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# English Language Teaching 2018



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Learning

## New for 2018

Titles marked **NEW** are either available now, or by the month shown in the catalogue.

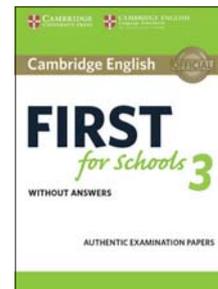
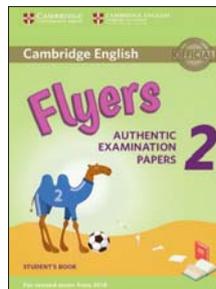
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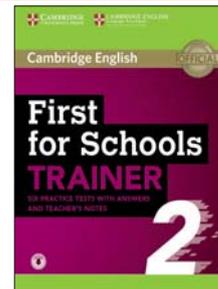
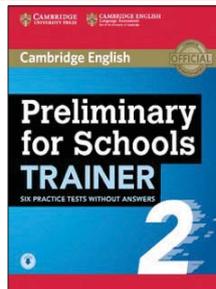
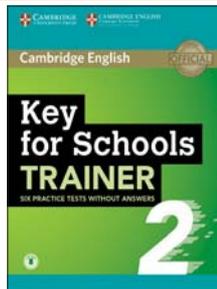
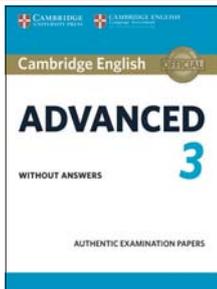
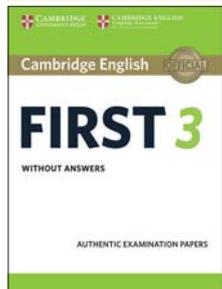
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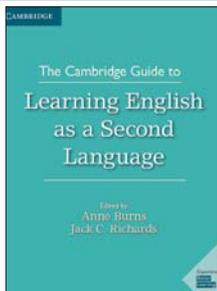
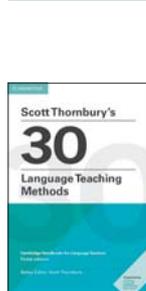
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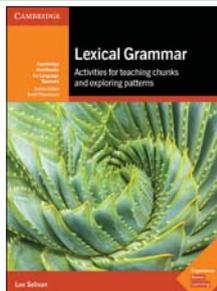
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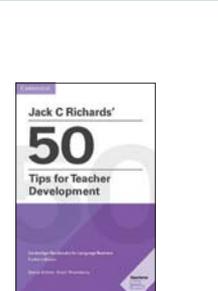
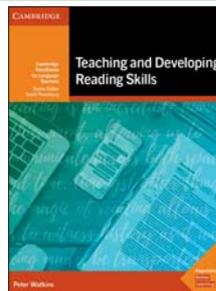
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## Common European Framework of Reference for Languages (CEFR)

A1 A2 B1 B2 C1 C2

Titles with this logo include a reference to the Common European Framework of Reference for Language (CEFR) levels, as a general guide to teachers

The Common European Framework of Reference for Languages (CEFR) is a useful tool for anyone involved in English language learning, teaching and testing. It provides a common basis for describing levels of language ability in terms of what a learner 'can do' with the language in real-world tasks.

Cambridge University Press is a leading member of English Profile, an EU-sponsored research project to describe the specific knowledge and skills in English that learners need to reach each CEFR level. Our course designers and authors make use of English Profile research to ensure courses are finely tuned to what learners at each level need.

## How to order

### Ordering for booksellers

Please contact our Customer Services Department:

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### Ordering for teachers

Please place all orders through your local bookshop or supplier.

Your local Cambridge University Press representative will be able to advise you about any queries you may have about local suppliers, our titles and how to order them (see contact details listed on the back cover).

ISBN-13 should be quoted when ordering.

## Our Cover

### Does our cover remind you of another cover? Make sure you keep an eye out for the competition coming soon!

The fun crowd standing together within our Cambridge University scene, under our [Better Learning](#) sky, are all connected to Cambridge, but do you know how? We have some famous Cambridge University Alumni like John Cleese, Ian McKellen and Eddie Redmayne. They are joined by some of our authors and characters from our courses too! Here at Cambridge, we are creating [Better Learning](#) experiences with you, and that's why our customers are there too! (Special thanks to Bo Huot, Dr Louis Dash, and Lulwa Bordcosh.)

|   |   |   |
|---|---|---|
| <b>Schools: Pre-Primary</b> 7   | <b>Professional and Vocational</b> 73   | <b>NEW</b> Scott Thornbury's 30 Language Teaching Methods 101                           |
| <b>Schools: Primary</b> 10  | <b>NEW</b> Business Vocabulary in Use Third edition: Intermediate and Advanced new editions with enhanced ebooks 74 | <b>NEW</b> The Cambridge Guide to Learning English as a Second Language 101             |
| <b>NEW</b> Life Adventures 18   | <b>TOEIC® and TOEFL®</b> 77   | <b>Language for Teachers</b> 101  |
| <b>Schools: Primary Science</b> 21  | <b>Dictionaries</b> 78  | <b>NEW</b> Discourse of the IELTS Speaking Test 101                                     |
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| <b>NEW</b> Cambridge Social Science 22                                      | <b>NEW</b> Basic Grammar in Use Fourth edition 81   | <b>Classroom Practice</b> 102   |
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## Key to symbols

|   |   |
|---|---|
|  englishprofile.org           |  Cambridge Learning Management System (see page 4)   |
|  English for Spanish Speakers |  American English                                    |
|  Cambridge English Corpus     |  British English                                     |
|  ebook                        |  Presentation Plus – Classroom Presentation Software |
|  Digital Books                |  App   |

## What is Better Learning?

Creating great experiences in teaching and learning English, together.

## How does it work?

It's our simple approach where deeper insights help shape richer content that drives stronger results.

## What does this mean to you?

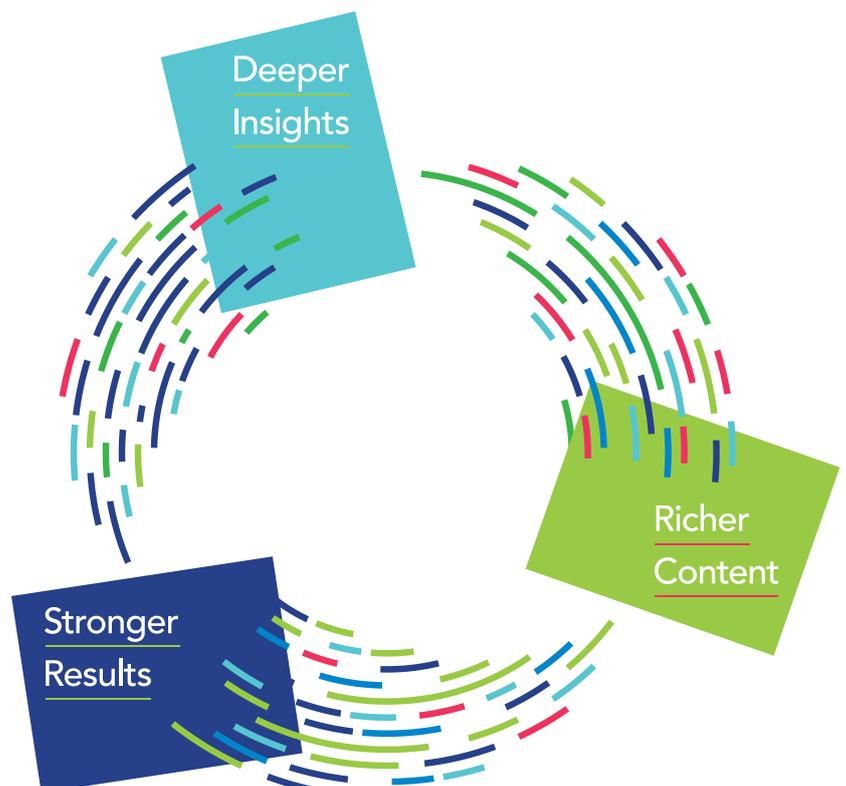
Better Learning is our promise to you to provide support, resources and technology that you can trust, so you can focus on what you do best — teach.

How we create  
Better Learning  
Experiences  
together

Experience

**Better**  
**Learning**

with Cambridge



# Benefiting Learners

"I would certainly recommend Cambridge products. The quality of their design and of the underlying pedagogical assumptions they build in really sets them apart."

Henry: Owner of private language school chain in France



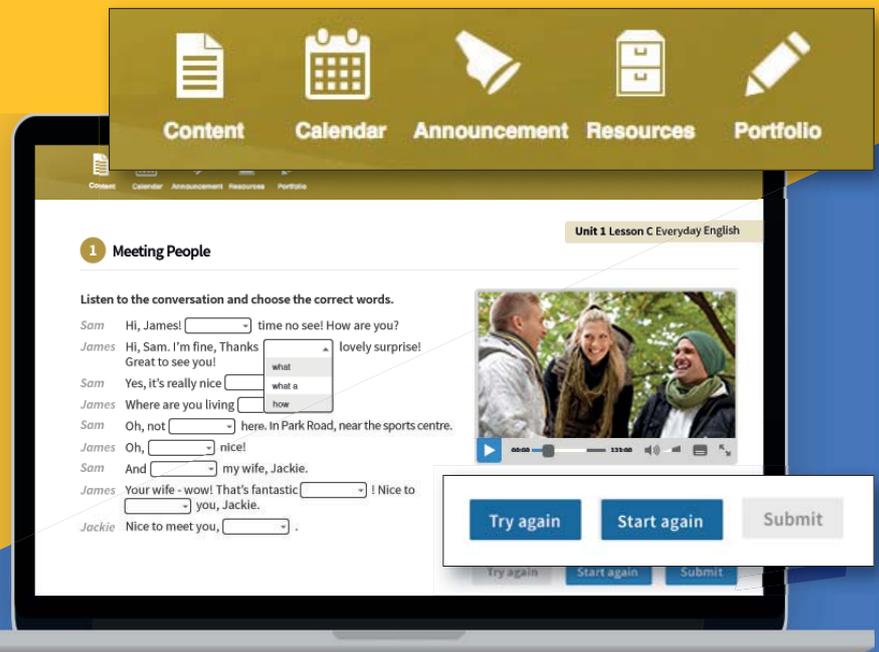
Find out how our materials are designed to help you create the best learning experiences for your students

[cambridge.es/betterlearning](https://cambridge.es/betterlearning)

## Digital resources to meet every need

### Cambridge Learning Management System

Designed for, and with, English language teachers and school administrators, this secure platform will help you manage classes effectively, allocate content and track student progress with useful, time-saving reports. Featuring teacher training modules and an online store with additional study materials, the Cambridge Learning Management System gives you and your students the flexibility to develop new skills, whenever needed.



### Presentation Plus

Easy-to-use, interactive classroom presentation software that helps you to deliver effective and engaging lessons.

Presentation Plus brings together text, images, audio and video in one place at the front of the classroom, allowing you to present content from the students' books, play videos and audio, annotate the content and link to online resources.\*



\*Tools and functions may vary. Look for specific features listed alongside coursebook descriptions in the catalogue.

## ebooks and mobile apps

Many of our teaching and learning resources are available as ebooks and mobile apps, compatible with smartphones and tablet devices. These include coursebooks, dictionaries, supplementary skills books, and professional development resources for teachers.

Featuring audio, video and interactive activities, they offer even more potential for the integration of digital content inside and outside your classroom.



Find out more about some of our most popular digital and blended learning resources

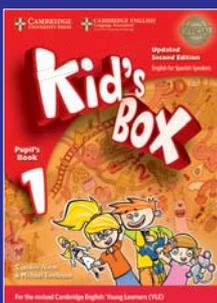
| Touchstone and Viewpoint  | Testbank   | Grammar in Use  | Cambridge Dictionary   | THE CAMBRIDGE TEACHER  |
|---|--|---|--|--|
| The ultimate in blended learning. A six-level adult course with fully-flexible blended learning.<br>Page 49 | Cambridge English authentic practice tests, managed online in the Cambridge Learning Management System.<br>Page 69 | The world's best-selling grammar series for learners of English with all levels now available as ebooks.<br>Pages 81-84 | Make your words meaningful with the world's most popular online dictionaries for learners of English.<br>Page 78 | Your one-stop platform for all the digital content linked to our courses. Access The Cambridge Teacher for: <ul style="list-style-type: none"> <li>• Your digital products.</li> <li>• Extra downloadable resources.</li> <li>• News and updates related to teaching and learning English.</li> </ul> <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> |

We also offer a range of online methodology courses and modules. Please refer to page 100 for further information, or visit [cambridge.es/ctd](http://cambridge.es/ctd)

# Pre-Primary and Primary Courses

| COURSE   | PAGE | CEFR LEVEL | CAMBRIDGE EXAMS |    |    |   |   |   |
|--|------|------------|-----------------|----|----|---|---|---|
| Super Safari   | 7    | Pre-A1     | —               | —  | —  | — | — | Pre-starters  |
| Greenman & the Magic Forest                                    | 8    | Pre-A1     | —               | —  | —  | — | — | Pre-starters  |
| Guess What!  | 10   | Pre-A1     | A1+             | —  | —  | — | — | Starters<br>Movers  |
| Quick Minds  | 12   | Pre-A1     | A1+             | —  | —  | — | — | Starters<br>Movers  |
| Kid's Box for Spanish Speakers Updated 2 <sup>nd</sup> edition | 14   | Pre-A1     | A1              | A2 | —  | — | — | Starters<br>Movers<br>Flyers                              |
| Super Minds  | 16   | Pre-A1     | A1              | A2 | B1 | — | — | Starters<br>Movers<br>Flyers<br>Preliminary (for Schools) |
| <b>NEW</b> Life Adventures                                     | 18   | Pre-A1     | A1              | A2 | B1 | — | — | Starters<br>Movers<br>Flyers<br>Preliminary (for Schools) |
| The English Ladder   | 20   | Pre-A1     | A1              | —  | —  | — | — | Starters<br>Movers  |
| Playway to English Second edition                              | 20   | Pre-A1     | A1              | —  | —  | — | — | Starters<br>Movers  |
| Join Us for English  | 20   | Pre-A1     | A1              | —  | —  | — | — | Starters<br>Movers  |

## Young learners' favourites:



**Kid's Box Updated  
Second edition**  
Page 14



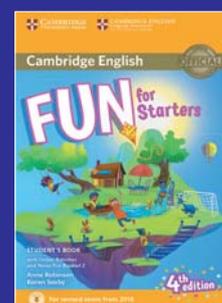
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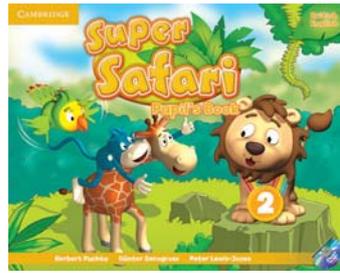
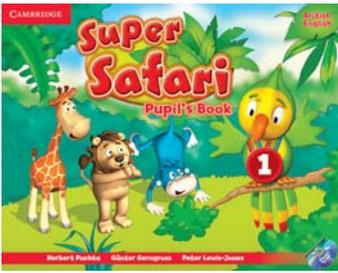
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**Social Science 1**  
Page 22



**Fun for Starters,  
Movers and Flyers**  
**Fourth edition**  
Page 56



## Join Super Safari for a super start to learning!

Pre-A1

3 levels P+

### Super Safari

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER

90 hours extendable to 180

Based on the successful pedagogy of *Super Minds*, *Super Safari* welcomes children as young as three on their first learning adventure. With its holistic approach the course supports all aspects of learners' development by improving their memory, thinking and motor-sensory skills as well as language and social skills.

- Develops children's thinking skills, memory, concentration and creativity with varied activities and projects.

- Lovable animal characters and colourful stories introduce children to new language as well as social values.
- Children will love the songs, creative arts and crafts, and TPR activities, which make lessons fun and develop motor-sensory skills.
- With engaging CLIL sections children discover the fascinating world around them.

#### Resources for teachers

- Presentation Plus – this easy-to-use tool puts all your resources in one place, with the interactive Pupil's Book and Activity Book, teacher resources and the complete video and audio content – ideal for use on computers or tablets.
- DVD for teachers with animated stories and songs to keep children engaged.
- Get the most out of your print and digital resources with the FREE Online Training modules. Visit [cambridge.es/onlinetraining](http://cambridge.es/onlinetraining) to find out more.

#### Resources for parents

- Songs and fun games in every unit on the Pupil's Book DVD-ROM to enjoy at home.
- A bank of downloadable worksheets and ideas for activities at home.

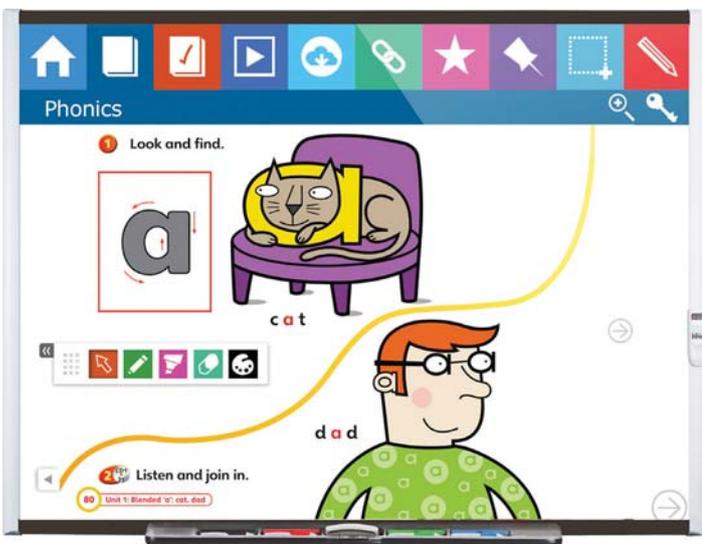
[cambridge.es/supersafari](http://cambridge.es/supersafari)

#### Also available

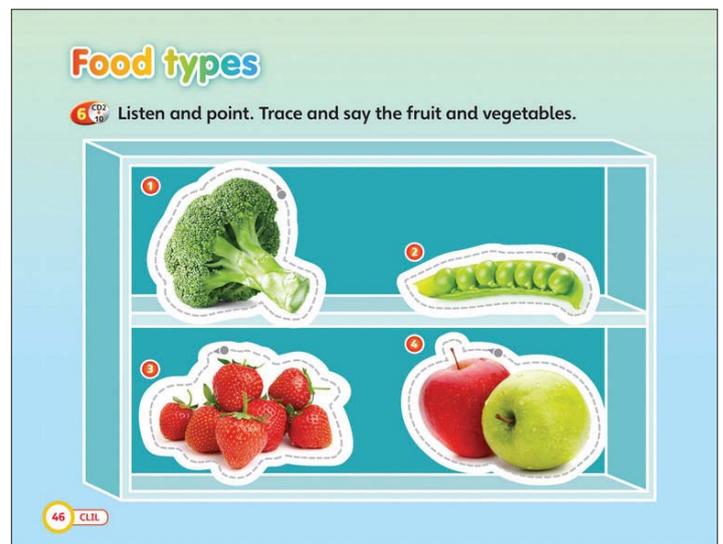
- **Activities for Very Young Learners**  
Page 104

Teaching with phonics gives children the building blocks for fluent reading and spelling skills

With cross-curricular (CLIL) pages children discover the world around them in English



Super Safari Presentation Plus 2



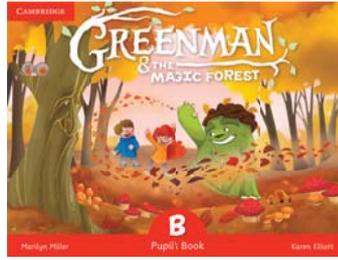
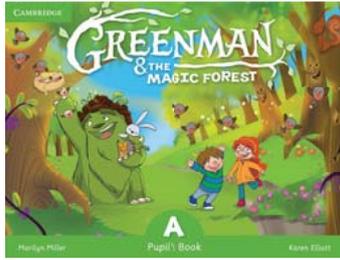
Super Safari Pupil's Book 2

| Super Safari                 | Level 1           | Level 2           | Level 3           |
|------------------------------|-------------------|-------------------|-------------------|
| Pupil's Book with DVD-ROM    | 978-1-107-47667-7 | 978-1-107-47688-2 | 978-1-107-47707-0 |
| Activity Book                | 978-1-107-47669-1 | 978-1-107-47689-9 | 978-1-107-47708-7 |
| Letters and Numbers Workbook | 978-1-316-62816-4 | 978-1-316-62817-1 | 978-1-316-62818-8 |
| Teacher's Book               | 978-1-107-47670-7 | 978-1-107-47690-5 | 978-1-107-47709-4 |
| Class Audio CDs (2)          | 978-1-107-47673-8 | 978-1-107-47691-2 | 978-1-107-47712-4 |
| Flashcards                   | 978-1-107-47679-0 | 978-1-107-47692-9 | 978-1-107-47716-2 |
| Presentation Plus DVD-ROM    | 978-1-107-47682-0 | 978-1-107-47699-8 | 978-1-107-47720-9 |
| Teacher's DVD                | 978-1-107-47687-5 | 978-1-107-47704-9 | 978-1-107-47728-5 |
| Posters (10)                 | 978-1-107-47729-2 | 978-1-107-49662-0 | 978-1-107-49664-4 |
| Big Book                     | 978-1-107-53925-9 | 978-1-107-53927-3 | 978-1-107-53928-0 |
| Parrot Puppet (All Levels)   |                   | 978-1-107-47732-2 |                   |

#### Available in American English



- **Super Safari American English**  
[cambridge.es/supersafari/ame](http://cambridge.es/supersafari/ame)



## Natural learning for Pre-Primary



### Greenman & the Magic Forest

Marilyn Miller, Karen Elliott and Sarah McConnell

COMPLETE BEGINNER

75 hours extendable to 130

*Greenman & the Magic Forest* is a Pre-primary course based on the adventures of two children, Nico and Sam, and their encounter with the magical protector of the forest – Greenman. Their animal friends from the forest also accompany them and the pupils as they learn about looking after the environment, enjoying the outdoors and having a healthy and active lifestyle.

The course is based on stories along with fun songs and chants which focus on aspects of the holistic approach in pre-primary learning. The activities are designed to cater for all learning styles.

*Greenman & the Magic Forest* features:

- A whole-child holistic approach to learning.
- A strong routine-based course with the seasons and nature as a central part of the course.
- Stories to combine the magic forest with children in real-life situations – a combination of fantasy and the real world which the children can relate to.
- Catchy songs are used with TPR (Total Physical Response) activities.
- A solid integrated phonics syllabus.
- A variety of activities that are clearly matched to the abilities of pre-primary pupils.

The approach and activities in *Greenman & the Magic Forest* take into account the differing abilities of children at an early age, using an integrated curriculum, which means that the pupils will not be studying English as a language on its own, but rather using it as a means to learn about the world around them. The concepts and objectives are in line with those of the pre-primary general curriculum helping children relate their English classes to the concepts learnt in their general classes.

[cambridge.es/greenman](http://cambridge.es/greenman)

A beautifully illustrated Big Book is used to present all six stories in each level

Story text included for teacher reference



#### Where Is Greenman?

It's carnival. Sam, Nico and Greenman are in town.

'What's the matter?' says Nico.  
'I'm hungry!' says Greenman.  
'Look at the costumes!' says Sam.  
'They're great!' says Nico.

'Oh, mmm...' says Greenman. 'Honey! I like honey!'

'Oh, no! Where is Greenman?' says Nico.  
'I don't know. I'm worried,' says Sam.

19

*Greenman and the Magic Forest* Big Book Level B



*Digital Forest* Level A

#### Digital resources for learners

- A free app helps parents get involved in their children's first steps in English, with fun games and animations to practise on tablets.

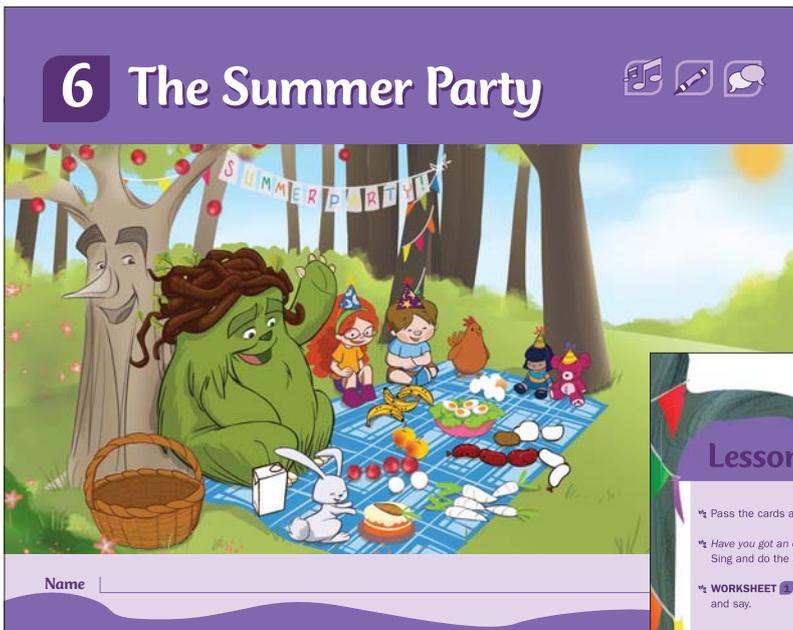
#### Digital resources for teachers

- Digital Forest provides a wide range of interactive whiteboard resources. The pupils will love the animated stories, action songs, videos, interactive flashcards, posters and games (for core vocabulary and phonics). These activities can be used as extension to the activities in the Teacher's Book or as a format to alternate between the physical resources and the technological ones for variety.

**ESS English for Spanish Speakers**

**Greenman & the Magic Forest has been written specifically for Spanish Pre-Primary pupils:**

- The concepts and objectives follow the Spanish pre-primary general curriculum helping children relate their English classes to the concepts learnt in their general classes.
- A solid integrated phonics syllabus gives extra practice on the sounds Spanish speakers have more problems with.
- The approach to literacy with pre-writing activities follows the approach in the Spanish classroom.
- Teacher's Book available in English and Spanish.

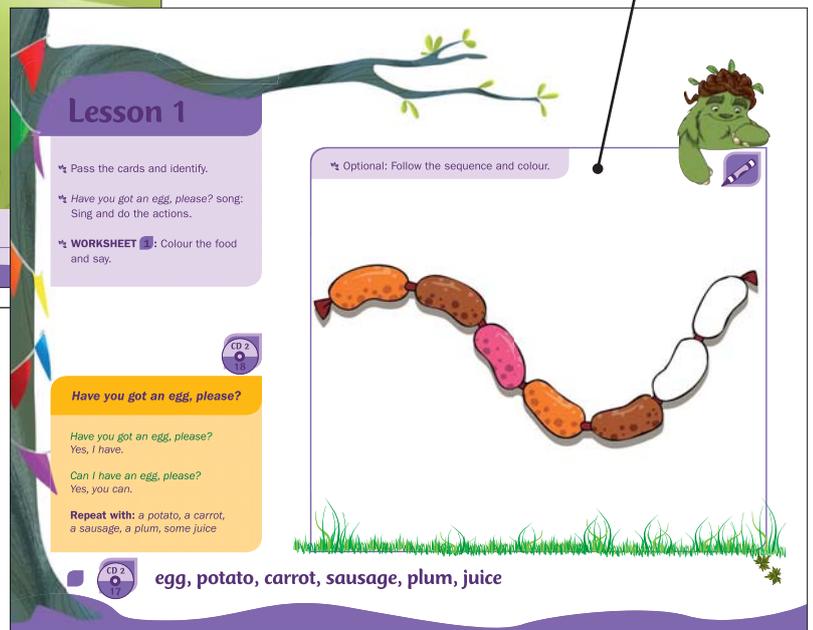


Perforated worksheets to tear out and take home to show parents

The back of the worksheet provides essential information for the teacher

Extra activities for fast-finners also included

Greenman and the Magic Forest Pupil's Book Level A



Greenman and the Magic Forest Pupil's Book Level A

The Routine Board with removable elements helps pupils practise vocabulary for weather, numbers, colours, shapes and birthdays

| Greenman and the Magic Forest   | Starter           | Level A           | Level B           |
|---|-------------------|-------------------|-------------------|
| Pupil's Book with Stickers, Pop-outs and Downloadable Songs and Stories | 978-84-9036-814-5 | 978-84-9036-825-1 | 978-84-9036-834-3 |
| Teacher's Book (English)  | 978-84-9036-816-9 | 978-84-9036-827-5 | 978-84-9036-836-7 |
| Teacher's Book (Spanish)  | 978-84-9036-817-6 | 978-84-9036-828-2 | 978-84-9036-837-4 |
| Big Book  | 978-84-9036-815-2 | 978-84-9036-826-8 | 978-84-9036-835-0 |
| Teacher's Resource Book   | 978-84-9036-818-3 | 978-84-9036-829-9 | 978-84-9036-838-1 |
| Vocabulary Flashcards   | 978-84-9036-820-6 | 978-84-9036-831-2 | 978-84-9036-840-4 |
| Phonics Flashcards  | 978-84-9036-819-0 | 978-84-9036-830-5 | 978-84-9036-839-8 |
| Wordcards   | -                 | -                 | 978-84-9036-841-1 |
| Class Audio CD  | 978-84-9036-821-3 | 978-84-9036-832-9 | 978-84-9036-842-8 |
| Digital Forest (IWB software)   | 978-84-9036-822-0 | 978-84-9036-833-6 | 978-84-9036-843-5 |
| <b>All levels</b>   |                   |                   |                   |
| Routine Board   | 978-84-9036-845-9 |                   |                   |
| Reward Stickers   | 978-84-9036-000-2 |                   |                   |
| Reward Stamp  | 978-84-9036-001-9 |                   |                   |
| Teacher's Bag   | 978-84-9036-846-6 |                   |                   |
| Greenman Puppet   | 978-84-9036-844-2 |                   |                   |



Greenman and the Magic Forest Routine Board



## Are you ready to explore?

A1 A2



### Guess What!

Susannah Reed and Kay Bentley  
Series Editor: Lesley Koustaff

COMPLETE BEGINNER TO ELEMENTARY

75 teaching hours, extendable to 150

Shortlisted British Council ELTons Awards 2016  
Innovation in Learner Resources

Why do whales jump out of water? What makes our bodies move? *Guess What!* has the answers.

Through beautiful photography, captivating video and fascinating topics, this highly visual series takes young learners on an amazing journey to explore the world as they learn English.

*Guess What!* follows the *Young Learners* syllabus. An emphasis on self-reflection helps children become confident learners and achieve great results.

- Children are born explorers. Beautiful, real-world images appeal to their natural curiosity and create interest in the unit topics.
- CLIL lessons with real-world videos improve proficiency across other subject areas as well as listening and critical thinking skills.
- Focus on useful functional language in every unit gives learners the tools to become effective speakers in and outside of school.
- Exciting stories with social values prepare children for success in life by teaching them collaboration, communication and responsibility.
- The Home Booklet, a fun games magazine included with the Activity Book for children to take home, helps them review what they have learnt and share it with their parents or tutors.
- Grammar Practice Book Level 6 boosts the exit level of *Guess What!* to A2 through additional lessons. Please visit the website for more information.

#### Digital resources for learners

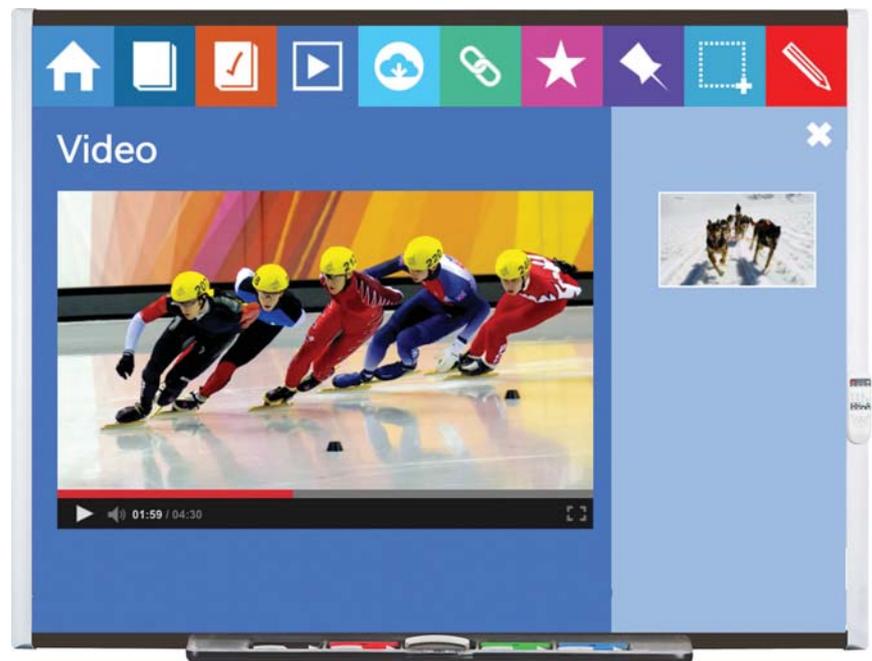
- Interactive ebooks for tablets and web browsers enable children to explore the material in an interactive and creative way at home or in class. Available through the Cambridge Bookshelf app for individual or institutional purchase. Contact your local representative for more information.
- Interactive online activities in the Cambridge Learning Management System provide extra opportunities to practise vocabulary, grammar, reading and listening.

#### Digital resources for teachers

- Presentation Plus is an easy-to-use tool that puts all your resources in one place: complete course content enriched with interactive activities, teacher resources, interactive whiteboard tools, video and audio.
- Get the most out of your print and digital resources with the FREE Online Training modules. Visit [cambridge.es/onlinetraining](http://cambridge.es/onlinetraining) to find out more.

[cambridge.es/guesswhat](http://cambridge.es/guesswhat)

CLIL lessons teach English through other school subjects and develop listening skills through real-world video



*Guess What!* Presentation Plus 6

| Guess What!  | Level 1           | Level 2           | Level 3           | Level 4           | Level 5           | Level 6           |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Pupil's Book   | 978-84-9036-488-8 | 978-84-9036-907-4 | 978-84-9036-109-2 | 978-84-9036-158-0 | 978-84-9036-521-2 | 978-84-9036-181-8 |
| Activity Book with Online Resources and Home Booklet | 978-84-9036-042-2 | 978-84-9036-580-9 | 978-84-9036-988-3 | 978-84-9036-107-8 | 978-84-9036-180-1 | 978-84-9036-112-2 |
| Teacher's Book with DVD                              | 978-84-9036-175-7 | 978-84-9036-951-7 | 978-84-9036-305-8 | 978-84-9036-994-4 | 978-84-9036-514-4 | 978-84-9036-861-9 |
| Class Audio CDs                                      | 978-84-9036-683-7 | 978-84-9036-927-2 | 978-84-9036-525-0 | 978-84-9036-340-9 | 978-84-9036-359-1 | 978-84-9036-095-8 |
| Flashcards*  | 978-84-9036-607-3 | 978-84-9036-230-3 | 978-84-9036-116-0 | 978-84-9036-700-1 | –                 | –                 |
| Presentation Plus DVD-ROM                            | 978-1-107-52698-3 | 978-1-107-52798-0 | 978-1-107-52825-3 | 978-1-107-54548-9 | 978-1-107-54549-6 | 978-1-107-54559-5 |
|  |                   |                   |                   | <b>Levels 1-2</b> | <b>Levels 3-4</b> | <b>Levels 5-6</b> |
| Teacher's Resource and Tests CD-ROM                  |                   |                   |                   | 978-1-107-52799-7 | 978-1-107-52826-0 | 978-1-107-54570-0 |

\* Level 1 – Flashcards (95), Level 2 – (91), Level 3 – (75), Level 4 – (88).

**Where does water come from?**

Unit 5

1 Listen and repeat.

1 rain 2 glacier 3 well 4 spring

2 Watch the video.

3 What can you see in the pictures?

1 2 3 4

4 Where are the big rivers in your country?

66

→ Activity Book page 54

CLIL: Science 67

**Guess What!**  
About 60% of our body is made up of water.

**Project**  
5 Make a shape poem about where water comes from.

*Water falling from the clouds from every drop into the rivers and seas. Making water all around for the world and spring for the flowers.*

Beautiful photography appeals to children's natural curiosity and creates interest in the unit topics

At the end of each unit learners collaborate on a mini project, which combines the unit's language and content knowledge

Guess What! Pupil's Book 4

See also

- **Storyfun Second edition**  
Page 57
- **Teaching Primary Learners**  
Page 104

Unit 2

16 **Talk Time** Listen and repeat. Then act.

library sports field shopping centre  
supermarket bus station dining hall

1 Excuse me. How do you get to the **bus station**?  
Turn left at the zebra crossing and go straight ahead.  
Thank you.

2 Excuse me. How do you get to the **shopping centre**?  
Turn right at the traffic lights and go straight ahead.  
Thank you.

**Say it!**  
17 **Fun Fact** Listen and repeat.

**Turtles whirl in the surf.**

→ Activity Book page 25 Function: Asking for directions Pronunciation: ur / ɪr 31

'Talk Time' mini dialogues with functional language develop natural interpersonal conversation skills

'Say it!' Fun fact rhymes provide phonics practice to improve spelling, pronunciation and boost confidence in speaking

Guess What! Pupil's Book 4



## Empowering the child, empowering the teacher

A1 A1+



### Quick Minds

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER TO ELEMENTARY

100 teaching hours, extendable to 175

*Quick Minds* is a six-level English course for Spanish Primary schools, designed to enhance children's creativity and thinking skills. It takes a whole child approach, using a wide range of multiple intelligences activities. While following the national curriculum it also offers flexibility to cater for mixed ability and different language learning needs.

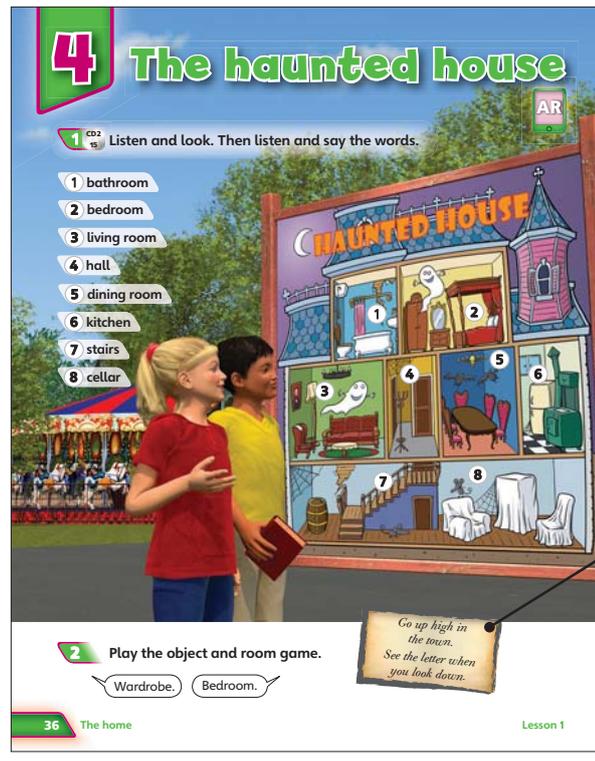
Its syllabus guarantees solid and progressive language acquisition, maintaining skills balance along with the Key Competences. It also follows the *Cambridge English: Young Learners (YLE)* syllabus, and comfortably covers *Cambridge English: Movers* by level 6.

- Flexible units with core content backed up by additional skills and CLIL lessons.
- Develops learning and thinking skills.
- Stimulates the imagination through special creativity lessons.
- Social awareness topics presented through stories.
- Online grammar and vocabulary activities, games, songs and animated stories bring the Pupil's Book to life.
- A gradual approach to reading and writing, particularly in level 1.

#### For the teachers

- A full-colour Teacher's Book is available in English and in Spanish.
- The Teacher's Resource Book provides extra worksheets to cater for mixed-ability and term tests at two levels.
- Posters review all the vocabulary and grammar to coincide with the Review sections.

[cambridge.es/quickminds](http://cambridge.es/quickminds)



Highly visual vocabulary presentation pages at the beginning of each unit

Treasure hunt activities connect all the stories in levels 3 and 4

Quick Minds Pupil's Book 3

| Quick Minds                                     | Level 1           | Level 2           | Level 3           | Level 4           | Level 5           | Level 6           |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Pupil's Book with online interactive activities | 978-84-8323-523-2 | 978-84-8323-528-7 | 978-84-8323-541-6 | 978-84-8323-546-1 | 978-84-8323-559-1 | 978-84-8323-565-2 |
| Activity Book                                   | 978-84-8323-525-6 | 978-84-8323-531-7 | 978-84-8323-536-2 | 978-84-8323-544-7 | 978-84-8323-549-2 | 978-84-8323-562-1 |
| Teacher's Book (English)                        | 978-84-8323-409-9 | 978-84-8323-412-9 | 978-84-8323-415-0 | 978-84-8323-417-4 | 978-84-8323-420-4 | 978-84-8323-423-5 |
| Teacher's Book (Spanish)                        | 978-84-9036-456-7 | 978-84-9036-457-4 | 978-84-9036-458-1 | 978-84-9036-459-8 | 978-84-9036-460-4 | 978-84-9036-461-1 |
| Teacher's Resource Book                         | 978-84-8323-375-7 | 978-84-8323-378-8 | 978-84-8323-381-8 | 978-84-8323-383-2 | 978-84-8323-386-3 | 978-84-8323-388-7 |
| Class Audio CDs                                 | 978-84-8323-502-7 | 978-84-8323-504-1 | 978-84-8323-505-2 | 978-84-8323-510-2 | 978-84-8323-512-6 | 978-84-8323-515-7 |
| Posters   | 978-84-8323-959-9 | 978-84-8323-428-0 | 978-84-8323-430-3 | 978-84-8323-573-7 | 978-84-8323-567-6 | 978-84-8323-633-8 |
| Flashcards                                      | 978-84-8323-394-8 | 978-84-8323-396-2 | 978-84-8323-402-0 | 978-84-8323-404-4 | –                 | –                 |
| Wordcards                                       | 978-84-8323-483-9 | 978-84-8323-486-0 | 978-84-8323-491-4 | 978-84-8323-494-5 | –                 | –                 |
| Digital Pupil's Book (Enhanced PDF)             | 978-84-9036-399-7 | 978-84-9036-403-1 | 978-84-9036-405-5 | 978-84-9036-407-9 | 978-84-9036-409-3 | 978-84-9036-413-0 |
| Digital Activity Book (Enhanced PDF)            | 978-84-9036-400-0 | 978-84-9036-402-4 | 978-84-9036-404-8 | 978-84-9036-406-2 | 978-84-9036-408-6 | 978-84-9036-412-3 |
| Digital Pupil's Book (SCORM)                    | –                 | –                 | –                 | –                 | 978-84-9036-411-6 | 978-84-9036-415-4 |
| Digital Activity Book (SCORM)                   | –                 | –                 | –                 | –                 | 978-84-9036-410-9 | 978-84-9036-414-7 |
| Digital Minds (IWB Software)                    | –                 | –                 | –                 | –                 | –                 | –                 |
| Test Generator                                  | –                 | –                 | –                 | –                 | –                 | –                 |

Available at [thecambridge teacher.es](http://thecambridge teacher.es).  
Available at [thecambridge teacher.es](http://thecambridge teacher.es).

**ESS English for Spanish Speakers**

**Quick Minds is specifically designed for Spanish-speaking Primary students and includes:**

- 'Learn and Think' CLIL lessons on other subjects of the Spanish curriculum.
- Social awareness topics presented through stories.
- 'Get it right!' sections in the Activity Book focusing on typical problems experienced by Spanish speakers with pronunciation, intonation, vocabulary and grammar.
- Spanish handwriting font used throughout levels 1 and 2, and in the Activity Book in levels 3 to 6.
- Teacher's Books available in English and in Spanish.

New language is highlighted in 'Grammar focus' boxes

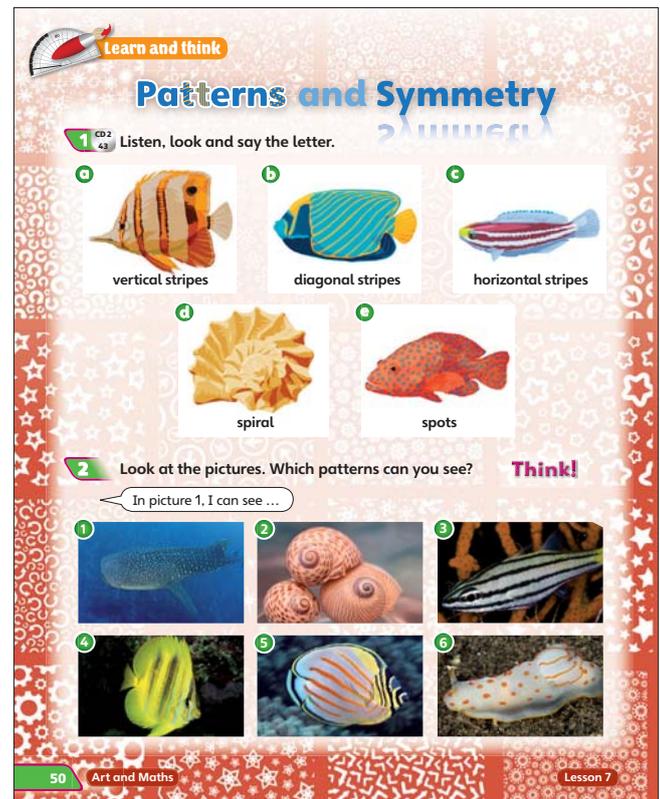


Quick Minds Pupil's Book 4



Digital Minds 2

CLIL pages bring the real world into the classroom



Quick Minds Pupil's Book 3

**Digital resources for learners**

- Digital Pupil's Books and Activity Books available for all levels. These books can be used online and offline and are both multiplatform and multi-device.
- Online interactive activities complement the Pupil's Book and are intended for pupils to use at home. They include animations of the stories, videoke activities with real-life clips, and lively songs with karaoke version.
- An app allows access to the online interactive activities on smartphones and tablets.

**Digital resources for teachers on The Cambridge Teacher**

- Digital Minds is a presentation tool that includes the Digital Pupil's Book and Digital Activity Book with interactive activities; integrated audio; animated stories, karaoke versions of the songs, digital flashcards, wordcards, posters and Teacher's notes. This enhanced version includes improved zoom and answer check tools.
- The Test Generator offers unit and term tests at two levels, Standard and High, and can also be fully customised. It also offers ready-made Cambridge English exam-type tests and Key Competences tests.



## The fun course for seriously good results!

Official preparation for the revised Young Learners tests 2018



### Kid's Box for Spanish Speakers

Updated Second edition

Caroline Nixon and Michael Tomlinson

COMPLETE BEGINNER TO HIGH ELEMENTARY

100 teaching hours, extendable to 250 hours

Official preparation for the revised 2018 Cambridge English: Starters, Movers and Flyers

Loved by children and teachers the world over, *Kid's Box for Spanish Speakers* delights children and inspires teachers with bright ideas for the classroom. Perfect for general use, the course is now updated with vocabulary and activities so that it fully covers the syllabus of the revised *Cambridge English: Young Learners* tests.

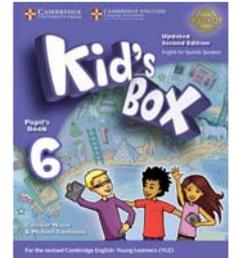
- Exam content and activities validated by Cambridge Assessment English prepare for success in the revised 2018 Young Learners tests.
- New language is presented through a variety of activities and lesson types such as stories, songs, chants, Total Physical Response and acting out.
- The course evolves as the children mature incorporating specific grammar, vocabulary and spelling activities focusing on typical learner errors, as well as developing pupils' abilities in the four skills.
- Improve reading, spelling and pronunciation skills with Phonics sections.
- Build children's knowledge of other subjects through English and develop their social awareness with CLIL and Values pages.

- Extra pre-literacy support in the Starter level (international edition).

#### My Home Booklet:

'My Home Booklet' reviews grammar, vocabulary and the Key Competences developed by the pupils. It also includes letters to parents providing a connection between school and home.

[cambridge.es/kidsbox](http://cambridge.es/kidsbox)



**Science The heart** Fact: The heart never stops beating.

1 Listen and say 'quick' or 'slow'.

2 Read and do.

Put your hand on your heart. Is your heartbeat quick or slow?

Jump up and down for one minute.

Put your hand on your heart again. Is your heartbeat quick or slow?

3 Read and say 'yes' or 'no'.

**The heart**

Your heart moves the blood in your body. Blood picks up oxygen and sends it to different parts of your body. When you do sport your heartbeat is quick because your body needs more oxygen.

blood from the body    blood to the body  
blood to the lungs    oxygen

- 1 Your heart moves the water in your body.
- 2 Your heart sends oxygen to different parts of your body.
- 3 Your heartbeat is quick when you are sleeping.
- 4 Your heartbeat is quick because your body needs more food.

34 Vocabulary: blood hearts; heartbeat oxygen quick slow

CLIL pages cover other areas of the Primary curriculum

*Kid's Box for Spanish Speakers* Updated Second edition Student's Book 3

#### Kid's Box for Spanish Speakers

Updated Second edition

|   | Starter**         | Level 1           | Level 2           | Level 3           | Level 4           | Level 5           | Level 6           |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Class Book with CD-ROM                          | 978-1-316-62765-5 | -                 | -                 | -                 | -                 | -                 | -                 |
| Pupil's Book*                                   | -                 | 978-84-9036-177-1 | 978-84-9036-355-3 | 978-84-9036-082-8 | 978-84-9036-536-6 | 978-84-9036-655-4 | 978-84-9036-996-8 |
| Activity Book with online resources and CD-ROM* | -                 | 978-84-9036-608-0 | 978-84-9036-897-8 | 978-84-9036-932-6 | 978-84-9036-915-9 | 978-84-9036-969-2 | 978-84-9036-519-9 |
| Teacher's Book                                  | 978-1-316-62783-9 | 978-84-9036-335-5 | 978-84-9036-129-0 | 978-84-9036-589-2 | 978-84-9036-235-8 | 978-84-9036-062-0 | 978-84-9036-357-7 |
| Teacher's Resource Book with Audio CDs          | 978-1-316-62937-6 | 978-84-9036-653-0 | 978-84-9036-034-7 | 978-84-9036-619-6 | 978-84-9036-946-3 | 978-84-9036-159-7 | 978-84-9036-681-3 |
| Class Audio CDs                                 | 978-1-316-62891-1 | 978-84-9036-114-6 | 978-84-9036-334-8 | 978-84-9036-295-2 | 978-84-9036-102-3 | 978-84-9036-157-3 | 978-84-9036-186-3 |
| Posters   | 978-1-107-66603-0 | 978-84-8323-857-8 | 978-84-8323-943-8 | 978-84-9036-432-1 | 978-84-9036-758-2 | 978-84-9036-439-0 | 978-84-9036-772-8 |
| Wordcards                                       | -                 | 978-84-8323-849-3 | 978-84-8323-878-3 | 978-84-9036-434-5 | 978-84-9036-760-5 | -                 | -                 |
| Flashcards                                      | 978-1-107-66022-9 | 978-84-8323-854-7 | 978-84-8323-880-6 | 978-84-9036-433-8 | 978-84-9036-759-9 | -                 | -                 |
| Interactive DVD with Teacher's Booklet          | 978-1-107-63114-4 | 978-1-107-66588-0 | 978-1-107-63540-1 | 978-1-107-69691-4 | 978-1-107-65564-5 | 978-1-107-66372-5 | 978-1-107-66995-6 |
| Digital Pupil's Book                            | -                 | 978-84-9036-089-7 | 978-84-9036-623-3 | 978-84-9036-152-8 | 978-84-9036-714-8 | 978-84-9036-262-4 | 978-84-9036-617-2 |
| Digital Activity Book                           | -                 | 978-84-9036-691-2 | 978-84-9036-877-0 | 978-84-9036-085-9 | 978-84-9036-193-1 | 978-84-9036-980-7 | 978-84-9036-266-2 |
| Digital Box (IWB Software)                      | -                 | -                 | -                 | -                 | -                 | -                 | -                 |
| Test Generator                                  | -                 | -                 | -                 | -                 | -                 | -                 | -                 |
| Resource Bank                                   | -                 | -                 | -                 | -                 | -                 | -                 | -                 |
|   |                   | <b>Levels 1-2</b> |                   |                   |                   |                   |                   |
| Monty's Alphabet Book                           | 978-1-107-65840-0 |                   |                   |                   |                   |                   |                   |

\* 'My Home Booklet' packaged with the Pupil's Book in Levels 1 and 2 and with the Activity Book in Levels 3 to 6.

\*\* Level Starter: international edition.

**ESS English for Spanish Speakers**

Levels 1 to 6 include extra content specifically designed for Spanish speakers:

- Spanish handwriting font for levels 1 and 2 in both the Pupil's Book and Activity Book, and for levels 3 to 6 only in the Activity Book.
- 'My Home Booklet' helps involve parents in their children's learning and provides a review of the contents covered and the Key Competences developed.
- Pronunciation and phonics activities, together with the 'Say it with me' sections, focus on the most problematic individual sounds for Spanish speakers.
- Pages dedicated to CLIL and Social awareness topics help connect children to the world outside the English classroom.
- Levels 5 and 6 include a 'Get it right!' section on common errors made by Spanish speakers, in order to help them avoid typical grammar, vocabulary and spelling mistakes. This section is informed by the Cambridge English Corpus.

'Get it right!' pages help pupils avoid common mistakes

Grammar, Functions and Vocabulary boxes highlight the language taught in the unit

Kid's Box for Spanish Speakers Updated Second edition Pupil's Book 5

Kid's Box for Spanish Speakers Updated Second edition Pupil's Book 3

Digital Box 1

**Digital resources for learners**

- Pupil's Books and Activity Books for levels 1 to 6 are also available as digital books. These digital books can be used online and offline, and are both multiplatform and multidevice.
- Online activities (levels 1 to 6) in the Cambridge LMS provide even more grammar, vocabulary, reading and listening practice. They are accessed via a code in the Activity Book.

**Digital resources for teachers on The Cambridge Teacher**

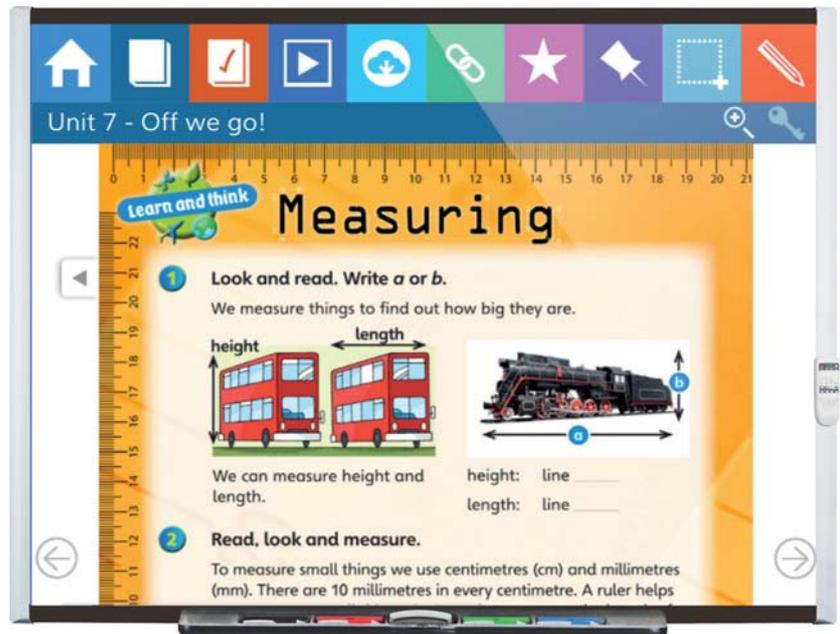
- Digital Box (levels 1-6) features the Pupil's Book and Activity Book with interactive activities, answers and audio; animated stories; digital flashcards, wordcards and posters; and Teacher's notes. This version includes improved zoom and answer check tools.
- The Test Generator (levels 1-6) allows you to track your pupils' progress with editable unit, mid-year and end-of-year tests. It also includes ready-made Young Learners-based tests.
- The Resource Bank (levels 1-6) provides a variety of extra worksheets and other additional resources, such as printable wordcards, scripts and song lyrics.



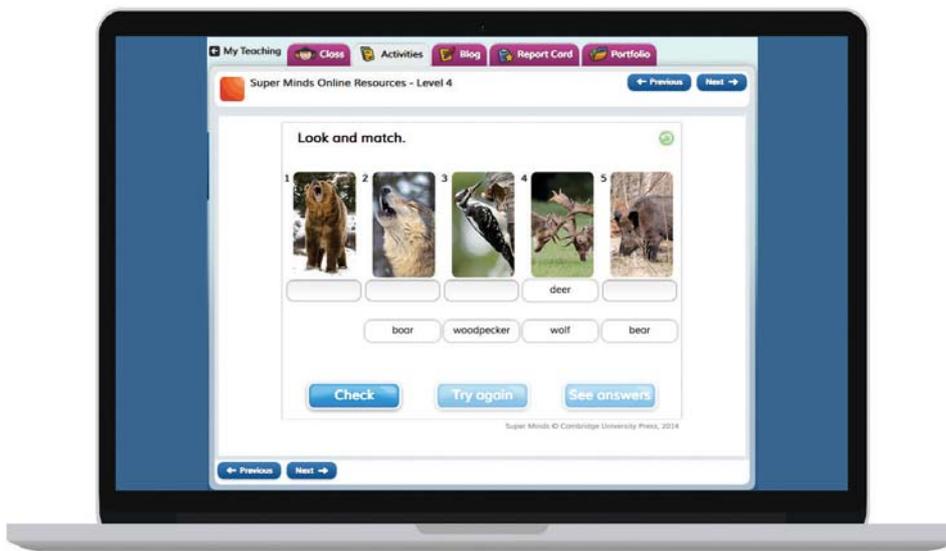
CLIL sections develop thinking skills and bring the world into the classroom

## Digital resources for teachers

- The Test Generator, available for levels 1 to 6, allows teachers to create fully customisable unit tests at two levels of difficulty. It also offers ready-made review and final tests that follow the format of the Cambridge English exams. Available at [thecambridgeteacher.es](http://thecambridgeteacher.es).
- Presentation Plus – this easy-to-use tool puts all your resources in one place: complete course content, teacher resources, interactive whiteboard tools, video and audio.
- Online Learning Management System to track pupils' progress.
- Get the most out of your print and digital resources with the FREE Online Training modules. Visit [cambridge.es/onlinetraining](http://cambridge.es/onlinetraining) to find out more.



Super Minds Presentation Plus 2



Super Minds Online Resources 4

## Digital resources for learners

- Interactive online activities in the Cambridge Learning Management System (levels 1-6) provide extra opportunities to practise vocabulary, grammar, reading and listening.
- The Student's Book DVD-ROM provides fun practice opportunities with animations of stories from the Student's Book, or, in higher levels, documentaries, video-based activities, lively songs, and fun activities focusing on the key vocabulary and grammar.
- Digital Books (levels 1-6) enable learners to access the Student's Books and Workbooks on tablets.

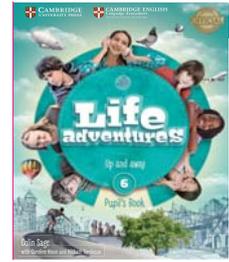
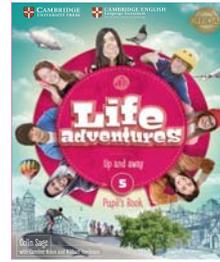
### Available in American English



- **Super Minds American English**  
[cambridge.es/superminds/ame](http://cambridge.es/superminds/ame)

### See also

- **Storyfun Second edition**  
Page 57
- **Teaching Primary Learners**  
Page 104



## Live, learn, feel. Life is a journey

Official preparation for the revised Young Learners tests 2018, Key for Schools and Preliminary for Schools

A1 A2 B1



### NEW Life Adventures

Caroline Nixon, Michael Tomlinson and Colin Sage

COMPLETE BEGINNER TO PRE-INTERMEDIATE

100 teaching hours, extendable to 150

Levels 4 and 6 coming in 2019

*Life Adventures* is a motivating new course providing both general English and comprehensive preparation for Cambridge English Qualifications. It is jointly published with Cambridge Assessment English and is official preparation for *Young Learners*, *A2 Key for Schools* and *B1 Preliminary for Schools*.

*Life Adventures* provides you with classroom tools which will naturally lead your pupils to become more autonomous learners, more creative and with increased empathy towards others. How?

- Through tasks that lead to collaborative learning.
- Providing opportunities to learn how to identify and control their emotions.
- With a natural integration of exam preparation throughout the course.

These three essential pillars motivate the children and make them the owners of their own learning, guided by the teacher. They move through the lessons knowing *what* they are learning, *why* and *how*, giving meaning to their efforts and helping them see their progress.

The course offers a gentle integration of skills, language and exam-type tasks, helping children build their self-confidence. Life skills are also an essential part of the journey: emotional intelligence, critical thinking, learning to learn, resilience .... all have an important part to play.

Levels 5 and 6 take a more mature approach and act as a real bridge between Primary and Secondary with motivating blogs from the course characters.

[cambridge.es/lifeadventures](http://cambridge.es/lifeadventures)

The unit starts with a striking real-world image and a video to arouse children's curiosity and create interest in the unit topic.

## Behind the scenes

**1** **Watch the video. Read the questions and make notes. Then tell your partner.**

What's your favourite play or show?  
Who are the characters? What do they look like?

**mission** Prepare a performance

In this unit I will:

**1** Design a costume.

**2** Create a set and some props.

**3** Make a mask.

**4** Write my scene and put on a performance.

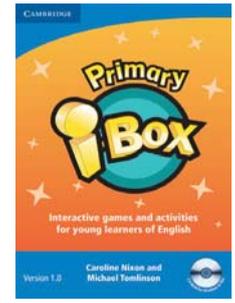
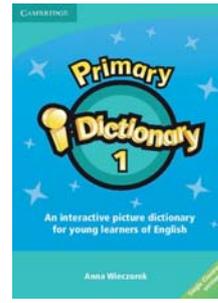
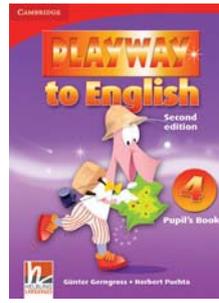
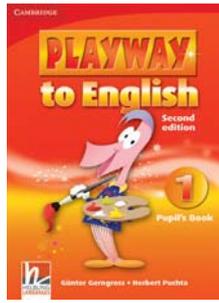
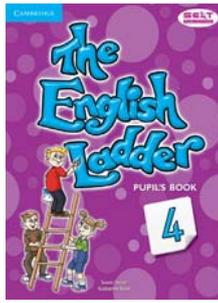
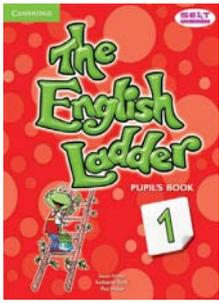
56

The mission is an optional project-based task that can be prepared throughout the unit, making learning more meaningful and motivating.

*Life Adventures 3 Pupil's Book*

| NEW Life Adventures                                   | Level 1           | Level 2   | Level 3           | Level 5           |
|---|-------------------|---|-------------------|-------------------|
| Pupil's Book  | 978-84-9036-008-8 | 978-84-9036-065-1   | 978-84-9036-144-3 | 978-84-9036-348-5 |
| Activity Book with Home Booklet and Online Activities | 978-84-9036-017-0 | 978-84-9036-074-3   | 978-84-9036-176-4 | 978-84-9036-354-6 |
| Teacher's Book with downloadable audio                | 978-84-9036-025-5 | 978-84-9036-076-7   | 978-84-9036-199-3 | 978-84-9036-492-5 |
| Flashcards  | 978-84-9036-040-8 | 978-84-9036-094-1   | 978-84-9036-213-6 | 978-84-9036-041-5 |
| Posters   | 978-84-9036-044-6 | 978-84-9036-117-7   | 978-84-9036-222-8 | 978-84-9036-507-6 |
| Digital Pupil's Book                                  | 978-84-9036-046-0 | 978-84-9036-125-2   | 978-84-9036-233-4 | 978-84-9036-515-1 |
| Digital Activity Book                                 | 978-84-9036-059-0 | 978-84-9036-135-1   | 978-84-9036-244-0 | 978-84-9036-531-1 |
| Digital Adventures                                    |                   | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |
| Test Generator  |                   | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |
| Teacher's Resource Bank                               |                   | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |





A1

4 levels

## The English Ladder

Susan House, Katharine Scott and Paul House

BEGINNER TO LOW-ELEMENTARY

70 teaching hours, extendable to 150 hours

Help your pupils take their first steps in English with Freddie the frog and the Fantastic family. Pupils' language skills are developed through lively stories that can be acted out, valuable phonics practice, songs, tongue twisters, games and communication activities.

- The course grows with your pupils, switching from a story-based approach in Levels 1 and 2 to a topic focus in Levels 3 and 4.
- The stories teach a values syllabus, introducing essential social concepts such as making friends.
- A CLIL feature in every unit extends pupils' interaction with English.
- Tests for the end of each unit and each level are available online along with worksheets for every unit, printable puppets and masks.

[cambridge.es/englishladder](http://cambridge.es/englishladder)

| The English Ladder                | Level 1           | Level 2           | Level 3           | Level 4           |
|-----------------------------------|-------------------|-------------------|-------------------|-------------------|
| Pupil's Book                      | 978-1-107-40062-7 | 978-1-107-40068-9 | 978-1-107-40074-0 | 978-1-107-40079-5 |
| Activity Book with Songs Audio CD | 978-1-107-40063-4 | 978-1-107-40069-6 | 978-1-107-40075-7 | 978-1-107-40080-1 |
| Teacher's Book                    | 978-1-107-40064-1 | 978-1-107-40070-2 | 978-1-107-40076-4 | 978-1-107-40081-8 |
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| Flashcards (100)**                | 978-1-107-40066-5 | 978-1-107-40072-6 | 978-1-107-40078-8 | 978-1-107-40083-2 |
| Story Cards (66)†                 | 978-1-107-40067-2 | 978-1-107-40073-3 | –                 | –                 |

\*For Level 3 - Audio CDs (3) \*\*For Level 2 - Flashcards (101), For Level 3 - (104), For Level 4 - (88) †For Level 2 - Storycards (71)

| Playway to English                    | Level 1           | Level 2           | Level 3           | Level 4           |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|
| Pupil's Book                          | 978-0-521-12996-1 | 978-0-521-12964-0 | 978-0-521-13117-9 | 978-0-521-13139-1 |
| Activity Book with CD-ROM             | 978-0-521-12993-0 | 978-0-521-13114-8 | 978-0-521-13120-9 | 978-0-521-13142-1 |
| Teacher's Book                        | 978-0-521-12990-9 | 978-0-521-13111-7 | 978-0-521-13122-3 | 978-0-521-13145-2 |
| Teacher's Resource Pack with Audio CD | 978-0-521-12987-9 | 978-0-521-13108-7 | 978-0-521-13125-4 | 978-0-521-13149-0 |
| Class Audio CDs (3)                   | 978-0-521-12984-8 | 978-0-521-13106-3 | 978-0-521-13128-5 | 978-0-521-13152-0 |
| Cards Pack                            | 978-0-521-12980-0 | 978-0-521-13102-5 | 978-0-521-13131-5 | 978-0-521-13156-8 |
| DVD PAL                               | 978-0-521-12971-8 | 978-0-521-13098-1 | 978-0-521-13134-6 | 978-0-521-13160-5 |
| Max Puppet (All Levels)               | 978-0-521-12967-1 | –                 | –                 | –                 |

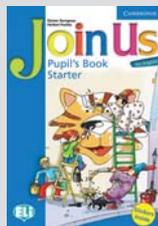
Also available

A1 A2

### Join Us for English

Based on the theory of Multiple Intelligences this course contains a variety of activities to meet the needs of different learning styles, while cartoon stories, songs and action stories make lessons sparkle.

[cambridge.es/joinus](http://cambridge.es/joinus)



See also

- **Get on Stage!**  
Teacher's Book with Audio CD and DVD-ROM 978-1-107-63775-7
- **Grammar Songs & Raps**  
Paperback 978-1-107-62518-1

See also

- **Teaching Primary Learners**  
Page 104

A1

4 levels

## Playway to English

Second edition

Günter Gerngross and Herbert Puchta

COMPLETE BEGINNER TO HIGH BEGINNER

80 teaching hours, extendable to 100 hours

Pupils acquire English through play, music and Total Physical Response, providing them with a fun and dynamic learning experience.

- Reading and writing are introduced in Level 2. The course initially builds confidence through listening and speaking.
- Songs, chants and Total Physical Response activities will captivate learners.
- Cross-curricular sections build children's knowledge of the world outside the classroom.
- Language aims are revised with 'Show what you can do' sections, while 'Word Play' activities develop independent thinking.

[cambridge.es/playway](http://cambridge.es/playway)

A1 A2

3 levels

P+

## Primary i-Dictionary

Anna Wiczcerek with Garan Holcombe

LOW BEGINNER TO HIGH ELEMENTARY

Includes more than 300 words at each level. Contains pictures and pronunciation for the featured words in British and American English, as well as animated stories, songs (plus karaoke versions), printable worksheets\* and flashcards.

[cambridge.es/primarydictionary](http://cambridge.es/primarydictionary)

### 1 (Starters)

|                              |                   |
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| CD-ROM (Single classroom)    | 978-1-107-61106-1 |
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| Workbook and DVD-ROM Pack**  | 978-1-107-65647-5 |

### 2 (Movers)

|                              |                   |
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| CD-ROM (Single classroom)    | 978-0-521-17583-8 |
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| Workbook and DVD-ROM Pack**  | 978-1-107-64789-3 |

### 3 (Flyers)

|                              |                   |
|------------------------------|-------------------|
| CD-ROM (Single classroom)    | 978-0-521-17587-6 |
| CD-ROM (Up to 10 classrooms) | 978-0-521-17588-3 |
| Workbook and DVD-ROM Pack**  | 978-1-107-68001-2 |

\*not available with the Home user version

\*\*Starter Level is Workbook and CD-ROM Pack

A1 A2

P+

## Primary i-Box

Caroline Nixon and Michael Tomlinson

LOW BEGINNER TO HIGH ELEMENTARY

Nominated British Council ELTons Awards

Contains customisable teacher-led games that allow you to select the vocabulary you want to practise. The CD-ROM includes spellings and pronunciation in both British and American English.

|                                      |                   |
|--------------------------------------|-------------------|
| CD-ROM (Starters, Movers and Flyers) | 978-0-521-51574-0 |
|--------------------------------------|-------------------|

How  
do birds fly?

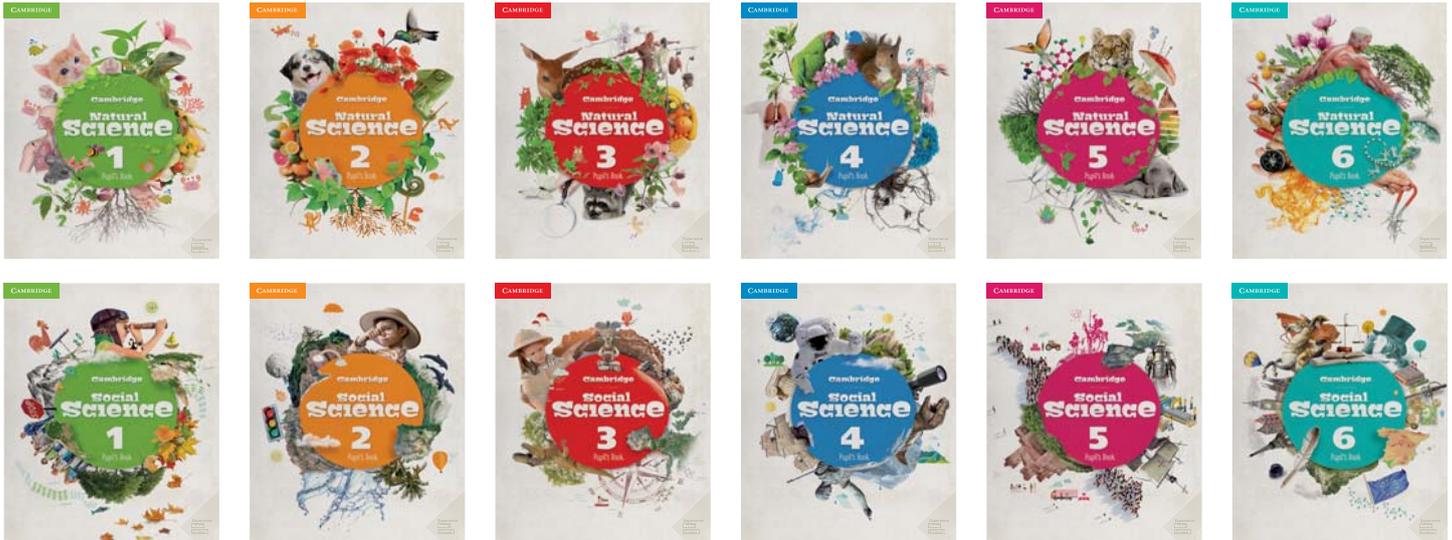
Cambridge  
**Science**



Everything starts with a question

[www.cambridgescience.es](http://www.cambridgescience.es)

# Schools: Primary Science



## Everything starts with a question



A1 A2 B1



### NEW Cambridge Natural Science and Social Science

100 teaching hours, extendable to 150

Levels 4 and 6 coming in 2019

For over 500 hundred years the University of Cambridge has globally contributed to the development of the sciences through investigation and publishing. Following on from such a heritage is not easy.

In *Cambridge Science*, we've taken expertise science content knowledge and combined it with the experience and creativity of teachers who are actively giving language and Science classes in Spain. Teachers who know what works, what is successful in class and what will be successful for you.

- Student-centred learning ensures an active classroom experience and allows children to work alone or collaboratively on projects, investigations and experiments.
- An enquiry based approach aids in the understanding of the new concepts and in the development of thinking skills.
- Content is made as accessible as possible for young learners through engaging characters, fun stories, interesting facts, catchy songs and vibrant photographs and illustrations.
- Specifically written for Spain, *Cambridge Science* covers the complete LOMCE Natural and Social Science curricula.

### Where Life meets Science

The Cambridge Bilingual Programme fully integrates the two *Cambridge Science* courses with our new course *Life Adventures*. What is learnt in English helps understand the Science content, while at the same time the Science courses reinforce language learning.

### Cambridge exam preparation

- Topic areas of the exams are included in the Science curriculum and mapped in the Teacher's Resources.
- The Review sections in the Pupil's Book and the Activity Book contain exam style activities.
- Exam-type tasks in the unit tests.

[cambridge.es/science](http://cambridge.es/science)  
[cambridge.es/naturalscience](http://cambridge.es/naturalscience)  
[cambridge.es/socialscience](http://cambridge.es/socialscience)



Cambridge Science App

### Digital resources for learners

- Pupil's Online Activities provide audio and video materials with interactive activities.
- An App for pupils and parents for home use, in English or Spanish, with a quiz, videos and 360 degree photographs.

### Digital resources for teachers on The Cambridge Teacher

- Digital Lab features the Pupil's Book and Activity Book with interactive activities and answers, plus integrated audio and video materials.
- The Test Generator provides unit, term and end-of-year tests at 2 levels of difficulty.
- Additional online resources, including class audio, arts and crafts projects, project evaluation grids and more.

Sample pages from Cambridge Natural Science

The 'Explore' sections are the ongoing task which the children do throughout the unit

### WHAT MAKES UP AN ECOSYSTEM?

**Discover...**  
the difference between a population and a community.

sunlight  
air quality  
temperature  
climate  
rocks  
water  
soil

The **non-living** components of an ecosystem are called the **abiotic factors**.

An **ecosystem** is made up of a **community of living things** and the **physical environment** that surrounds them. The living things that make up the community can be from any of the five kingdoms.

**Look back**  
Can you remember the names of the five kingdoms?

What are the living components of an ecosystem known as?

A **habitat** is the home of a living thing. The habitat of the endangered Iberian lynx is the grassland in the south of Spain.

**individual**

A group of the same **individual** is called a **population**. Different populations that interact with each other are called a **community**.

**community**

Living things in an ecosystem are divided into two main groups: **flora** (plants) and **fauna** (animals).

**Explore** STAGE 1

- Choose one of the following ecosystems: the Atacama Desert, the Great Barrier Reef, the Amazon Rainforest, New York City or the Serengeti National Park.
- Research the living and non-living components of your chosen ecosystem.

Cambridge Natural Science 5 Pupil's Book

### Project Step 2

Add more information to your Food Diary.

- Add your snack, lunch and dinner to your diary. Draw.
- Tell your partner.
- Circle the healthy food in your diary.

**Try it out**

**MY DICTIONARY**

breakfast  
snack  
lunch  
dinner

**What have I learnt?**  
It is **very** healthy to eat five times a day:  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

**How much food in your diary is healthy?**

Cambridge Natural Science 1 Pupil's Book

Projects give plenty of opportunities for personalisation, creativity and collaborative learning

See also

- NEW** Life Adventures Page 18

| NEW Cambridge Natural Science          | Level 1   | Level 2           | Level 3           | Level 5                                |
|--|---|-------------------|-------------------|--|
| Pupil's Book                           | 978-84-9036-498-7   | 978-84-9036-852-7 | 978-84-9036-997-5 | 978-84-9036-352-2                      |
| Activity Book                          | 978-84-9036-253-2   | 978-84-9036-150-4 | 978-84-9036-320-1 | 978-84-9036-013-2                      |
| Teacher's Book with downloadable audio | 978-84-9036-312-6   | 978-84-9036-328-7 | 978-84-9036-610-3 | 978-84-9036-649-3                      |
| Digital Lab (IWB Software)             | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |  |
|  | <b>Levels 1-2</b>   | <b>Levels 3-4</b> | <b>Levels 5-6</b> |  |
| Posters                                | 978-84-9036-288-4   | 978-84-9036-679-0 | 978-84-9036-574-8 |  |
| Test Generator                         | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |  |
| Flashcards                             |   |                   |                   | <b>All levels</b><br>978-84-9036-609-7 |

## Sample pages from Cambridge Social Science

The Unit opener provides a visually stimulating start to arouse the children's curiosity

A documentary video is used to present and create interest in the unit topic



Cambridge Social Science 1 Pupil's Book

**Attitude is everything**

**1** How are the animals feeling? Draw lines.

happy      calm      sad

angry      scared

**2** Look at the photo. Write how you feel.

I feel \_\_\_\_\_

28

Pupils are invited to think about feelings and express them through a creativity exercise

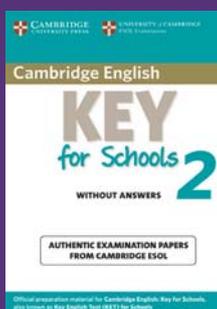
| NEW Cambridge Natural Science                                     | Level 1   | Level 2           | Level 3           | Level 5           |
|---|---|-------------------|-------------------|-------------------|
| Pupil's Book  | 978-84-9036-592-2   | 978-84-9036-614-1 | 978-84-9036-659-2 | 978-84-9036-851-0 |
| Activity Book   | 978-84-9036-601-1   | 978-84-9036-628-8 | 978-84-9036-667-7 | 978-84-9036-864-0 |
| Teacher's Book with downloadable audio Digital Lab (IWB Software) | 978-84-9036-604-2   | 978-84-9036-631-8 | 978-84-9036-668-4 | 978-84-9036-865-7 |
|   | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |                   |
|   |   | Levels 1-2        | Levels 3-4        | Levels 5-6        |
| Posters   | 978-84-9036-647-9   | 978-84-9036-724-7 | 978-84-9036-886-2 |                   |
| Test Generator  | Available on <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |                   |                   |
| Flashcards  | All levels<br>978-84-9036-651-6   |                   |                   |                   |

Cambridge Social Science 1 Pupil's Book

# Secondary and Bachillerato Courses

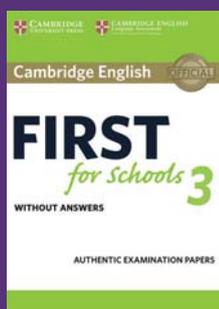
| COURSE   | PAGE | CEFR LEVEL |    |    |    |     |    |    | CAMBRIDGE EXAMS   |
|--|------|------------|----|----|----|-----|----|----|---|
|  |      | —          | A1 | A2 | B1 | B1+ | B2 | C1 |   |
| Smart Planet   | 26   | —          | A1 | A2 | B1 | —   | —  | —  | Key (for Schools)<br>Preliminary (for Schools)                                    |
| Citizen Z  | 28   | —          | A1 | A2 | B1 | B1+ | B2 | C1 | Key (for Schools)<br>Preliminary (for Schools)<br>First (for Schools)<br>Advanced |
| English in Mind for Spanish Speakers<br>Second Edition | 30   | —          | A1 | A2 | B1 | B1+ | B2 | C1 | Key (for Schools)<br>Preliminary (for Schools)<br>First (for Schools)<br>Advanced |
| Interactive<br>for Spanish Speakers                    | 32   | —          | A1 | A2 | B1 | B1+ | B2 | —  | Key (for Schools)<br>Preliminary (for Schools)<br>First (for Schools)             |
| More!<br>Second edition                                | 33   | —          | A1 | A2 | B1 | —   | —  | —  | Key (for Schools)<br>Preliminary (for Schools)                                    |
| Your Space   | 34   | —          | A1 | A2 | —  | —   | —  | —  | Key (for Schools)   |
| Cambridge English Prepare!                             | 35   | —          | A1 | A2 | B1 | B1+ | B2 | —  | Key (for Schools)<br>Preliminary (for Schools)<br>First (for Schools)             |
| Out & About  | 36   | —          | —  | —  | B1 | B1+ | B2 | —  | Preliminary (for Schools)<br>First (for Schools)                                  |
| Next Generation  | 38   | —          | —  | —  | B1 | B1+ | B2 | —  | Preliminary (for Schools)<br>First (for Schools)                                  |

## Try these perfect partners in your classroom!

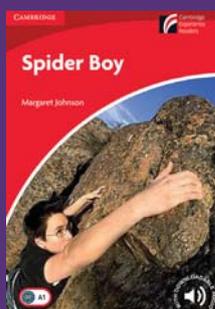


### Exam Preparation

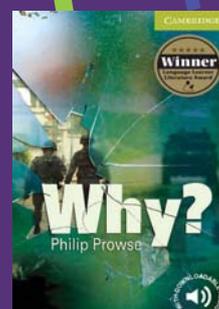
Official preparation for Key for Schools, Preliminary for Schools and First for Schools  
Page 70



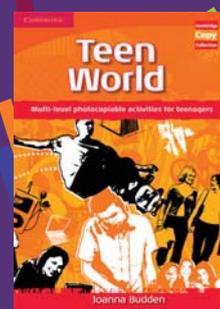
**Cambridge Discovery Education™ Interactive Readers**  
Shortlisted British Council ELTons Awards  
Page 88



**Cambridge Experience Readers**  
Page 90



**Cambridge English Readers**  
Page 91



**Photocopiable Activities for Teenagers**  
Page 104



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



### Smart Planet

Ben Goldstein and Ceri Jones

ELEMENTARY TO PRE-INTERMEDIATE

Secondary

80-90 teaching hours, extendable to 150

*Smart Planet* is a secondary course 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.

- Exciting, internationally-themed reading and listening topics.
- Thorough vocabulary and grammar treatment.
- Culture and CLIL pages complemented by spectacular Discovery Education™ videos.
- A guided, step-by-step approach to writing and speaking.
- Common errors pages and boxes.
- Flexible teaching support for mixed ability classes includes tests and photocopiable worksheets at two levels and graded activities in the Workbook.

[cambridge.es/smartplanet](http://cambridge.es/smartplanet)

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



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

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

*Smart Planet* Student's Book 3



*Smart Planet* Digital Student's Book 3

### Digital resources for learners

- 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.
- An App allows students to scan pages of their Student's Book with their smartphone for direct access to videos and activities.
- Fully-interactive Digital Student's Books and Workbooks are available both online and offline. These digital books are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards.

### Digital resources for teachers on The Cambridge Teacher

- 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. This enhanced version includes improved zoom and answer check tools.
- The Test Generator allows you to create editable or ready-made unit, term and final tests at two levels of difficulty.
- The Teacher's Resource Bank provides all the classroom resources teachers need with extra worksheets in PDF and Word format 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.

ESS English for Spanish Speakers

Smart Planet is specifically designed for Spanish-speaking teenage 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 cross-curricular 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.

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

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

‘Your turn’ activities provide students the opportunity to personalise what they have learnt

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

**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.

**FACT** The Pueblo people's houses in Chaco Canyon were the tallest buildings in the USA until the 19<sup>th</sup> century.

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.

**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

**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 ...
- 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.

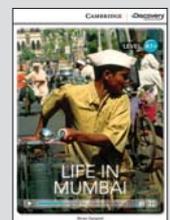
28 Unit 3

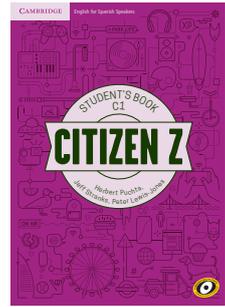
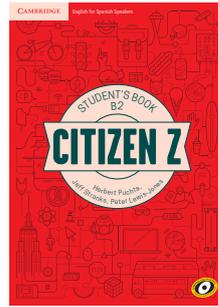
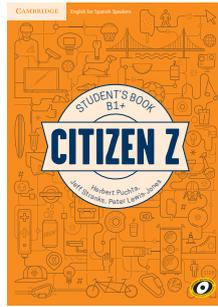
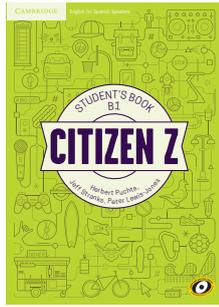
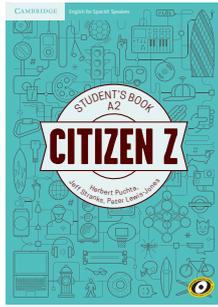
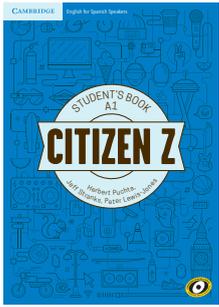
Smart Planet Student's Book 4

| Smart Planet                          | Level 1   | Level 2           | Level 3           | Level 4           |
|---------------------------------------|---|-------------------|-------------------|-------------------|
| Student's Book with DVD-ROM           | 978-84-8323-917-9   | 978-84-8323-660-4 | 978-84-9036-365-2 | 978-84-9036-780-3 |
| Workbook (English)                    | 978-84-8323-974-2   | 978-84-8323-654-3 | 978-84-9036-382-9 | 978-84-9036-781-0 |
| Workbook (Spanish)                    | 978-84-8323-981-0   | 978-84-8323-652-9 | 978-84-9036-383-6 | 978-84-9036-782-7 |
| Workbook (Catalan)                    | 978-84-8323-976-6   | 978-84-8323-657-4 | 978-84-9036-777-3 | 978-84-9036-783-4 |
| Teacher's Book (English)              | 978-84-9036-384-3   | 978-84-9036-385-0 | 978-84-9036-389-8 | 978-84-9036-784-1 |
| Teacher's Book (Spanish)              | 978-84-9036-387-4   | 978-84-9036-388-1 | –                 | –                 |
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See also

- Cambridge English Prepare Page 58
- Cambridge Discovery Education™ Interactive Readers Page 88





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

**A1 A2 B1 B1+ B2 C1**

### Citizen Z

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

BEGINNER TO ADVANCED

Secondary

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.

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**Culture**

- Look at the photos. What do you think these men escaped from? How do you think they did it?
- Read and listen to the article. Check your answers.

**THE GREAT ESCAPE**

After many tragedies, there are always stories of people who have shown an amazing ability to survive. Here are two stories which remind us that miracles can happen.

On 5 August, 2010, the San José copper and gold mine in the Atacama Desert in Chile collapsed and 33 miners were trapped underground. The mine had a poor safety record, and there were fears that the missing men wouldn't come out alive. A rescue team immediately began drilling into the ground where it was thought the men might be. On Day 17, when the drill was brought out of the ground, there was a note taped to it. In bright red letters it read: 'We are alive and well in the shelter, all 33 of us.' It was the news the whole country had been waiting for and the Chilean government promised to bring them out alive. For the next seven weeks, rescue teams from all over the world worked together to drill a hole big enough to bring out the men, who were waiting 700 metres below the ground. It was a long, difficult and dangerous job, but on 13 October, more than a billion people around the world watched live on TV as the first of the miners was finally brought above ground. Twenty-four hours later, the last miner, number 33, was reunited with his family and friends.

In June 2013, a rescue diver was swimming through the wreck of the tugboat *Jacou-4* when he got an enormous shock: a hand reached out and grabbed his leg. The ship had sunk two and a half days earlier and was now lying 30 metres below the surface of the water. The diver, who was part of a team looking for the bodies of the 13 crew members, hadn't expected to find anyone alive. But one man had managed to survive. Twenty-nine-year-old Harrison Okene from Nigeria was the ship's cook. When the ship got into trouble in rough seas and started turning over, Okene found an air pocket and put his head in it. As the ship sank towards the sea floor, he expected the pocket to fill with water, but it didn't. Despite the freezing water and having nothing to eat or drink, Okene had enough air to breathe. There was nothing he could do except wait. Sixty hours after the ship went down, Okene heard knocking and knew that rescue teams had entered the ship. He still wasn't safe, and a complicated plan was needed to bring him slowly to the surface. Unfortunately, none of the other crew members survived. But for one man, the tragedy had ended with a miracle.

- Read the article again. What do these numbers refer to?
 

|      |  |      |
|------|--|------|
| 0 7  | The number of weeks the miners were trapped underground. | 5 33 |
| 1 13 |  | 3 29 |
| 2 17 |  | 4 30 |
- Work in pairs. Discuss these questions.
  - What do you think these people did while they were waiting to be rescued?
  - These people had accidents at work. Do you think people should be rescued when they are doing dangerous things for pleasure, for example, climbing mountains? Why (not)?

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

*Citizen Z* Student's Book B1+

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- 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.

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

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

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

**GOING PLACES**

### 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 his 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 *Io Volo* (The Flight). Lucano himself was voted third in the 2010 'World Mayor' competition, and was praised for his courage and compassion.

**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?
  - 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.

**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 (or 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?

Citizen Z Student’s Book B2



Digital Citizen Z B1+

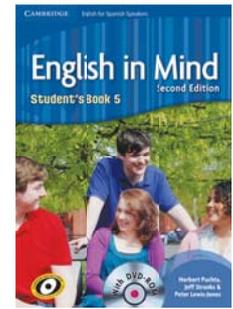
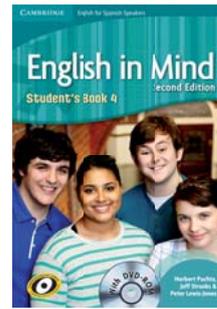
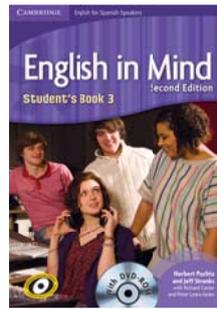
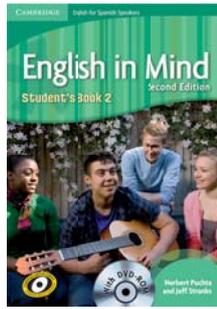
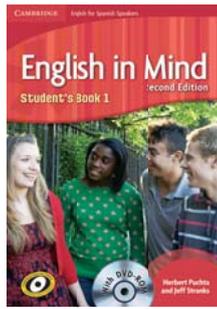
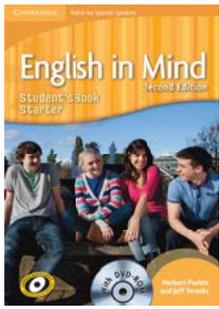
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A1 A2 B1 B2 C1



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# 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** **CD3 10** 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 'personal' (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?

44 UNIT 5

# Get it right!

6 Common errors

## 1 Crimes

Don't get these words confused:  
✓ She was **sentenced** (*X condemned*) to two years in prison.  
✓ People have **condemned** the new law. (= They have strongly criticised it.)  
✓ I've been **robbed** (*X stolen*) – they've just stolen my wallet (*X stolen me the wallet*).  
✓ The **murderer** (*X murderer*) killed three people. He was convicted of first-degree murder.

Find two more mistakes in the text. Write the correct words in your notebook.  
~~stole-people-the-money stole people's money~~

**F**ast London at the end of the 19th century was a very poor place. Thieves stole people the money because they needed to survive and people condemned the terrible living conditions there. Then, in 1888, the murder Jack the Ripper appeared on the scene and killed at least five women. But Jack was never convicted of murder or condemned to prison, as the police never caught him. Perhaps that's why he has become a legend today.

## 2 could or would?

Use **could**, not **would**, to express possibility in the present:  
✓ I think Fiona **could** (*X would*) be in the library.  
Use **would** (often in conditional sentences) to express a possibility in an imaginary situation:  
✓ Fiona **would** be in the library if she had to study.

Choose the correct word.

- I'm not sure, but that **could** / **would** be a star.
- If my brother read my emails, I **could** / **would** be mad at him.
- Could** / **Would** you call the police if you saw someone robbing a bank?
- We think Martha **could** / **would** win the race.
- If my friends forgot my birthday, I **couldn't** / **wouldn't** be very happy.

## 3 I hope ... I wish ...

Use **I hope**, not **I wish**, with to + infinitive or the simple present to talk about what you want to happen in the future:  
✓ **I hope** to pass / I pass my exams in the summer.  
*X I wish to pass / I pass my exams in the summer.*  
Use **I wish** with the simple past to talk about what you would like to happen in an imaginary situation:  
✓ **I wish** people were more honest, but they aren't.

**a** Complete Helen's diary entry with **hope** or **wish**.  
I wish  
Dear diary,  
This week has been stressful. My parents keep telling me what to do. I ... they didn't complain so much. And I've just found out we have six exams in May! I ... we didn't have so many. Well, at least I've worked hard this year, so I ... to get good marks. I also ... the maths test isn't too difficult. Anyway, the weekend is here. Tomorrow night is the school disco – I ... Leo is there! Oh, but I'm too shy to talk to him. I ... I knew how to talk to boys!

**b** Complete the text with your ideas. Then compare it with a partner.  
I hope to travel to ... study ... and have ... in the future. I wish I lived in ... spoke ... and knew ...

## Say it right!

\* /θ/ (though) and /d/ (despite)

**a** **CD3 9** Listen and repeat the sounds and words.  
/θ/ → though /d/ → despite

**b** **CD3 10** Put the words in the correct column. Then listen, check and repeat.

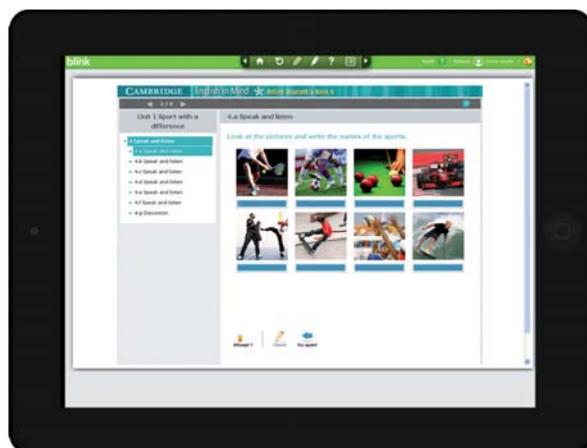
|          |           |         |         |
|----------|-----------|---------|---------|
| deny     | another   | discuss | further |
| together | disappear |         |         |

/θ/ (though) /d/ (despite)  
deny

**c** Work with a partner. Say the sentences.  
1 They're discussing another project together.  
2 There will be further delays today.  
3 Don't deny that Dan has disappeared.

UNIT 9 83

English in Mind for Spanish Speakers Student's Book 3



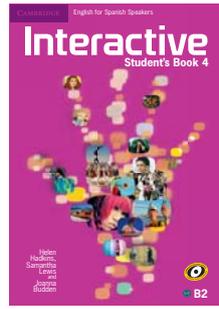
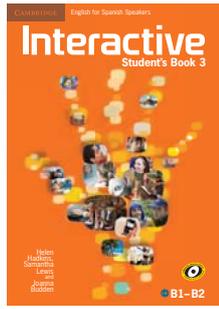
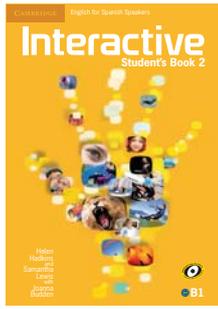
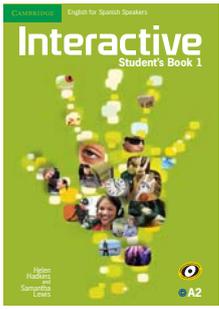
English in Mind for Spanish Speakers Digital Student's Book 4

Digital resources 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.
- DVD-ROM with games, video and practice activities.

Digital resources 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.
- A variety of extra online resources including a placement test, grammar and vocabulary practice worksheets, portfolio builders and more.



A2 B1 B2



ESS English for Spanish Speakers

## Interactive for Spanish Speakers

Helen Hadkins, Samantha Lewis and Joanna Budden

FALSE BEGINNER TO INTERMEDIATE

Secondary

80–90 teaching hours, extendable to 180

Optional 12-page Start Up section for level 1 available online

Nominated British Council ELTons Awards 2012:  
For innovation in teacher resources

*Interactive* is an exciting course for teenagers 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, Presentation Plus and the Testmaker, to make classes get really 'interactive'. The course is correlated to Cambridge English exam task types and topics to help prepare students for future exams.

### Inspire confident communication

- 'Interaction' sections prepare students for using English in real-life situations.
- Fold-out classroom language 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.

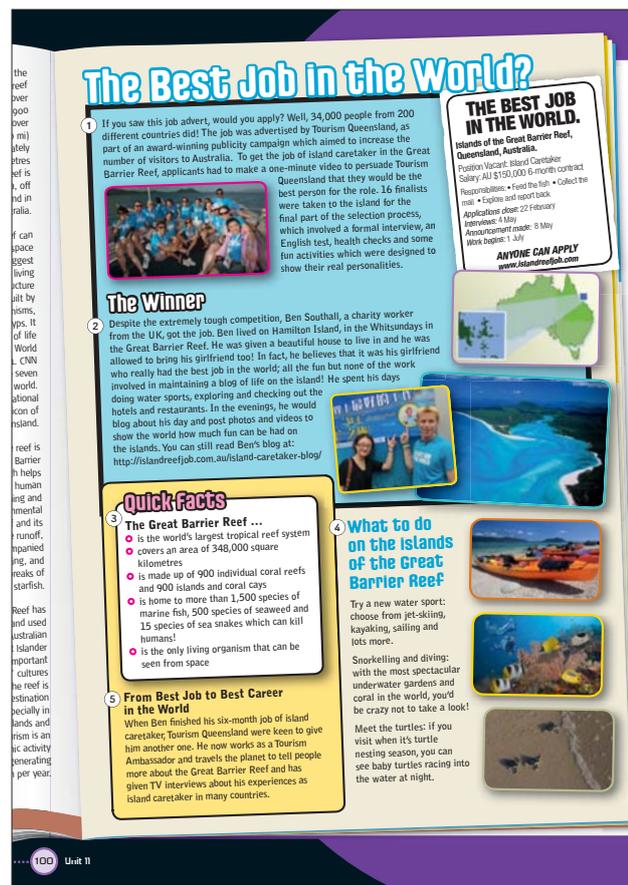
### Think about world culture

- 'Culture UK' noticeboards and 'Culture World' magazine articles practise skills using authentic reading and listening material.
- 'Culture Vulture' 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.

cambridge.es/interactive

*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.

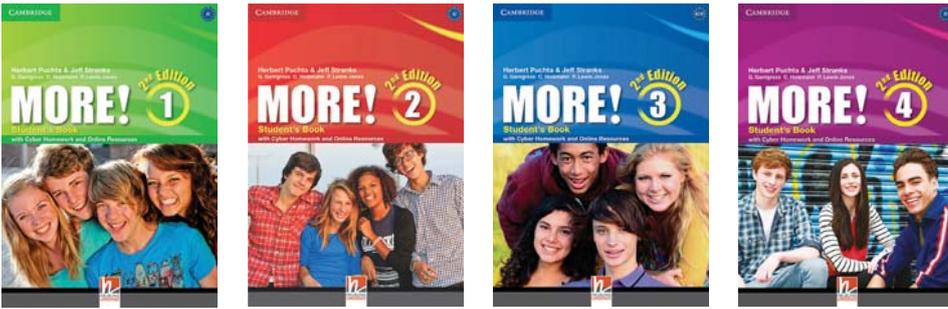


*Interactive for Spanish Speakers* Student's Book 4

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

| Interactive for Spanish Speakers             | Level 1           | Level 2           | Level 3           | Level 4           |
|--|-------------------|-------------------|-------------------|-------------------|
| Student's Book                               | 978-84-8323-621-5 | 978-84-8323-623-9 | 978-84-8323-839-4 | 978-84-8323-947-6 |
| Workbook with Audio CD                       | 978-84-8323-622-2 | 978-84-8323-624-6 | 978-84-8323-842-4 | 978-84-8323-948-3 |
| Teacher's Resource Book with Class Audio CDs | 978-84-8323-617-8 | 978-84-8323-619-2 | 978-84-8323-840-0 | 978-84-8323-973-5 |
| DVD*   | 978-0-521-14713-2 | 978-0-521-14724-8 | 978-0-521-14726-2 | 978-0-521-14728-6 |
| Presentation Plus DVD-ROM*                   | 978-1-107-40211-9 | 978-1-107-40212-6 | 978-0-521-27961-1 | 978-0-521-27962-8 |
| Testmaker CD-ROM and Audio CD*               | 978-1-107-40213-3 | 978-1-107-40214-0 | 978-0-521-27963-5 | 978-0-521-27964-2 |
| Digital Student's Book (Enhanced PDF)        | 978-84-9036-448-2 | 978-84-9036-449-9 | 978-84-9036-450-5 | 978-84-9036-451-2 |
| Digital Workbook (Enhanced PDF)              | 978-84-9036-452-9 | 978-84-9036-453-6 | 978-84-9036-454-3 | 978-84-9036-455-0 |

\*Designed for the international edition



A1 A2 B1 4 levels P+

## More!

Second edition

Herbert Puchta, Jeff Stranks, Günter Gerngross, Christian Holzmann and Peter Lewis-Jones

FALSE BEGINNER TO INTERMEDIATE

Lower Secondary

80–90 teaching hours, extendable to 140

*More!* is bursting with features to capture young learners' imaginations. This updated edition of *More!* continues to encourage reading for pleasure with new engaging texts and a fun, original detective story in levels 1 and 2. Culture sections with mini-projects and a strong integration of CLIL in each lesson inspire learners' natural curiosity.

- Photostories, skills pages and reading texts throughout.
- More communication and skills practice to boost students' fluency and confidence to speak.
- 'Learning to learn' and 'Exam practice' sections in the Workbook to boost learners' autonomy and exams results.
- 'Extra Reading' sections progress across the levels taking learners from light stories to literature.

### Cyber Homework

- Cyber Homework allows students to complete and submit their homework online with a range of Reading, Listening, Grammar and Vocabulary exercises as well as games and quizzes for extra practice.
- Instant marking makes it easy for teachers to assess progress and give feedback and the built-in messaging services allows students and students to communicate online.

### Presentation Plus

- The complete Student's Book with full course audio and built-in interactive whiteboard tools – ideal for use with interactive whiteboards or computers and projectors.

[cambridge.es/more](http://cambridge.es/more)

**Culture**  
The United Kingdom

Look at the map and complete the table.

|                | ENGLAND    | SCOTLAND  | WALES   | N. IRELAND |
|----------------|------------|-----------|---------|------------|
| Mountains      |            |           | Snowdon |            |
| Rivers         | The Thames | The Tweed |         |            |
| Lakes          | Windermere |           |         |            |
| Capital cities |            | Edinburgh |         |            |

**The facts**

| COUNTRIES                                     | LANGUAGES                        | POPULATION |
|---|----------------------------------|------------|
| England, Scotland, Wales and Northern Ireland | English, Welsh, Gaelic and Irish | 63,002,000 |

**A view over London**

Read about London and match the photos to the correct places.

- The London Eye is the biggest wheel in Europe. It is 135 metres high with 32 capsules for 25 people.
- Buckingham Palace is the home of the Queen of England. It is big with 600 rooms. There are 400 servants and 39 royal guards here.
- The Globe Theatre is one of London's most famous theatres and a copy of Shakespeare's Globe Theatre. It is a round theatre with no roof.
- Covent Garden is a market with shops and stalls and nice clothes and crafts.

**MORE! Online Action Box**  
Listening and Quiz online. Write a text for the MORE! Online Journal. Put it online for students from other countries to read.

Go to [www.cambridge.org/elt/more](http://www.cambridge.org/elt/more) for extra CULTURE

*More!* Second edition Student's Book 1

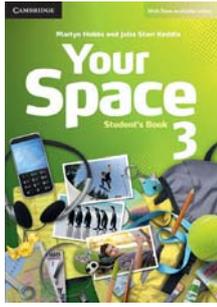
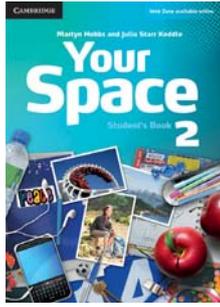
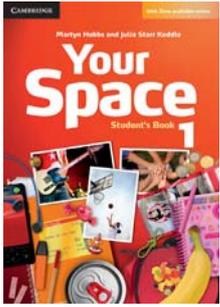
**See also**

- **CLIL Activities**  
Page 102
- **Cambridge Discovery Education™ Interactive Readers**  
Page 88

**Available in American English**

- **American More!**  
Four level edition, 80–90 teaching hours per level  
Combo edition, 40–45 teaching hours  
*American More!* Six-level edition  
50–60 hours  
[cambridge.es/americanmore](http://cambridge.es/americanmore)

| More! Second edition                                    | Level 1           | Level 2           | Level 3           | Level 4           |
|---|-------------------|-------------------|-------------------|-------------------|
| Student's Book with Cyber Homework and Online Resources | 978-1-107-65645-1 | 978-1-107-69478-1 | 978-1-107-63737-5 | 978-1-107-64051-1 |
| Workbook  | 978-1-107-68135-4 | 978-1-107-68424-9 | 978-1-107-66506-4 | 978-1-107-65294-1 |
| Teacher's Book  | 978-1-107-68969-5 | 978-1-107-68838-4 | 978-1-107-68128-6 | 978-1-107-68299-3 |
| Audio CDs (3)   | 978-1-107-69155-1 | 978-1-107-64987-3 | 978-1-107-66354-1 | 978-1-107-66982-6 |
| Testbuilder CD-ROM/Audio CD                             | 978-1-107-65274-3 | 978-1-107-67962-7 | 978-1-107-66335-0 | 978-1-107-64331-4 |
| Presentation Plus DVD-ROM                               | 978-1-107-65205-7 | 978-1-107-69928-1 | 978-1-107-65695-6 | 978-1-107-65402-0 |
| DVD   | 978-1-107-67127-0 | 978-1-107-67618-3 | 978-1-107-68194-1 | 978-1-107-66627-6 |



*"This highly successful communicative series is supported by carefully selected and well-structured activities, original topics and a huge wealth of resources."*

Maria Christaki, Institute of Foreign Languages, Kalamata, Greece

A1 A2 B1



## Your Space

Martyn Hobbs and Julia Starr Keddle

FALSE BEGINNER TO PRE-INTERMEDIATE

Lower Secondary

80–90 teaching hours, extendable to 150

*Your Space* offers a positive and practical approach to learning English with plenty of 'space' for students to personalise the language learnt.

- Language is taught through engaging contexts, with a balance between inductive and deductive presentation and includes revision at the start of each new level.
- A focus on skills development, learner strategies and functional language encourages learner autonomy and effective oral and written communication.
- 'Get it right!' sections informed by the Cambridge Learner Corpus help students tackle problem areas common to learners of their level.
- A clear unit structure and well-signposted pages enable easy navigation and make it ideal for teaching off the page.

### DVD

- The *Your Space* DVD provides a springboard for engaging activities and classroom discussion with language content and topics carefully mapped to the course content and syllabus.

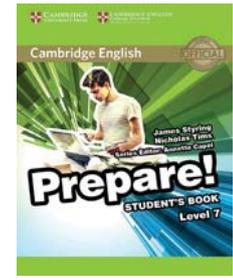
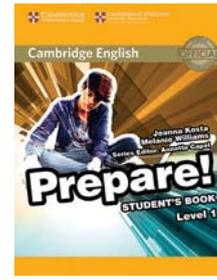
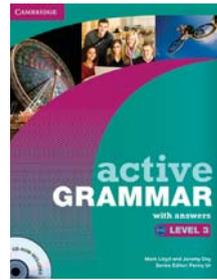
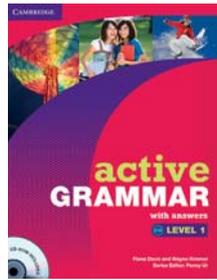
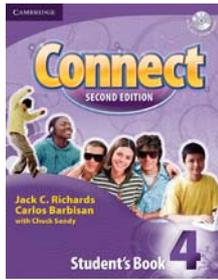
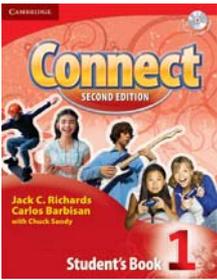
### Presentation Plus

- The complete Student's Book with full class audio and built-in classroom presentation *tools* – ideal for use with interactive whiteboards or computers and projectors.

[cambridge.es/yourspace](http://cambridge.es/yourspace)

*Your Space* Student's Book

| Your Space   | Level 1           | Level 2           | Level 3           |
|--|-------------------|-------------------|-------------------|
| Student's Book   | 978-0-521-72923-9 | 978-0-521-72928-4 | 978-0-521-72933-8 |
| Workbook with Audio CD                                 | 978-0-521-72924-6 | 978-0-521-72929-1 | 978-0-521-72934-5 |
| Teacher's Book with Tests CD                           | 978-0-521-72925-3 | 978-0-521-72930-7 | 978-0-521-72935-2 |
| Class Audio CDs (3)                                    | 978-0-521-72927-7 | 978-0-521-72932-1 | 978-0-521-72937-6 |
| Presentation Plus DVD-ROM with Teacher's Resource Disc | 978-1-107-67310-6 | 978-1-107-63542-5 | 978-1-107-66074-8 |
| DVD (All Levels)                                       | 978-0-521-72902-4 | –                 | –                 |



A1 A2 B1

4 levels

## Connect

Second edition

Jack C. Richards, Carlos Barbisan and Chuck Sandy

BEGINNER TO INTERMEDIATE

Lower secondary

60-80 teaching hours

This lively American English course is specially designed to motivate young teenagers through high-interest topics and stimulating activities.

- Classroom-tested pedagogy appeals to young adolescents.
- 'Get Connected' lessons present an engaging topic that consolidates the language students learn in each unit through reading, listening, and writing.
- Step-by-step teaching instructions, tips, and culture notes in the interleaved Teacher's Edition, offer support for all class types.
- A Teacher Support Site with a wealth of extra support material (tests, worksheets, teaching tips) gives teachers more flexibility in choosing materials for class.

[cambridge.es/connect2e](http://cambridge.es/connect2e)

### Connect

| Second Edition                          | Level 1           | Level 2           |
|---|-------------------|-------------------|
| Student's Book with Self-study Audio CD | 978-0-521-73694-7 | 978-0-521-73703-6 |
| Workbook                                | 978-0-521-73698-5 | 978-0-521-73707-4 |
| Teacher's Edition                       | 978-0-521-73700-5 | 978-0-521-73709-8 |
| Class Audio CDs (2)                     | 978-0-521-73697-8 | 978-0-521-73706-7 |

|   | Level 3           | Level 4           |
|---|-------------------|-------------------|
| Student's Book with Self-study Audio CD | 978-0-521-73712-8 | 978-0-521-73721-0 |
| Workbook                                | 978-0-521-73716-6 | 978-0-521-73725-8 |
| Teacher's Edition                       | 978-0-521-73718-0 | 978-0-521-73727-2 |
| Class Audio CDs (3)                     | 978-0-521-73715-9 | 978-0-521-73724-1 |

A1 A2 B1 B2 C1 C2

3 levels

## Active Grammar

Level 1 and 2: Fiona Davis and Wayne Rimmer  
Level 3: Mark Lloyd and Jeremy Day  
Series editor: Penny Ur

ELEMENTARY TO ADVANCED

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.

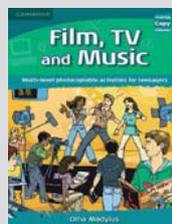
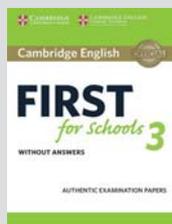
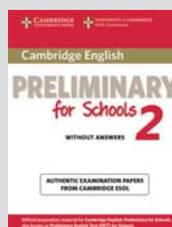
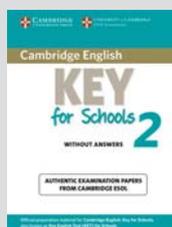
A comprehensive Teacher's Guide is available online.

[cambridge.es/activegrammar](http://cambridge.es/activegrammar)

| Active Grammar                  | Level 1           |
|---------------------------------|-------------------|
| Book with answers and CD-ROM    | 978-0-521-73251-2 |
| Book without answers and CD-ROM | 978-0-521-17368-1 |
|                                 | Level 2           |
| Book with answers and CD-ROM    | 978-0-521-17599-9 |
| Book without answers and CD-ROM | 978-0-521-15359-1 |
|                                 | Level 3           |
| Book with answers and CD-ROM    | 978-0-521-15250-1 |
| Book without answers and CD-ROM | 978-0-521-15247-1 |

### See also

- **Key for Schools**  
Page 70
- **Preliminary for Schools**  
Page 70
- **First for Schools**  
Page 70
- **Teaching teenagers**  
Page 104



## Everything for general English Everything for exam preparation

EnglishProfile [www.englishprofile.org](http://www.englishprofile.org) Testbank

A1 A2 B1 B2

7 levels



## Cambridge English Prepare!

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

BEGINNER TO UPPER INTERMEDIATE

Levels 1 and 2: 60 teaching hours, extendable to 110  
Level 3: 70 teaching hours, extendable to 130  
Levels 4 and 6: 80 teaching hours, extendable to 140  
Levels 5 and 7: 80 teaching hours, extendable to 160

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!* leaves you and your students genuinely ready for what comes next: real Cambridge English exams, or real life.

- The only schools course jointly produced with and endorsed by Cambridge Assessment English.
- Unique lexico-grammatical approach is driven by cutting edge language learning research from English Profile and the Cambridge Learner Corpus.
- Exam-style tasks written and edited by exam experts.
- The teacher has complete control over students' exposure to exam preparation.

### Designed for teens

- Students are motivated by teen-focused topics and real-life skills.
- Cambridge English Penfriends scheme provides genuine communication opportunities.
- Cross-curricular and culture units stimulate interest in global issues.
- Engaging video interviews with teenagers bring language to life in the students' world.

For more information, see page 58.



## For the life they will live



### Out & About

Mark Hancock and Annie McDonald

INTERMEDIATE TO UPPER INTERMEDIATE

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.

- 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.
- Extra online resources for students and teachers, including audio files, videos and activities.

[cambridge.es/outandabout](http://cambridge.es/outandabout)

An impactful opening page arouses curiosity and engages the students

The videos that accompany the unit are highlighted

## 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

**VIDEO 1**     **VIDEO 2**

**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?**

YOU ARE WHAT YOU EAT UNIT 3 | 31

*Out & About* Student's Book 2

| <b>Out &amp; About</b>  | <b>Level 1</b>  | <b>Level 2</b>    |
|---|---|-------------------|
| Student's Book with 'Common Mistakes at Bachillerato' Booklet | 978-84-9036-801-5   | 978-84-9036-806-0 |
| Workbook with downloadable audio                              | 978-84-9036-802-2   | 978-84-9036-807-7 |
| Teacher's Book  | 978-84-9036-803-9   | 978-84-9036-808-4 |
| Class Audio CDs   | 978-84-9036-804-6   | 978-84-9036-809-1 |
| Digital Student's Book  | 978-84-9036-145-0   | 978-84-9036-156-6 |
| Digital Workbook  | 978-84-9036-516-8   | 978-84-9036-231-0 |
| Digital Out & About (IWB Software)                            | Available at <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |
| Resource Bank   | Available at <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |
| <b>Levels 1-2</b>   |   |                   |
| Teacher's DVD with Activity Book                              | 978-84-9036-811-4   |                   |
| Test Generator  | Available at <a href="http://thecambridgeteacher.es">thecambridgeteacher.es</a> . |                   |

ESS English for Spanish Speakers

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.

'Life skill' sections make the process of language learning relevant to the real world

**Speaking** Unit 6

### Inviting and responding to invitations

**Life skill**  
Being a good listener  
Identifying the problem

Discuss with a partner.

- Look at the photo. What is this person doing? How do you think she feels?
- Imagine you are explaining something important to this person. What does her body language communicate to you?

**Suggesting a solution**  
Compare with a partner.

- How can you listen well and show that you are listening well?

**What about you?**  
Tell your partner or the class.

- Hearing is not the same as listening. When do you really listen and when do you only hear?

**Useful Language**

| Inviting                              | Responding positively to invitations | Responding negatively to invitations           |
|---------------------------------------|--------------------------------------|--|
| Do you fancy ... ?                    | Good idea!                           | I'd rather ... / I'd rather do something else. |
| We could ...                          | Thanks.                              | No, thanks.                                    |
| How about + ... ing? What about ... ? | What a great idea!                   | Sorry, but ...                                 |
| I was wondering if ...                |                                      |  |
| Let's ... / Shall we ... ?            |                                      |  |
| What do you think? Why don't we ... ? |                                      |  |

**Tip**  
Offer an alternative suggestion or give a reason when you refuse an invitation.

- Work with a partner. Practise the conversation in Exercise 2.
- Work with a partner. Make a list of things you could invite each other to. Take turns to convince each other to do one of the things on your list.

IN THE SPOTLIGHT UNIT 6 77

'Streetwise' highlights more colloquial use of language

'Get it right' boxes highlight common errors typical to a Spanish speaker

Unit 2

### HOW BIG IS MY CARBON FOOTPRINT?

We all know that travelling by air, heating a home or driving a car causes pollution which can damage the environment and contribute to climate change. We call the amount of carbon dioxide pollution which a given activity causes its carbon footprint. If we want to save the environment, we must **think** this footprint. However, burning fossil fuels is not the only source of man-made climate change. In fact, almost everything we do has some impact on it, including things we think are environmentally-friendly, such as using email. So let's look at the carbon footprint of a few everyday objects and activities that we don't normally think twice about.

BANANAS  
Bananas provide a lot of nutrition in return for a small carbon footprint. They last a long time and so can be transported by sea, which is 100 times less polluting than air freight. What's more, they don't need a lot of packaging, since they already have their own natural wrapper. On the downside, they are often cultivated with a lot of pesticide. You have to buy organic or fair trade bananas to **get around** this.

CYCLING  
Cycling is a green alternative to driving. However, there is an indirect cost, because cycling burns energy which is supplied by food, and this **takes up** resources to produce and transport. The resources required depend on the food you eat. The carbon footprint from bananas or cereal is much smaller than from meat or any food which is transported a long distance by air. But you mustn't let these facts **put you off** using a bike instead of a car: it's definitely one of your most carbon-efficient choices, so **go for it!** It also contributes to good health, which reduces the energy required for medical treatment.

DRYING YOUR HANDS  
The most fuel-efficient way to dry your hands is a cold air blow-dryer. Heated air blow-dryers use over six times as much energy for the same job. Somewhere between these two options is a paper towel – but you mustn't use more than one or your carbon footprint will **swell** very rapidly. Of course, you don't have to dry your hands at all, you could let them drip-dry. This uses no energy at all, but it may be less hygienic. Also, you might get icicles on your fingers in winter!

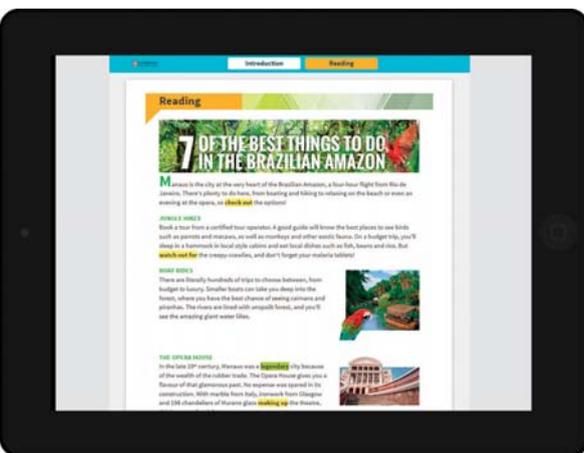
EMAIL  
Sending an email has a much smaller carbon footprint than posting a letter. However, most people now **bang out** many more emails than they sent in the past. In addition, there is a massive

**Streetwise**  
go for it!  
Go for it! is used to encourage people to do whatever they have to do in order to get what they want.  
A: I'm thinking of getting a motorbike!  
B: I think you should go for it!

**Get it right!**  
We say:  
✓ You mustn't forget ...  
✗ If you mustn't to forget ...

GOING UP IN SMOKE UNIT 2 19

Out & About Student's Book 2



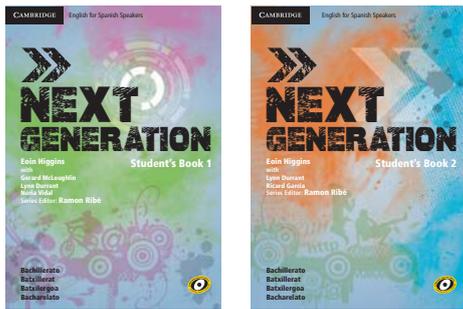
Out & About Digital Student's Book 2

Digital resources for learners

- Fully-interactive 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 whiteboard for classroom presentation.
- An Augmented Reality app allows students to scan the book for immediate access to videos and the Student's Book audios.

Digital resources for teachers on The Cambridge Teacher

- 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. This enhanced version includes improved zoom and answer check tools.
- The Resource Bank 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, in Word and PDF format, at two levels of difficulty; and exam practice.
- The Test Generator allows teachers to produce customized mock University Entrance exams for their students, and includes listening and speaking tests for extra practice.



B1 B2



## Next Generation

Eoin Higgins with Gerard McLoughlin, Lynn Durrant, Ricard García and Núria Vidal  
Series Editor: Ramon Ribé

INTERMEDIATE TO UPPER INTERMEDIATE

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

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- '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 pack.

### English for life

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- 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.
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[cambridge.es/nextgeneration](http://cambridge.es/nextgeneration)

Innovative design and topics that appeal to *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 hoofing 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. '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 17<sup>th</sup>, 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#>

*Next Generation* Student's Book 2

### See also

#### Avoid common mistakes!

The Workbook comes packaged with a free 'Common Mistakes at PAU' booklet with additional practice in correcting mistakes commonly made by Spanish-speaking students taking University Entrance Exams.



| Next Generation   | Level 1           | Level 2           |
|---|-------------------|-------------------|
| Student's Book  | 978-84-8323-808-0 | 978-84-8323-811-0 |
| Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet) | 978-84-8323-816-5 | 978-84-8323-827-1 |
| Teacher's Resource Book with Class Audio CDs                              | 978-84-8323-818-9 | 978-84-8323-830-1 |
| Digital Student's Book  | 978-84-8323-918-6 | 978-84-8323-934-6 |
| Digital Workbook  | 978-84-8323-919-3 | 978-84-8323-942-1 |

ESS English for Spanish Speakers

**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.

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

**READING**

1 Read the blog entry (not the comments) on the opposite page. What does the writer want the readers to do and why?

- 1 He or she wants readers to tell them about the places they have visited because they want to recommend exotic places for holidays.
- 2 He or she would like readers to post information about what to do and what not to do in certain countries regarding body language, so that people don't make mistakes.
- 3 He or she is asking readers to send in funny stories about when they did something wrong in a different country without realising.

**TIP: Reading naturally**

When you read a text in English, try to do it in the same way as you would read in your own language. Language learners tend to try to understand every word of a text. You don't usually do this in your own language: depending on the kind of information you are looking for, you scan – look for specific information (see page 42) – or skim – read for the general meaning. In your own language you do this automatically.

2 Look at the questions in Exercise 3. Which reading skill do you think you need to use to find the answers: skimming or scanning?

3 Read the whole text and listen. Choose the best answer according to the text.

- 1 Why shouldn't you sit on a pillow in Asia?
  - a Because pillows are considered taboo.
  - b Because someone will use it to put their head on.
  - c Because pillows are only found in temples.
- 2 What does the writer recommend about Italy?
  - a If people push you, you shouldn't just get out of their way.
  - b If someone pushes you, you should push them back.
  - c That men should embrace or kiss other men even if they don't know each other.
- 3 How do good friends greet each other in Morocco?
  - a They shake hands for ten minutes.
  - b They touch each other's hearts.
  - c They shake hands and kiss each other.

**PHRASAL VERBS**

send in (sth) or send sth in  
show up (sb) or show sb up  
cover up (sth) or cover (sth) up  
stick up  
throw out sth/sb or throw sth/sb out

See phrasal verbs on page 160.

4 Are these sentences true or false? Justify your answers with the exact words from the text.

- 1 It is impolite to show where something is with your foot in Asia.
- 2 People from Fiji introduced shaking hands to the people of Tonga.
- 3 In Russia, because of a superstition, some people don't want to shake hands through a door.
- 4 In the UK, a two-finger gesture with your palm towards you is like gesturing rudely with one finger in other countries.
- 5 In Morocco, you should touch your heart with your left hand when you greet someone.

5 Explain in English the meaning of the following language chunks as used in the text.

|                      |                    |                                 |
|----------------------|--------------------|---------------------------------|
| 1 dos and don'ts     | 3 hold your ground | 5 taking (the meeting) to heart |
| 2 meant as headrests | 4 takeaway food    |                                 |

6 Find words or expressions in the text that mean

|   |                     |
|---|---------------------|
| 1 not intentionally                       | 3 a line of people  |
| 2 move someone's hair so it is not smooth | 4 a continuous flow |

7 Discuss the following questions with a partner.

- 1 What dos and don'ts advice would you give to someone travelling to your country?
- 2 Do you know any dos and don'ts for other countries?

Getting Away

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

**WRITING**

Describing a person

1 Someone I really admire is my Uncle Pablo, who works as a fire-fighter. He's fifteen years younger than my father, so he's closer in age to me than my dad!

2 He looks like a typical fireman, as he's tall and well-built. He loves going to the gym and does a lot of cycling as well. As a result, he's very fit and muscular – you should see the size of his arms! What's surprising about him, though, is his hair, which is curly and very blond. He looks Scandinavian, but, actually, he's from Córdoba!

3 Something that I really like about Pablo is that he has a great sense of humour and is always laughing. Another good thing about him is that, even though he's usually joking, he can be serious, too – he always makes time for me and listens to me if there's something I want to talk about.

4 Pablo's a real role-model for me. I hope I'm like him when I'm older.

**ERROR ALERT!**

(X) He looks like a typical fireman  
(X) He looks a typical fireman  
(X) He looks Scandinavian  
(X) He looks like Scandinavian  
(X) I hope I'm like him when I'm older  
(X) I hope I'm like him when I'm older

1 a Read David's description of a person. What do you think the task was?

- A Write a description of someone you would like to meet.
- B Write a description of someone you would like to be like.
- C Write a description of someone you would like to know better.

b What do we know about David's uncle after reading the description? Choose the true sentences.

- 1 He's much younger than David's dad.
- 2 He doesn't look like a fireman.
- 3 He likes doing sport.
- 4 He looks very Spanish.
- 5 He's always very serious.
- 6 He's good at listening.

2 Match the functions (A–D) with the paragraphs (1–4) in the description.

- A physical description
- B introducing the person
- C closing comments
- D personality

**TIP: Paragraphs**

Notice how David's description is organised into paragraphs, with each paragraph based around one particular theme or idea. In most pieces of writing, paragraphs usually start with a sentence that introduces the theme of the paragraph. The other sentences in the paragraph then develop this theme, and / or move on to ideas related to it.

3 a Look at the underlined linking words and phrases in David's description. Which introduce new information and which introduce extra information?

**TIP: Words and phrases for introducing and adding points**

Notice how you can use phrases like *Something that I (like) about (Pablo) is ...* to introduce points. Words and phrases like *as well* can be used to make additional points.

b Complete the following sentences with words or phrases to introduce or add a point.

- 1 Yolanda plays tennis and she's in the basketball team, \_\_\_\_\_.
- 2 Linda is a generous girl. \_\_\_\_\_ good \_\_\_\_\_ her is that she's very kind.
- 3 Pablo is very good at Maths, and Music \_\_\_\_\_.
- 4 \_\_\_\_\_ unusual \_\_\_\_\_ Esther is that she speaks Japanese.
- 5 \_\_\_\_\_ I really don't like \_\_\_\_\_ Montse is that she talks about herself all the time.

Heroes

Next Generation Student's Book 1



Next Generation Digital Student's Book 1

Digital resources for learners and teachers

- 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 computers, tablets and interactive whiteboards for classroom presentation.
- Extra online resources are available for each level, including extra grammar, vocabulary, reading, listening and writing practice.

# Adult Courses

| COURSE   | PAGE | CEFR LEVEL |    |    |     |    |    | ENGLISH VARIETY |
|--|------|------------|----|----|-----|----|----|-----------------|
|  |      | A1         | A2 | B1 | B1+ | B2 | C1 |                 |
| Cambridge English Empower for Spanish Speakers | 42   | A1         | A2 | B1 | B1+ | B2 | C1 | British         |
| face2face for Spanish Speakers Second edition  | 44   | A1         | A2 | B1 | B1+ | B2 | C1 | British         |
| English Unlimited for Spanish Speakers         | 46   | A1         | A2 | B1 | B1+ | B2 | C1 | British         |
| Touchstone Second edition                      | 48   | A1         | A2 | B1 | B1+ | —  | —  | American        |
| Viewpoint                                      | 48   | —          | —  | —  | —   | B2 | C1 | American        |
| <b>NEW</b> Interchange Fifth edition           | 50   | A1         | A2 | B1 | B1+ | —  | —  | American        |
| Interchange Fourth edition                     | 52   | A1         | A2 | B1 | B1+ | —  | —  | American        |
| Four Corners                                   | 52   | A1         | A2 | B1 | B1+ | —  | —  | American        |
| Passages Third edition                         | 53   | —          | —  | —  | —   | B2 | C1 | American        |
| Ventures                                       | 53   | A1         | A2 | B1 | B1+ | —  | —  | American        |
| Ventures Transitions                           | 53   | —          | —  | —  | B1+ | B2 | —  | American        |
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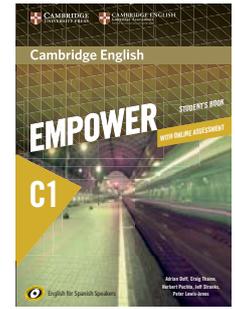
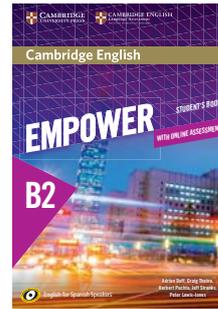
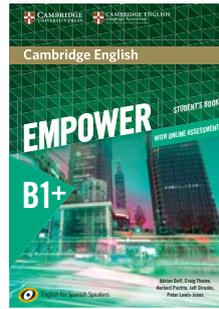
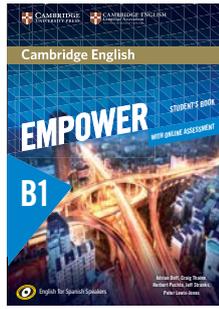
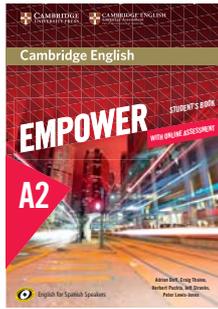
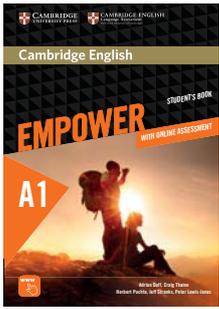
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## Cambridge English Empower for Spanish Speakers

Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

COMPLETE BEGINNER TO ADVANCED

80–120 teaching hours

Finalist British Council ELTons Awards 2017  
Excellence in course innovation

*Cambridge English Empower for Spanish Speakers* is a general adult course that combines course content from Cambridge University Press with validated assessment from Cambridge Assessment English. Combining engaging classroom material, integrated reliable assessment, and personalised practice, learners are able to make consistent and measurable progress.

- The engaging classroom material includes intriguing images and texts designed to arouse curiosity and get students talking.
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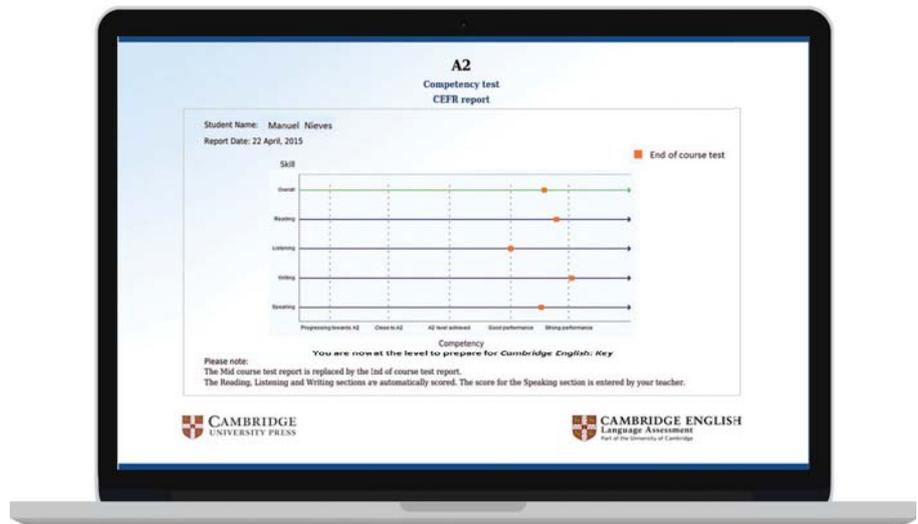
### Digital Empower

Available for levels A2 to C1, this Interactive Whiteboard Software provides the complete Student's Book and Workbook, with embedded video and audio for class projection on interactive whiteboards or computers and projectors. Digital Empower is also Linux compatible.

[cambridge.es/empower](http://cambridge.es/empower)

*"The more we used Empower and explored the online platform, the more we realised that this was far more than 'just another new book' and is potentially a game-changer."*

Tam Connors-Sadek, Director of Studies, Intensive Summer Programme, The University of Sheffield



Cambridge English Empower CEFR report

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\* Tests also available in print.

### Cambridge English Empower for Spanish Speakers

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|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
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| Student's Book with Online Assessment and Practice                              | 978-1-107-53005-8 | 978-84-9036-313-3 | 978-84-9036-197-9 | 978-84-9036-174-0 | 978-84-9036-503-8 | 978-84-9036-280-8 |
| Workbook with Answers plus Downloadable Audio                                   | 978-1-107-46614-2 | –                 | –                 | –                 | –                 | –                 |
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Available at [thecambridgeteacher.es](http://thecambridgeteacher.es). Contact your local representative for more information.

Student's ebooks of the international edition available through the Cambridge Bookshelf app for individual or institutional purchase. Contact your local representative for more information.

\*International edition.

ESS English for Spanish Speakers

This course includes extra content specifically designed for Spanish speakers to help avoid common grammar, vocabulary and pronunciation errors:

- 'Speaking Plus' pages providing extra speaking practice and sections focusing on areas of pronunciation which are problematic for Spanish speakers.
- 'Get it right!' pages with tips and practice to avoid common Spanish-speaker errors, taken from the Cambridge Learner Corpus.
- 'Grammar Plus' photocopiable pages providing extra practice of the main grammar areas from the Student's Book.

FREE – upgrades to Cambridge English Empower

- Reading Plus: longer and more challenging reading texts with activities, to use in class as an extra lesson. Available at [thecambridgeteacher.es](http://thecambridgeteacher.es).
- Another version of the Unit Progress Test for every unit. Available at [thecambridgeteacher.es](http://thecambridgeteacher.es).
- Teacher Support resources to help you get the most out of Empower.

**Cambridge English Empower B2 READING PLUS**

**Unit 3 Food**

**1 SPEAKING**

**a** Talk to a partner. Answer the questions together.

1. What's your favourite kind of food? Why do you like it?
2. How good are you at cooking?
3. What dishes do you find easy to make?
4. What dish would you like to learn to make?

**2 VOCABULARY**

**a** Match the words in the box to the pictures.

herbs grate bransiu artichoke

**b** Match the words in bold in sentences 1 to 4 with definitions a to d.

1. The thing I like best about crisps is the way they are **crunchy** when you bite into them.
2. A lot of French dishes contain very **rich** sauces – made with cream and butter.
3. This chicken is delicious – the meat is so soft and **tender**.
4. The herbs she added to the sauce made it so **fragrant** I couldn't wait to try it.

a easy to cut and chew  
b firm and makes a loud noise when you eat it  
c a light and pleasing smell  
d the quality of a dish containing a lot of dairy products or oil

**3 READING**

**BETTER READING: PREDICTING THE CONTENT OF A TEXT**

Before you read a text for the first time, it can help your understanding if you think about the kind of text it is the genre and the kind of information you can expect to find.

**1** Discuss the question with a partner. You are going to read a blog about someone learning to cook. Do you think the blog will probably ...?

- tell a story
- discuss ideas
- include description
- argue a point of view

**2** Read the text quickly. Were your predictions right?

**3** Read the text again. Which of the cooking tips does Tom not talk about?

1. always use the correct ingredients
2. decide yourself when something is cooked
3. always wash vegetables thoroughly
4. food should look good
5. don't be afraid to try different things
6. make sure you use fresh ingredients

Cambridge English Empower B2 © Cambridge University Press. PHOTOCOPIABLE

Cambridge English Empower for Spanish Speakers B2 Reading Plus

**7C Everyday English**  
Excuse me, please

Learn to say **welcome me and sorry**

- Showing interest
- Emphasising what we say

**1 LISTENING**

**a** Ask and answer the questions.

1. Do you like going away for the weekend?
2. Where do you like going?
3. What do you like doing there?
4. Do you like going alone or with family and friends?

**b** Answer the questions about picture a.

1. Where's Annie?
2. What do you think happened with Annie and the woman?
3. What do you think?
  - a. Annie says?
  - b. The woman says?

**c** Watch or listen to Part 1 and check your answers in 1b.

**d** Answer the questions about picture b.

1. Where are Annie and Leo?
2. How do you think Annie and Leo feel? Why?
3. What do you think happens next?
  - a. Leo gets off the train.
  - b. Leo gives Annie his seat.
  - c. Leo helps Annie put her bag on the shelf.

**2 USEFUL LANGUAGE**  
Saying excuse me and sorry

**a** Match 1–2 with meanings a–b.

1. Excuse me, please. a. The words to say there's a problem.
2. Excuse me, but ... b. The words to ask someone to move.

**b** Pronunciation Listen to 1 and 2 in 2a. Notice how the tone goes down in 1 but goes down and then up in 2.

**c** Look at 1 and 2 in 2a. What do you say when ...?

- a. you want to tell your teacher you don't understand something
- b. you want to leave the room but another student is in front of the door
- c. you're really and so can all be added to the expression I'm sorry. Do you say the words before or after sorry?
  - i. I'm sorry I took your seat.
  - ii. I didn't feel well.
  - iii. I was in a meeting.
  - iv. I missed my bus.
  - v. My hands were wet.
  - vi. I didn't see you.

**d** Match 1–5 with a–e. Listen and check.

1. I'm so sorry I walked into you. a. I didn't feel well.
2. I'm really sorry I'm late. b. I was in a meeting.
3. I'm sorry I didn't answer your call. c. I missed my bus.
4. I'm sorry I didn't come. d. My hands were wet.
5. I'm very sorry I broke your cup. e. I didn't see you.

**e** Tick (✓) the correct replies when people say they're sorry.

1. That's all right. 4. Excuse me, please.
2. That's OK. 5. It doesn't matter.
3. No problem. 6. Don't worry.

**f** Put sentences a–f in order to make two short conversations. Listen and check.

- a. A: No problem. They all look the same.
- b. B: Excuse me, but I think that's my coat.
- c. B: Oh, I'm so sorry. I took the wrong one.
- d. A: Don't worry. The seat numbers are hard to read.
- e. B: Oh dear. I'm very sorry. I thought this was number 35.
- f. A: Excuse me, but I think this is my seat.

**g** In pairs, practise the two conversations in 2g.

**3 PRONUNCIATION**  
Emphasising what we say

**a** Listen to the sentences in 2a. Notice the stress on the underlined words.

1. I'm so sorry I walked into you.
2. I'm really sorry I'm late.
3. I'm apologetic I didn't answer.
4. I'm so sorry I didn't come.
5. I'm very sorry I broke your cup.

**b** Why are so, very and really stressed? Choose the best answer.

1. We don't want the other person to hear sorry loudly.
2. We want to sound more sorry.
3. We want to speak loudly.

**c** Practise saying the sentences in 3a.

**4 CONVERSATION SKILLS**  
Showing interest

**a** Watch or listen to Part 3. Are the sentences true or false?

1. Annie and Leo are both on their way to Bristol.
2. Annie is visiting a friend in Bristol.
3. Leo went to university in Reading.

**b** Look at these parts of the conversation from Part 3. Two words aren't correct. Replace them with the words in the box.

Great! Really?

ANNE: Are you on your way to Bristol?  
LEO: No. Reading. I went to university there. Annie. Right.  
ANNE: My mum lives there. I go to see her every month.  
LEO: Oh.  
ANNE: Listen again and check your answers.

**c** Why do they say Great and Really?

1. To say something is true
2. To show they are interested

**d** Pronunciation Listen to the sound of the marked letters and answer the questions. Great! Really?

1. Do the letters make the same sound in both words?
2. Are the sounds long or short?

**5 SPEAKING**

**a** Work in pairs. Use the dialogue map to make a conversation in a café. Take turns being A and B.

Dialogue map:

- Say hello → Say hello
- Say you're late because you got a phone call → Apologise
- Show interest → Show interest and offer congratulations
- Offer to buy B coffee → Thank A

**b** In pairs, practise conversations like the one in 5a but with different reasons for being late. Take turns being A and B.

**Unit Progress Test**

Check your progress

You can now do the Unit Progress Test.

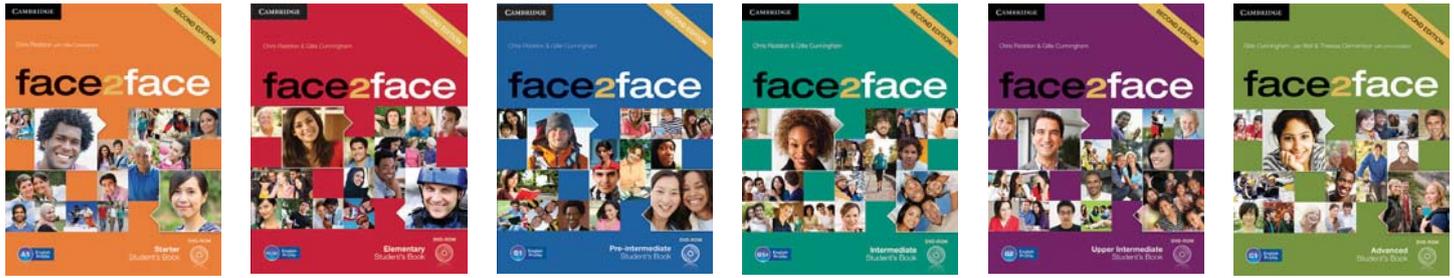
74

Each unit includes lessons with a special focus on speaking and writing, preparing learners for effective communication outside the classroom

The speaking lessons feature a unique combination of functional language, pronunciation and conversation skills, alongside video filmed in the real world

Unit structure

- Lessons A and B: Grammar, Vocabulary, and Skills
- Lesson C: Functional language and Speaking
- Lesson D: Mixed skills, special focus on Writing



## Communicate with confidence



A1 A2 B1 B1+ B2 C1



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Second edition

Chris Redston and Gillie Cunningham

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Elementary to Advanced: 80 to 120 teaching hours

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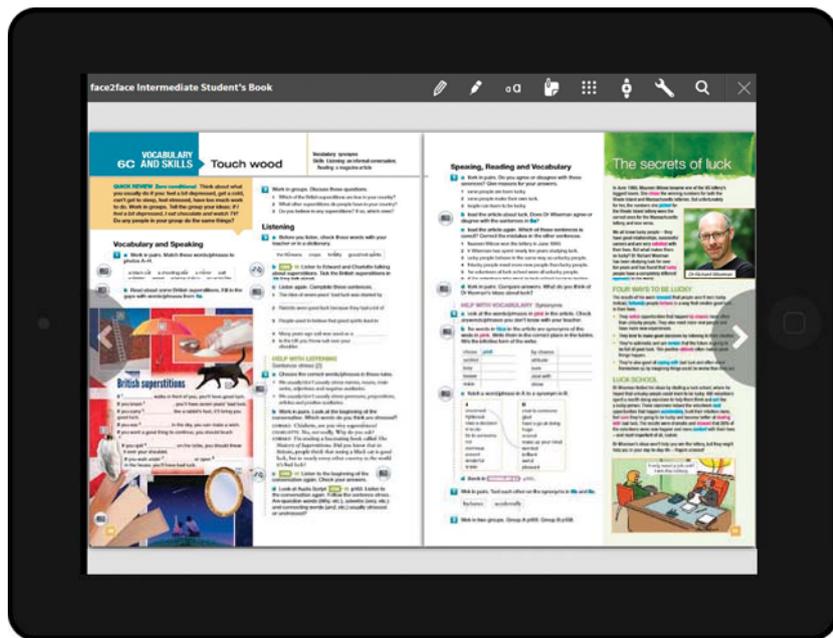
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- Includes answer keys for quick checking and links to the corresponding units of the Teacher's Book.

[cambridge.es/face2face](http://cambridge.es/face2face)

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ESS English for Spanish Speakers

The Student's Book for levels Elementary to Advanced includes the *Spanish Speakers Handbook with Audio CD*, with content specifically designed for Spanish-speaking learners.

For all levels

- 'Help with Pronunciation' sections address key pronunciation issues for Spanish speakers.
- 'Get it right!' pages provide tips and practice to avoid common errors made by Spanish speakers, based on research from the Cambridge English Corpus.

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Quick Review recycles previously learned language

Help with Pronunciation sections help students with specific areas of pronunciation that they often find problematic



**QUICK REVIEW** Suffixes for adjectives and nouns. Work in pairs. Student A: write six adjectives you can remember from lesson 3C. Student B: write six nouns you can remember from lesson 3C. Take turns to say your words. Your partner says the noun or adjective: *A Kind. B Kindness.*

**REAL WORLD** Asking for and making recommendations

**3 a** Fill in the gaps with the words in the boxes.

asking for recommendations

good visiting tips about best

Do you know any <sup>1</sup> good places to stay/eat?  
 What's the <sup>2</sup> way to (get around)?  
 What else is worth <sup>3</sup> ?  
 What <sup>4</sup> (places outside Delhi)?  
 Have you got any other <sup>5</sup> ?

recommending things

worth best definitely must recommend

It's probably <sup>6</sup> to (use rickshaws).  
 I'd <sup>7</sup> (the trains).  
 You should <sup>8</sup> see (the Red Fort).  
 That's well <sup>9</sup> seeing.  
 You really <sup>10</sup> go to (Agra) to see (the Taj Mahal).

not recommending things

bother Don't wouldn't worth

Don't <sup>11</sup> going to (the museums).  
 It isn't really <sup>12</sup> visiting. (I don't think).  
<sup>13</sup> drink anything with ice in it.  
<sup>14</sup> eat any salads.

responding to recommendations

useful heard know sounds

That's good to <sup>15</sup> .  
 That <sup>16</sup> good.  
 Thanks, that's really <sup>17</sup> .  
 Yes, I've <sup>18</sup> that before.

**b** Which verb form comes after these phrases?

- 1 It's (well/not) worth ...
- 2 Don't bother ...
- 3 I'd/ wouldn't ...

**c** Check in **REAL WORLD 31** p134.

**4 CD1 >27 PRONUNCIATION** Listen and practise the sentences in **3a**. Copy the stress.

Do you know any good places to stay?  
 What's the best way to get around?



**HELP WITH PRONUNCIATION**  
 The schwa /ə/ in suffixes

**1 a CD1 >28** Listen and notice how we say the suffixes in blue. We say each suffix with a schwa /ə/.

kindness laziness assistant accountant  
 dangerous famous comfortable fashionable  
 musical natural improvement argument  
 author director collection decision

**b** Listen again and practise. Are the suffixes stressed?

**2 a** Underline the suffixes from **1a** in these sentences.

- 1 It's dangerous to be ambitious and adventurous.
- 2 The accountant's assistant is very important.
- 3 She's knowledgeable, reliable and fashionable.
- 4 He felt both happiness and sadness after his illness.
- 5 The director had three visitors – an author, a doctor and an actor.
- 6 We had a discussion and made a decision to do some revision.
- 7 It's a traditional medical centre that uses natural herbal medicine.
- 8 There's disappointment in the government because there's no improvement in unemployment.

**b CD1 >29** Listen and practise the sentences.

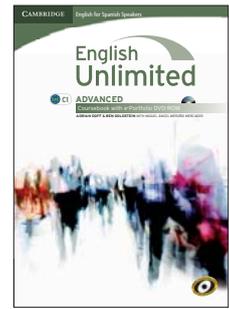
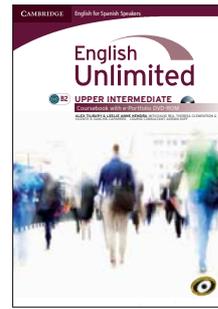
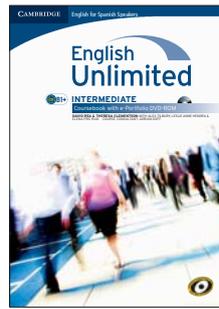
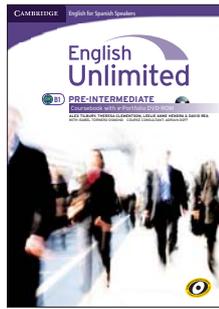
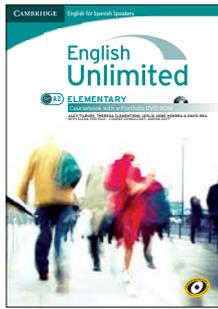
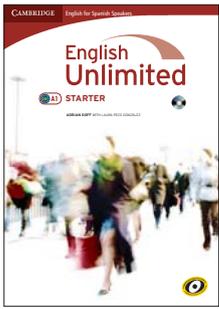
**c** Work in pairs. Take turns to say the sentences.

**continue2learn**

- Vocabulary, Grammar and Real World
  - Extra Practice 3 and Progress Portfolio 3 p117
  - Language Summary 3 p132
  - 3A-D Workbook p15
  - Self-study DVD-ROM 3 with Review Video
- Reading and Writing
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continue2learn shows students where to go next for more practice

Self-Study DVD-ROM provides further practice, extra video, drills, 'My Test', 'My Progress' and 'e-Portfolio' sections



A1 A2 B1 B1+ B2 C1



## English for Spanish Speakers

*English Unlimited* includes extra content specifically designed for Spanish speakers.

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Theresa Clementson, Leslie Anne Hendra, David Rea, Alex Tilbury, Adrian Doff and Ben Goldstein

Course consultant: Adrian Doff

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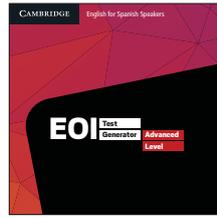
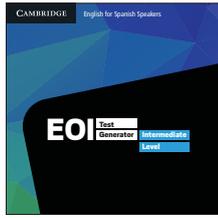
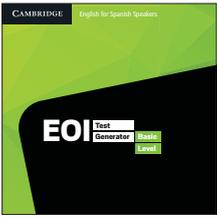
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A2 B1 B2 C1

3 levels

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Eoin Higgins, Garan Holcombe, Margaret Pate, Lucy Torres and Ingrid Wisniewska

ELEMENTARY TO ADVANCED

The EOI Test Generator is specifically designed to provide practice tests for the *Escuelas Oficiales de Idiomas*. The Test Generator allows teachers to create, edit and save custom-made, skills based competency tests for all the different regions of Spain. There are five complete tests for Basic Level, Intermediate level and Advanced level covering:

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All the tests are based on the task types outlined in the National Assessment Criteria.

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[cambridge.es/eoitestgenerator](http://cambridge.es/eoitestgenerator)

Competence tests for all four skills with an extra video option



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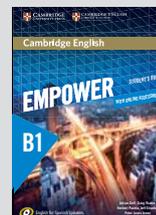
You can customise the tests by choosing the questions you want



EOI Test Generator Basic

### See also

- Cambridge English Empower for Spanish Speakers Page 42

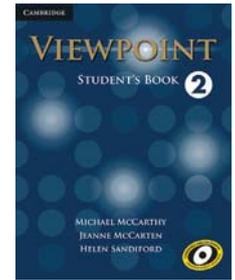
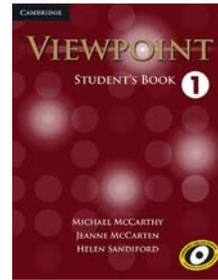
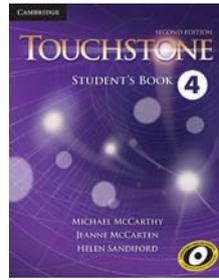
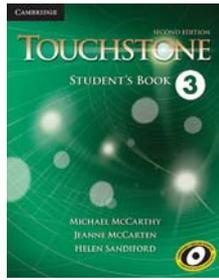
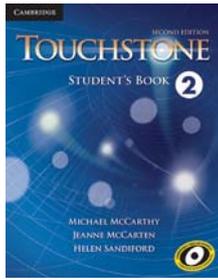
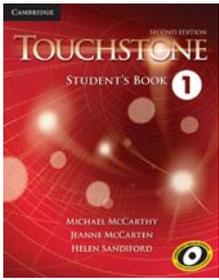


- face2face for Spanish Speakers Page 44



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A1 A2 B1 B1+



## Touchstone

Second edition

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

BEGINNER TO INTERMEDIATE

90–120 teaching hours

*Touchstone*, together with *Viewpoint*, is a six-level English program based on research from the Cambridge English Corpus. It presents natural language in authentic contexts.

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- Conversation strategies – Students learn the language and skills to interact with fluency and confidence.
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[cambridge.es/touchstone2](http://cambridge.es/touchstone2)

**Lesson B TV shows**

**1 Building language**

**A** Listen. When does Mandy watch TV? Practice the conversation.

Eric This soup is delicious. What's in it? ... Mandy? Mandy! Mandy I'm sorry, what?  
Eric You know, sometimes I think you watch too much TV.  
Mandy Oh, I hardly ever watch TV.  
Eric Are you serious?  
Mandy Well, sometimes I watch the morning shows. And I usually watch the late movie.  
Eric And you always have dinner in front of the TV? I mean, you never talk to me.  
Mandy Yes, I do! I talk to you during the commercials.

**2 Grammar** Frequency adverbs

Always usually often sometimes hardly ever never  
Sometimes I eat in front of the TV.

**In conversation**  
People say *Sometimes I ... 7 times more often than I sometimes ...*  
*Sometimes I ...*  
*I sometimes ...*

**Common errors**  
Don't put *always, hardly ever, or never* before the subject.  
*I always watch the news. (NOT Always I watch the news.)*

**Touchstone Second edition Level 1 Student's Book**

'In conversation' panels tell students the most frequent words and phrases in spoken English

'Common error' panels provide guidance on typical problem areas

B2 C1



## Viewpoint

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

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90–120 teaching hours

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- Vocabulary syllabus helps students master essential words, collocations, and language expressions – and presents a wide range of effective vocabulary learning strategies.

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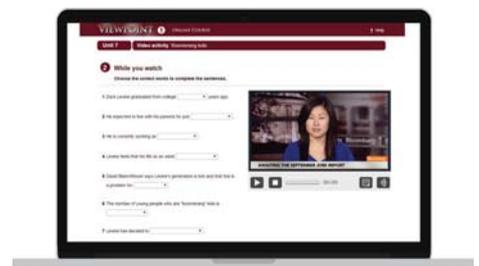
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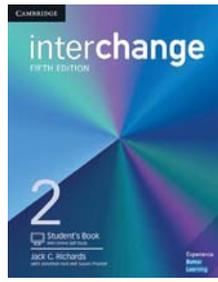
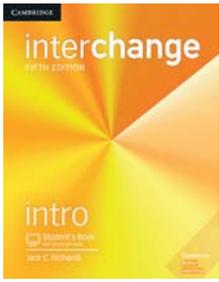
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### See also

- **Passages**  
Page 53
- **NEW Jack C. Richards' 50 Tips for Teacher Development**  
Page 105

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10 WORD POWER Collocations

A PAIR WORK Find phrases from the list that usually go with each verb. (Sometimes more than one answer is possible.)

|            |          |              |          |                 |
|------------|----------|--------------|----------|-----------------|
| a club     | a gym    | in shape     | money    | tired           |
| ✓ a degree | a living | into college | stressed | work experience |
| a group    | energy   | jealous      | time     | your own money  |

earn \_\_\_\_\_ a degree  
 get \_\_\_\_\_  
 join \_\_\_\_\_  
 spend \_\_\_\_\_  
 feel \_\_\_\_\_



B GROUP WORK Share your answers with the group. Can you add one more phrase to each verb?

11 SPEAKING Who knows what will happen?

A GROUP WORK Choose three possible events from below. One student completes an event with a consequence. The next student adds a consequence. Suggest at least five consequences.

- fall in love
- get a part-time job
- join a gym
- move to a foreign country
- study very hard

If you fall in love, you'll probably want to get married.

If you get married, you'll have to earn your own money.

If you want to earn your own money, you'll need to get a job.

If you get a job, you may spend less time at the gym.

If you spend less time at the gym, you won't keep in shape.

B CLASS ACTIVITY Who has the most interesting consequences for each event?

12 INTERCHANGE 9 Cause and effect

Give your opinion about some issues. Go to Interchange 9 on page 123.

13 READING

Scan the article about Aguaviva. Where is Aguaviva? Who is Luis Bricio?

### AGUAVIVA: FIGHTING FOR A FUTURE

Twenty years ago, Aguaviva, a small village in the north of Spain, was dying. Young people wanted more opportunities so they moved away to the cities. By 1991, there were only 618 people left, and most of them were old. Many of the houses were empty and falling down and the local school had very few children. Aguaviva's future looked dark.

Then in 2000 a new mayor, Luis Bricio, arrived in the village. He looked around sadly and thought, "How can I bring this place back to life?" He knew the village needed people but from where? Then he had a brilliant idea. He flew 6,300 miles to Buenos Aires and started telling everyone about Aguaviva. He spoke on the radio and put advertisements in newspapers. The ads said, "If you are married with two children under the age of 12, we'll offer you a home, a job, free healthcare and education for at least 5 years." The following year, he did the same thing in Romania.

Many families accepted the offer and Aguaviva began to change. The village school went from having thirty-seven pupils to more than eighty in 3 years. The sound of children shouting and playing has made the local people feel so much younger. The economy began to improve, too. There was work for builders repairing the old houses, and a factory making electrical parts for cars opened. Of course, not everything was easy. The people from Buenos Aires were used to a big city so living in a small village with little public transportation was difficult at first. The Romanians had to learn a new language. And they all missed their family and friends back home. But everybody had new opportunities, too. Before, many of the parents had worried about finding a job and having enough money to look after their children. After moving to Spain, their future looked brighter. Many of them thought, "We're going to stay here for many years - this place will be our home."

A Answer the questions.

- Why did young people start leaving Aguaviva?
- How did Luis Bricio try to attract people to Aguaviva?
- How did the school change after the year 2000?
- What kinds of new jobs were there in Aguaviva?
- What problems did the families from Argentina and Romania have?

B Who would make the following comments?

|                              |                            |
|------------------------------|----------------------------|
| Luis Bricio                  | young people from Aguaviva |
| elderly people from Aguaviva | new immigrants             |

- "I'm not going back home because life is better here."
- "I can't stay here. There are no jobs for people of my age."
- "I'm going to make this village a better place."
- "I love having all these kids around me - I don't feel so old."

C Do you think Luis Bricio had a good idea? Would you move to a place like this? What would you miss most about home?

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Interchange Fifth edition Student's Book 2

5 PRONUNCIATION Pitch

A Listen and practice. Notice how pitch is used to express certainty or doubt.

Certain      Uncertain

- A: Do you think her gesture means "no"?
- B: Definitely.      B: Probably.
- A: Do you understand what her gesture means?
- B: Absolutely.      B: Maybe.

B PAIR WORK Take turns asking yes/no questions. Respond by using absolutely, definitely, maybe, probably, and your own information. Pay attention to pitch.

6 SPEAKING What's the matter with me?

A GROUP WORK Imagine you have one of these problems. What could explain them?

I'm always late for class.

I'm always exhausted at the end of the day.

I'm often irritated with everybody at the office.

I'm often bored.

I'm always broke.

I often argue with my friends.

A: I'm always exhausted at the end of the day.  
 B: It might mean you are not getting enough sleep.  
 C: It could mean you are working too hard.  
 D: That definitely means ...

B CLASS ACTIVITY Who came up with the most interesting explanation in your group? the most unexpected?

7 INTERCHANGE 14 Casual observers

Interpret people's body language. Go to Interchange 14 on page 128.

8 PERSPECTIVES Rules and regulations

A What do you think these signs mean? Listen and match each sign with the correct meaning.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

- You can swim here.
- You aren't allowed to take photos here.
- You have to fasten your seat belts.
- You've got to take off your shoes to enter.
- You are allowed to park here.
- You can't turn left.
- Pets aren't allowed in this area.
- You have to turn off electronic devices in this area.

B PAIR WORK Where might you see the signs in part A? Give two suggestions for each one. "You might see this one by a lake ..."

9 GRAMMAR FOCUS

A Permission, obligation, and prohibition

|  |  |  |
|--|--|--|
| Permission<br>You can swim here.<br>You're allowed to park here. | Obligation<br>You have to fasten your seat belt.<br>You've got to take off your shoes. | Prohibition<br>You can't turn left.<br>Pets aren't allowed in this area. |
|--|--|--|

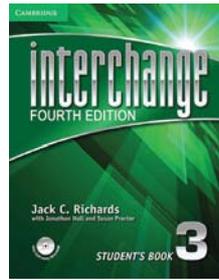
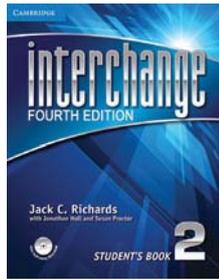
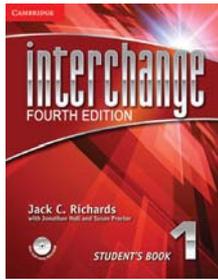
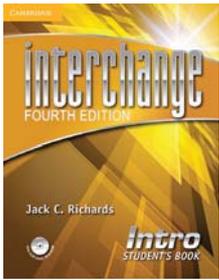
A PAIR WORK Use the language in the grammar box to talk about these signs found at a school.

- A: This first sign means you've got to use the stairs in case of a fire.  
 B: Yes, I think you're right. And the second one means you aren't allowed to ...

B CLASS ACTIVITY What are some of the rules in your office or school?  
 A: In my office, we can't eat at our desks.  
 B: We can't either, but we're allowed to drink.  
 C: We're allowed to eat and drink, but we've got to clean up the place afterward.

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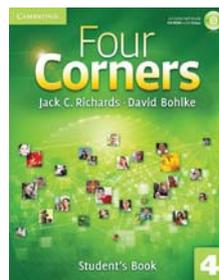
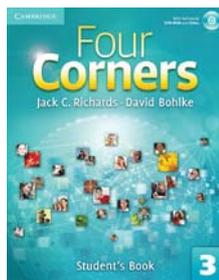
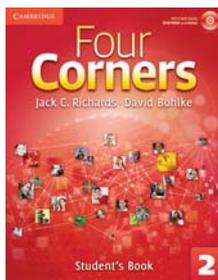
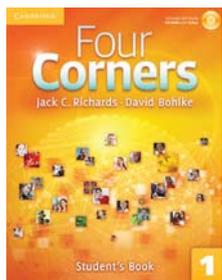
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| DVD  | 978-1-107-65708-3 | 978-1-107-62524-2 | 978-1-107-66521-7 | 978-1-107-62067-4 |
| Video Resource Book  | 978-1-107-69753-9 | 978-1-107-64367-3 | 978-1-107-65180-7 | 978-1-107-63693-4 |
| Presentation Plus (Single Classroom)                             | 978-1-107-67132-4 | 978-1-107-64198-3 | 978-1-107-66251-3 | 978-1-107-69001-1 |

|  | All levels        |
|--|-------------------|
| Presentation Plus Site License Pack (up to 10 classrooms)        | 978-1-107-62231-9 |
| Interchange / Passages Online Placement Test (Institutional use) | 978-1-139-75357-9 |

\*Available in split volume editions  
Full Contact includes Student's Book, Workbook, Video Activity Pages, and Self-study DVD-ROM with Full Class Video

### Presentation Plus

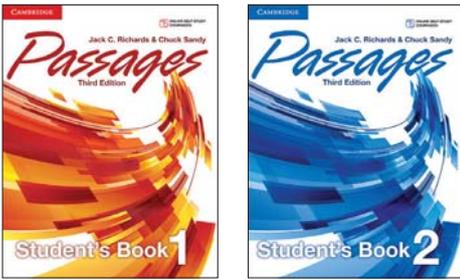
Provides the complete Student's Book content with built-in annotation tools, embedded audio, and class video in an easy-to-operate format for interactive whiteboards or computers and projectors.

### Online Workbook

The Online Workbook provides a variety of interactive practice activities with immediate feedback for students and progress monitoring reporting tools for teachers.

| Four Corners   | Level 1           | Level 2           | Level 3           | Level 4           |
|--|-------------------|-------------------|-------------------|-------------------|
| Student's Book with Self-study CD-ROM*                         | 978-0-521-12615-1 | 978-0-521-12716-5 | 978-0-521-12755-4 | 978-0-521-12771-4 |
| Workbook*  | 978-0-521-12654-0 | 978-0-521-12701-1 | 978-0-521-12751-6 | 978-0-521-12768-4 |
| Online Workbook  | 978-1-139-06152-0 | 978-1-139-04008-2 | 978-1-139-06961-8 | 978-1-139-04770-8 |
| Student's Book with Self-study CD-ROM and Online Workbook Pack | 978-1-107-64174-7 | 978-1-107-65176-0 | 978-1-107-66429-6 | 978-1-107-64403-8 |
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B2 C1



## Passages

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Jack C. Richards and Chuck Sandy

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[cambridge.es/passages](http://cambridge.es/passages)

| Passages Third edition                            | Level 1           | Level 2           |
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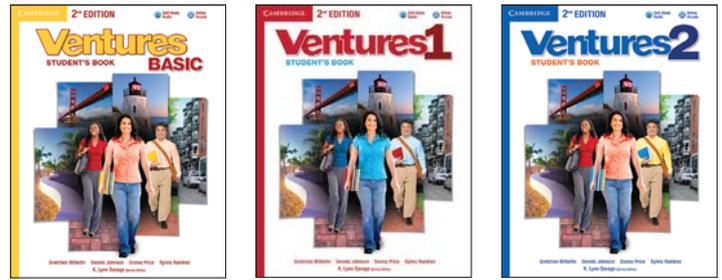
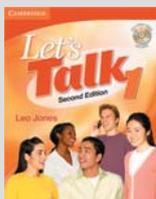
All levels

|                                     |                   |
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\*Available in Split Volume and Full Contact editions

### See also

- **Let's Talk**  
Page 93



A1 A2 B1



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Series Editor: K. Lynn Savage

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\*It is not accompanied by an Audio CD

\*\*This is the Teacher's Manual. This is not accompanied by an Assessment Audio CD/CD-ROM



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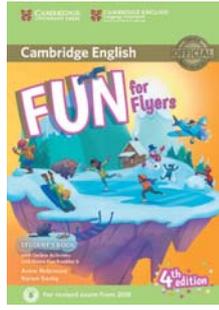
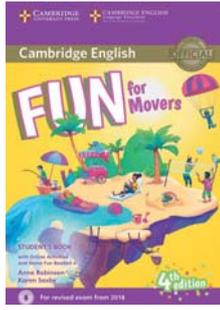
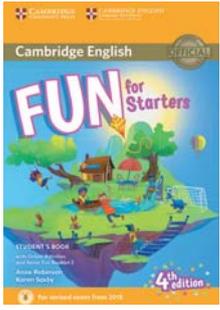
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| CAMBRIDGE ENGLISH EXAM  | CEFR LEVEL | COURSES   | PAGE                       | PRACTICE TESTS P70–71 | TRAINERS P71 | TESTBANK (ONLINE) P69 | SUPPLEMENTARY P72 |
|-------------------------|------------|---|----------------------------|-----------------------|--------------|-----------------------|-------------------|
| Young Learners          | up to A2   | Kid's Box for Spanish Speakers Updated 2 <sup>nd</sup> edition<br>Fun for Storyfun          | 14<br>56<br>57             | Yes                   | —            | —                     | —                 |
| Key for Schools         | A2         | Compact Complete Prepare!   | 64<br>60<br>58             | Yes                   | Yes          | Yes                   | Yes               |
| Key                     | A2         | Objective   | 62                         | Yes                   | —            | Yes                   | Yes               |
| Preliminary for Schools | B1         | Compact Prepare!  | 64<br>58                   | Yes                   | Yes          | Yes                   | Yes               |
| Preliminary             | B1         | Complete Objective  | 60<br>62                   | Yes                   | —            | Yes                   | Yes               |
| First for Schools       | B2         | Compact Complete Prepare!   | 64<br>60<br>58             | Yes                   | Yes          | Yes                   | Yes               |
| First                   | B2         | Compact Complete Objective  | 64<br>60<br>62             | Yes                   | Yes          | Yes                   | Yes               |
| Advanced                | C1         | Compact Complete Objective  | 64<br>60<br>62             | Yes                   | Yes          | Yes                   | Yes               |
| Proficiency             | C2         | Objective   | 62                         | Yes                   | —            | —                     | Yes               |
| IELTS Life Skills       | A1–B1      | IELTS Life Skills Official Cambridge Test Practice  | 68                         | Yes                   | —            | —                     | —                 |
| IELTS: Academic         | up to C2   | Complete Objective<br>Mindset for IELTS<br>Insight<br>The Official Cambridge Guide to IELTS | 60<br>62<br>67<br>68<br>66 | Yes                   | Yes          | Yes                   | Yes               |
| IELTS: General Training | up to C2   | Objective<br>Insight<br>The Official Cambridge Guide to IELTS                               | 62<br>68<br>66             | Yes                   | Yes          | Yes                   | Yes               |
| Business Certificates   | B1– C1     | Business Benchmark  | 65                         | Yes                   | —            | —                     | —                 |
| BULATS                  | up to C1   | BULATS Blended<br>Business Benchmark<br>Essential BULATS                                    | 65<br>65<br>65             | —                     | —            | —                     | —                 |
| TKT                     | —          | The TKT Course  | 105                        | —                     | —            | —                     | —                 |
| CELTA                   | —          | The CELTA Course  | 105                        | —                     | —            | —                     | —                 |



## Fun for Starters, Movers and Flyers

Fourth edition

Anne Robinson and Karen Saxby

BEGINNER TO ELEMENTARY

60 teaching hours per level, extendable to 80

Updated for the revised 2018 *Young Learners* tests! Classroom, online and mobile technology provide the perfect blend to keep learners engaged. This fourth edition provides bright, full-colour and interactive preparation for *Young Learners*. Fun activities balanced with exam-style questions practise all the areas of the syllabus.

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- Teacher's Book contains photocopiable resources, a full practice test, integrated extension projects and clear guidance on which areas of the test syllabus are covered.
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### NEW with updated vocabulary for the revised 2018 exam

Engaging app motivates students to learn vocabulary



Word Fun World App

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### Interactive Fun

- Grammar and vocabulary activities get students practising in their own time in the online Learning Management System via an access code in the Student's Book.
- *Word Fun World* vocabulary app gets students practising vocabulary in their own time.  
[cambridge.es/funfor](http://cambridge.es/funfor)

### See also

- **Cambridge English Young Learners 1 and 2 for revised exam from 2018**  
Authentic Cambridge English exam papers for Starters – Pre A1, Movers – A1, Flyers – A2  
Page 70
- **Kid's Box for Spanish Speakers Updated Second edition**  
This seven-level course fully covers the syllabus of the revised *Young Learners* tests.  
Page 14

### World of Fun

Visit our website for tips, videos and resources to help prepare students for the revised exams.

[worldoffun.cambridge.es](http://worldoffun.cambridge.es)





A1 A2

6 levels P+ CLMS

## Storyfun for Starters, Movers and Flyers

Second edition

Karen Saxby

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15 teaching hours per level, extendable to 45

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- The Home Fun Booklet, packaged with the Student's Book, provides activities for students to complete at home, and allows parents to support learning.
- Extra speaking practice and projects provide opportunities for extension beyond the units.
- Audio recordings of all the stories and activities are available as an online download for teachers.
- Teacher's Book includes extra photocopiable materials and a summary of the main grammar and vocabulary points covered in each story.

[cambridge.es/storyfun](http://cambridge.es/storyfun)

### Home Fun Booklet

BEGINNER TO ELEMENTARY  
The Home Fun Booklet 1–6 provides opportunities to continue English learning at home. It covers the language needed for *Young Learners*.



Storyfun Presentation Plus 4



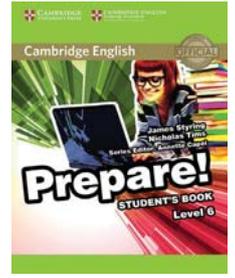
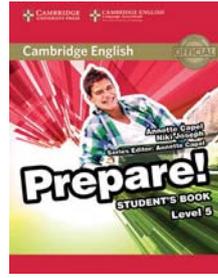
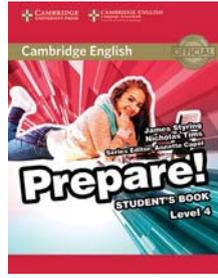
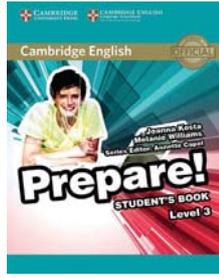
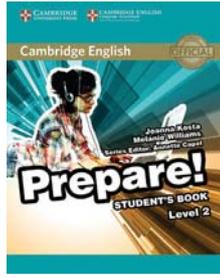
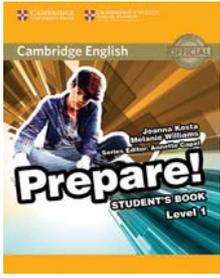
Storyfun Student's Book 1

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|  | 1                 | 2                 |
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### See also

- **Word Fun World vocabulary app**  
Page 56



## Where English meets Exams



A1 A2 B1 B2

7 levels



### Cambridge English Prepare!

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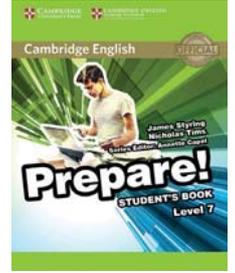
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Get access to four authentic online practice tests with Testbank editions of the Student's Books.

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Each Exam Booster features effective exam and language practice. The Exam Booster can be used flexibly by skill or exam task alongside a course book. See page 72 for details



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| Digital Student's Book (enhanced PDF)                  | –                 | 978-84-9036-322-5 | 978-84-9036-291-4 | 978-84-9036-556-4 | 978-84-9036-208-2 | 978-84-9036-349-2 | 978-84-9036-078-1 |
| Digital Workbook (enhanced PDF)                        | –                 | 978-84-9036-634-9 | 978-84-9036-712-4 | 978-84-9036-527-4 | 978-84-9036-616-5 | 978-84-9036-648-6 | 978-84-9036-529-8 |

Test Generator also available at [thecambridgeteacher.es](http://thecambridgeteacher.es). Contact your local representative for more information.

# 10 Animals and us

**VOCABULARY** Nature and wildlife

**Your profile**  
How important are animals to you? Do you have any favourite animals? Which animals in your country are in danger? Why?

1 Look at the photos. Which of these animals is the most in danger today? Give your reasons.





2 **1.25** Listen to three teenagers, Daniel, Ruth and Tommy. What problems does each person mention?

3 **1.35** Complete the sentences with the words in the box. Then listen again and check.

creatures crops environment humans jungle landscape population rainforest

- This problem is as serious as saving the \_\_\_\_\_.
- The \_\_\_\_\_ of honeybees today is far lower than it used to be.
- Bees and other insects help our \_\_\_\_\_ to grow in the fields.
- Some people say that the bluefin tuna is one of the tastiest living \_\_\_\_\_ in the sea.
- The balance of the ocean \_\_\_\_\_ will be damaged forever.
- This is all due to the actions of \_\_\_\_\_.
- The \_\_\_\_\_ where they live is changing, as more and more trees are cut down.
- The areas of \_\_\_\_\_ are getting smaller.

4 Work in groups. Decide which animal in the photos is the most important to humans. Can you all agree?

5 Discuss the questions.

- How important is it to protect animals in the wild?
- What could you do to help?
- Is enough being done to save the rainforest in your opinion?

**Word profile** *besides*

Besides, without them we wouldn't have nearly as many plants and flowers.

There are other kinds of tuna besides the bluefin that we can eat instead.

Besides being hunted, tigers are facing another challenge.

Unit 10

**READING**

1 The photos show the Sumatran orangutan. Read the text quickly to find out at least three facts about this creature. Compare your ideas.

## ANIMALS IN DANGER

There used to be orangutans across the whole island of Sumatra and (0) \_\_\_\_\_ on Java. This animal lives high up (1) \_\_\_\_\_ the trees of tropical rainforests, eating fruit. Unfortunately, because humans have (2) \_\_\_\_\_ much of this forest, the Sumatran population is now (3) \_\_\_\_\_ to the north of the island. There are only around 7,000 left and this number is going (4) \_\_\_\_\_. Unless we do more to help them, they will disappear (5) \_\_\_\_\_. People are not allowed to (6) \_\_\_\_\_ orangutans as pets in Indonesia. If any are (7) \_\_\_\_\_ in private homes, they are taken to a rescue centre. When they are healthy enough, they are transferred to a (8) \_\_\_\_\_ area in a national park. (9) \_\_\_\_\_ of the orangutans that are rescued in this (10) \_\_\_\_\_ end up living happily in the wild and produce babies. If we protect orangutans now, they will have a future. They probably won't if we do nothing.

3 Read the text again and answer the questions.

- Why are there only orangutans in one part of the island now?
- Where are orangutans taken if they are found in people's homes?
- What happens to orangutans that are moved to a national park?

**Talking points**

Do you think it is fair to keep wild animals as pets? Why? / Why not?  
What effect does our lifestyle have on animals in the wild?  
Does it matter if certain animals disappear forever? Why? / Why not?

2 **1.10** Read the whole text and choose the correct word for each space (1–10).

|              |          |             |              |
|--------------|----------|-------------|--------------|
| 0 (A) also   | B too    | C yet       | D still      |
| 1 A through  | B among  | C beyond    | D inside     |
| 2 A finished | B turned | C destroyed | D stopped    |
| 3 A limited  | B closed | C advanced  | D checked    |
| 4 A out      | B down   | C off       | D away       |
| 5 A actually | B badly  | C really    | D completely |
| 6 A have     | B make   | C stay      | D join       |
| 7 A arrested | B found  | C touched   | D picked     |
| 8 A fair     | B kind   | C true      | D safe       |
| 9 A Both     | B Many   | C Lot       | D Much       |
| 10 A type    | B style  | C way       | D plan       |

Video extra Animals and us

# Biology

## The heart

1 Read the text. Then label the diagram with the words in the box.

capillaries left artery left atrium lungs  
right artery right atrium septum vein ventricle

### YOUR CIRCULATORY SYSTEM

**Heart structure and function**  
Your heart is a natural pump that pushes blood around your body. It has two sides that are divided by a thick wall called the septum. Both sides are divided into two closed spaces called chambers. The upper chamber is the atrium and the lower chamber is the ventricle.

The right atrium receives blood from your body. This blood is deoxygenated – it does not carry very much oxygen (O<sub>2</sub>). First, the right atrium pumps the blood to the right ventricle. Then the right ventricle pumps it to the lungs where it picks up new oxygen from the air that you breathe.

The left atrium receives oxygenated blood from the lungs and pumps it into the left ventricle. Then the left ventricle pumps the blood around the rest of your body. This blood carries oxygen to all of your body's other cells.

**Arteries, capillaries and veins**  
Blood circulates through your body in a closed system of tubes called arteries and veins. The arteries carry blood away from the heart and divide into branches of smaller tubes. The smallest tubes, called capillaries, are thinner than a human hair. The walls of the capillaries are so thin that oxygen can pass through them and into the cells of your body. Your cells also release carbon dioxide (CO<sub>2</sub>) and other waste products into the blood. Then the blood flows back to your heart through the veins carrying away the waste products.

**Check your pulse**

- Your heart beats about 100,000 times a day, or 35 million times a year! Check your heart rate by feeling the pulse in your wrist. Use the fingers of your other hand. Don't use your thumb because it also has a pulse.
- Your heart is a double pump. When you check your pulse, you'll notice two beats close together. The first beat is made by the left and right atrium together. The second is made by the left and right ventricles.

2 How does blood move through the circulatory system? Number the parts in order, starting with the lungs.

a ..... left ventricle    d ..... right ventricle    g ..... arteries  
b ..... capillaries    e ..... right atrium    h ..... veins  
c ..... left atrium    f ..... lungs

3 Answer the questions with information from the text in exercise 1.

- What separates the right and left sides of the heart?
- Which ventricle pumps out deoxygenated blood?
- Where does your human blood become oxygenated?
- Why can oxygen go through the walls of capillaries?
- What tubes carry waste away from the body's cells?
- Which beats first: the right ventricle or right atrium?

**Glossary**

atrium an upper chamber of the heart (plural atria)  
carbon dioxide (CO<sub>2</sub>) a waste gas that your body produces  
cell the smallest living part of your body  
oxygen (O<sub>2</sub>) a gas that your body needs to live  
release let something go out or away  
ventricle a lower chamber of the heart

4 Read the text. Match four of the sections to the pictures.

### Do you ♥ your heart?

- Feed your heart.** Your heart needs protein to build new muscle. Be sure to eat healthy, protein-rich foods, like fish, white meat, eggs, beans, nuts and seeds. Avoid eating too much red meat – it contains a lot of fat.
- Have your 'five a day.'** Try to eat five servings of fruit and vegetables every day. They contain vitamins and minerals that your heart needs to work properly. The rest of your body will also thank you!
- Maintain a healthy weight.** Be careful not to overeat. When you carry too much extra weight, your heart has to work harder than necessary. However, being too thin isn't good for you either. Keep a healthy balance!
- Avoid fatty and salty food.** Don't eat too much fat or salt. Some fat builds up in your arteries and veins, causing heart disease. Too much salt makes your body retain water, which increases your blood pressure.
- Lead an active lifestyle.** Your heart is a powerful muscle, but it needs regular exercise to stay strong and healthy. You should do at least 30 minutes of exercise a day to give your heart a workout. So get moving!

5 Read the text in exercise 4 again. Then read the sentences. Give yourself a score for each sentence from 1 (= never) to 5 (= always). Discuss your answers with a partner.

- I feed my heart with carbohydrates and proteins.
- I have five servings of fruit and vegetables a day.
- I try to maintain a healthy, balanced body weight.
- I avoid food that has a lot of unhealthy fat or salt.
- I lead an active lifestyle by doing sport and exercise.

6 **1.14** Listen to an interview. Make notes on what Karen eats and how much exercise she does. What does the dietician say about Karen's diet and lifestyle?

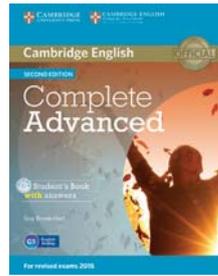
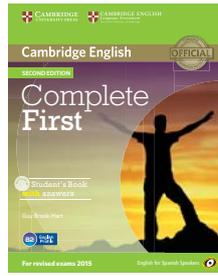
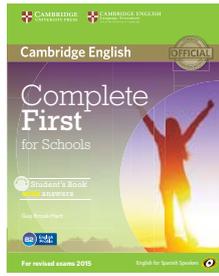
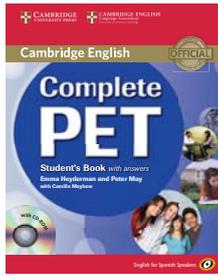
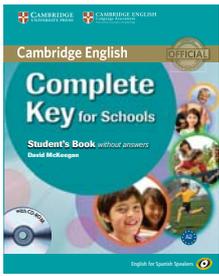
**Project**

How well do you care for your heart? Write a paragraph about your lifestyle.

- How can you improve your eating habits?
- What sport do you enjoy doing?
- Do you exercise or go to a gym?
- Does school cause a lot of stress for you?
- Does anyone in your family smoke?
- Is the air clean in your town or city?

28 Biology

The heart 29



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A2 B1 B2 C1 C2



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### 3 Happy holidays?

**Starting off**

**1** Work in pairs. Complete the table below by writing the words and phrases from the box in the most appropriate column.

| types of holiday   | holiday locations and places to stay | holiday activities   |
|--------------------|--------------------------------------|----------------------|
| camping holiday    | at a campsite                        | walking and climbing |
| at a luxury hotel  | a beach holiday                      | on a cruise ship     |
| meeting new people | sunbathing                           | a sightseeing tour   |
| relaxing           | a cruise                             | at a youth hostel    |
| by the sea         | in the mountains                     | backpacking          |
| visiting monuments | in the city centre                   | at the seaside       |
| seeing new places  |                                      |                      |

**2** Choose one of the photos but don't tell your partner which one. Imagine you are on this kind of holiday. Ask each other questions to guess which pictures you have chosen. You can only answer 'yes' or 'no'.

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### 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.

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?**

**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.

although because contrast especially more the other hand whereas while

**1** I'd rather go to the wedding. I think. That's (1) ..... 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.

**2** 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.

**3** 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.

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

**5** (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** **120** 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'.

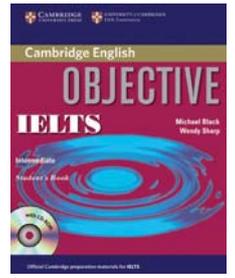
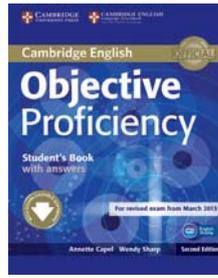
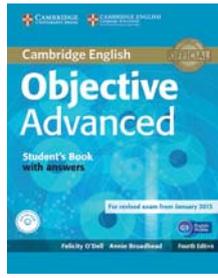
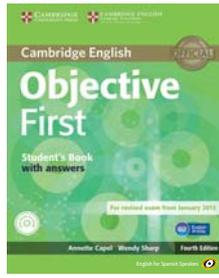
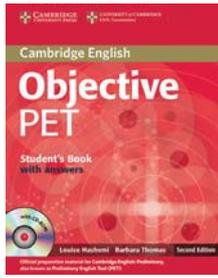
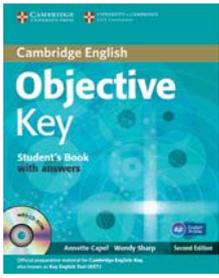
**4** Which of the extracts from Exercise 2 ...

- 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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- Vocabulary Folders in the Workbook will help your students with common problem areas, such as phrasal verbs, false friends, etc.

In *Objective First for Spanish Speakers*, 'Get it right!' folders will help your students avoid common learner mistakes at this level

## Units 7–12 Get it Right!

**Focus on verbs**

1 Find and correct twelve mistakes with verb forms in the text. An example has been done for you.

**Anyone for tennis?**



*Use*  
My family used to **live** in a small village in the countryside. It was a great place for growing up, but when I got really interested in playing tennis, there weren't any proper facilities nearby. Every weekend, my dad would drive me to the nearest big town, nearly 100 kilometres away, to attend coaching sessions there. It was OK at first, but soon my coach said that I needed to train more regularly if I was really going to make a career of it.

I thought about going to a boarding school in town, but I was still very young and I didn't want leave my family. Eventually, after discussed it with the whole family, my parents agreed moving to the town with me. It was a big decision for everyone. For my brothers and sisters, it meant to change schools and my mum had to find a new job.

For me, it's been fantastic though. My game's really improved and I've started competing regularly in tournaments. At first, I didn't really expect won. I just enjoyed playing. But now I've got used to compete, I really want to do well. I could go and take part in competitions abroad, but for me, it's important finishing school first. There'll be plenty of opportunities of travelling abroad later and maybe one day I'll get the chance to compete in a Grand Slam.

Remember to use an infinitive of purpose to say why you do something – the Cambridge English Corpus shows that Spanish-speaking exam candidates often make mistakes with this structure.  
I went to the UK **to learn** English.  
NOT I went to the UK **for learning** English.

2 Complete the sentences with the infinitive of purpose using the verbs in the box.

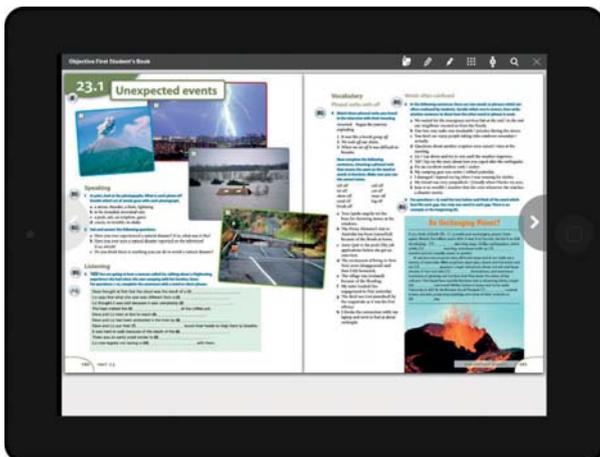
buy encourage exercise go join prevent warm up

a We started a campaign \_\_\_\_\_ children to take up new sports.  
b Instead of taking your car \_\_\_\_\_ to the city centre, why don't you walk?  
c The best way \_\_\_\_\_ injuries is \_\_\_\_\_ before you exercise.  
d More than a hundred new people applied \_\_\_\_\_ the club last month.  
e Some families don't have enough money \_\_\_\_\_ expensive sports gear.  
f Experts say the best time \_\_\_\_\_ is in the afternoon.

3 Find and correct one mistake with *like* in each sentence. The mistakes include missing words, verb forms and word order.

a I saw a guy at the airport who looked Lionel Messi.  
b I don't like when there are adverts on TV in the middle of a match.  
c We would like you come with us at the weekend.  
d The kids can try out different sports to get an idea of what like they are.  
e We'd like buying tickets for the finals.  
f I met two of my sporting heroes in one day – I felt the luckiest person in the world.

Objective First for Spanish Speakers Student's Book



Objective First for Spanish Speakers Digital Student's Book

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

## 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.  
*Shells – beautiful, many different kinds. Free! Need access to good beaches.  
Football badges – lots available. 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 20 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.

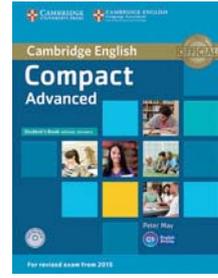
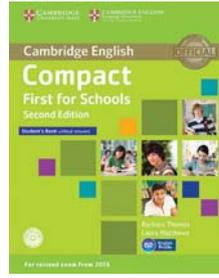
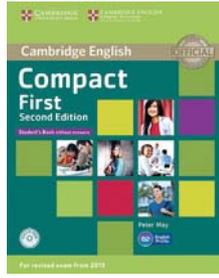
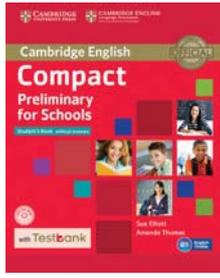
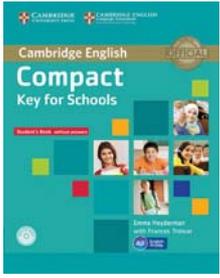





3 How many hobbies can you think of which involve collecting or making something? Work in two teams: the collectors and the creators. See who can produce the longer list! Then, in pairs, decide on the four most interesting hobbies from the two lists, giving your reasons why. You can agree to disagree!

**Digital resources for learners and teachers:**

- The Digital Student's Book and Workbook available for *Objective First for Spanish Speakers* can be used online and offline, and they integrate the book with the class audio and answers. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets, and interactive whiteboards for classroom presentation.
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EnglishProfile  
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A2 B1 B2 C1



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See page 72 for details

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**6 READING AND USE OF ENGLISH**

**Part 6**

**Wildlife**

1 Work in pairs. What are these animals and where can you find them?

A B C

2 In what ways are these animals different from each other? Think about where they live, what they look like and what they eat. Use a dictionary to help you if necessary.

A lives in the jungle but C lives in the ocean.

And B lives on grassland, in Africa, I think.

3 Do the three animals have anything in common? If so, what?

4 Read this short text and the sentences which follow. Underline the differences between the three sentences. Which sentence fits best in the gap?

Elephants have huge ears which are capable of detecting all kinds of noises which a human cannot hear. .... There is a wide range of these that can travel huge distances and are picked up not just by other elephants' ears but also by the soles of their feet.

A Because of this, the sounds they produce are even more impressive.  
B Therefore, the sounds they produce are even more impressive.  
C The sounds they produce, however, are even more impressive.

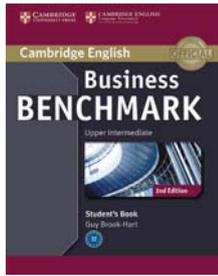
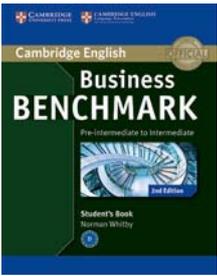
**Exam tip**

Words and expressions like *however*, *though*, *because of this* and *therefore* help you decide if a sentence follows the argument in a text and fits in a gap. Read before and after the gap.

**50 UNIT 6 READING AND USE OF ENGLISH**

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B1 B2 C1

3 levels

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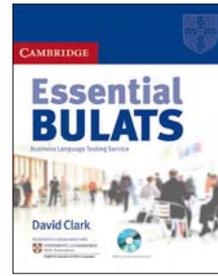
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B1 B2 C1

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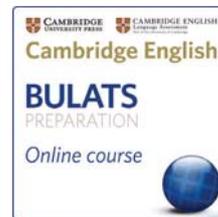
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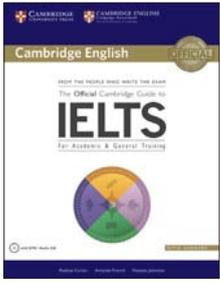
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A2 B1 B2 C1 C2



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Pauline Cullen, Amanda French and Vanessa Jakeman

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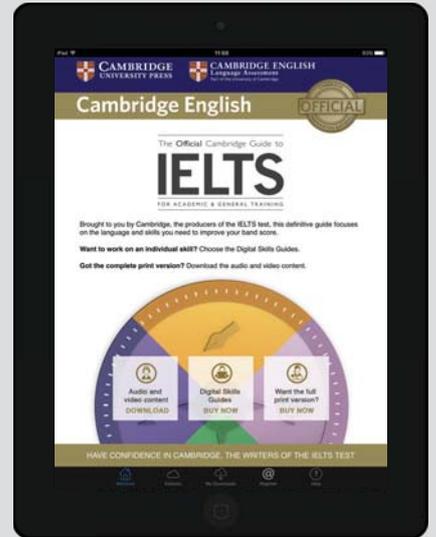
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Listening skills

**1.3** Look at the diagram completion task below.

- 1 Look at options A–F. How many extra answers are there?
- 2 Look carefully at the device. Think about how it might work.
- 3 Decide which verbs in the box you might hear.

|         |      |        |      |      |          |       |      |
|---------|------|--------|------|------|----------|-------|------|
| spin    | turn | pop    | hold | wind | generate | wrap  | pull |
| explode | push | rotate | hit  | drag | activate | force |      |

**1.4** Listen and complete the diagram.

**Questions 1–4**

Write the correct letter, (A–F), next to questions 1–4 below.

| Parts |                     |
|-------|---------------------|
| A     | cooling fan         |
| B     | storage             |
| C     | detonator           |
| D     | party starter motor |
| E     |                     |
| F     | winder              |

**Test Tip** With diagram completion tasks, spend some time studying the diagram carefully before you listen. You should **not** use any letters more than once, unless the instructions tell you to.

**The Party Popper Machine**

**1.5** Which were the distractors? Listen again and decide why these answers were wrong.

**1.6** Which verbs from the box in 1.4 did you hear?

LONG PAGE

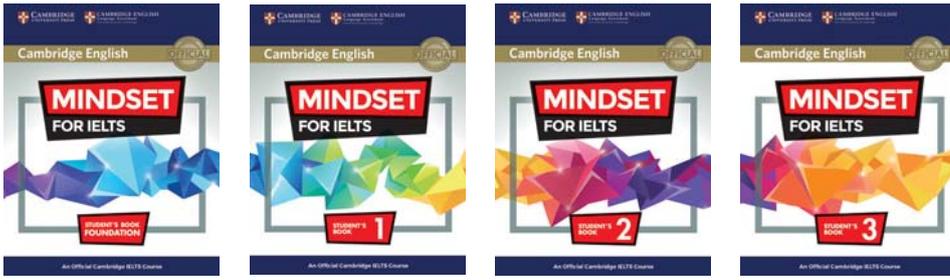
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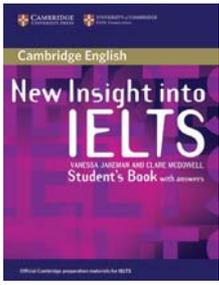
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See also

- **IELTS Practice Tests**  
page 68
- **Cambridge English Testbank**  
Page 69

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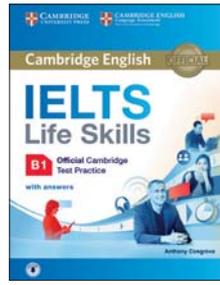
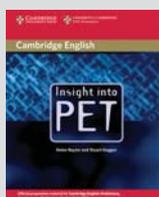
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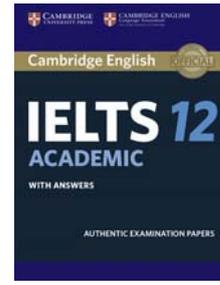
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See page 69



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| <b>Cambridge IELTS 11 Academic*</b>         |                   |
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| Student's Book with answers with Audio      | 978-1-316-63786-9 |
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# Testbank

A2 B1 B2 C1 C2



## Cambridge English Practice Testbank

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- Students access Testbank with their individual codes and join their class.
- The teacher assigns tests or parts of a test and chooses the mode.
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- Testbank may be purchased alone or in combination with some of our exam courses. A self-study option is included in 'with answers' Student's Books. Contact your local Cambridge University Press representative for details.
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- Get the most out of your print and digital resources with the FREE Online Training modules. Visit [cambridge.es/onlinetraining](http://cambridge.es/onlinetraining) to find out more.

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### See also

- **Common Mistakes with Testbank**  
Page 72



Available for:

- Key for Schools Tests 1–4
- Key Tests 1–4
- Preliminary for Schools Tests 1–4
- Preliminary Tests 1–4
- First for Schools Tests 1–4
- First for Schools Tests 5–8\*
- First Tests 1–4
- First Tests 5–8\*
- Advanced Tests 1–4
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- Cambridge IELTS Academic Tests 1–4\*\*
- Cambridge IELTS Academic Tests 5–8\*\*
- Cambridge IELTS General Training Tests 1–4\*\*
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\*Also available as print practice tests. See page 71.

\*\*Also available as print practice tests. See page 68.

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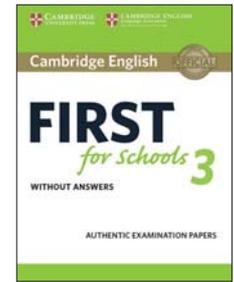
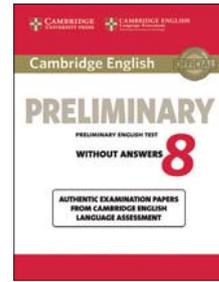
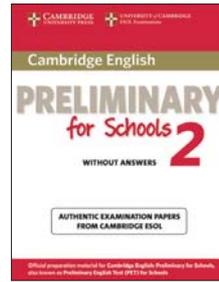
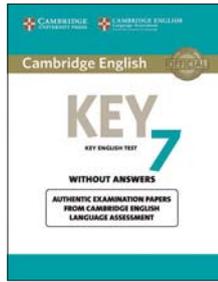
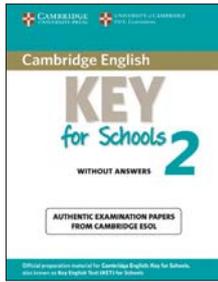
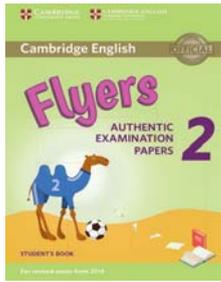
\*Test content included in Cambridge IELTS Academic Tests 1–4 and Cambridge IELTS General Training Tests 1–4



Testbank interactive demo:  
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# Exams

FOR UPDATED 2018 EXAM



A1 A2 B1 B2 C1 C2

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- **NEW** *Cambridge English First 3*
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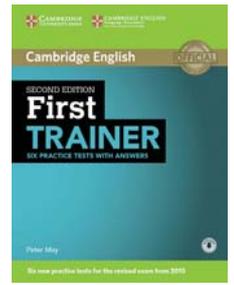
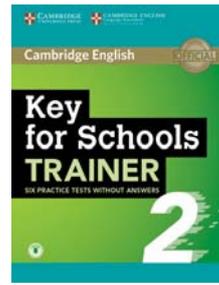
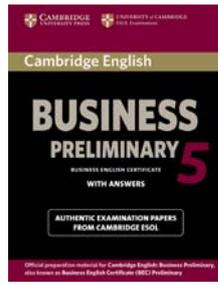
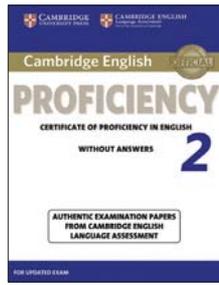
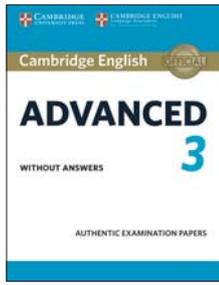
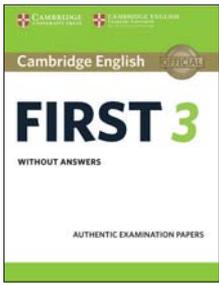
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A2 B1 B2 C1 C2



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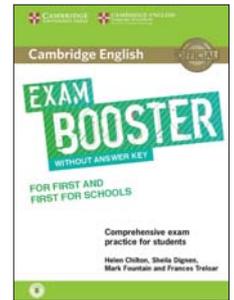
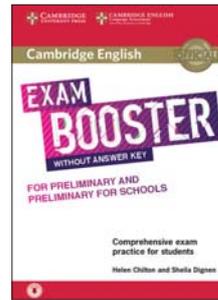
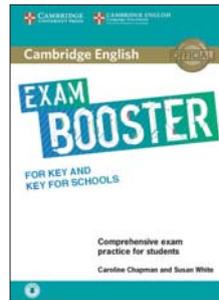
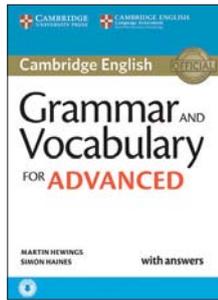
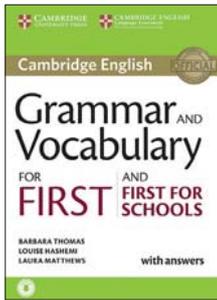
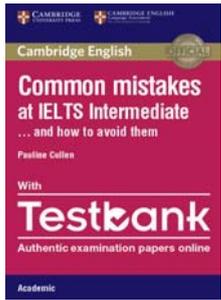
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### See also

- **IELTS Practice Tests** page 68
- **Cambridge English Testbank** Page 69





A2 B1 B2 C1 C2



B1 B2 C1 C2



A2 B1 B2

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### See also

- Cambridge English Testbank

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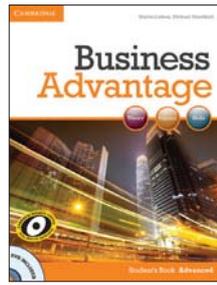
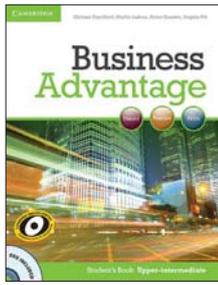
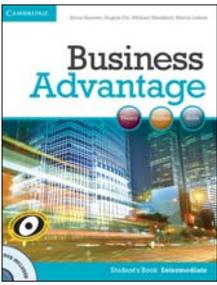
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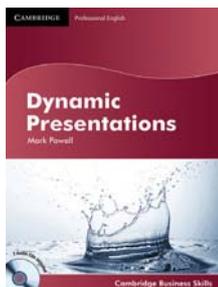
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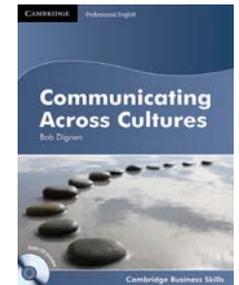
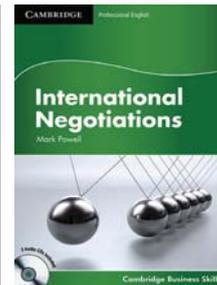
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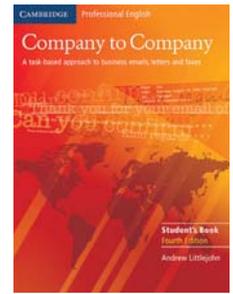
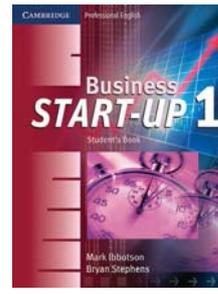
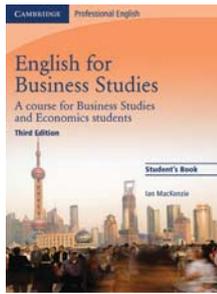
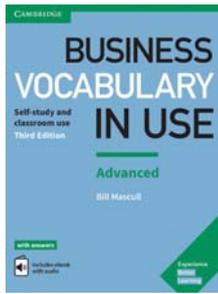
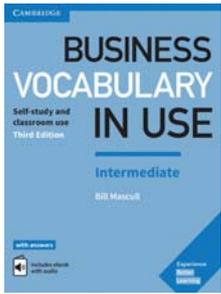
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A2 B1 B2 C1



B2 C1

A1 A2

2 levels

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B1 B2

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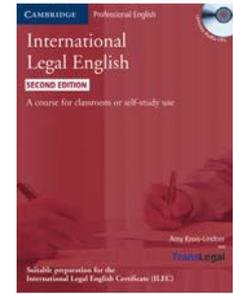
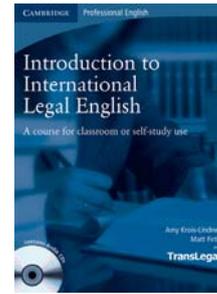
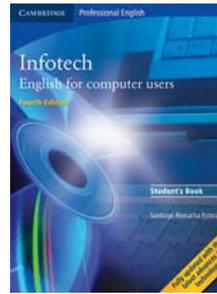
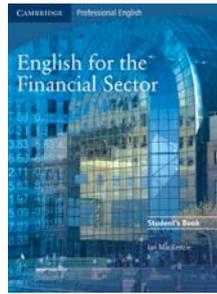
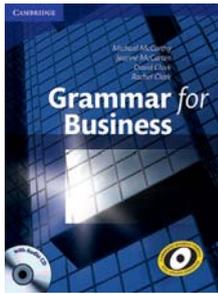
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A2 B1

3 levels

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B1

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B1

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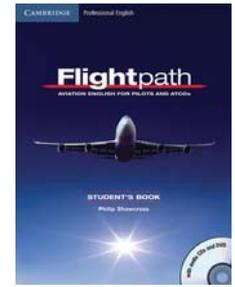
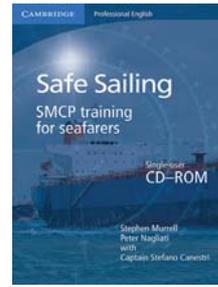
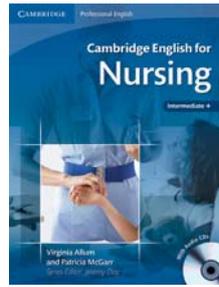
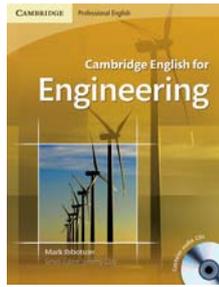
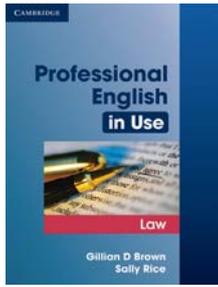
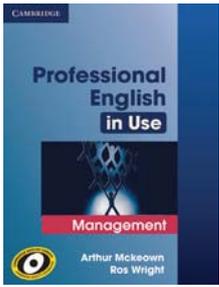
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- **Professional English in Use Law**
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Page 76
- **Cambridge Business English Dictionary**  
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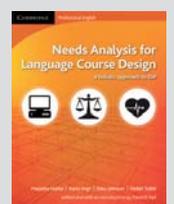
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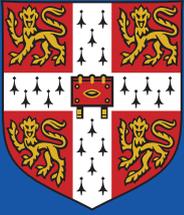
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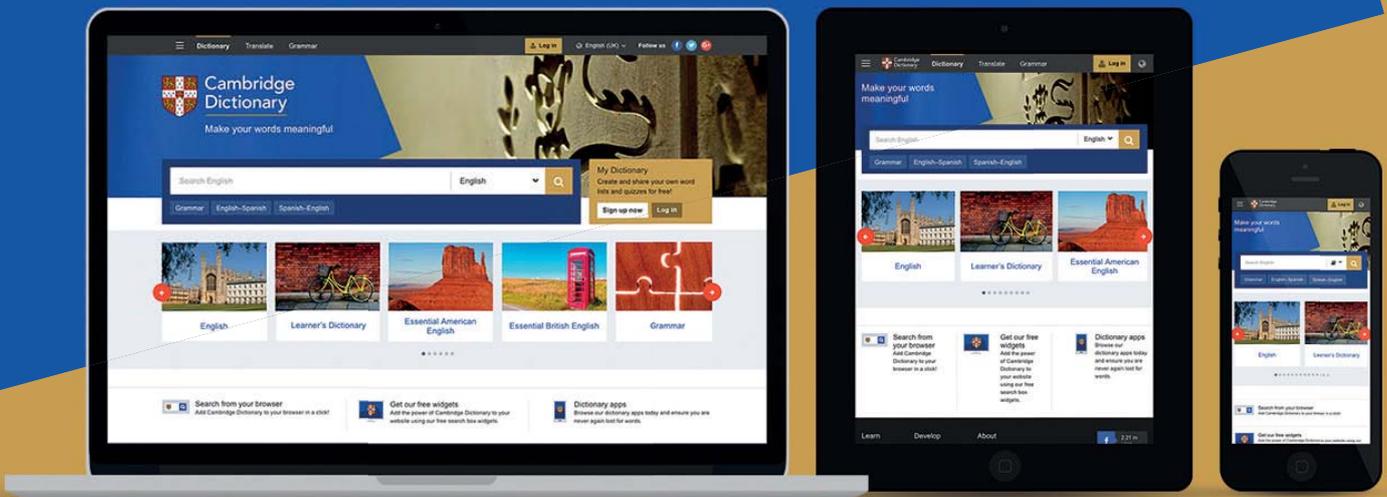
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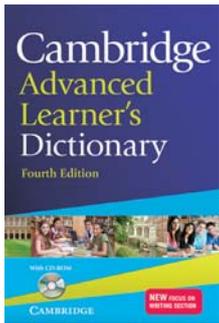
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the job now that she's got more responsibility.

**nowadays** /'naʊ.ə.deɪz/ **adv** [C] at the present time, in comparison to the past: *Who remembers those films nowadays?* • *Nowadays, I bake my own bread rather than buy it.*

**Common mistake: nowadays**

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Idioms are shown at the end of the relevant part of speech

**situation?**

**unthinkable** /ʌn'θɪŋ.kə.bəl/ **adj; noun**

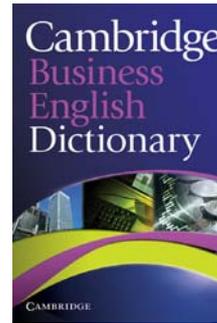
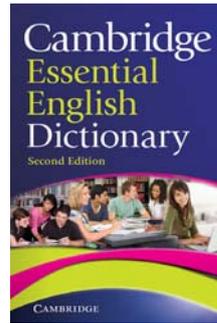
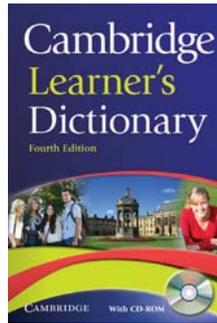
► **adj** [C] so shocking that it cannot be imagined: *You can't imagine what it would be like to have your child die – it's quite unthinkable.*

► **noun** [S]

**IDIOM** **the unthinkable** an unthinkable event or situation: *The unthinkable had happened – his secret activities had been discovered by the press.*

**unthinking** /ʌn'θɪŋ.kɪŋ/ **adj** formal mainly disapproving

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B1 B2

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**Focus On: Small businesses**

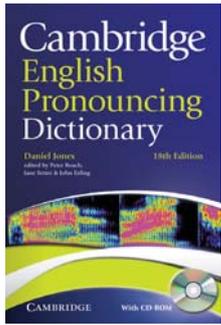
**Small businesses** make up an important part of many economies. These include people who are **self-employed** and companies with up to 10 or 20 employees. Small businesses as a **sector** of the economy are sometimes referred to together as **small business**.

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**the Small Business Administration** **noun**

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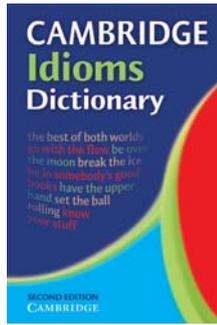
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**au naturel** ˌəʊ.nætʃ.əˈreɪ, (US) ˌoʊ.nætʃ.əˈreɪ; (US) -nɑː.tuːˈl-  
**Aungier** ˈɛm.dʒə, (US) -dʒə  
**Aung San Suu Kyi** ˌaʊŋ.sən.suːˈtʃiː  
**aunt** ɑːnt, (US) ænt, ɑːnt -s -s

Note: Although **aunt** is generally /ænt/ in American English, regional and social subgroups have persistent /ɑːnt/.

**auntie, aunty** ˈɑːn.ti, (US) ˈæn.ti,  
 ˈɑːn- -s -z  
**au pair** ɔːˈpeɪr ˌɑːˈpeɪr -s -z

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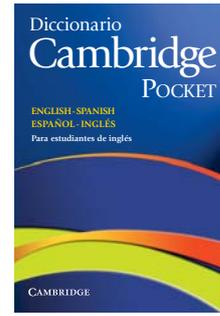
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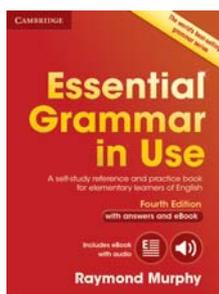
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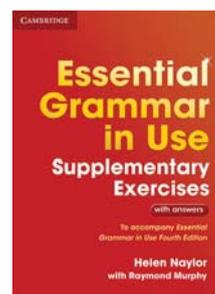
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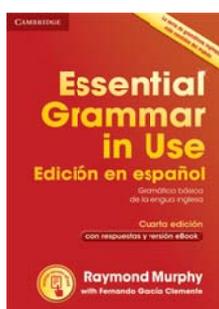
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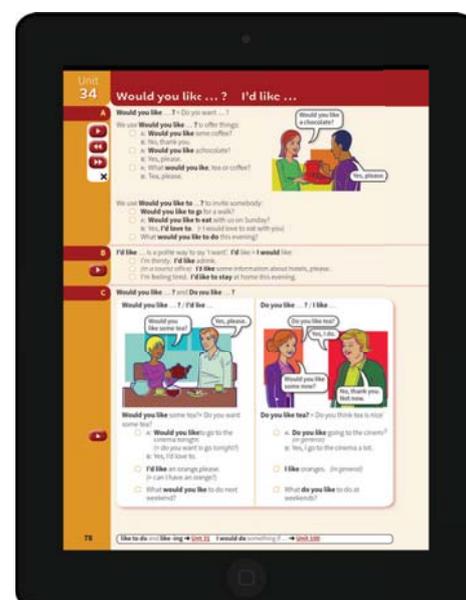
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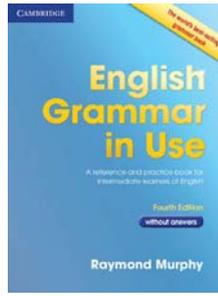
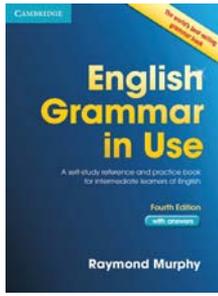
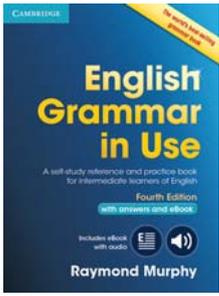
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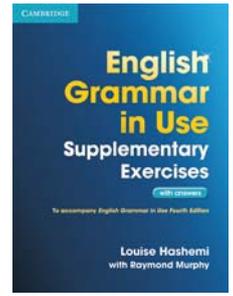


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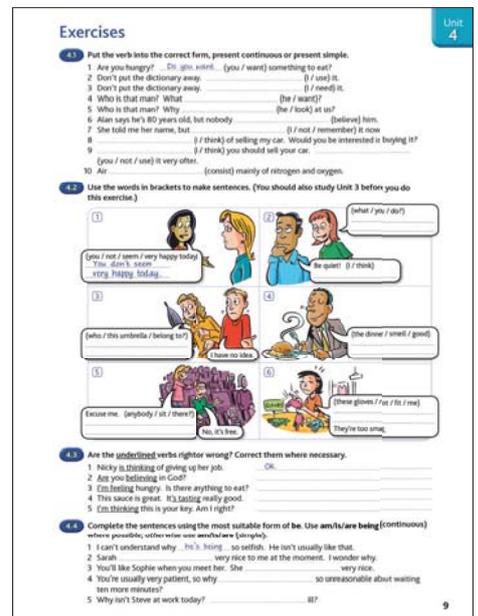
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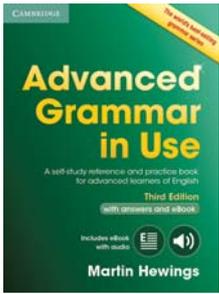
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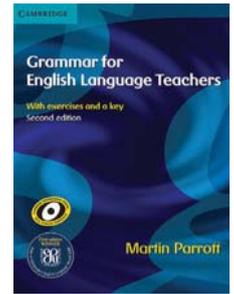
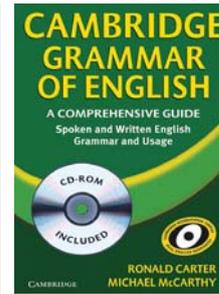
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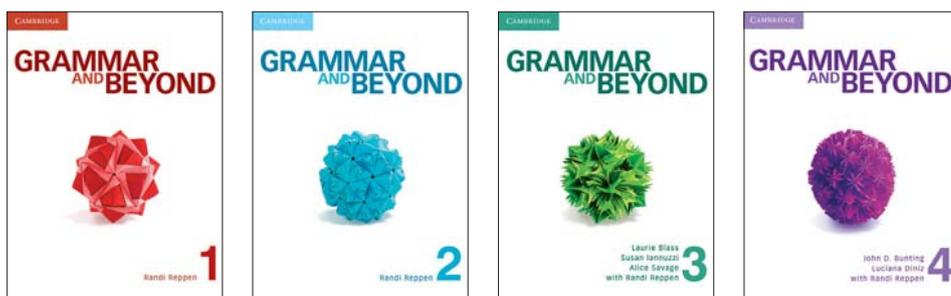
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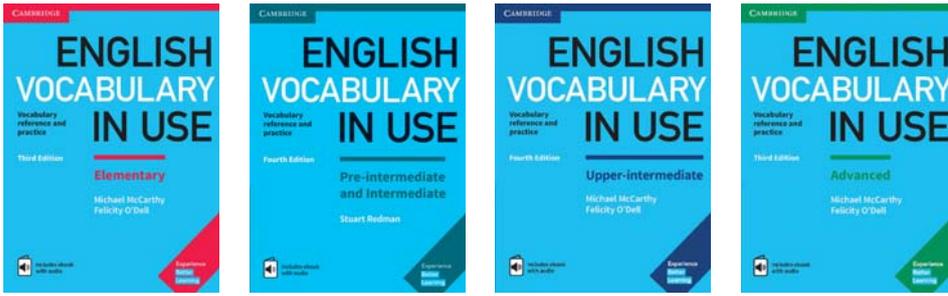
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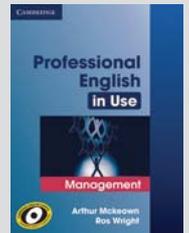
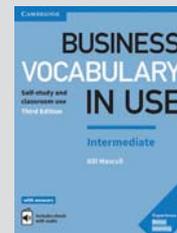


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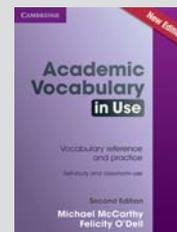
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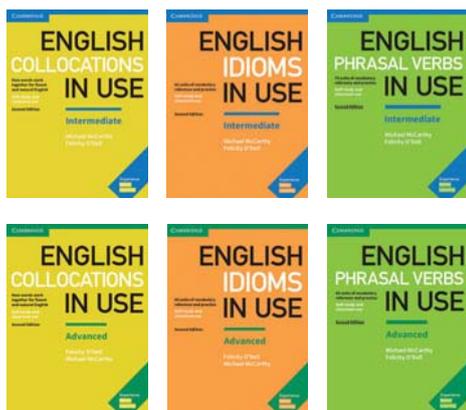


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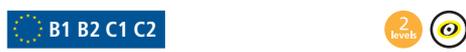
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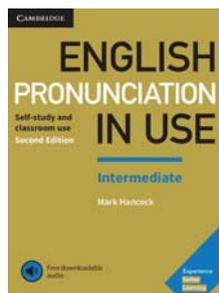
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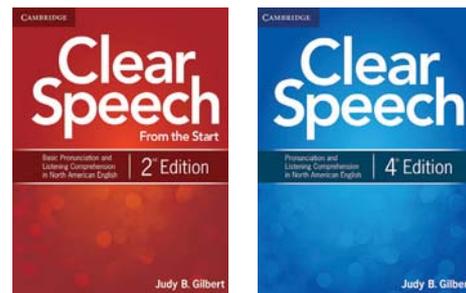
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<sup>16</sup>chew: break food between your teeth as a part of eating  
<sup>17</sup>digest: change food in the stomach so the body can use it

A shark has to swallow its food without chewing.

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A1



A1+



A2



A2+

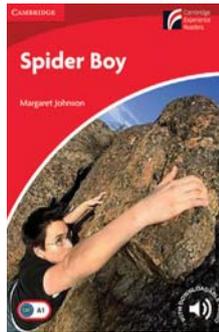
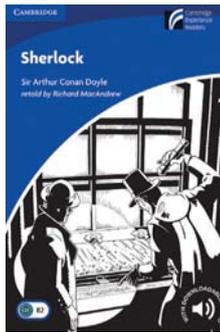
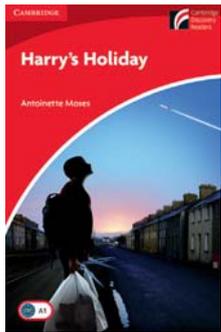


B1



B1+

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A1 A2 B1 B2 C1

7 levels

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| Original Fiction: FINALIST Language Learner Literature Award         |                   |
| Fantasy <b>Gone!</b> by Margaret Johnson                             | 978-8-483-23509-6 |
| Original Fiction: <b>Quick Change!</b> by Margaret Johnson           | 978-8-483-23809-7 |
| Fantasy  |                   |

| A1 – Level 1 Beginner/Elementary: 400 Headwords                  | Paperback         |
|--|-------------------|
| Original Fiction: WINNER Language Learner Literature Award       |                   |
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| Original Fiction: <b>Summer Sounds</b> by Marla Bentley          | 978-8-483-23995-7 |
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| Human Interest: WINNER Language Learner Literature Award         |                   |
| <b>Harry's Holiday</b> by Antoinette Moses                       | 978-8-483-23835-6 |
| Human Interest: <b>Spider Boy</b> by Margaret Johnson            | 978-1-107-69061-5 |

| A2 – Level 2 Elementary/Lower-intermediate: 800 Headwords                                | Paperback         |
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| Original Fiction: <b>A Little Trouble in Amsterdam</b> by Richard MacAndrew              | 978-8-483-23519-5 |
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| Original Fiction: <b>Grandad's Magic Gadgets</b> by Helen Everett-Camplin                | 978-8-483-23522-5 |
| Comedy   |                   |
| Original Fiction: <b>As Others See Us</b> by Nicola Prentis                              | 978-1-107-69919-9 |
| Fantasy  |                   |
| Original Fiction: <b>Killer Bees</b> by Jane Rollason                                    | 978-8-483-23503-4 |
| Horror   |                   |
| Original Fiction: FINALIST Language Learner Literature Award                             |                   |
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| Adapted Fiction: <b>Parties and Presents: three short stories</b> by Katherine Mansfield | 978-8-483-23836-3 |
| Short Stories: Retold by Margaret Johnson  |                   |
| Factbooks: <b>London</b> by Jane Rollason  | 978-1-107-61521-2 |
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| Original Fiction: FINALIST Language Learner Literature Award                                    |                   |
| Fantasy <b>Running Wild</b> by Margaret Johnson   | 978-8-483-23501-0 |
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| Factbooks: <b>Scotland</b> by Richard MacAndrew   | 978-8-483-23579-9 |

| B1 – Level 4 Intermediate: 1900 Headwords   | Paperback         |
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| Original Fiction: Adventure <b>Bullring Kid and Country Cowboy</b> by Louise Clover | 978-8-483-23495-2 |
| Original Fiction: FINALIST Language Learner Literature Award                        |                   |
| Human Interest: <b>Two Worlds</b> by Helen Everett-Camplin                          | 978-8-483-23566-9 |
| Original Fiction: Short Stories <b>Tasty Tales</b> by Frank Brennan                 | 978-8-483-23542-3 |
| Adapted Fiction: Adventure <b>Robinson Crusoe</b> by Daniel Defoe                   | 978-8-483-23553-9 |
| Retold by Nicholas Murgatroyd   |                   |

| B2 – Level 5 Upper Intermediate: 2800 Headwords                         | Paperback         |
|---|-------------------|
| Adapted Fiction: Drama <b>The Mayor of Casterbridge</b> by Thomas Hardy | 978-8-483-23560-7 |
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| C1 – Level 6 Advanced: 3800 Headwords                                      | Paperback         |
|--|-------------------|
| Original Fiction: Historical Fiction <b>Freddie's War</b> by Jane Rollason | 978-8-483-23909-4 |

Chapter 1 | We're a team

'Here, Mum,' said Harry. 'Here's a cup of tea.'  
 'Thanks, Harry,' said his mother.  
 Harry Archer watched his mother. Her hands were bad today, he thought. He helped her take the cup. She was always bad on cold days. And this April was very cold.

5

LOOKING BACK

1 Check your answers to *Before* you read on page 4.

ACTIVITIES

2 Complete the sentences with the names in the box.

|                   |             |
|-------------------|-------------|
| Harry's dad (x-2) | Harry (x-3) |
| Harry's mum (x-2) | Mrs Stevens |

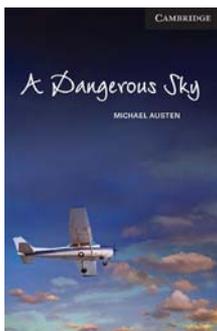
- Harry \_\_\_\_\_ gives his mum a cup of tea.
- \_\_\_\_\_ is never good when it's cold.
- The first word \_\_\_\_\_ said was football.
- \_\_\_\_\_ is on a ship in Nigeria.
- \_\_\_\_\_ is going to be at home at Christmas.
- \_\_\_\_\_ can't do anything when her arthritis is bad.
- \_\_\_\_\_ comes to the house to clean.
- \_\_\_\_\_ is very tired.

3 Underline the correct words in each sentence.

- Harry helps his mum take the cup of tea / coffee.
- The football game on TV is starting in five / ten minutes.
- Arnie is playing Manchester United / Chelsea.
- There is a photo of Harry's dad next to a car / ship.
- Harry is at home with his mum / dad on Saturday.
- Harry says other teenagers do / don't do interesting things.
- Mrs Stevens cleans the bedrooms / kitchen.

10

Harry's Holiday



A1 A2 B1 B2 C1

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| Romance                    | WINNER Language Learner Literature Award<br><b>Arman's Journey</b> by Philip Prowse | 978-0-521-18493-9 |
| Human Interest             | <b>Book Boy</b> by Antoinette Moses   | 978-0-521-15677-6 |
| Human Interest             | WINNER Language Learner Literature Award<br><b>Why?</b> by Philip Prowse            | 978-0-521-73295-6 |
| Comedy                     | <b>What a Lottery!</b> by Colin Campbell  | 978-0-521-68327-2 |
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| Murder Mystery             | <b>A Death in Oxford</b> by Richard MacAndrew                                       | 978-0-521-70464-9 |
| Science Fiction/<br>Horror | WINNER Language Learner Literature Award<br><b>Let Me Out!</b> by Antoinette Moses  | 978-0-521-68329-6 |
| Thriller                   | <b>Dirty Money</b> by Sue Leather   | 978-0-521-68333-3 |
| Thriller                   | <b>The Black Pearls</b> by Richard MacAndrew  | 978-0-521-73289-5 |
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### Level 1 Beginner/Elementary: 400 Headwords

|                |  | Paperback         |
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| Comedy         | <b>Help!</b> by Philip Prowse  | 978-0-521-65615-3 |
| Murder Mystery | <b>Bad Love</b> by Sue Leather   | 978-0-521-53653-0 |
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| Murder Mystery | <b>John Doe</b> by Antoinette Moses  | 978-0-521-65619-1 |
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| Thriller       | <b>Parallel</b> by Colin Campbell  | 978-0-521-53651-6 |
| Thriller       | <b>The Big Picture</b> by Sue Leather  | 978-0-521-79846-4 |
| Thriller       | FINALIST Language Learner Literature Award<br><b>The Caribbean File</b> by Richard MacAndrew | 978-1-107-67425-7 |
| Thriller       | <b>Ten Long Years</b> by Alan Battersby  | 978-1-107-62178-7 |

### Level 2 Elementary/Lower-intermediate: 800 Headwords

|                 |  | Paperback         |
|-----------------|--|-------------------|
| Human Interest  | WINNER Language Learner Literature Award<br><b>Jojo's Story</b> by Antoinette Moses      | 978-0-521-79754-2 |
| Human Interest  | FINALIST Language Learner Literature Award<br><b>One Day</b> by Helen Naylor             | 978-0-521-71422-8 |
| Murder Mystery  | <b>Bad Company</b> by Richard MacAndrew  | 978-0-521-17919-5 |
| Murder Mystery  | WINNER Language Learner Literature Award<br><b>Dead Cold</b> by Sue Leather              | 978-0-521-69379-0 |
| Murder Mystery  | <b>Logan's Choice</b> by Richard MacAndrew   | 978-0-521-79506-7 |
| Murder Mystery  | <b>The Double Bass Mystery</b> by Jeremy Harmer  | 978-0-521-65613-9 |
| Romance         | <b>Different Worlds</b> by Margaret Johnson  | 978-0-521-53655-4 |
| Romance         | FINALIST Language Learner Literature Award<br><b>Within High Fences</b> by Penny Hancock | 978-0-521-60560-1 |
| Science Fiction | <b>Superbird</b> by Brian Tomlinson  | 978-0-521-65608-5 |
| Thriller        | <b>A Picture to Remember</b> by Sarah Scott-Malden                                       | 978-0-521-66477-6 |
| Thriller        | <b>The Dark Side of the City</b> by Alan Battersby                                       | 978-1-107-63561-6 |
| Thriller        | <b>The Man from Nowhere</b> by Bernard Smith   | 978-0-521-78361-3 |
| Thriller        | <b>The New Zealand File</b> by Richard MacAndrew   | 978-0-521-13624-2 |
| Adventure       | <b>Apollo's Gold</b> by Antoinette Moses   | 978-0-521-77553-3 |
| Short Stories   | <b>Circle Games</b> by Frank Brennan   | 978-0-521-63070-2 |

### Level 3 Lower-intermediate: 1300 Headwords

|                |   | Paperback         |
|----------------|---|-------------------|
| Romance        | <b>Just Good Friends</b> by Penny Hancock   | 978-0-521-77533-5 |
| Romance        | <b>Two Lives</b> by Helen Naylor  | 978-0-521-79504-3 |
| Romance        | <b>Wild Country</b> by Margaret Johnson   | 978-0-521-71367-2 |
| Comedy         | <b>The Ironing Man</b> by Colin Campbell  | 978-0-521-66621-3 |
| Ghost Story    | <b>How I Met Myself</b> by David A. Hill  | 978-0-521-75018-9 |
| Horror         | <b>The Beast</b> by Carolyn Walker  | 978-0-521-75016-5 |
| Murder Mystery | <b>A Puzzle for Logan</b> by Richard MacAndrew  | 978-0-521-75020-2 |
| Murder Mystery | FINALIST Language Learner Literature Award<br><b>Not Above the Law</b> by Richard MacAndrew | 978-0-521-14096-6 |

### Level 3 Lower-intermediate: 1300 Headwords

|                |   | Paperback         |
|----------------|---|-------------------|
| Murder Mystery | FINALIST Language Learner Literature Award<br><b>Strong Medicine</b> by Richard MacAndrew       | 978-0-521-69393-6 |
| Short Stories  | FINALIST Language Learner Literature Award<br><b>Tales of the Supernatural</b> by Frank Brennan | 978-0-521-54276-0 |
| Thriller       | <b>Double Cross</b> by Philip Prowse  | 978-0-521-65617-7 |
| Thriller       | <b>Eye of the Storm</b> by Mandy Loader   | 978-0-521-53659-2 |
| Thriller       | <b>No Place To Hide</b> by Alan Battersby   | 978-0-521-16975-2 |
| Thriller       | <b>The House by the Sea</b> by Patricia Aspinall  | 978-0-521-77578-6 |
| Thriller       | <b>The Lahti File</b> by Richard MacAndrew  | 978-0-521-75082-0 |

### Level 4 Intermediate: 1900 Headwords

|                |  | Paperback         |
|----------------|--|-------------------|
| Romance        | <b>In the House</b> by Margaret Johnson  | 978-0-521-73224-6 |
| Romance        | <b>Love in the Lakes</b> by Penny Hancock  | 978-0-521-71460-0 |
| Romance        | FINALIST Language Learner Literature Award<br><b>Staying Together</b> by Judith Wilson | 978-0-521-79848-8 |
| Adventure      | <b>Nothing but the Truth</b> by George Kershaw   | 978-0-521-65623-8 |
| Ghost Story    | <b>The Lady in White</b> by Colin Campbell   | 978-0-521-66620-6 |
| Murder Mystery | <b>But Was it Murder?</b> by Jania Barrell   | 978-0-521-78359-0 |
| Murder Mystery | WINNER Language Learner Literature Award<br><b>Man Hunt</b> by Richard MacAndrew       | 978-1-107-69269-5 |
| Murder Mystery | <b>The Amsterdam Connection</b> by Sue Leather   | 978-0-521-79502-9 |
| Murder Mystery | <b>The University Murders</b> by Richard MacAndrew                                     | 978-0-521-53660-8 |
| Short Stories  | <b>The Fruitcake Special and other stories</b> by Frank Brennan                        | 978-0-521-78365-1 |
| Thriller       | FINALIST Language Learner Literature Award<br><b>Berlin Express</b> by Michael Austen  | 978-0-521-17490-9 |
| Thriller       | <b>A Matter of Chance</b> by David A. Hill   | 978-0-521-77552-6 |
| Thriller       | <b>High Life, Low Life</b> by Alan Battersby   | 978-0-521-78815-1 |
| Human Interest | <b>When Summer Comes</b> by Helen Naylor   | 978-0-521-65611-5 |

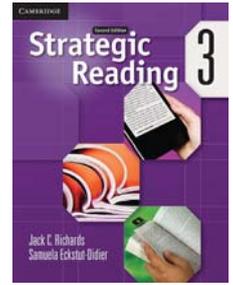
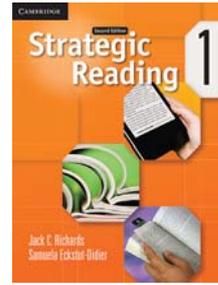
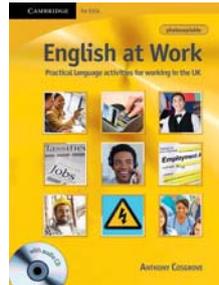
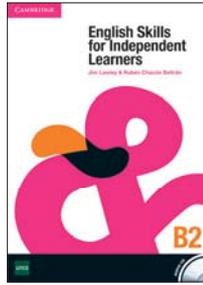
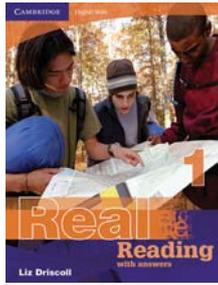
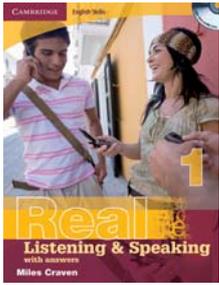
### Level 5 Upper Intermediate: 2800 Headwords

|                 |   | Paperback         |
|-----------------|---|-------------------|
| Murder Mystery  | <b>Emergency Murder</b> by Janet McGiffin   | 978-0-521-53662-2 |
| Murder Mystery  | <b>Murder by Art</b> by Janet McGiffin  | 978-0-521-73654-1 |
| Adventure       | <b>The Sugar Glider</b> by Rod Neilsen  | 978-0-521-53661-5 |
| Future Thriller | <b>Dolphin Music</b> by Antoinette Moses  | 978-0-521-66618-3 |
| Human Interest  | WINNER Language Learner Literature Award<br><b>Dragons' Eggs</b> by J. M. Newsome | 978-0-521-13264-0 |
| Human Interest  | <b>Forget to Remember</b> by Alan Maley   | 978-0-521-18491-5 |
| Human Interest  | <b>In the Shadow of the Mountain</b> by Helen Naylor                              | 978-0-521-77551-9 |
| Romance         | <b>All I Want</b> by Margaret Johnson   | 978-0-521-79454-1 |
| Romance         | <b>Jungle Love</b> by Margaret Johnson  | 978-0-521-75084-4 |
| Short Stories   | <b>Windows of the Mind</b> by Frank Brennan                                       | 978-0-521-75014-1 |
| Thriller        | <b>A Tangled Web</b> by Alan Maley  | 978-0-521-53664-6 |
| Thriller        | <b>Better Late Than Never</b> by J.M. Newsome                                     | 978-1-107-67149-2 |
| Thriller        | <b>Death in the Dojo</b> by Sue Leather   | 978-0-521-65621-4 |
| Thriller        | <b>East 43rd Street</b> by Alan Battersby   | 978-0-521-78363-7 |

### Level 6 Advanced: 3800 Headwords

|                |  | Paperback         |
|----------------|--|-------------------|
| Human Interest | WINNER Language Learner Literature Award<br><b>A Dangerous Sky</b> by Michael Austen | 978-1-107-69405-7 |
| Human Interest | <b>Frozen Pizza and other slices of life</b> by Antoinette Moses                     | 978-0-521-75078-3 |
| Human Interest | <b>He Knows Too Much</b> by Alan Maley   | 978-0-521-65607-8 |
| Human Interest | WINNER Language Learner Literature Award<br><b>Nelson's Dream</b> by J. M. Newsome   | 978-0-521-71604-8 |
| Human Interest | FINALIST Language Learner Literature Award<br><b>Solo Saxophone</b> by Jeremy Harmer | 978-0-521-18295-9 |
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A2 B1 B2 C1

4 levels

B2 C1

In collaboration with UNED

B1 B2

3 levels

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[cambridge.es/englishskills](http://cambridge.es/englishskills)

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B1 B2

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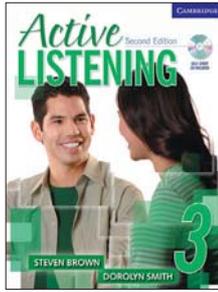
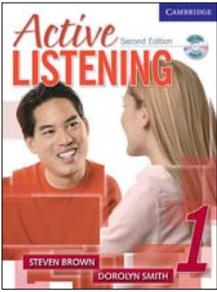
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See also

- NEW Teaching and Developing Reading Skills**  
Page 103



A2 B1

3 levels

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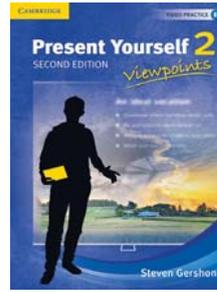
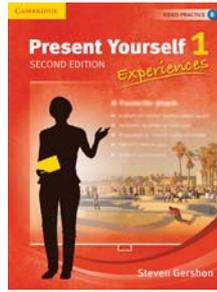
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A2 B1 B2

2 levels

## Present Yourself

Second edition

Steven Gershon

LOW INTERMEDIATE TO INTERMEDIATE

*Present Yourself Second edition*, now with complementary video for each level, is a presentation skills course for adult and young adult learners of English. This series takes a process approach to giving presentations and offers students an opportunity to develop the life skill of talking about topics to an audience outside the language classroom. The books can be used as a main text in a presentation skills course, in the context of a general conversation course, or as a component in speaking or integrated-skills classes.

- Fun, personalized communicative activities.
- A process approach to preparing and giving a presentation.
- A clear focus on how to organize a presentation and systematic teaching of presentation skills.

[cambridge.es/presentyourself](http://cambridge.es/presentyourself)

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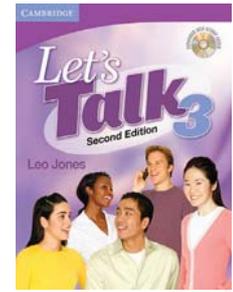
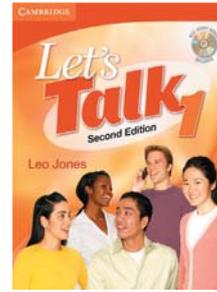
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### Level 2, Viewpoints

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- Animated presentations for each skill provide instruction to students outside of class.
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A1 A2 B1 B2

3 levels

## Let's Talk

Second edition

Leo Jones

HIGH BEGINNER TO HIGH INTERMEDIATE

30-45 teaching hours

*Let's Talk Second edition*, is a three-level course designed to develop oral communication skills and build learner confidence. Unique twists on topics draw students into conversations, and engaging activities guarantee maximum talking time. The 16 four-page thematic units in each level are divided into two-page lessons, with each lesson encouraging students to express their feelings, ideas, and opinions.

### Student's Book

- Frequent pair and group work activities give students opportunities to share ideas.
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- Expansion sections review key language in a fun, fluency-building way.
- Communication tasks in every unit provide additional speaking practice.

### Teacher's Manual

- Detailed notes give teaching steps, tips, key vocabulary, and answers.
- Language objectives for every activity highlight learning expectations.
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[cambridge.es/letstalk](http://cambridge.es/letstalk)

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### Level 2

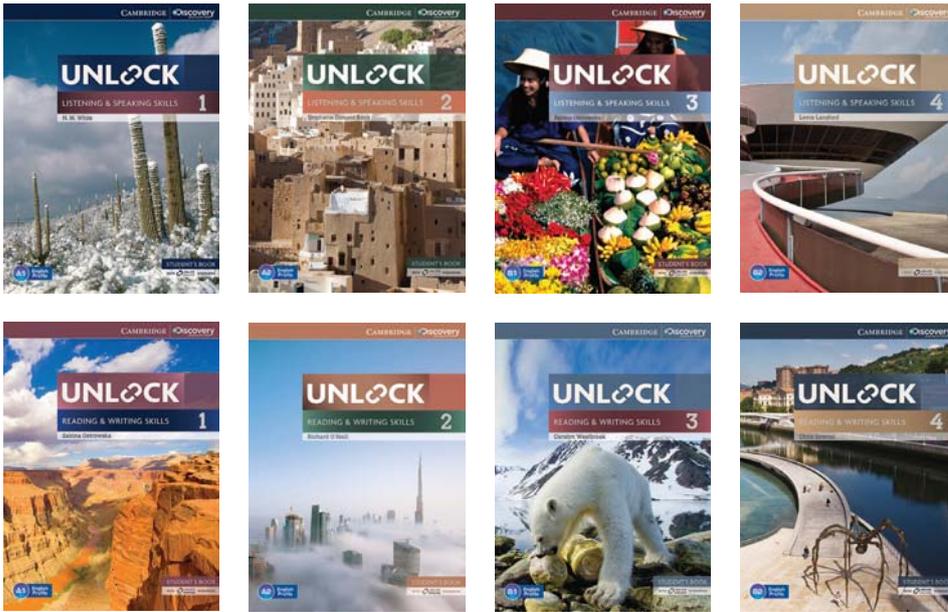
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### See also

- **Final Draft**  
Page 98



*“Unlock is the best textbook I have ever taught with. It contains a variety of topics that provide students with a wide range of vocabulary. Students are totally involved, which guarantees effective learning. Unlock helps to encourage and empower the students’ critical thinking.”*

Salima Al-Hadithi, Institute of Applied Technology, UAE



## Unlock

### A five-level skills-based EAP course

Stephanie Dimond-Bayir, Lewis Lansford, Richard O’Neill, Sabina Ostrowska, Emma Pathare, Gary Pathare, Chris Sowton, Carolyn Westbrook and N. M. White

TRUE BEGINNER TO UPPER INTERMEDIATE

60 hours per Student’s book, extendable to 90

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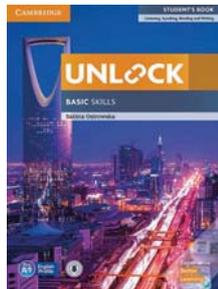
Combining thought provoking videos from Discovery Education™ with carefully scaffolded exercises and a fresh approach to critical thinking skills, *Unlock* enables learners to develop the academic skills and language that will lead them to success in their studies.

- Inspiring videos from Discovery Education™ are included in every unit throughout the course to introduce topics, promote discussion and motivate learners.
- Critical thinking sections equip students with the skills they need to formulate their own opinions and express themselves effectively.
- Unique research using the Cambridge English Corpus and English Profile focuses the language in *Unlock* on the areas that students find most challenging. Language Development sections provide vocabulary building and grammar tasks that provide practice in the language students need to succeed in their studies.
- The topics and exercise types in *Unlock* provide practice and key language for IELTS tests candidates.

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*Unlock Basic* has been developed for pre-A1 learners. Combining the four skills with a focus on literacy and an introduction to critical thinking, students are supported as they take their first steps towards academic success.

#### What makes *Unlock Basic Skills* special?

- Insights gained from expert teachers ensure the course meets the specific academic needs of your pre-A1 students.
- Our research into over 5 million words students use and need has informed the language taught in *Unlock Basic*.

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- ‘Watch and remember’ lessons in every unit include video and motivate students to recycle and extend the language they’ve learned.
- An introduction to critical thinking skills supports students in speaking and writing as they take their first steps towards academic success.

#### See also

- **Cambridge Discovery Education™ Interactive Readers**  
Page 88

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Mid- and end-of-level tests, Presentation Plus and *Unlock Basic Literacy* (supports Arabic speakers’ literacy development) also available. Contact your local representative for details.

SCHOOL AND EDUCATION    UNIT 3

## CRITICAL THINKING

At the end of this unit, you will write a descriptive paragraph. Look at this unit's Writing task in the box below.

Describe your education.

1 Look at the notes below about two of the students from Reading 2. Write the students' names at the top of the columns (A–B).

| Name      | A  | B  |
|-----------|--|--|
| (1) What? | Art History  | Practical Business                                   |
| (2)       | Princeford University                                  | Princeford University                                |
| (3)       | watch lectures online, download notes                  | lecture, library, work in an office                  |
| (4)       | talk to lecturers online, live near family and friends | study with friends                                   |
| (5)       | whenever I want  | Monday to Friday                                     |
| (6)       | because I enjoy it                                     | because I want to have my own company in the future. |

2 Read the information in the notes above. Write the question words in the correct place. The first one has been done for you as an example.

How? When? Why? **What?** Who? Where?

**Using a wh- chart to generate ideas**

When you are asked to describe something, it can be difficult to decide what to write. Using a wh- question planner can help. It breaks down the question into sections. This makes it easier to think of things to write about and helps you organize your thoughts.

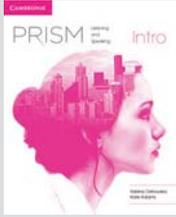
REMEMBER

ANALYZE

UNIT 3

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 A five-level American English paired skills EAP course.  
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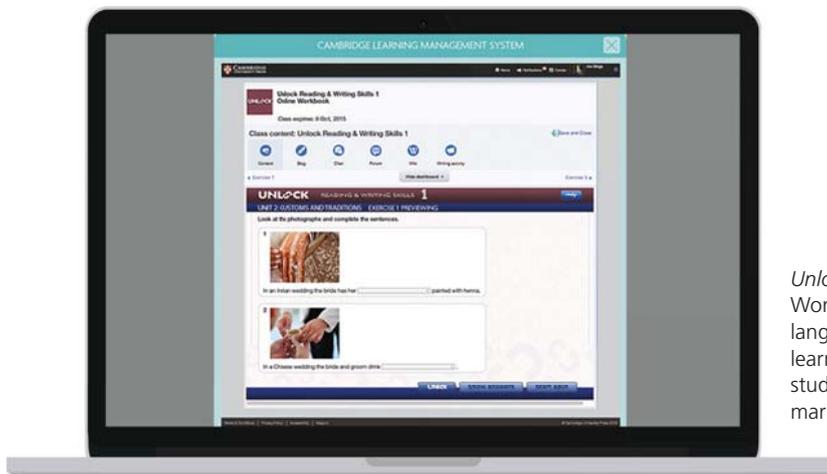


The Critical Thinking sections give students the tools they need to generate their own ideas and opinions. These sections are based on Bloom's Taxonomy and ensure learners develop their lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding, to in-depth evaluation.

Learners engage in evaluative and analytical tasks that are designed to ensure they do all of the thinking and information-gathering required for end-of-unit tasks.



*Unlock Student's Books* are also available as ebooks with embedded audio and video, and interactive activities, on Cambridge Bookshelf.

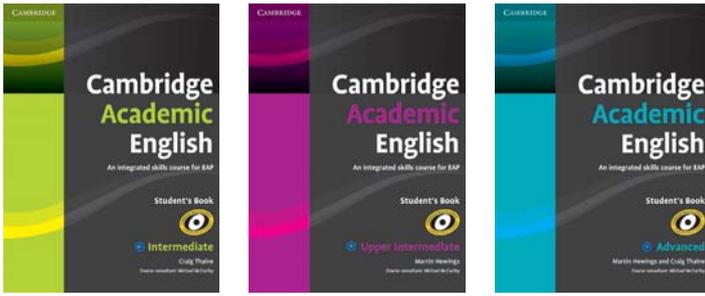


*Unlock Student's Books* include activation codes for the Online Workbooks, which provide interactive activities and further language and skills practice in an engaging and modern learning environment. Teachers can assign homework, monitor student progress and save valuable time thanks to automatic marking.



Videos from Discovery Education™ provide new angles on a range of academic topics.

# English for Academic Purposes



B1+ B2 C1



## Cambridge Academic English

An integrated skills course for EAP

Martin Hewings, Craig Thaine  
Course consultant: Michael McCarthy

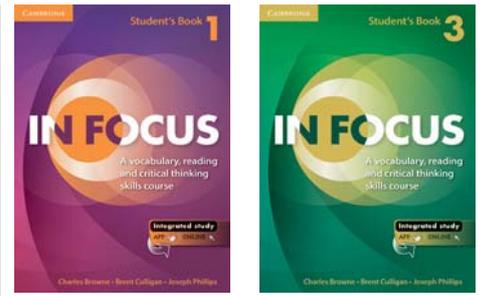
INTERMEDIATE TO ADVANCED

120–140 teaching hours per level

Designed specifically for students at university and on foundation courses, this integrated skills course develops academic language and critical thinking skills essential for university studies across disciplines.

- Real lectures from the University of Cambridge and student interviews on the DVD, linked to 'Lecture skills' sections in the Student's book, to help learners develop key lecture and seminar skills.
- Real, contemporary academic language sourced from the Cambridge Academic Corpus and Academic Word List.
- Special focus on typical academic structures and independent study skills.
- Extensive listening practice with full-length lectures and worksheets online.

[cambridge.es/academicenglish](http://cambridge.es/academicenglish)



A1 A2 B1 B2 C1



## In Focus

A vocabulary, reading and critical thinking skills course

Charles Browne, Brent Culligan and Joseph Phillips

PRE-INTERMEDIATE TO HIGH INTERMEDIATE

*In Focus* is a corpus-informed course aimed at university and college students. Each level is supplemented by a wide range of web/mobile device support and resources to enable a flexible delivery of content.

The course focuses on the development of critical thinking skills, knowledge of core high-frequency general and academic vocabulary, and vocabulary learning strategies.

- Effective, efficient vocabulary training.
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| Level 3                              |                   |
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## Lecture skills A

**Preparing for lectures**

- Lecturing styles
- Revising basic information

**Listening**

- Understanding lecture aims
- Understanding outlines
- Identifying main and secondary points
- Taking notes: annotating slides 1

**Language focus**

- Repetition and rephrasing

**Follow-up**

- Taking notes: annotating slides 2
- Reviewing your notes

**1 Lecturing styles**

1.1 During your academic studies you will hear many different styles of lecturing. Watch three lecture extracts that illustrate a reading style, a conversational style, and an interactive style. What differences do you notice?

1.2 a In pairs, discuss the following questions.

- Which style do you find easiest to understand, and why?
- Is there a style of lecturing that is common in your subject?

**2 Revising basic information**

**2.1 a** You are going to watch extracts from a lecture given by Dr Maru Mormina with the title *The origins of human diversity*. Read the notes from a previous lecture on her course.

- DNA = material inside the core (= nucleus) of each cell in the body; it carries genetic information in genes (= sections of the DNA)
- genetic information controls the cell's chemistry → gives the body its characteristics & influences how the body works
- genetic variation = differences between individuals that are inherited (e.g. eye colour is inherited from parents)
- genome = total set of genetic information of a living thing (human, plant, etc.); located in chromosomes (in centre of cells; control what living thing is like)

Dr Maru Mormina is a Research Fellow at the Leverhulme Centre for Human Evolutionary Studies, within the Department of Biological Anthropology, Cambridge University.

b In pairs, take it in turns to explain the following key terms without looking back at the notes.

DNA   genetic information   genetic variation   genome

Lecture skills units based on real university lectures from the University of Cambridge, available on the DVD, by renowned lecturers in their fields such as David Crystal

Cambridge Academic English Student's Book B2 Upper Intermediate

| Cambridge Academic English  | B2 Upper          |                   |                   |
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For further information about the Student's ebooks please visit [cambridge.es/ebooks](http://cambridge.es/ebooks)



## Cambridge Academic Writing Collection

UPPER INTERMEDIATE TO ADVANCED

Written by experts in the field, the *Cambridge Academic Writing Collection* has been designed to keep students engaged as they learn the writing skills necessary for their educational success.

**A Writer's Workbook**  
**Fourth edition**  
**A Writing Text with Readings**

Trudy Smoke

High-interest texts illustrate the structure of academic essays, helping learners to deal with difficult grammar areas and tackle the mechanics of writing.

|                             |                   |
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**Write to be Read**  
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**Reading, Reflection, and Writing**

William R. Smalzer

Using thought-provoking authentic readings, this book guides students through the processes of reading, reflection, writing, and revision.

|                  |                   |
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| Teacher's Manual | 978-0-521-54747-5 |

**New Directions**  
**Second edition**  
**Reading, Writing, and Critical Thinking**

Peter S. Gardner

This volume prepares students for college-level composition through the study of authentic texts, and the application of critical thinking skills as a precursor to writing.

|                  |                   |
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**Guidelines**  
**Third edition**  
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Ruth Spack

This volume guides students through the writing process using a comprehensive writer's handbook and a selection of stimulating readings.

|                  |                   |
|------------------|-------------------|
| Student's Book   | 978-0-521-61301-9 |
| Teacher's Manual | 978-0-521-61302-6 |

### Also available

- **Writing from Within Second edition**
- **Academic Writing**
- **Academic Writing Skills**
- **Communicative Activities for EAP**



A2 B1 B2 C1



## Academic Encounters

Second edition

Kristine Brown, Miriam Espeseth, Susan Hood, Yoneko Kanoaka, Carlos Sanabria, Kim Sanabria, Bernard Seal, Jennifer Wharton, Jessica Williams

PRE-INTERMEDIATE TO ADVANCED

*Academic Encounters* prepares students for university study by replicating the texts and tasks that they will encounter in different academic

disciplines. The series helps students develop their listening, note-taking and discussion skills in response to authentic interviews and classroom lectures.

### NEW Integrated Digital Learning

- Listening and Speaking Student's Books include online audio and video.

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| Academic Encounters Second edition   | Natural World Level 1 | American Studies Level 2 | Life in Society Level 3 | Human Behavior Level 4 |
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| Student's Book – Reading and Writing and Writing Skills Interactive Pack   | 978-1-107-45757-7     | 978-1-107-45758-4        | 978-1-107-45760-7       | 978-1-107-45761-4      |
| NEW Student's Book Listening and Speaking with Integrated Digital Learning | 978-1-316-99565-5     | 978-1-108-63872-2        | 978-1-108-60621-9       | 978-1-108-34829-4      |
| Teacher's Manual – Reading and Writing                                     | 978-1-107-69450-7     | 978-1-107-62722-2        | 978-1-107-63137-3       | 978-1-107-60300-4      |
| Teacher's Manual – Listening and Speaking                                  | 978-1-107-64492-2     | 978-1-107-68883-4        | 978-1-107-62547-1       | 978-1-107-60301-1      |



B1+ B2 C1



## Skills and Language for Study

Tamsin Espinosa, Craig Fletcher, Fred Gooch, Claire Henstock, Alistair McNair, Blair Matthews, Clare Walsh  
 Series editor: Ian Smallwood

INTERMEDIATE TO ADVANCED

40–80 teaching hours per level

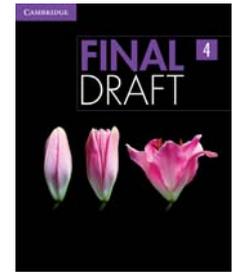
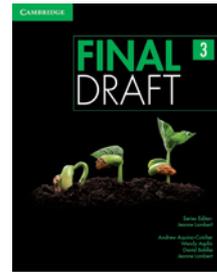
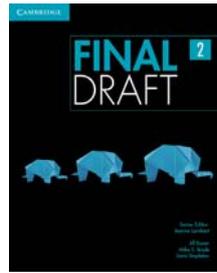
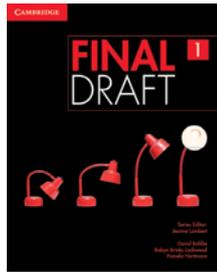
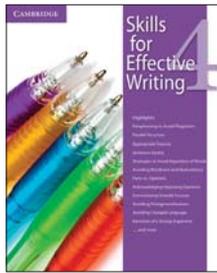
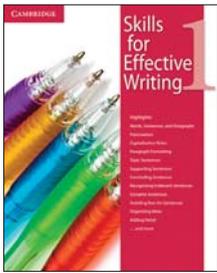
This three-level language and skills course for EAP is written and tested by a team of experienced EAP teachers. It consists of two complementary books per level: *Skills for Study* helps to develop key academic skills through authentic texts and audio recordings of lectures while *Language for Study* provides extended practice of academic language needed to improve those skills.

Teacher's Books for each component and Class Audio are available online.

[cambridge.es/forstudy](http://cambridge.es/forstudy)

|   | Level 1           | Level 2           | Level 3           |
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| Skills for Study Student's Book with Downloadable Audio   | 978-1-107-63544-9 | 978-1-107-61129-0 | 978-1-107-68614-4 |
| Language for Study Student's Book with Downloadable Audio | 978-1-107-68919-0 | 978-1-107-69466-8 | 978-1-107-68110-1 |

# English for Academic Purposes



A1 A2 B1 B2

4 levels

A2 B1 B2 C1

4 levels

## Skills for Effective Writing

BEGINNING TO ADVANCED

Learning to write is a complex process, and *Skills for Effective Writing* helps to simplify it. This innovative series teaches a wide variety of discrete writing skills and offers extensive practice in each one.

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- Unit quizzes give teachers a snapshot of exactly how well students learned the skill.

[cambridge.es/skillsforeffectivewriting](http://cambridge.es/skillsforeffectivewriting)

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| <b>Level 2</b> |  |
| Student's Book | 978-1-107-61353-9  |
| <b>Level 3</b> |  |
| Student's Book | 978-1-107-61356-0  |
| <b>Level 4</b> |  |
| Student's Book | 978-1-107-61357-7  |
| Answer Key     | <a href="http://cambridge.es/skillsforeffectivewriting">cambridge.es/skillsforeffectivewriting</a> |

### See also

- **Writing Skills Interactive**  
Page 93
- **Grammar and Beyond**  
Page 85

### Also available

- **English for Academics**  
A communication skills course for tutors, lecturers and PhD students  
Book with Online Audio 1 978-1-107-43476-9  
Book with Online Audio 2 978-1-107-43502-5
- **Instant Academic Skills** Photocopiable
- **Study Skills**

## Final Draft

Level 1: David Bohlke, Robyn Brinks Lockwood, Pamela Hartmann  
Level 2: Jill Bauer, Mike S. Boyle, Sara Stapleton  
Level 3: Andrew Aquino-Cutcher, Wendy Asplin, David Bohlke, Jeanne Lambert  
Level 4: Pamela Hartmann, Monica F. Jacobs, Alan S. Kennedy  
Series Editor: Jeanne Lambert

LOW INTERMEDIATE TO ADVANCED

*Final Draft* helps students become confident and effective writers and prepares them for success in their future studies. Students are initiated into the world of academic discourse and introduced to the rhetorical modes, academic vocabulary, and structures they need to develop their own academic voice.

### Real-World and Student Writing Models

- A variety of models including real-world and student models help students make connections between their writing class and their future studies.

### Students Learn Most Useful Language

- Research from the Cambridge English Corpus ensures that students learn the most accurate, relevant grammar, vocabulary collocations and phrases. Students also learn to avoid common grammatical mistakes.

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|--|-------------------|-------------------|-------------------|-------------------|
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| Teacher's Manual                                   | 978-1-107-49538-8 | 978-1-107-49542-5 | 978-1-107-49554-8 | 978-1-107-49559-3 |

A1 A2 B1 B2 C1

## Writers at Work

### Fascinating Stories from the Content Areas

Most series only teach a small amount of surface-level editing. *Writers at Work* helps students learn how to find issues in the content as well as the form of their writing. This special emphasis on fully developed revision results in better writing and a greater student appreciation of the value of the process.

[cambridge.es/waw](http://cambridge.es/waw)

## Skills for Avoiding Plagiarism

- Only *Final Draft* teaches plagiarism avoidance at every level and in every unit. This allows more time for teachers to spend focusing on student's writing rather than plagiarism offenses.

### Online Writing Instruction

- Students improve discrete writing skills through online instruction and automatically graded exercises.

[cambridge.es/finaldraft](http://cambridge.es/finaldraft)



Final Draft Student's Book 4

### Writers at Work: From Sentence to Paragraph

by Laurie Blass and Deborah Gordon  
BEGINNER TO HIGH BEGINNER  
Student's Book and Writing Skills Interactive Pack 978-1-107-45764-5  
Teacher's Manual 978-0-521-12032-6

### Writers at Work: The Paragraph

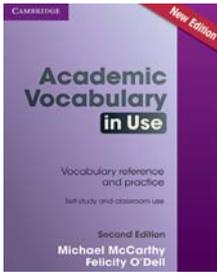
by Jill Singleton  
HIGH BEGINNER TO LOW INTERMEDIATE  
Student's Book and Writing Skills Interactive Pack 978-1-107-45766-9  
Teacher's Manual 978-0-521-54523-5

### Writers at Work: The Short Composition

by Ann O. Strauch  
LOW INTERMEDIATE TO INTERMEDIATE  
Student's Book and Writing Skills Interactive Pack 978-1-107-45768-3  
Teacher's Manual 978-0-521-54497-9

### Writers at Work: The Essay

by Dorothy E. Zemach and Lynn Stafford-Yilmaz  
INTERMEDIATE TO HIGH INTERMEDIATE  
Student's Book and Writing Skills Interactive Pack 978-1-107-45771-3  
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**“Really good book for self-study. Clear explanations and examples. Not only vocabulary, also collocations, phrasal verbs and common expressions.”**

Keira, Amazon customer

B1 B2

## Academic Vocabulary in Use

Second edition

Michael McCarthy and Felicity O'Dell

INTERMEDIATE TO UPPER INTERMEDIATE

*Academic Vocabulary in Use Second edition* is the perfect study aid for anyone using English for their academic work. Ideal for students of any discipline, from engineers and social scientists to business students and lawyers, it covers all the key vocabulary found in academic textbooks, articles, lectures and seminars. The book is also useful for those preparing for IELTS and university entrance examinations. The Second edition has been updated to reflect changes in education, technology and communications, includes a selection of new reading passages, and is now in full colour.

- 50 easy-to-use, two-page units with clear explanations of new vocabulary on the left page, and a variety of practice exercises on the right.
- The most useful and frequently-used academic vocabulary, based on the Cambridge English Corpus and established academic word lists.

Book with answers 978-1-107-59166-0

B1 B2 C1

## Discovering Fiction

A Reader of North American Short Stories  
Second edition

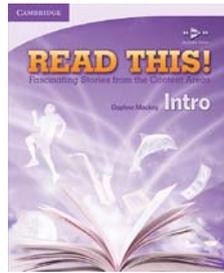
Judith Kay and Rosemary Gelshenen

LOW INTERMEDIATE TO ADVANCED

*Discovering Fiction* equips students to read and understand authentic short stories. As students develop the reading, vocabulary, and critical thinking skills they need, they progress from adapted to authentic literature.

Thought-provoking discussion and writing assignments enhance students' ability to interpret and appreciate literature. Engaging WebQuests send students to authentic websites, building their confidence, fluency, and ability to read across different media.

[cambridge.es/discoveringfiction](http://cambridge.es/discoveringfiction)



A1 A2 B1

## Read This!

Fascinating Stories from the Content Areas

Daphne Mackey and Alice Savage

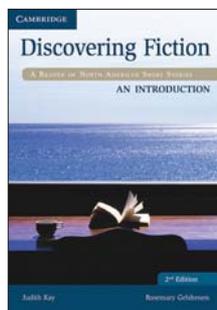
HIGH BEGINNER TO HIGH INTERMEDIATE

*Read This!* is the only series that presents the most interesting stories from academic disciplines as a way to teach academic skills and vocabulary.

- Thematic units mix content from different academic areas and promote interdisciplinary study.
- Students learn both useful content-related vocabulary and words from the Academic Word List.
- Reading skills exercises that use graphic organizers provide greater insight into the texts.
- WebQuests and MP3 files are available online.

[cambridge.es/readthis](http://cambridge.es/readthis)

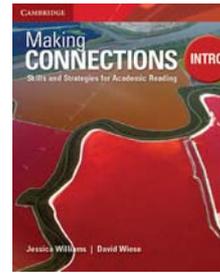
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| Level 3                        |                   |
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|---------------------------|--|
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| All Levels                |  |
| Teacher's Manual (Online) | <a href="http://cambridge.es/discoveringfiction">cambridge.es/discoveringfiction</a> |



4 levels



A1 A2 B1 B2 C1

## Making Connections

Skills and Strategies for Academic Reading  
Second edition

Kenneth J. Pakenham, Jessica Williams, Jo McEntire, David Wiese and Pamela Vittorio

HIGH BEGINNER TO ADVANCED

*Making Connections* prepares students for the challenges of reading college textbooks through systematic practice of reading and vocabulary skills.

### Extensive Skill Building

- Each unit teaches students how to read and how to learn new words. The reading and vocabulary strategies that students develop are then applied during the readings. This direct application of skills helps students learn exactly how and when to use each strategy.

### Intensive Vocabulary Building

- Students learn key academic words, including words from the Academic Word List, in every unit. Each unit further extends students' knowledge through exploration of synonyms, word families, and placement of words into their correct context.

### Improving Reading Speed

- Every book contains tips for reading more quickly. Students chart their speed in a special section that allows them to see their own progress. This emphasis on reading speed helps boost fluency and prepares students for the extensive reading they will encounter in universities.

### NEW Integrated Digital Learning

- Student's Books include Online Audio.

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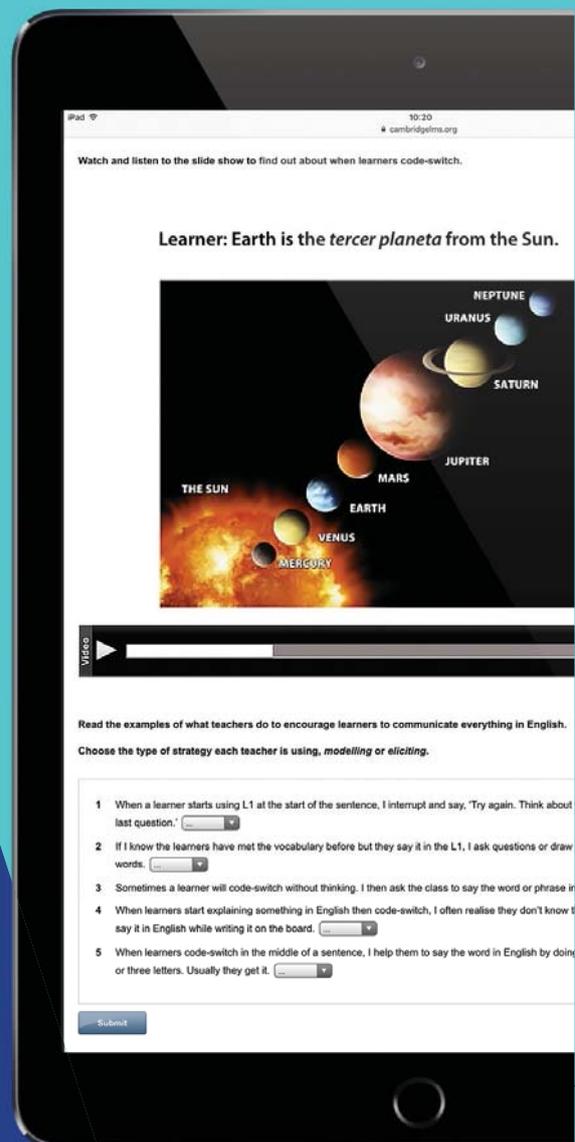
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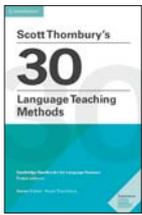
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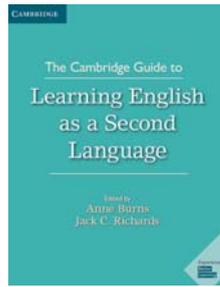


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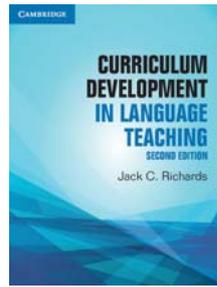


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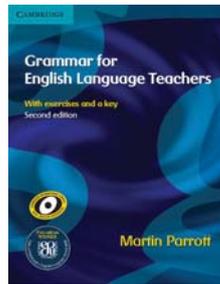
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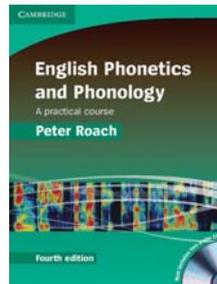
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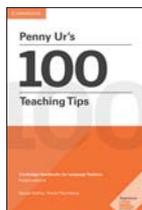
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\*Also available as an ebook

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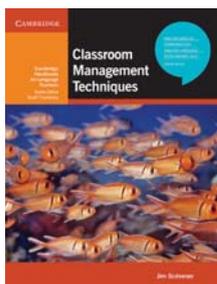


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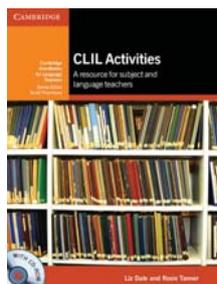
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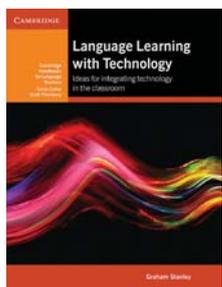
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Graham Stanley

WINNER ESU Award

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Lindsay Clandfield and Jill Hadfield

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### Language Learning with Digital Video

Ben Goldstein and Paul Driver

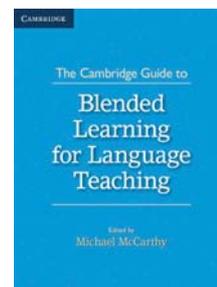
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### The Cambridge Guide to Blended Learning for Language Teaching

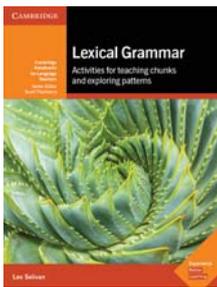
Edited by Michael McCarthy

This research-informed book is concerned with best practice in blended language learning. It considers the theory underpinning language acquisition and provides insights into designing and delivering blended learning programmes.

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## Teaching Language Systems and Language Skills

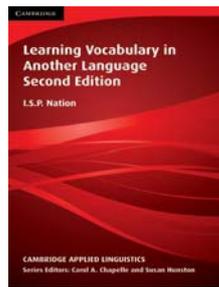


### **NEW** Lexical Grammar

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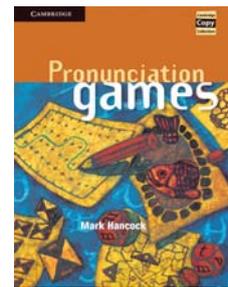
### Grammar Practice Activities

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Penny Ur

This classic handbook is an invaluable resource, containing a wealth of imaginative and engaging grammar practice activities. It contains clear teaching guidelines, along with an explanation of the principles of effective practice.

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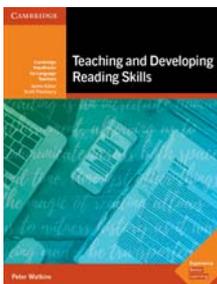
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### Pronunciation Games

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This photocopiable resource contains pronunciation games for use in the classroom. Activities raise awareness of aspects of English pronunciation, including individual sounds, word stress, sentence stress and intonation. The games are supported by step-by-step teacher's notes.

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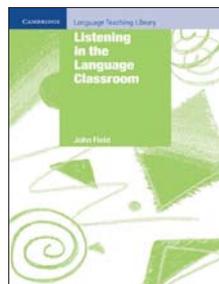


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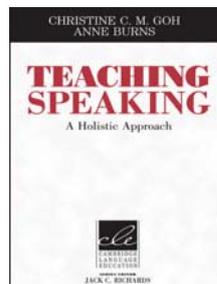
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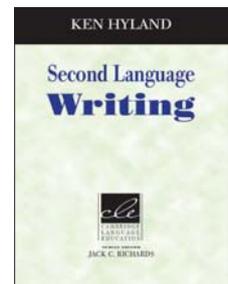


### Teaching Speaking

Christine Goh and Anne Burns

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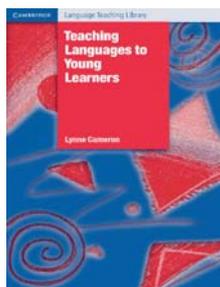
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## Teaching Primary and Secondary Learners



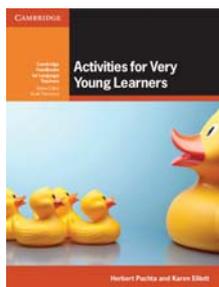
### Teaching Languages to Young Learners

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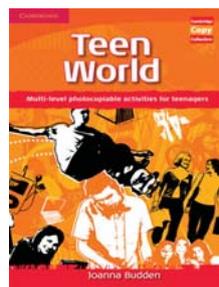
Herbert Puchta and Karen Elliott

This book is an essential resource for practising and trainee language teachers of three- to seven-year-olds. It outlines a clear educational vision, and provides over 90 easy-to-use activities, along with helpful tips for teaching this age group.

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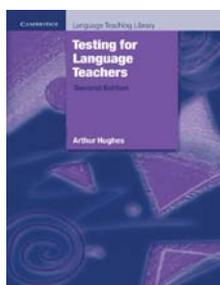
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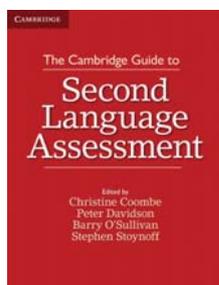
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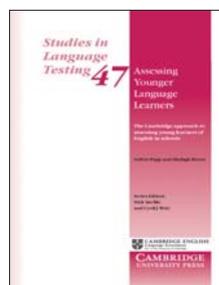


### The Cambridge Guide to Second Language Assessment

Edited by Christine Coombe, Peter Davidson, Barry O'Sullivan and Stephen Stoyanoff

This title provides a theoretical background of the key issues associated with language testing, as well as practical advice on how to improve the effectiveness of tests.

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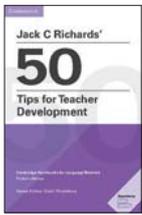
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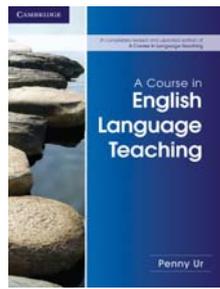


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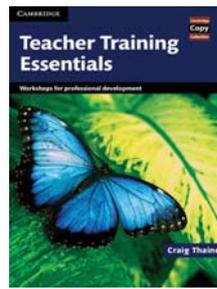
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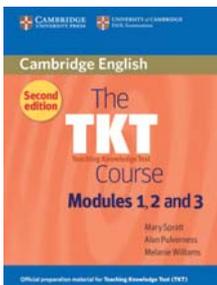
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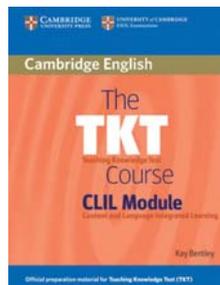
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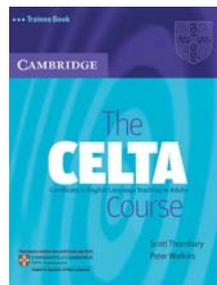


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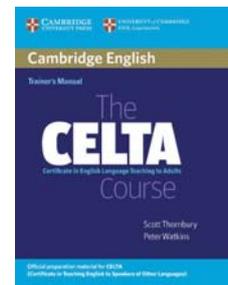


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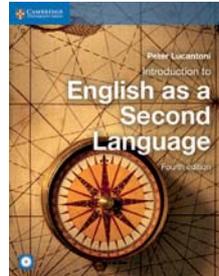
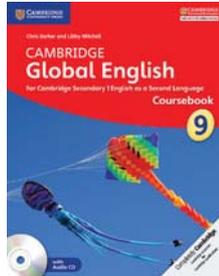
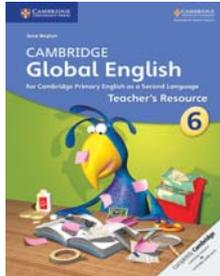
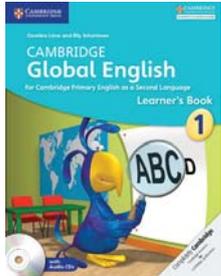
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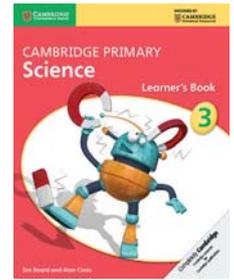
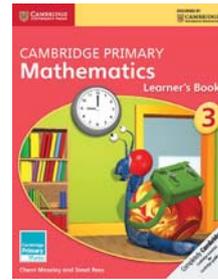
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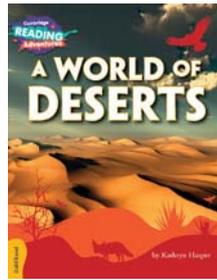
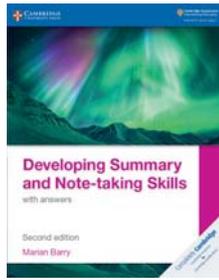
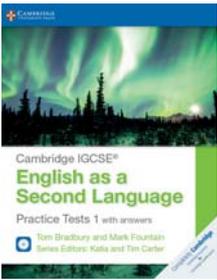
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