers key areas in the syllabus and unit-based wordlists include target vocabulary with definitions.



Workbook with downloadable audio

The Workbook is designed for homework and self-study, and provides further practice and exercises to consolidate the language and exam skills presented in the Student's Book. It is available in two versions, with and without answers. Audio material for all the Workbook listening tasks is available online for download.



Student's Pack without answers

The Student's Pack includes the Student's Book without answers with CD-ROM and Workbook without answers.

For teachers



Teacher's Book

The Teacher's Book supports teachers with lesson preparation ideas and features CLIL extension tasks. It contains full answer keys, with model answers for the writing tasks, and audioscripts for the Student's Book and Workbook. Photocopiable Progress tests are also included.



Class Audio CD

The Class Audio CDs include all the listening material needed for listening and speaking practice activities and all listening exam tasks.



Presentation Plus DVD-ROM

This presentation software provides complete course content, together with audio, annotation tools and links to online resources.



NEW Online Test Generator

The best way to track your students' progress. This Test Generator helps you create customised tests that you can also edit and save for later use.

Exam tip

Start speaking straight away so you use the time allowed. Cooperate with your partner and ask him/her to respond, e.g. *What do you think? Do you agree? And you?*

'Exam tips' give students invaluable advice that will help them perform better in the exam

6 SPEAKING

Part 3

1 Your school is thinking of things students can do to improve and protect the environment. Look at the suggestions below. Make some notes. For each suggestion think about:

- what you could do to your school
- how successful it might be

growing plants using less water using less plastic

recycling saving electricity

Part 4

Exam task

The examiner will ask you some general questions related to Part 3. You have five minutes to complete Part 4 in the exam. Take it in turns to ask and answer the questions below with your partner.

- Do you think your school is environmentally friendly? Why/Why not?
- Do you think young people care about the environment more than older people? Why/Why not?
- Are young people taught enough about the environment at school? Should there be any changes?
- Does the media do enough to make young people aware of environmental problems?
- Do people use more resources (water, electricity, paper, etc.) than they should? Why is this a problem?

1 Listen and think about the good ideas.

2 Discuss them.

3 Do all these ideas sound like good ideas?

4 We could tell everyone to turn off their computers at the end of the lesson.

5 I don't think turning the heating down would go down well with students here.

6 Do you agree or not?

7 That's not what I think. I've agreed.

8 What about getting recycling bins in the canteen?

43 UNIT 6 SPEAKING

Units are divided in the order of the exam with pages on Writing, Listening, Speaking, and the Reading and Use of English paper

5 Learning

READING AND USE OF ENGLISH

Ambitions and achievements**Part 7**

- 1 Some of the words below have similar meanings. Work in pairs. Choose one word to match each of the dictionary definitions.

adventurous capable cheerful
communicative competitive creative
decisive easygoing energetic
sympathetic thorough

- 1 understanding and caring about other people's feelings
2 willing to talk to people and give them information
3 willing to try new, difficult and often exciting things
4 wanting very much to win or be more successful than others
5 having imagination or original ideas
6 able to do things effectively and skilfully and achieve results

- 2 Look at these photos. Which jobs are shown?



38 UNIT 5 READING AND USE OF ENGLISH

- 3 What kind of personality do you need in order to be good at different jobs? For each of the photos, choose some of the adjectives in Exercise 1.

What else is important for these jobs? Think of some more adjectives for each photo.

- 4 If you could choose one of the careers in the photos, which one would you choose? Which career would you never choose and why?

Exam task

You are going to read a magazine article about talented young people. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Exam tip

Read text A, go through the questions and find all the A answers. Repeat for texts B–D. Finally, go back and look for any missing answers.

Which person

combined two interests into a possible career?

1 ☐

wants to offer support to others in a similar situation?

2 ☐

knows it will be necessary to keep their knowledge up to date?

3 ☐

was unsure of the extent of their ability at one stage?

4 ☐

has always used their talent to help them escape from daily life?

5 ☐

came to a sudden decision about what they wanted to do as a job?

6 ☐

admires others because of their characteristics rather than their achievements?

7 ☐

was unaware that something was possible until it was pointed out?

8 ☐

thinks it is an advantage to stand out from others when young?

9 ☐

says they come across successful people who look down on others?

10 ☐**Compact First for Schools Digital****For learners**

- **Online Workbook** allows teachers to set homework and track results online.
- Interactive activities and games in the **Student's Book CD-ROM** provide students with further grammar, vocabulary and exams practice.

For teachers

- **Presentation Plus** provides complete course content, including audio and video, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.
- **NEW** The **Online Test Generator**, available at thecambridgeteacher.es, allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty.

Compact First

Second edition

Peter May

UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam
- 50-60 teaching hours

Compact First 2nd edition provides B2-level students with thorough preparation and practice of the grammar, vocabulary, language skills, topics and exam skills needed for success in Cambridge English: First.

- B2-level vocabulary is targeted, drawing on insights from English Profile, covering items such as collocations, word formation, phrasal verbs, three word verbs, easily confused words.
- 'Exam tips', and grammar and vocabulary exercises teach students to

avoid common mistakes identified in the Cambridge Learner Corpus.

- 'Quick steps' and Writing, Speaking and Listening Guides offer advice on how to approach each part of the exam papers.
- Grammar sections and a Grammar Reference help students build up accurate language structure.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: First and First for Schools. It can be used flexibly by skill or exam task.

For students



Student's Book with CD-ROM

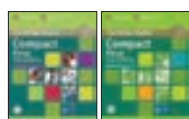
The Student's Book, available with or without answers, features 10 topic-based units with focused exam preparation, which are divided in the order of the exam. A Grammar reference covers key areas in the syllabus and unit-based wordlists include target vocabulary with definitions.

Also available is the **Student's Book Pack**, which combines the Student's Book with answers with the Class Audio CDs, making it ideal for self-study.



Workbook with downloadable audio

The Workbook is designed for homework and self-study, and provides further practice and exercises to consolidate the language and exam skills presented in the Student's Book. It is available in two versions, with and without answers. Audio material for all the Workbook listening tasks is available online for download.



Student's Pack without answers

The Student's Pack includes the Student's Book without answers with CD-ROM and Workbook without answers.

For teachers



Teacher's Book

The Teacher's Book includes step-by-step guidance for presenting and teaching all the material in the Student's Book along with suggestions for alternative approaches and extension activities. It provides complete answer keys, recording scripts and photocopiable progress tests.



Class Audio CD

The Class Audio CDs include all the listening material needed for listening and speaking practice activities and all listening exam tasks.



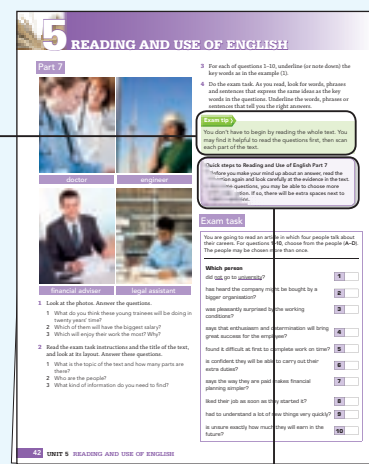
Presentation Plus DVD-ROM

This presentation software provides complete course content, together with audio, annotation tools and links to online resources.

'Exam Tips' and 'Quick Steps' offer useful advice and practice helping students perform better in the exam

Exam tip

You don't have to begin by reading the whole text. You may find it helpful to read the questions first, then scan each part of the text.



Quick steps to Reading and Use of English Part 7

- Before you make your mind up about an answer, read the question again and look carefully at the evidence in the text.
- For some questions, you may be able to choose more than one option. If so, there will be extra spaces next to these questions.

Each section develops skills in a key part of the exam paper

2 SPEAKING

Part 2 **S** Page 98

1 We can use sentences a–g to compare two pictures. Fill in gaps 1–10 with these words. You can use some of them more than once.

both difference different other same similar similarity

a In (1) both of these pictures there are some people eating, but in this one they're also watching TV.

b In this picture there are four people, a family, but in the (2) other one there are just two.

c These two are (3) different in age, about 18, unlike the family.

d One (4) difference between the pictures is that (5) the same show people eating together in the (6) same place: at home.

e And in (7) both pictures it looks as if they're enjoying their meal.

f But in some ways the situation in the two pictures is completely (8) different.

g The biggest (9) difference between them is that this one shows people talking and laughing together, but in the (10) other one they're looking at the TV, not at each other.

2 Look at photos 1 and 2. Which of points a–f are the same or similar in the two photos, and which are different?

a the room
b the food and drinks
c the number of people
d the people's age
e the people's appearance
f what the people are doing

3 Look at photos 3 and 4 and note down as many points of similarity and difference as you can.

Quick steps to Speaking Part 2

- Think about what you are going to say before you start speaking.
- Mention as many similarities and differences as you can.
- When your partner is speaking, listen to what they say and don't interrupt.

4 Look at the exam instructions. What does Candidate A have to do? What does Candidate B have to do?

5 Work in pairs and do the exam task.

Exam task

Each of you will be given two photographs. You have to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

Candidate A: It's your turn first. Look at photographs 1 and 2. They show people in restaurants. Compare the photographs, and say what you think could be enjoyable about having a meal there. Talk about your photographs on your own for about a minute.

Candidate B: Do you like to eat in restaurants?

1 2

3 4

Candidate B: Look at photographs 3 and 4. They show people ordering meals. Compare the photographs, and say why you think people choose to eat there. Talk about your photographs on your own for about a minute.

Candidate A: Which of these two kinds of place do you prefer to go to?

6 Change roles and repeat the exam task.

Exam tip

Don't try to describe everything in the pictures. Just say what's similar and different about them.

7 How well did you and your partner speak in Part 2? Tell each other what you think.

Compact First Digital



For learners

Interactive activities and games in the **Student's Book CD-ROM** provide students with further grammar, vocabulary and exams practice.

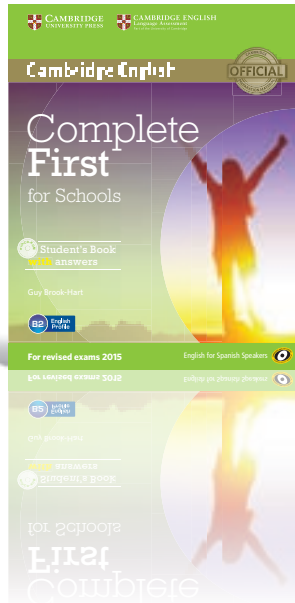
For teachers

Presentation Plus provides complete course content, including audio and video, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.

Complete First for Schools

English for Spanish Speakers Edition

Guy Brook-Hart
UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam
- 90 teaching hours, extendable to 120

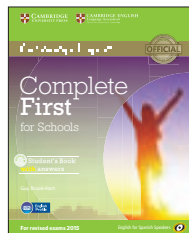
The English for Spanish Speakers edition of **Complete First for Schools** provides thorough preparation for the Cambridge English: First for Schools exam. This topic-based course covers every part of the exam in detail, ensuring that Spanish-speaking students are fully equipped to tackle each part of every paper.

Key Features:

- Vocabulary selection informed by English Profile.

- Exercises help students avoid repeating the typical mistakes that real exam candidates make, as revealed by the Cambridge Learner Corpus.
- Exam information and advice is offered throughout, culminating in Exam round-up sections.
- Teachers have online access to official practice tests.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: First and First for Schools. It can be used flexibly by skill or exam task.

For students



Student's Book with CD-ROM

The Student's Book is available with or without answers, and fully prepares students to tackle each part of every exam paper.

Both versions include a CD-ROM for additional practice and an extra Cambridge English: First for Schools paper.



Workbook with Audio CD

The Workbook is available with or without answers. It consolidates and extends the language and exam skills covered in the Student's Book.

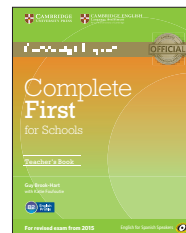
The Audio CD provides all the audio material for the Workbook listening activities.



Student's Pack

The Student's Pack is available in two versions, with and without answers. It combines the Student's Book and the Workbook in one package.

For teachers



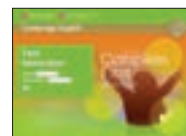
Teacher's Book with Teacher's Resources CD-ROM

This Teacher's Book contains extensive teaching notes, suggestions for warmers and extension activities, a full answer key and recording scripts. It includes the **Teacher's Resources CD-ROM**, with progress tests, word lists, photocopiable activities and teaching notes.



Class Audio CDs

The Class Audio CDs contain the recordings for all the listening exercises in the Student's Book.



NEW Online Test Generator

The best way to track your students' progress. This Test Generator helps you create customised tests that you can also edit and save for later use.

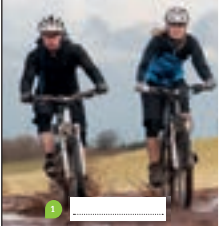

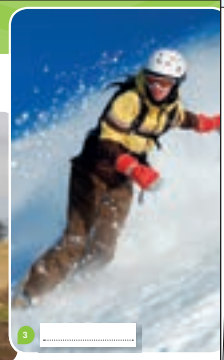
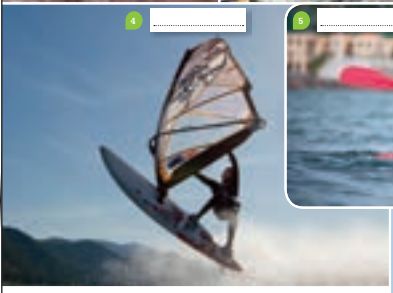

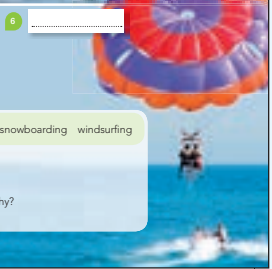


Complete First for Schools includes content to target areas that Spanish speakers typically find most challenging:

- **Get it right!** boxes provide tips to avoid common learner errors.
- Exercises focusing on **common Spanish-speaking candidate problem areas** at this level, informed by the Cambridge Learner Corpus.
- Step-by-step **speaking exam practice**.
- **Speaking Tips** and the '**Spelling and sounds**' section in the Student's Book help Spanish speakers perform better in the Speaking Paper and with their pronunciation.
- **Writing Tips** and the '**Sounds and spelling**' section in the Workbook help students improve their writing and spelling.

7 High adventure

Starting off

- 1 Match these adventure sports with the photos.
canoeing/kayaking mountain biking parasailing rock climbing snowboarding windsurfing
- 2 Work in groups.
 - 1 Which of these activities looks the most fun? Why?
 - 2 Which do you think would be the easiest / most difficult to learn? Why?
 - 3 Are there any activities you wouldn't like to do? Why not?

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Engaging topics aimed at younger students help prepare for the First for Schools exam

Speaking extra



Units 3 & 4

Speaking Part 2

- 1 Read the examiner's instructions for Speaking Part 2 and think about what you might say.
 although because contrast especially more the other hand whereas while
- 2 Read these extracts from Maite and Pedro doing the speaking task in Exercise 1. Complete each extract by writing a word or phrase from the box in each gap. In some cases, more than one answer may be possible.

Here are your photographs. They show people celebrating different occasions. I'd like you to compare the photographs and say what you think the people are enjoying about these occasions.

What are the people enjoying about these occasions?

I'd rather go to the wedding. I think. That's (1) I really enjoy big family parties. (2) when all my cousins get together. On (3), I don't think I'd enjoy the children's celebration because I've never been very good at gymnastics. (4) I do enjoy other sports like athletics or basketball.

I guess the children are enjoying themselves because they've been working together as a team and they've won the competition. In (5), the people at the wedding are feeling happy because all the family are together for a once-in-a-lifetime event.

In the first photo, a wedding reception's taking place, (6) in the second one a group of children are celebrating because they've won medals in a gymnastics competition.

They seem to be very excited because of what they've achieved. What's (7), they're probably making a lot of noise.

(8) the wedding is a much more formal occasion, with people dressed in smart clothes and ties, they do look really comfortable and relaxed together, just like the kids in the other photo.
- 3 Order the extracts a-e in Exercise 2. Then listen to check your answers.

SPEAKING TIP

A good way to organise your answer in Speaking Part 2 is to spend about half your time comparing the photos and the other half answering the printed question. Continue speaking until the examiner says 'Thank you'.

- 4 Which of the extracts from Exercise 2 ...
 - 1 say(s) what is similar about the two photos?
 - 2 say(s) how the photos are different?
 - 3 answer(s) the printed question?
 - 4 answer(s) the examiner's follow-up question?

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SPEAKING TIP

A good way to organise your answer in Speaking Part 2 is to spend about half your time comparing the photos and the other half answering the printed question. Continue speaking until the examiner says 'Thank you'.

Speaking tips provide useful advice to perform better in the Speaking exam



Complete First for Schools Digital



For learners

- The **Digital Student's Book and Workbook** can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- The **interactive CD-ROM** that accompanies the Student's Book lets students tackle areas of difficulty at their own pace.

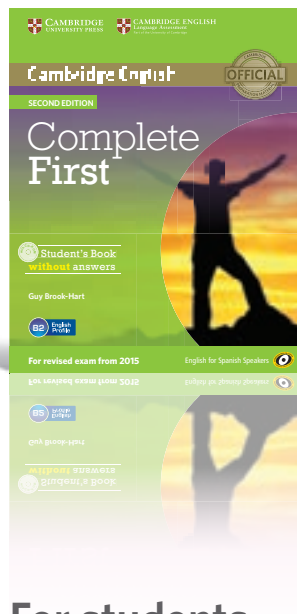
For teachers

NEW The **Online Test Generator**, available at thecambridgeteacher.es, allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty.

Complete First for Spanish Speakers

Second Edition

Guy Brook-Hart
UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam
- 90 teaching hours, extendable to 120

Complete First for Spanish Speakers 2nd edition provides thorough preparation for the Cambridge English: First exam. It combines the very best in contemporary classroom practice with first-hand knowledge of the challenges Spanish-speaking learners face.

Key Features:

- Exercises help students avoid repeating the typical mistakes that real exam candidates make, as revealed by

the Cambridge Learner Corpus.

- Exam information and advice is offered throughout, culminating in Exam round-up sections.
- Vocabulary selection informed by English Profile.
- Teachers have online access to official practice tests.
- NEW** Exam Booster features effective exam and language practice for Cambridge English: First and First for Schools. It can be used flexibly by skill or exam task.

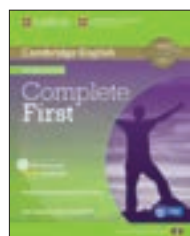
For students



Student's Book with CD-ROM

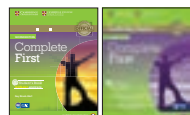
The Student's Book is available with or without answers, and fully prepares students to tackle each part of every exam paper.

Also available is a **Self-Study Pack**, which combines the Student's Book with answers with the Class audio CDs, making it ideal for self-study.



Workbook with Audio CD

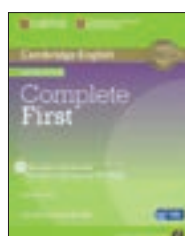
The Workbook is available with or without answers. It consolidates and extends the language and exam skills covered in the Student's Book. The Audio CD provides all the audio material for the Workbook listening activities.



Student's Pack

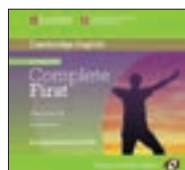
The Student's Pack is available in two versions, with and without answers. It combines the Student's Book and the Workbook in one package.

For teachers



Teacher's Book with Teacher's Resources CD-ROM

This Teacher's Book contains extensive teaching notes, suggestions for warmers and extension activities, a full answer key and recording scripts. It includes the **Teacher's Resources CD-ROM**, with progress tests, word lists, photocopiable activities and teaching notes.



Class Audio CDs

The Class Audio CDs contain the recordings for all the listening exercises in the Student's Book.



Complete First for Spanish Speakers Second edition includes content to target areas that Spanish speakers typically find most challenging:

- Exercises focusing on **common Spanish-speaking candidate problem areas** at this level, informed by the Cambridge Learner Corpus.
- Get it right!** boxes provide tips to avoid common learner errors.
- Step-by-step **speaking exam practice**.
- Speaking Tips** and the **'Spelling and sounds'** section in the Student's Book help Spanish speakers perform better in the Speaking Paper and with their pronunciation.
- Writing Tips** and the **'Sounds and spelling'** section in the Workbook help students improve their writing and spelling.

3 Read the candidates' answers in Exercise 1 on page 100 again. Which words and phrases do they use to introduce their opinions?

Get it right
Remember where to put not in negative opinions and predictions. I don't think / believe / feel / expect / imagine it's important to do sport every day.

4 Spanish-speaking exam candidates often make mistakes when they give opinions. Correct the mistake in each sentence.

- On my opinion, eating a healthy diet is more important than doing exercise.
- I believe organic food is not healthier than normal food.
- It's no doubt that cycling is good exercise, but on the other hand it can be dangerous.
- I think in my opinion that adventure sports are for people who enjoy taking risks.
- I think that sport shouldn't be compulsory at school as some children don't enjoy it.

Speaking tip
As well as giving your own opinions in Speaking Part 4, remember to listen to what your partner says. The examiner will ask you to comment on his/her opinions.

5 Look at these Speaking Part 4 questions. Which of the words in the box could you use when answering each question?

athletic competitive marathon opponent professional represent spectator set a record

- What sports do people enjoy doing in Spain? Why are they popular?
- Do you think too much attention is devoted to sport on television and in the news?
- Which do you think is more important: taking part in a sport or winning? Why?
- In your opinion, do some sportspeople earn too much money?
- Do you think some people do too much sport?
- What can schools do to encourage children to take more exercise?

6 Work in groups of three. Take turns to be the examiner and the candidates using the Speaking Part 4 questions in Exercise 5.

Spelling and sounds
for Spanish speakers

Pronunciation of er
7 Look at the underlined letters in the words and choose the correct sound, a or b. Then choose the correct stress pattern, a or b.

- prefer a /ɛ/ b /ə/ a. ● b. ●
- younger a /ɛ/ b /ə/ a. ● b. ●

8 Listen to check your answers.

Pronunciation tip
Notice how the letters er combine to represent the sound /ɛ/ when stressed and the sound /ə/ when unstressed.

9 Complete the table with the words from the box. Listen to check your answers and practise saying the words.

/ɛ/ prefer	/ə/ younger
braver	clever
concern	dinner
emerge	fitter
quieter	refer
stronger	teacher
tougher	traveller

10 Look at the underlined letters in the words. They can also combine to represent the sound /ɛ/.
a earth b surface c gid

11 Listen to the sentences and write the words with the sound /ɛ/ you hear.

- Do you live in a rural or an ... area?
- Juan didn't win the race but he came ...!
- Teachers don't ... enough money in my opinion.
- Don't ... Marta – she's studying.
- Have you got any ... plans for summer?
- I can't find my pen; I've been ... for it everywhere.

Speaking extra Units 1 & 2

Speaking | Part 1

1 Read these Speaking Part 1 questions and think about how you might answer each of them.

- What are you going to do this weekend?
- Tell me about your plans for the summer.

2 Complete these sentences with verbs from the box in the correct form. Then listen to check your answers.

have hold look forward meet spend take part

- I think I'll ... up with my friends and go to the city centre.
- We're planning to ... a special family lunch.
- I'm thinking of ... the weekend at the beach.
- I'm really ... to lazing in the sun.
- I'm going to ... in the festival they're ... in my neighbourhood.

3 Many Spanish-speaking exam candidates give answers which are too short. Listen again. How does each speaker 1–4 extend their answer by giving ...

- a reason?
- an example?
- additional information?

Get it right
Be careful not to confuse expect and hope.

I expect Miguel will be late for the party as he isn't usually very punctual.
I hope Miguel won't be late for the party as he isn't usually very punctual.

4 Spanish-speaking exam candidates often confuse expect and hope. Match the examples in these sentences with their definitions.

- I've got a big family so I expect that about 20 people will come tonight.
- They expect us to work hard at this school and to get good results in our exams.
- I expect Alicia is doing her homework, so she won't want to come skating with us.
- I can't go to the cinema because I'm expecting a phone call from my girlfriend.
- I'm going to the beach next weekend so I hope I'll get a suntan.

- a waiting for someone or something to happen
- believe something will happen or someone will do something
- think someone should behave in a particular way or do something
- think something is likely to be true
- want something to happen or to be true

'Spelling and sounds' helps Spanish speakers recognise the relationship between the spelling of words and their pronunciation and provides pronunciation tips

Get it right

Be careful not to confuse expect and hope.

I expect Miguel will be late for the party as he isn't usually very punctual.
I hope Miguel won't be late for the party as he isn't usually very punctual.

'Get it right' boxes give useful tips to avoid common errors made by Spanish speakers

Complete First for Spanish Speakers Digital

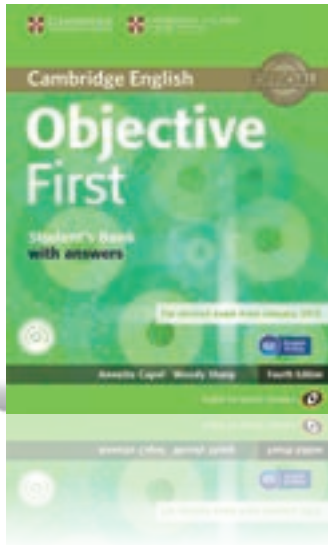


- The Digital Student's Book and Workbook can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- The interactive CD-ROM that accompanies the Student's Book lets students tackle areas of difficulty at their own pace.

Objective First for Spanish Speakers

Annette Capel and Wendy Sharp

UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam

- Suitable for both exam preparation and general English courses
- 70 teaching hours, extendable to 90

Objective First combines systematic exam preparation with language work designed to improve students' overall English level, and now also provides specific help for Spanish-speaking learners.

Key features:

- Short and motivating units
- Vocabulary sections informed by English Profile

- Authentic and up-to-date English, as revealed by the Cambridge English Corpus
- 'Corpus Spots' highlight common learner errors
- The CD-ROM provides optional extra language and vocabulary practice and familiarisation with the exam format.
- **NEW** Exam Booster features effective exam and language practice for Cambridge English: First and First for Schools. It can be used flexibly by skill or exam task.

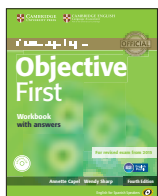
For students



Student's Book with CD-ROM

The Student's Book is available with or without answers. It includes a CD-ROM with further language and exam practice in the form of interactive activities, and comes packaged with the **100 Writing Tips for Cambridge English: First Booklet**.

Also available is the **Self-Study Pack**, which combines the Student's Book with answers with the Class audio CDs, making it ideal for self-study.



Workbook with Audio CD

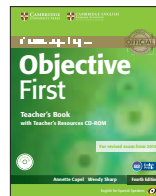
The Workbook provides practice of the language covered in the Student's Book. The accompanying audio CD provides exam-style listening practice. There is also a 'without answers' version of the Workbook, which also includes the audio CD.



Student's Pack

The Student's Pack combines the Student's Book and the Workbook in one package. It is available in two versions, with and without answers.

For teachers



Teacher's Book with Teacher's Resources CD-ROM

The Teacher's Book offers complete support with time-saving ideas, including a Teacher's Resources CD-ROM with a wordlist, a complete practice test and regular progress tests.



Class Audio CDs

This set of audio CDs contains the listening material to accompany the Student's Book.



This course includes content specifically designed for Spanish-speaking students:

- The Student's Book comes packaged with the free **100 Writing Tips for Cambridge English: First** booklet, with information and exercises to avoid common errors at the Writing Paper.
- **Speaking Folders** help improve your students' performance at the Speaking Paper.
- **'Get it right!' Folders** highlight and practise typical mistakes made by Spanish-speaking candidates at this level, based on research from the Cambridge English Corpus.
- A **Pronunciation Folder** focuses on common pronunciation problems.
- **Vocabulary Folders** in the Workbook help your students with common problem areas, such as phrasal verbs and false friends.

Exam Spots provide insightful advice to help students perform better in the exam

Exam spot

In Paper 4 Part 2, the long turn, you must listen carefully while the other candidate is speaking, as you will have to make a brief comment afterwards. Say what you think and why.

17.1 Collectors and creators

Speaking

Exam spot

In Paper 4 Part 2, the long turn, you must listen carefully while the other candidate is speaking, as you will have to make a brief comment afterwards. Say what you think and why.

1 Here are two pairs of photographs showing various hobbies. Look at the first pair with another student. Decide who will be Student A and who Student B. Then read your instructions. Student A can also refer to the notes below.

Student A: Compare the pictures, describing the possible benefits and problems of collecting the things shown.

Shellfish – beautiful, many different kinds. Fresh food comes to your doorstep!
Football hooligan – lots of trouble. You can wear them. Don't take up a lot of space. Old ones may be expensive.

Student B: When Student A has finished, say which hobby you would find more interesting, and why.

Now carry out the speaking task. Student A should try to keep talking for about a minute, and then Student B should talk for a maximum of 30 seconds. Time yourselves.

2 Look at the second pair of photographs and change roles. Student A should listen carefully to what Student B says. Remember to keep talking for up to a minute.

Student B: Compare the pictures, describing the main differences between these two hobbies. (about 1 minute)

Student A: Say which hobby appeals to you more, and why. (20 seconds)

Did Student B manage to talk for a full minute? Suggest other ideas if necessary.

3 How many hobbies can you think of which involve collecting or making something? Work in two teams: the collectors and the creators. See who can produce the longer list! Then, in pairs, decide on the four most interesting hobbies from the two lists, giving your reasons why. You can agree to disagree!

110 UNIT 17



Units 13–18 Get it Right!

Focus on nouns

1 Choose the correct words to complete the text.

Why I'm giving up meat to save the planet

Some people become vegetarians because they're against animal cruelty. (1) *Some / Someone* may decide to eat less meat for health reasons. I'm giving up meat because it's bad for the (2) *nature / environment*. Let me explain ...



Around 40% of (3) *the world's land / the land of the world* is used for food production. And the vast majority of that land is used not to grow (4) *fruit / fruits* and vegetables which we eat directly, but to support livestock, the chickens, pigs and cows that eventually become the meat on our plates. (5) *Million / Millions* of people work in livestock production globally and it uses a lot of the world's fresh water. So there's probably no (6) *other / another* human activity that has a bigger impact on the environment.

Meat production uses more resources and produces more (7) *pollutions / pollution* than any other type of farming. Not only do you need (8) *place / space* to farm the animals, but you need to grow the crops to feed them too. Farm animals consume around 1.3 billion tons of grain each year. That's a huge (9) *amount / quantity* of land, water, fuel and potential pollution just to produce a steak! Apparently if (10) *a / the* family of four chooses not to eat steak one day a week for a year, it's the same as taking their car off the road for three months!

We sometimes worry about eating (11) *a / the* healthy diet, but (12) *most / most of* people don't consider the carbon footprint of their food. Statistics like these really make you stop and think about how the food you eat influences the health of the planet.

Be careful with these common nouns – the Cambridge Learner Corpus shows that Spanish-speaking exam candidates often make mistakes with verb agreement after these nouns. Remember:

- *people* is a plural noun, followed by a plural verb form
Many **people don't know** how to cook fresh food.
NOT Many **people doesn't know** how to cook fresh food.
- *everyone, everybody, everything and nobody* are followed by a singular verb form
If **everyone drives** to work, the traffic just gets worse.
NOT If **everyone-drive** to work, the traffic just gets worse.

2 Choose the correct form of the verbs to complete the sentences.

- A lot of people *has / have* started to work at home via the Internet.
- Everybody *know / knows* that a healthy diet includes fresh fruit and vegetables.
- When we arrived for the wedding, everything *was / were* perfect.
- Nobody *want / wants* to take responsibility for reducing waste.
- There *was / were* over 5,000 people at the demonstration.
- People who live in the city *want / wants* to spend their vacation in the country.

3 Find and correct the mistakes candidates have made with articles (*a, an, the*) in the sentences.

- I think that in a near future, water shortages will be a real issue in Spain.
- There are only a few thousand tigers left living in wild.
- I've loved walking in the countryside since I was child.
- Last year, she spent the summer working as assistant in a bookshop.
- As soon as I'd sent the message, I realised I'd made a wrong decision.
- I queued for about one hour to get tickets.
- If you work at a desk, you're sitting down all the day, so you don't get much exercise.
- When he was young, he got in trouble with police.

132 UNITS 13–18

Get it right! folders highlight and practise common mistakes made by Spanish-speaking candidates at this level



Objective First for Spanish Speakers Digital



- The digital Student's Book and Workbook can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- The interactive CD-ROM included with the Student's Book offers further language and exam practice.

Exam Practice Materials

Practice Tests

Cambridge English / ELEMENTARY TO UPPER INTERMEDIATE

www.cambridge.es/practicetests

Key and Key for Schools



There are currently **two collections** of tests for Key for Schools and **eight collections** for Key. Each contains four complete official practice tests to help your students prepare for test day.

Preliminary and Preliminary for Schools



There are currently **two collections** of tests for Preliminary for Schools and **nine collections** for Preliminary, each with four complete official practice tests to help your students prepare for the exam.

First and First for Schools

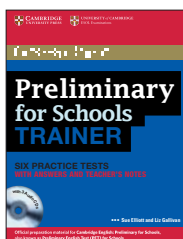
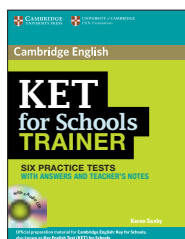


There are currently **two collections** of tests for First for Schools and **two collections** for First, each with four complete official practice tests to help your students prepare for the exam. Please note that First for Schools 2 and First 2 are also available online as **Testbank: First for Schools 5-8** and **Testbank: First 5-8** (see page 65).

Trainers

ELEMENTARY TO UPPER INTERMEDIATE

www.cambridge.es/trainers



Six full practice tests per level with guidance and tips

- Available for: Key for Schools, Preliminary for Schools, First for Schools and First.

These books are the perfect companion for exam preparation. As well as six full practice tests per level, they offer easy-to-follow expert guidance and tips designed to guarantee exam success. The first two tests are fully guided, with step-by-step advice on tackling each paper. Answer keys provide clear explanations, including model answers for the Writing papers.

- Extra practice activities, informed by the Cambridge Learner Corpus, focus on areas where students at each level typically need most help and train them to avoid common mistakes
- The 'For Schools' Trainers offer full teacher's notes in the 'with answers' editions



Exam Practice Materials

Cambridge English Practice Testbank

Cambridge English / ELEMENTARY TO UPPER INTERMEDIATE



www.cambridge.es/testbank

Testbank

Authentic Practice Tests now online

Cambridge English authentic practice tests are now available online using all new test material from the organisation that produces the exams. Tests replicate the computer-based exam and are managed online in a simple Learning Management System.

- Four tests are included for each exam.
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- A detailed gradebook allows teachers to see individual student answers.
- Video Speaking Practice allows students to take a recorded Speaking Test simulation.

Cambridge English test experience


- **Testbank** offers the most realistic computer-based test experience available.
- Test mode familiarises students with test conditions.
- Video questions from a real examiner provide practice in the Speaking Test question and answer format.


Improve confidence


- Practice mode allows students multiple attempts (up to 3) to enhance learning.
- Instant reporting allows students to target areas of difficulty and try again.
- Flexible approach makes **Testbank** suitable for all stages of exam preparation.


How it works

- Students access **Testbank** with their individual codes and join their class.
- The teacher assigns tests or parts of a test and chooses the mode.
- The teacher reviews results and can identify areas of weakness.
- **Testbank** may be purchased alone or in combination with some of our exam courses. Contact your local sales office for details.

 *Cambridge English: Key for Schools Tests 1-4*

 *Cambridge English: Key Tests 1-4*

 *Cambridge English: Preliminary for Schools Tests 1-4*

 *Cambridge English: Preliminary Tests 1-4*

 *Cambridge English: First for Schools Tests 1-4*

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* Also available as print tests (**Cambridge English First for Schools 2** and **Cambridge English First 2**)



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Full ISBN listing on page 78

Exams Supplementary Materials

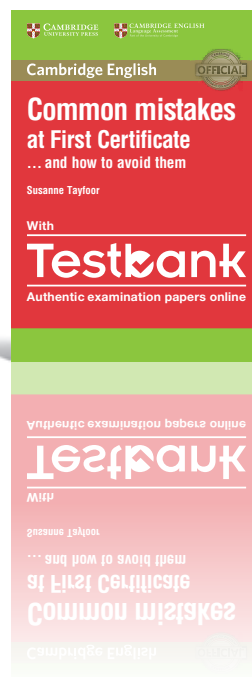
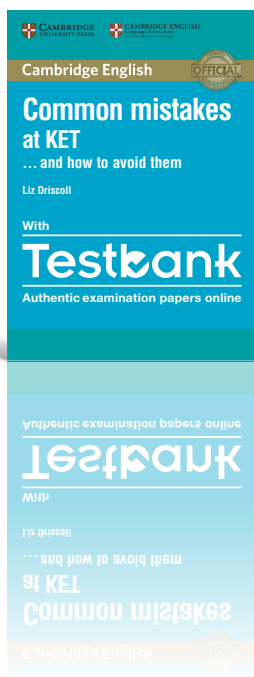
Common Mistakes... and how to avoid them

NEW

www.cambridge.es/commonmistakes



A2-B2



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NEW The 'With Testbank' editions include online access to four authentic practice tests.

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INTERMEDIATE
- **Common Mistakes at First Certificate... and how to avoid them**
Susanne Tayfor
UPPER INTERMEDIATE

The Official Top Tips for PET

www.cambridge.es/toptips

B1



Cambridge English
INTERMEDIATE

Written by expert examiners, this revision guide provides candidates with essential advice for each part of the exam. It includes examples, explanations, answer sheets and general revision tips. The CD-ROM offers one complete interactive exam, with answers and feedback, and a video of a Speaking test to give candidates a clear idea of what to expect.

Exams Supplementary Materials

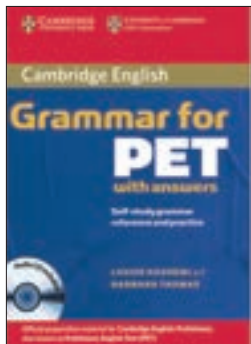
Cambridge Grammar for PET

www.cambridge.es/cambridgegrammarfor



Louise Hashemi and Barbara Thomas

INTERMEDIATE



This popular title provides clear explanations and extensive practice of the grammar needed at this level. Grammar is presented through listening material, allowing learners to develop their listening skills while they study. It also practises the full range of Cambridge English: Preliminary (PET) exam tasks from the Reading, Writing, Speaking and Listening papers.

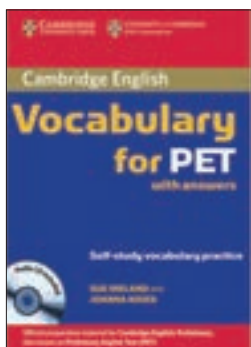
Cambridge Vocabulary for PET

www.cambridge.es/cambridgevocabularyfor



Sue Ireland and Joanna Kostas

INTERMEDIATE



Covering all the vocabulary needed for the Cambridge English: Preliminary (PET) exam, this handy practice book offers useful tips on vocabulary learning and tackling exam tasks. Vocabulary is presented in realistic contexts and typical learner errors are highlighted to help candidates avoid classic pitfalls. It also gives extensive practice of exam tasks from the range of papers

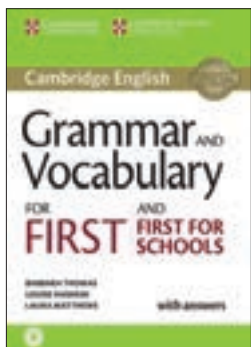
Grammar and Vocabulary for First and First for Schools

www.cambridge.es/cambridgegrammarfor



Louise Hashemi, Barbara Thomas and Laura Matthews

UPPER INTERMEDIATE



This title provides complete coverage of the grammar and vocabulary needed for the Cambridge English: First and Cambridge English: First for Schools exams, and develops listening skills at the same time. It provides students with practice of exam tasks from the Reading and Use of English, Writing and Listening papers and contains helpful grammar explanations. It also includes useful tips on how to approach exam tasks and learn vocabulary. It is informed by the Cambridge English Corpus to ensure that the vocabulary is presented in genuine contexts and covers real learner errors.



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ISBN Listing

SECONDARY / Courses

Smart Planet / pages 6-9

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SECONDARY / Courses

Citizen Z / pages 10-13

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• Digital Citizen Z DVD-ROM (IWB Software)	978-84-9036-633-2
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• Video DVD	978-84-9036-640-0
• Class Audio CDs	978-84-9036-552-6
• Digital Student's Book (SCORM)	978-84-9036-100-9
• Digital Workbook with Online Practice (SCORM)	978-84-9036-677-6
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Teacher's Digital Materials

Digital Citizen Z for all levels is available as a DVD-ROM or online at thecambridgeteacher.es.

Test Generator for all levels is accessed online at thecambridgeteacher.es.
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ISBN Listing

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English in Mind for Spanish Speakers / pages 14-17

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SECONDARY / Courses

Interactive for Spanish Speakers / pages 18-21

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ISBN Listing

BACHILLERATO / Courses

Out & About / pages 22-25

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Level 2

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• Workbook with downloadable audio	978-84-9036-807-7
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• Digital Workbook (Enhanced PDF)	978-84-9036-955-5
• Digital Student's Book (SCORM)	978-84-9036-156-6
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• Digital Out & About DVD-ROM (IWB Software)	978-84-9036-275-4

Levels 1 and 2

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Teacher's Digital Materials

Digital Out & About is available as a DVD-ROM or online at thecambridgeteacher.es.

Test Generator is accessed online at thecambridgeteacher.es. Contact your local representative for more information.

Next Generation / pages 26-29

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• Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet)	978-84-8323-816-5
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SECONDARY & BACHILLERATO / Supplementary Materials

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Cambridge Experience Readers / page 31

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Level 1

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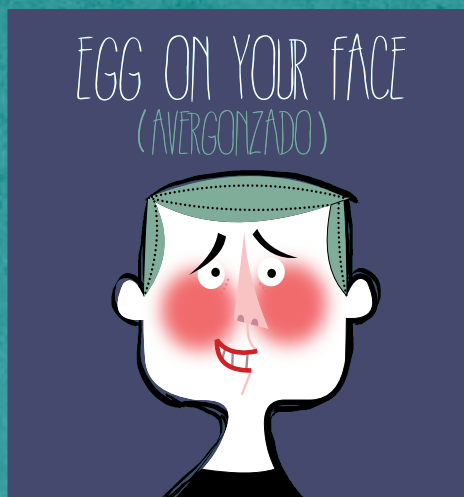
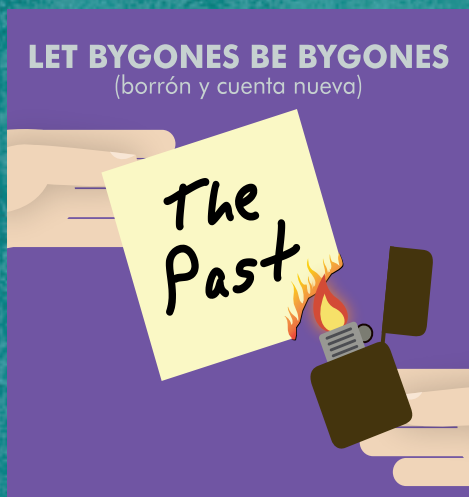
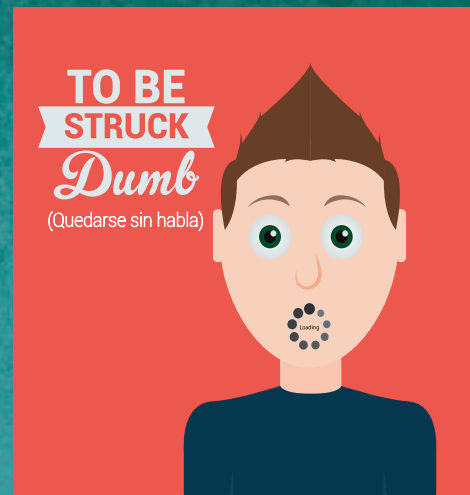
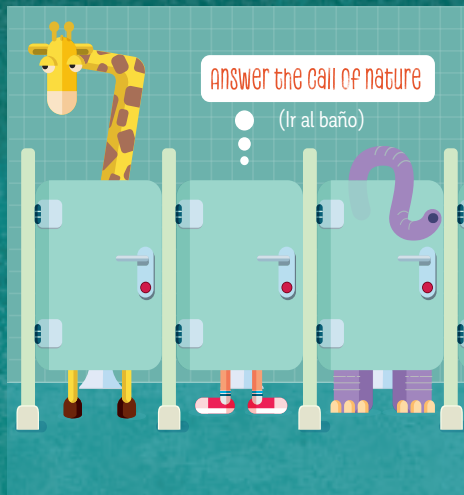
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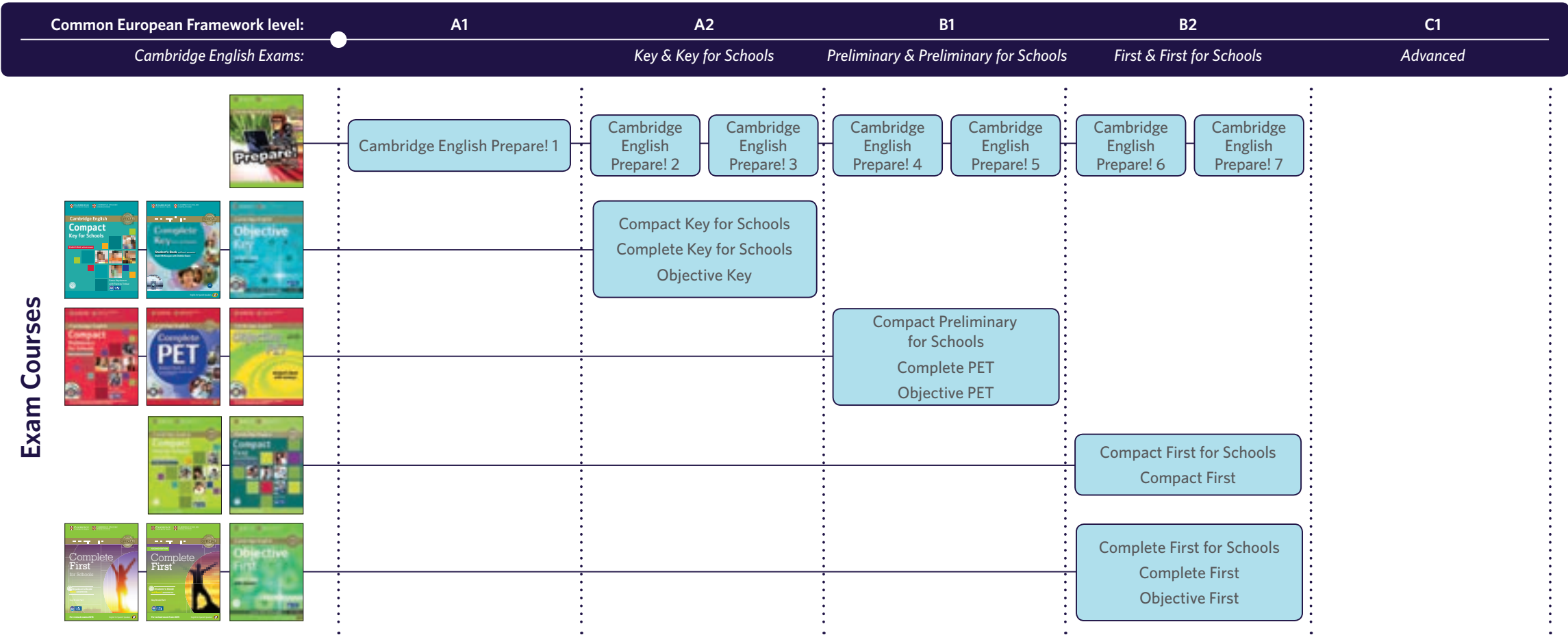
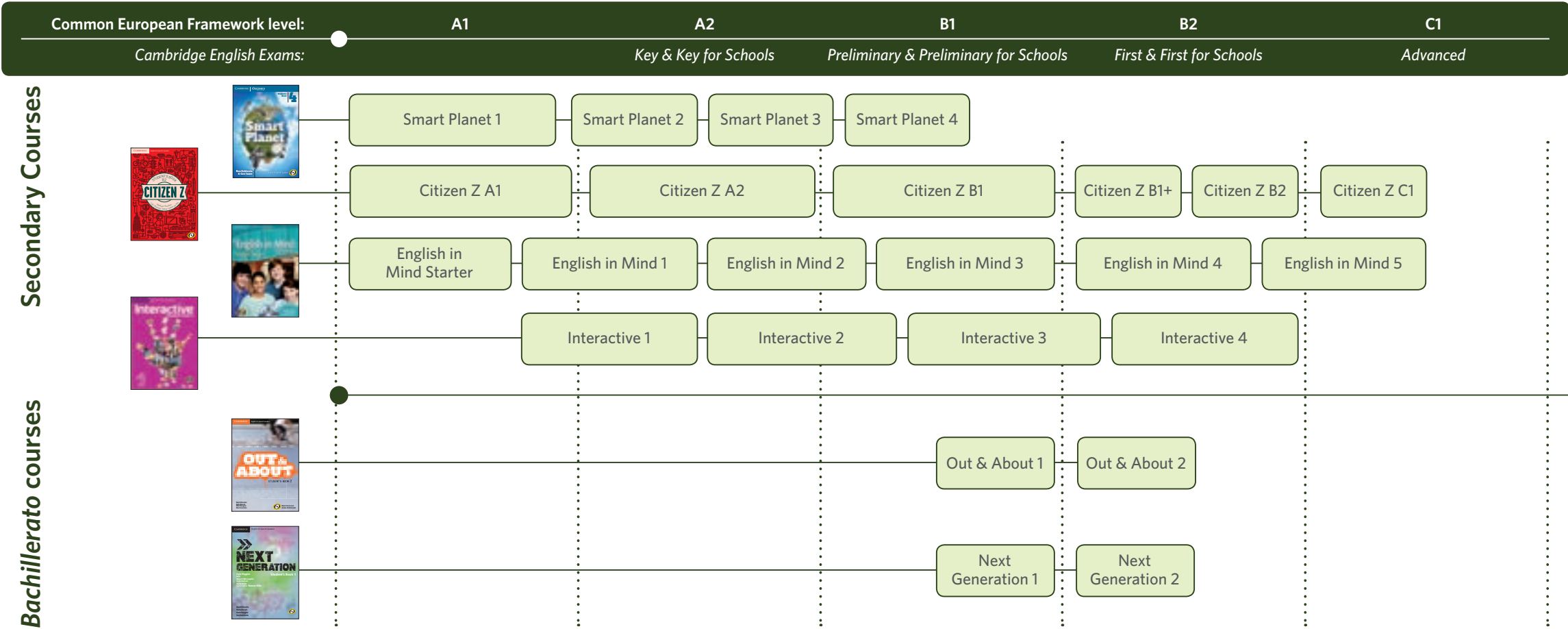


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