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English Language Teaching 2017

Experience

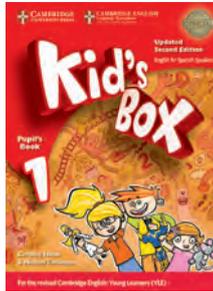
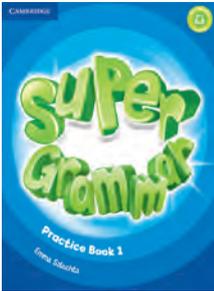
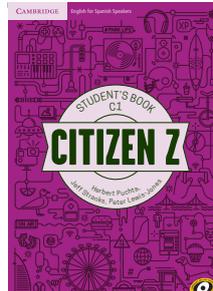
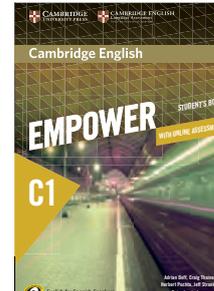
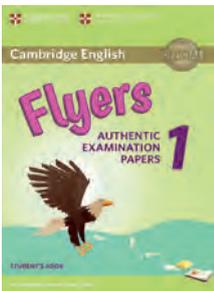
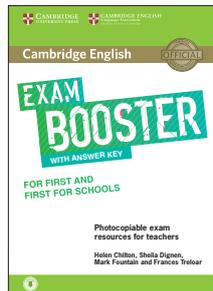
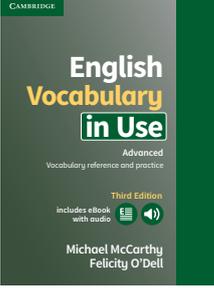
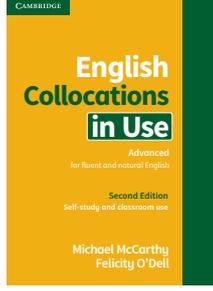
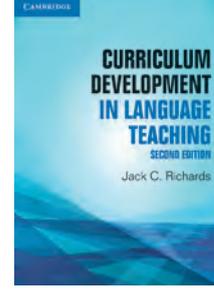
Better

Learning

The only official publisher for Cambridge English exams

New for 2017

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

<p>Primary – Page 10</p> 	<p>Primary – Page 14</p> 	<p>Primary – Page 16</p> 	<p>Secondary – Page 22</p> 	<p>Adult – Page 36</p> 
<p>Exams – Page 50</p> 	<p>Exams – Page 50</p> 	<p>Exams – Page 64</p> 	<p>Exams – Pages 52, 54, 56, 58</p> 	<p>Exams – Page 66</p> 
<p>Vocabulary – Page 80</p> 		<p>Teacher Development – Page 95</p> 		<p>Teacher Development – Page 96</p> 

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:

Cambridge University Press
 C/ José Abascal 56, 1º
 28003 Madrid
 Phone: 91 171 58 92
 Email: salesiberia@cambridge.org

ISBN-13 should be quoted when ordering.

Ordering for teachers

Please place all orders through your local bookshop or supplier.

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

Schools: Pre-Primary 7	NEW Cambridge IELTS 12 62	NEW English Idioms in Use Second edition 80
NEW Super Safari Letters and Numbers Workbooks Levels 1–3 7	NEW Testbank Cambridge English First for Schools 5–8 63	NEW English Phrasal Verbs in Use Second edition 80
Schools: Primary 10	NEW Testbank Cambridge English First 5–8 63	Readers 82
NEW Guess What! 10	NEW Testbank Cambridge English Advanced 5–8 63	Skills 86
NEW Kid's Box Updated Second edition 14	NEW Testbank Cambridge IELTS Academic Training Tests 5–8 63	Academic Skills 88
NEW Super Minds: Super Grammar Book Levels 1–6, Wordcards Levels 1–4, Online Test Generator Levels 1–6 16	NEW Testbank Cambridge IELTS General Training Tests 5–8 63	NEW Unlock Basic Level 88
Schools: Secondary 19	NEW Cambridge English Young Learners 1 for revised exam from 2018 64	English for Academic Purposes 90
NEW Citizen Z Levels A1 and C1 22	NEW Common Mistakes at KET with Testbank 66	Professional Development 94
Schools: Bachillerato 30	NEW Common Mistakes at PET with Testbank 66	NEW Curriculum Development in Language Teaching Second edition 96
Adult 34	NEW Common Mistakes at First Certificate with Testbank 66	Cambridge Handbooks for Language Teachers
NEW Cambridge English Empower for Spanish Speakers Level C1 36	NEW Common Mistakes at CAE with Testbank 66	NEW Activities for Very Young Learners 95
NEW Interchange Fifth edition 44	NEW Common Mistakes at IELTS Intermediate with Testbank Academic 66	NEW Interaction Online 95
Exams 48	NEW Common Mistakes at IELTS Intermediate with Testbank General Training 66	Studies in Language Testing
NEW Fun for Starters, Movers and Flyers Fourth edition 50	NEW Common Mistakes at IELTS Advanced with Testbank Academic 66	NEW Advancing the Field of Language Assessment 99
NEW Storyfun for Starters, Movers and Flyers Second edition 50	NEW Common Mistakes at IELTS Advanced with Testbank General Training 66	International / Bilingual Education 100
NEW Cambridge English Prepare! Online Test Generator 52	Professional and Vocational 67	Title and Author Index 102
NEW Complete Key for Schools Online Test Generator 54	TOEIC® and TOEFL® 71	
NEW Complete PET Online Test Generator 54	Dictionaries 72	
NEW Complete First for Schools Online Test Generator 54	Grammar / Vocabulary / Pronunciation 75	
NEW Compact Key for Schools Online Test Generator 58	NEW English Vocabulary in Use Elementary – Advanced new editions with enhanced ebooks 80	
NEW Compact Preliminary for Schools Online Test Generator 58	NEW English Collocations in Use Second edition 80	
NEW Compact First for Schools Online Test Generator 58		
NEW Mindset for IELTS 60		

Key to symbols

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



What does 'better learning' mean to you?

Your students getting the grades they need?
Courses that are authentic, relevant, and easy to teach from?
Quick online support and extra help when you need it?

Every day we talk to teachers just like you about what resources would improve their teaching lives. Alongside our world-leading research, it's these conversations that shape everything we do.

This means you can trust our materials to focus on the language your learners need – English as it's really used around the world.

When you teach with resources that are easy to use and interesting for both you and your learners, everyone can enjoy the learning process. And whether you're teaching primary school children or professional adults, we're here to support you. Together we can help each learner develop the English skills that they need.

That's what Better Learning means to us. It's our promise to give you everything that you need to teach with confidence, so your students learn the skills that will help them realise their ambitions in life. Good grades are just the start.

Experience

Better
Learning

with Cambridge

Brilliant Lessons

“The digital elements make for a smoother experience – it’s something the teacher doesn’t have to worry about. You can concentrate more directly on delivering the language and engaging the students in what you’re teaching.”

Chris: Teacher in the UK

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

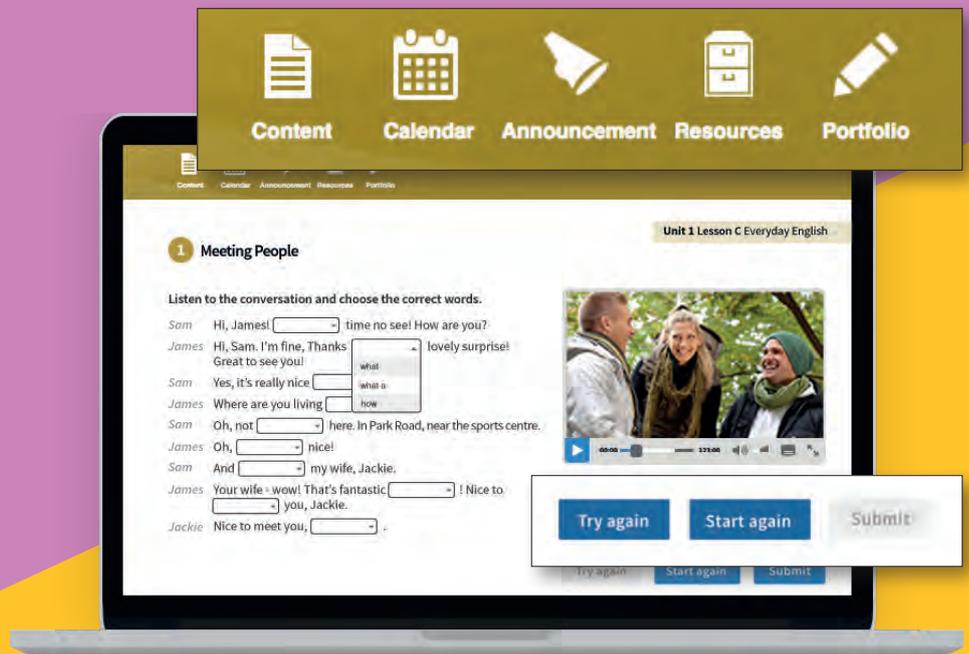
cambridge.es/betterlearning

Digital resources that meet the needs of you and your students

Cambridge Learning Management System

A learning management system designed specifically for, and with, English language teachers and school administrators.

With regular updates, online training, and global customer support, this is a secure platform that will help you to effectively manage classes, control the allocation of content and tests for students, track their progress, and run useful, time-saving reports.



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
<p>Flexible learning, proven results. A six-level adult course with fully-flexible blended learning.</p> <p>Page 43</p>	<p>Cambridge English authentic practice tests, managed online in the Cambridge Learning Management System.</p> <p>Page 63</p>	<p>The world's best-selling grammar series for learners of English with all levels now available as ebooks.</p> <p>Page 75-78</p>	<p>Make your words meaningful with the world's most popular online dictionaries for learners of English.</p> <p>Page 72</p>	<p>Your one-stop platform for all the digital content linked to our courses. Access The Cambridge Teacher for:</p> <ul style="list-style-type: none"> • Your digital products. • Extra downloadable resources. • News and updates related to teaching and learning English. <p>thecambridgeteacher.es</p>

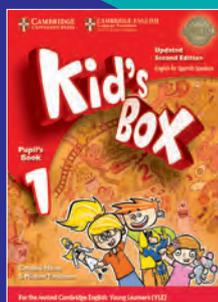
Pre-Primary and Primary Courses

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

New for 2017



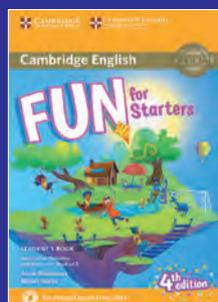
NEW Guess What!
Page 10



NEW Kid's Box Updated Second edition
Page 14



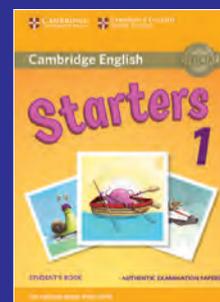
NEW Super Grammar Book
Page 16



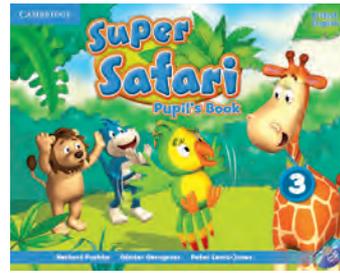
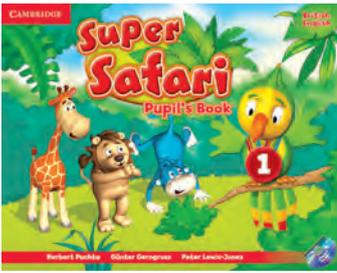
NEW Fun for Starters, Movers and Flyers Fourth edition
Page 50



NEW Storyfun for Starters, Movers and Flyers Second edition
Page 50



NEW Cambridge English Young Learners 1 for revised exam from 2018
Page 64



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.
- Teaching with phonics gives children the building blocks for fluent reading and spelling skills.
- With engaging CLIL sections children discover the fascinating world around them.

Resources for teachers

- Presentation Plus – this powerful tool puts all your resources in one place: complete course content, teacher resources, interactive whiteboard tools, and video and audio programs, all on one easy-to-use platform. Ideal for use with interactive whiteboards or computer and projector, or Apple TV.
- DVD for teachers with animated stories and songs to keep children engaged.
- **NEW** Get the most out of your print and digital resources with the FREE Online Training modules provided through the Cambridge Learning Management System. Visit cambridge.es/onlinetraining to find out more.

Resources for learners

- Songs and fun games in every unit on the Pupil's Book DVD-ROM to enjoy at home.
- **NEW** Enjoyable introduction and practice of early writing and numeracy skills in the Letters and Numbers Workbook.

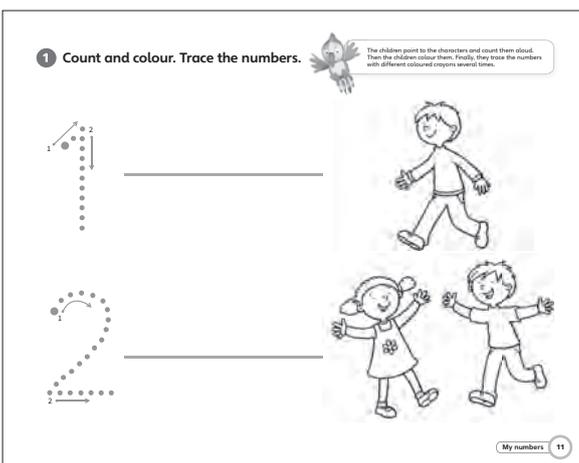
Resources for parents

- A bank of downloadable worksheets and ideas for activities at home enables parents to help children learn English.

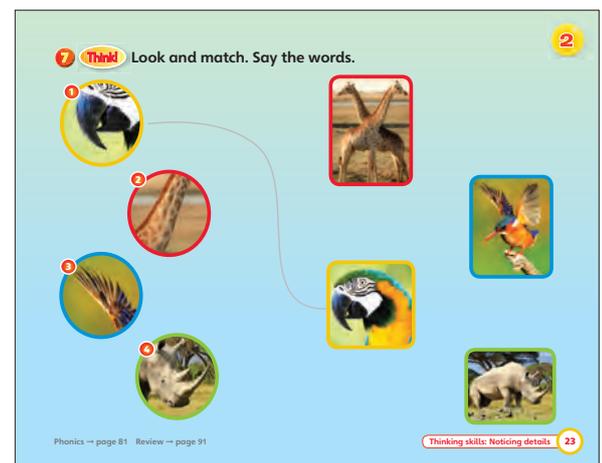
cambridge.es/supersafari

Also available

- **NEW** Activities for Very Young Learners Page 95



Super Safari Letters and Numbers Workbook 2



Super Safari Pupil's Book 2

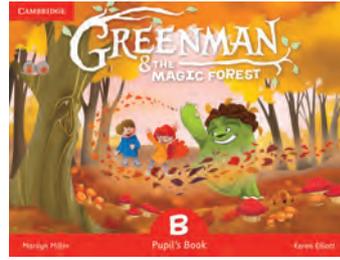
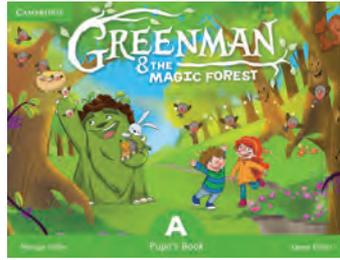
'Think!' pages develop thinking skills in preparation for school

	Level 1	Level 2	Level 3
Super Safari 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
NEW 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



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

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

Story text included for teacher reference



A Great Game

Greenman, Sam, Nico and Stella are in the playground. They're playing ball.

'Here you are, Nico!' says Sam.
'Oh, no!' says Nico. 'The ball is in the zoo.
And the zoo is closed!'
'Don't worry!' says Greenman. 'I can get the ball. I can talk to the animals.'
'Be careful!' says Sam.



35

Greenman and the Magic Forest Big Book Level B

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

Levels Starter-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

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.

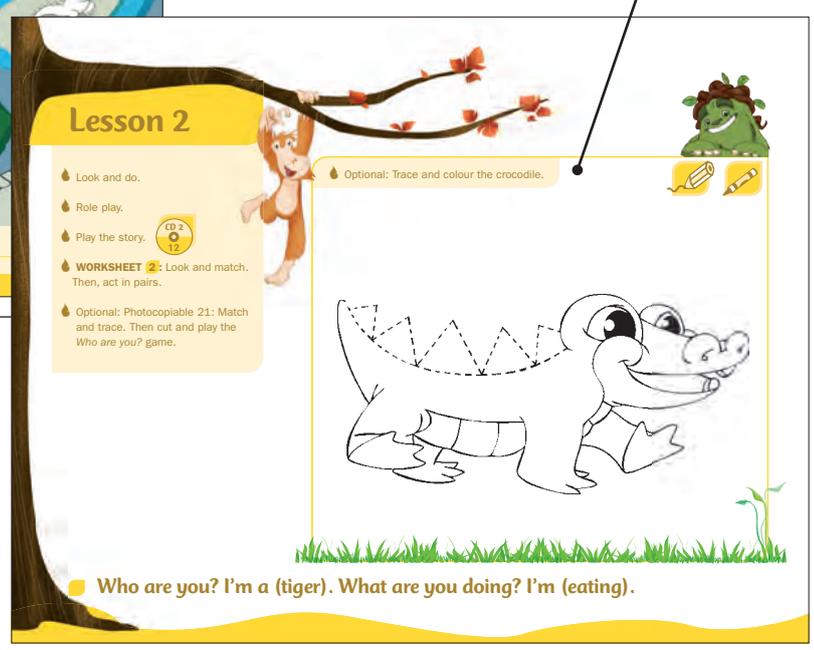


Greenman and the Magic Forest Pupil's Book Level B

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 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.



Are you ready to explore?

A1-A1+

6 levels P+ CLMS

NEW Guess What!

Susannah Reed and Kay Bentley
Series Editor: Lesley Koustauff

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 Cambridge English: Young Learners syllabus to help learners prepare for YLE exams while an emphasis on self-reflection supports children to 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, responsibility, and respect towards others and the world.
- 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 is available for download for students and teachers who want to boost the exit level of *Guess What!* to A2 through additional lessons. Please visit the website for more information.

Digital resources for teachers

- Presentation Plus – this easy-to-use tool puts all your resources in one place: complete course content enriched with interactive activities, teacher resources, interactive whiteboard tools, video and audio programs. Ideal for use with interactive whiteboards or computer and projector, or Apple TV.
- Get the most out of your print and digital resources with the FREE Online Training modules provided through the Cambridge Learning Management System. Visit cambridge.es/onlinetraining to find out more.

Digital resources for learners

- Interactive online activities in the Cambridge Learning Management System provide extra opportunities to practise vocabulary, grammar, reading and listening.

cambridge.es/guesswhat

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

Guess What! Pupil's Book 1

NEW 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
				Levels 1-2	Levels 3-4	Levels 5-6
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).



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

Guess What! Pupil's Book 1

Unit 2

16 CD 3.4 **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 CD 3.5 Listen and repeat.

Turtles whirl in the surf.

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

See also

- **NEW** Storyfun Second edition Page 50
- Primary Curriculum Box Page 94

'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.

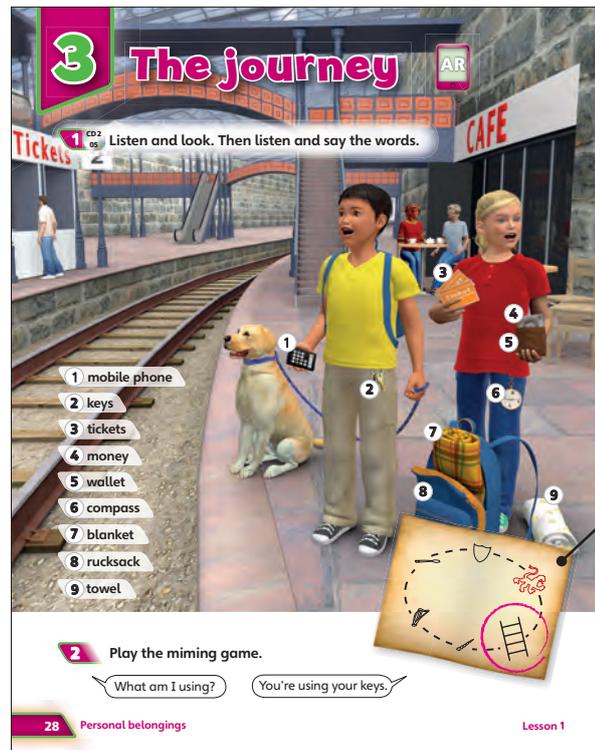
Its syllabus guarantees solid and progressive language acquisition, maintaining skills balance along with the Key Competences. It also follows the *Cambridge English: Young Learners (YLE)* syllabus, and comfortably covers *Cambridge English: Movers* by level 6.

- 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



Highly visual vocabulary presentation pages at the beginning of each unit

Treasure hunt activities connect all the stories in the level

Quick Minds Pupil's Book 4

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	978-84-8323-507-2	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 DVD-ROM (IWB Software)*	978-84-9036-398-0	978-84-9036-731-5	978-84-9036-735-3	978-84-9036-739-1	978-84-9036-743-8	978-84-9036-747-6
Online Test Generator	Accessed online at thecambridgeteacher.es . Contact your local representative for more information.					

*Digital Minds can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

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

CLIL pages bring the real world into the classroom

7

1 Look at the photos. Then read and say *Mike* or *Clara*. Listen and check.

Mike: farmer Clara: cook

- 'I have to get up at 5 o'clock in the morning.'
- 'I have to wear a uniform.'
- 'I don't have to get up early.'
- 'I have to work at the weekend.'
- 'I don't have to wear a uniform.'
- 'I have to feed the animals.'

2 Listen and say.

Grammar focus
I **have to** do my homework.
I **don't have to** get up early at the weekend.
Astronauts **have to** wear a spacesuit.
They **don't have to** drive a car.

3 Think of a job. Describe and guess.

I work in a hospital and I have to wear a uniform. Are you a ... ?

Lesson 2 Have to: affirmative and negative **63**

Learn and think

LIFE IN ART

1 Look at the paintings. Say the correct order: from the oldest (1) to the most recent (4). **Think!**

a b c d

2 Look at the paintings in Activity 1 and these topics. Say what each painting is about.

Work Animals Nature Free time Painting a is about free time.

50 Art **Lesson 7**

Quick Minds Pupil's Book 4



Digital Minds 2

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 in the Pupil's Book, videoke activities with real-life clips, and lively songs with karaoke version.
- An app allows access to the animated stories, songs with karaoke and interactive activities on smartphones and tablets.

Digital resources for teachers

- Digital Minds is the perfect solution to engage your students, with: Interactive Whiteboard software, with Digital Pupil's Book and Activity Book with interactive activities; integrated audio; animated stories, karaoke versions of the songs, digital flashcards, wordcards, posters and Teacher's notes. The new enhanced version includes improved zoom and answer check tools. Available as a DVD-ROM or online via thecambridgeteacher.es.
- The Online Test Generator, available at thecambridgeteacher.es, offers the possibility to create unit and term tests at two levels, Standard and High, and can also be fully customised to meet your needs. It also offers ready-made Cambridge English exam-type tests and Key Competences tests.



The fun course for seriously good results!

A1 A2



NEW 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 new vocabulary and activities so that it fully covers the syllabus of the revised Cambridge English: Young Learners tests.

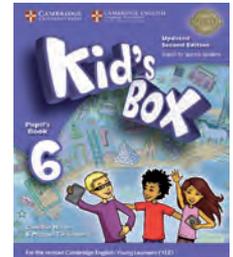
- New exam content and activities validated by Cambridge English Language Assessment prepare for success in the revised 2018 Young Learners tests.
- The Pupil's Book presents and practises new language through a variety of activities and lesson types such as stories, songs, chants, Total Physical Response 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:

The 'My Home Booklet' with the Pupil's Book for Levels 1 and 2 and with the Activity Book for Levels 3-6 reviews vocabulary and grammar and provides a review of the Key Competences developed by the pupils. It also includes letters to parents providing a connection between school and home.

cambridge.es/kidsbox



Geography The Earth's surface

FACT The word volcano comes from the Roman god of fire, Vulcan.

1 Read and say the answers.

- 1 What is the name for the outside of the Earth?
- 2 What are plates?
- 3 What does the Richter Scale measure?
- 4 Where are most tsunamis?

2 Read again and choose a title.

- a Plates and bowls
- b Natural disasters
- c Wave problems

3 Say the words to complete the sentences.

- Two of the worst natural disasters are and tsunamis.
- The of the Earth is a solid rock layer called the crust.
- The crust has different parts which are called .
- People use a seismometer to how strong the earthquake is.
- A is a series of very big waves.
- About out of every ten tsunamis happen in the Pacific Ocean.

Earthquakes
An earthquake is a sudden movement of the Earth's surface. The plates under the Earth are always moving slowly, but sometimes they stick and can't move until they move suddenly. This can cause an earthquake. People use a seismometer to measure how strong the earthquake is. A seismometer uses the Richter Scale when it measures an earthquake. The Richter Scale is numbered 0-10. Very bad earthquakes have a high number.

Tsunamis
A tsunami is a series of very big waves. Most tsunamis happen because of a big underwater earthquake. The earthquake must be over 6.75 on the Richter Scale. About nine out of every ten tsunamis happen in the Pacific Ocean. Tsunamis are different from normal waves because they move a lot more quickly and the distance between one wave and the next is bigger.

TIP Pay attention to this structure:
• **Nine out of every ten tsunamis happen in the Pacific Ocean.**

Vocabulary The Earth Natural disasters

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

CLIL pages cover other areas of the Primary curriculum

NEW 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	978-84-9036-867-1	978-84-9036-016-3	978-84-9036-936-4	978-84-9036-884-8	978-84-9036-887-9	978-84-9036-030-9
Wordcards	-	978-84-9036-496-3	978-84-9036-079-8	978-84-9036-522-9	978-84-9036-277-8	-	-
Flashcards	978-1-107-66022-9	978-84-9036-104-7	978-84-9036-542-7	978-84-9036-490-1	978-84-9036-952-4	-	-
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 (Enhanced PDF)	-	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 (Enhanced PDF)	-	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 DVD-ROM (IWB Software)	-	978-84-9036-508-3	978-84-9036-571-7	978-84-9036-269-3	978-84-9036-538-0	978-84-9036-123-8	978-84-9036-019-4
Levels 1-2							
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.

Digital Box can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

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.

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

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

2 People at work

Show what you know! What jobs can you remember?

Listening 1 Listen and repeat the jobs you hear.

2 Listen again. Say the words to complete the sentences.

They're looking at an exhibition on **1**.

Dan thinks he's going to be a **2**.

Shari thinks she's going to be a **3**.

Shari hopes the **4** isn't going to burn down.

Alvin's going to be a **5**.

They're going to write about famous people's **6**.

3 Read and order the words.

- 1 write about / What / for our ezine? / are / we / going to
- 2 going to / a nurse / be / when I'm older. / I'm
- 3 a doctor. / going to / Alvin / be / isn't
- 4 The school / isn't / burn down. / going to
- 5 win / prize! / We're / that / going to
- 6 do / you / What / tomorrow? / are / going to

Grammar

I'm going to be a dentist.
Alvin isn't going to be a nurse.
What are we going to write about?

18 Grammar Plans, intentions and predictions: going to

Get it right!

English for Spanish speakers

1 Look and say the answers.

Grammar

- I'm going to fly to Paris next week. I-going-to-fly-to-Paris-next-week.
- Is your mum going to cook dinner tonight? Your-mum-going-to-cook-dinner-tonight?
- My friends are going to play tennis tomorrow. My-friends-going-to-play-tennis-tomorrow.

- 1 How do you say these sentences in your language?
- 2 Is it the same or different in English?

2 Ask your friend.

tonight tomorrow
next week next month

What are you going to do tonight?

I'm going to do my homework tonight.

3 Look and say the answers. Test your friend.

Vocabulary

place / square bookshop / library school / college café / coffee car park jogging

- 1 How do you say these words in your language?
- 2 Do they mean the same?
- 3 Can you think of words which are similar in your language?

Do you want a cup of ... ?

... coffee?

4 Look and spell. Test your friend.

Spelling

million football small

million llamas syllable collect small
volleyball tall

Spell 'million'.

M-I-L-L-I-O-N

49 Grammar Present continuous **Vocabulary** False friends **Spelling** The double ll

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



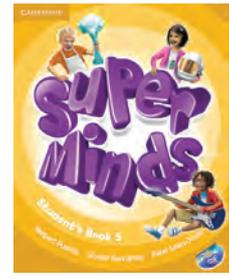
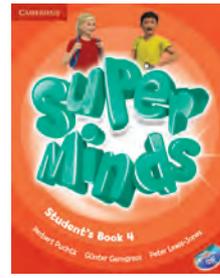
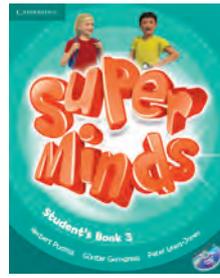
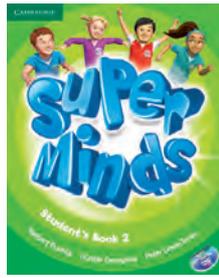
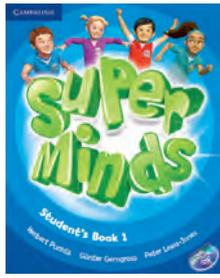
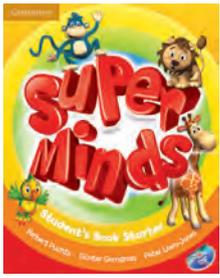
Digital Box 1

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.
- A fully interactive CD-ROM accompanies the Activity Book with all the songs from the Pupil's Book and stimulating games.

Digital resources for teachers

- Digital Box, available for levels 1 to 6: Interactive Whiteboard software, including the Digital Pupil's Book and Digital Activity Book with answers and interactive activities; integrated audio; animated stories, flashcards, wordcards, posters and Teacher's notes. The new enhanced version includes improved zoom and answer check tools. Available as a DVD-ROM or online at thecambridgeteacher.es.



Enhances children's thinking skills and creativity

A1 A2 B1



Super Minds

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER TO PRE-INTERMEDIATE

200 teaching hours, extendable to 320 hours

Nominated British Council ELTons Awards
Excellence in Course Innovation

Written by a highly respected author team, *Super Minds* has been carefully crafted to help your students achieve their full potential.

Engaging characters, some of them with super powers, accompany learners on their journey. As the students grow, so do the characters, and new faces are introduced every two levels.

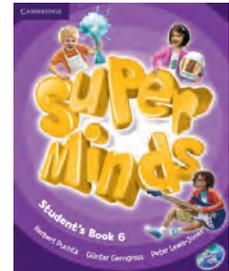
- **NEW** *Super Grammar Book* boosts students' language skills with clear grammar illustrations and plenty of enjoyable grammar, reading and writing practice. Packaged with the Workbook for levels 1 to 6.
- The course methodically enhances your students' thinking skills, training their memory and improving their concentration.
- Language is developed creatively through the levels with activities such as role play and project work.
- Lively stories give children the opportunity to explore social values and promote positive behaviour.
- Two-page CLIL sections encourage students to apply English to the world around them.

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 enable learners to access the Student's Books on tablets.

cambridge.es/superminds



5 This, that, these, those

I like this bedroom.

Do you like these pencils?

Do you like this book?

Yes, I do.

Hmm. No, I don't. I like those books.

Super Grammar

Use **this** and **these** to talk about singular (**this**) and plural (**these**) things that are near to us. Use **that** and **those** to talk about singular (**that**) and plural (**those**) things that are far from us.

I like **this** book. I like **these** books.

I like **that** book. I like **those** books.

1 Circle the correct words to complete the sentences.

- 1 I like **this** / these lamp.
- 2 I don't like **these** / this yellow chairs.
- 3 Do you like **these** / those blue chairs?
- 4 I like **that** / those green lamp.
- 5 I like **these** / this blue jeans.
- 6 Do you like **that** / this red cap?

34 My bedroom

Super Grammar Book 2

"Students are involved and can't wait for the next page. They usually check the following pages to suggest more projects and activities."

Ana, Aware Idiomas, Brazil

Super Minds	Starter	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Student's Book with DVD-ROM	978-0-521-14852-8	978-0-521-14855-9	978-0-521-14859-7	978-0-521-22168-9	978-0-521-22218-1	978-0-521-22335-5	978-0-521-22387-4
NEW Workbook with Online Resources and Super Grammar Book‡	978-0-521-14853-5	TBC	TBC	TBC	TBC	TBC	TBC
Teacher's Book	978-0-521-21433-9	978-0-521-22061-3	978-0-521-21957-0	978-0-521-21927-3	978-0-521-21750-7	978-1-107-45828-4	978-1-107-45829-1
Teacher's Resource Book with Audio CD*	978-1-107-64013-9	978-1-107-66604-7	978-1-107-68367-9	978-1-107-63396-4	978-1-107-69376-0	978-1-107-65949-0	978-1-107-67749-4
Class Audio CDs (3)	978-0-521-21434-6	978-0-521-22136-8	978-1-107-67406-6	978-0-521-21973-0	978-0-521-21751-4	978-0-521-21624-1	978-0-521-21587-9
NEW Wordcards	–	978-1-316-63161-4	978-1-316-63162-1	978-1-316-63163-8	978-1-316-63164-5	–	–
NEW Flashcards (78)**	978-0-521-22163-4	978-0-521-22026-2	978-0-521-21941-9	978-1-316-63157-7	978-1-316-63158-4	978-1-316-63159-1	978-1-316-63160-7
Posters (10)	†978-1-107-42782-2	†978-1-107-42782-2	†978-1-107-42782-2	978-1-107-42982-6	978-1-107-42980-2	978-1-107-42977-2	978-0-521-21472-8
Digital Student's Book (Enhanced PDF)	–	978-84-8323-992-6	978-84-8323-994-0	978-84-8323-373-3	978-84-8323-997-1	978-84-8323-999-5	978-84-8323-183-8
Digital Workbook (Enhanced PDF)	–	978-84-8323-186-9	978-84-8323-191-3	978-84-8323-204-0	978-84-8323-207-1	978-84-8323-210-1	978-84-8323-212-5
Presentation Plus	978-1-107-44119-4	978-1-107-44123-1	978-1-107-44126-2	978-1-107-44129-3	978-1-107-44130-9	978-1-107-44131-6	978-1-107-44133-0
NEW Online Test Generator	–	–	–	–	–	–	–

Accessed online at thecambridgegeteacher.es. Contact your local representative for more information.

Tests CD-ROM

Levels 1-2: 978-1-107-42962-8
Levels 3-4: 978-1-107-42963-5
Levels 5-6: 978-1-107-42964-2

*Teacher's Resource Book Starter Level is not accompanied by an Audio CD
Flashcards (103) for Levels 1 and 2, **NEW Flashcards for Levels 3, 4, 5 and 6

†Posters (15) for Starter, Levels 1 and Level 2 (combined)
‡Workbook Starter Level does not have Online Resources nor Super Grammar Book. ISBNs for Levels 1-6 not available at the time of printing this catalogue.

Digital resources for teachers

- **NEW** Online Test Generator with unit tests, review and end-of-level tests, as well as revised 2018 *Cambridge English: Young Learners (YLE)*, *Key* and *Preliminary* style test activities.
- Presentation Plus – this easy-to-use tool puts all your resources in one place: complete course content enriched with interactive activities, teacher resources, interactive whiteboard tools, video and audio programs. Ideal for use with interactive whiteboards, computer and projector, or Apple TV.
- Online Learning Management System to track pupils' progress and develop your skills with online teacher training.
- **NEW** Get the most out of your print and digital resources with the FREE Online Training modules provided through the Cambridge Learning Management System. Visit cambridge.es/onlinetraining to find out more.

Available in American English 

- **Super Minds American English**
cambridge.es/superminds/ame

See also

- **NEW Storyfun Second edition**
Page 50
- **Primary Curriculum Box**
Page 94

Develop creativity with visualisation activities



Super Minds Presentation Plus 2

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

Learn and think

Musical Instruments

1 Listen and number.

recorder

flute

triangle

piano

guitar

drum

2 Read about different families of musical instruments.

wind instruments
You use your mouth to play these instruments. You blow through the instrument to make a sound.

pan pipes

blow

stringed instruments
Instruments with strings are called stringed instruments. Easy? Well what about the piano? It's a stringed instrument but you can't see the strings. They are inside the piano.

violin

strings

percussion instruments
We use percussion instruments to play the rhythm of the music. When you listen to the drums you hear a rhythm.

tambourine

rhythm

3 Write the names of the instruments in Activity 1 in the columns.

wind instruments	stringed instruments	percussion instruments
_____	_____	_____

Learn and think

1 Look at the instruments. Which family are they from? Trombones are ... instruments.

trombone

harp

cymbals

cello

castanets

saxophone

2 Answer the questions.

- 1 What other musical instruments do you know? What family are they from?
- 2 Do you play an instrument? If you do, how often do you play it? If you don't, what instrument would you like to play, and why?

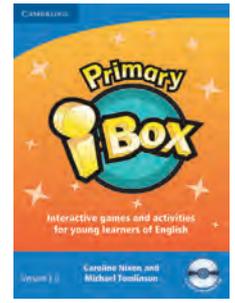
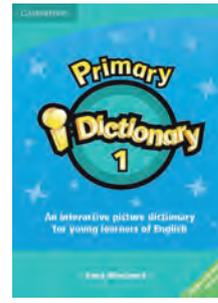
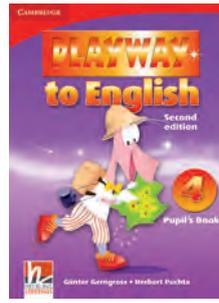
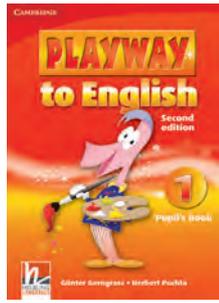
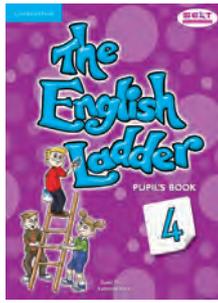
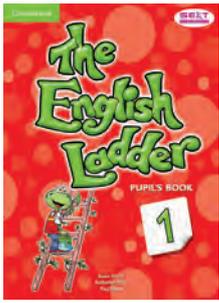
3 Project: Make some maracas.

- 1 Take two empty plastic bottles. Fill them with rice. Shake them to hear the sound they make. Add some rice or take some out until you like the sound.
- 2 Decorate your maracas.
- 3 Play some music and beat the rhythm.

Which musical instrument family are your maracas from?





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.

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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
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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
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Max Puppet (All levels)	978-0-521-12967-1	–	–	–

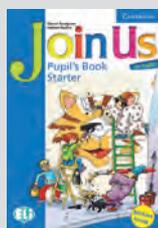
Also available

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



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.
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- Language aims are revised with 'Show what you can do' sections, while 'Word Play' activities develop independent thinking.

cambridge.es/playway

A1 A2

3 levels

P+

Primary i-Dictionary

Anna Wiczorek 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/primaryidictionary

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*not available with the Home user version

**Starter Level is Workbook and CD-ROM Pack

A1 A2

P+

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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.

1 (Starters)

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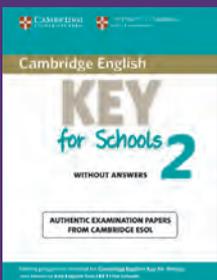
See also

- **Cambridge Copy Collection: Younger Learners**
Page 94

Secondary and Bachillerato Courses:

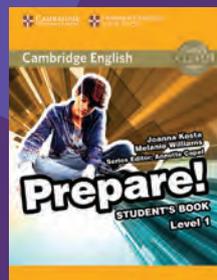
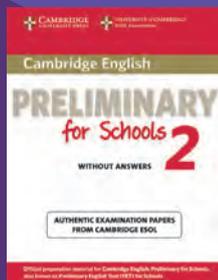
COURSE	PAGE	CEFR LEVEL							CAMBRIDGE EXAMS
Smart Planet	20	—	A1	A2	B1	—	—	—	Key (for Schools) Preliminary (for Schools)
Citizen Z	22	—	A1	A2	B1	B1+	B2	C1	Key (for Schools) Preliminary (for Schools) First (for Schools) Advanced
English in Mind for Spanish Speakers Second Edition	24	—	A1	A2	B1	B1+	B2	C1	Key (for Schools) Preliminary (for Schools) First (for Schools) Advanced
Interactive for Spanish Speakers	26	—	A1	A2	B1	B1+	B2	—	Key (for Schools) Preliminary (for Schools) First (for Schools)
More! Second edition	27	—	A1	A2	B1	—	—	—	Key (for Schools) Preliminary (for Schools)
Your Space	28	—	A1	A2	—	—	—	—	Key (for Schools)
Out & About	30	—	—	—	B1	B1+	B2	—	Preliminary (for Schools) First (for Schools)
Next Generation	32	—	—	—	B1	B1+	B2	—	Preliminary (for Schools) First (for Schools)

See also



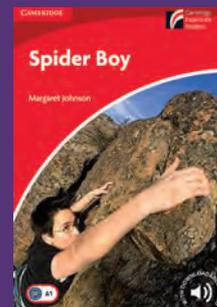
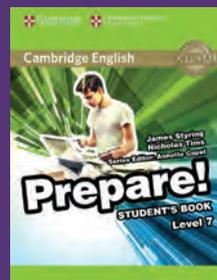
Exam preparation

Official preparation for Key for Schools, Preliminary for Schools and First for Schools
Page 48



Cambridge English Prepare

A lively general English course with comprehensive Cambridge English exam preparation integrated throughout. *Prepare!* is the only schools course jointly produced with and endorsed by Cambridge English Language Assessment.
Page 52



Cambridge Experience Readers

Page 84



Cambridge Discovery Education™ Interactive Readers

Shortlisted British Council ELTons Awards 2015: Innovation in Learner Resources
Page 82



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



Smart Planet

Ben Goldstein and Ceri Jones

ELEMENTARY TO PRE-INTERMEDIATE

Secondary

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

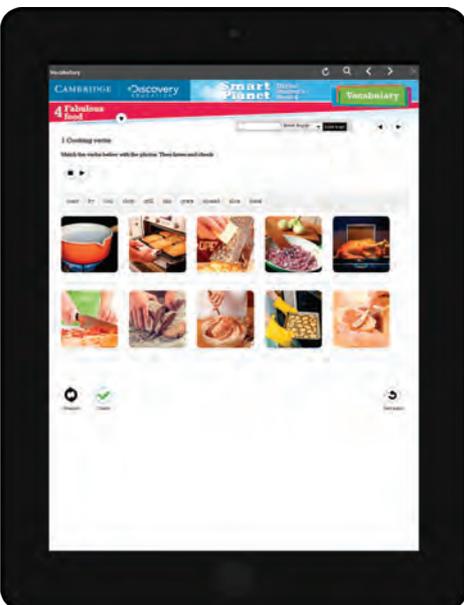
Topics that appeal to teenagers' interests and stimulate their curiosity about the world around them



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 4



Smart Planet Digital Student's Book 4

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

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

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.

'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

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

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;
- 1 university ... , university ... , university ... , university ...
- 2 work ...
- 3 application ... , application ...
- 4 part-time ...
- 5 entrance ... , entrance ...
- 6 training ...
- 7 career ...

- 3 **134 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.**

- 1 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?
- 2 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: Culture

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

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

- 2 **135 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 Charco Canyon were the tallest buildings in the USA until the 19th century.

The Cliff Palace is the largest Pueblo cliff dwelling in the park. It's best seen from above, where the building will leave you thinking about how these people could have built such complex houses. The most interesting of all the houses is the Balcony House. It is made up of 40 rooms, connected by long, narrow tunnels and built around a series of shared spaces and can only be visited with a guide. You have to be ready to climb – the only door into the house is at the top of a ten-metre high wooden ladder! When the Pueblo people lived here, they would have entered their homes by climbing ladders and ropes up the steep cliff wall. Once inside, they would have pulled the ladder into the house in order to protect themselves from enemies.

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

Your Turn

- 3 **Read the magazine article again. Correct the sentences.**

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

- 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.

Discovery
 8.2 A Lost Civilisation
 Find out about the Chiribaya of Peru.

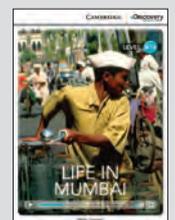
Smart Planet Student's Book 4

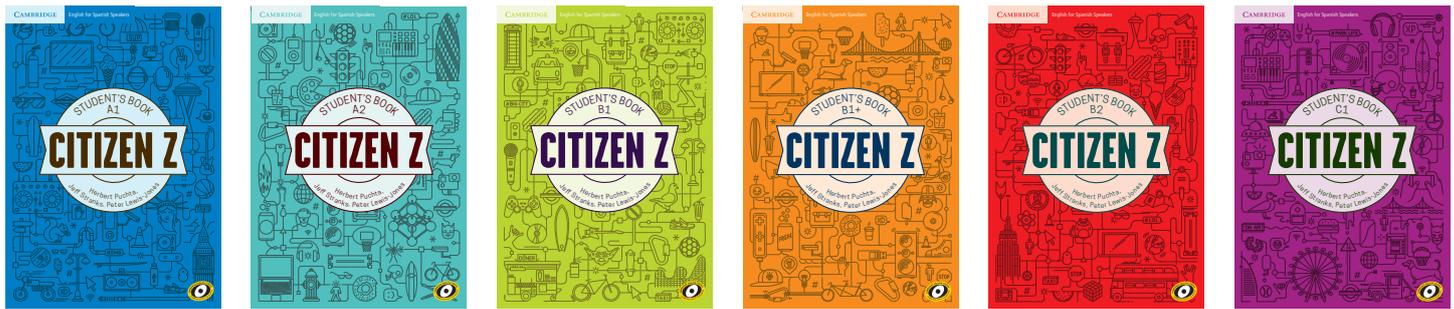
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Online Test Generator	Accessed online at thecambridgeteacher.es . Contact your local representative for more information.			

Digital Planet can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

See also

- Cambridge English Prepare
Page 52
- Cambridge Discovery Education™ Interactive Readers
Page 82





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

NEW A1 and C1 Levels

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

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

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

- Engaging and thought-provoking topics challenge and inspire teenage learners.
- Guided writing and speaking sections support students step by step through the process to build fluent, confident written and spoken English.
- Culture lessons encourage students to think and talk about life in other countries and how it compares with their own.
- Literature lessons expose students to authentic language and encourage an appreciation of literature.
- Life skills lessons develop non language skills to help students in all aspects of their lives.

- 'Think Exams' pages and assessment-style activities prepare students for success at *Cambridge English: Key, Preliminary, First* and *Advanced*.
- Extra photocopiable worksheets, graded Workbook activities and extra ideas in the Teacher's Book provide plenty of support for fast-fininishers and mixed-ability classes.

cambridge.es/citizenz

Citizen Z Student's Book B2

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

Citizen Z	NEW A1	A2	B1	B1+	B2	NEW C1
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Accessed online at thecambridgeteacher.es. Contact your local representative for more information.

Digital Citizen Z can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

ESS English for Spanish Speakers

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

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

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

UNIT 3

Literature

ABOUT A BOY
BY NICK HORNBY

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

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

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

"You're not going round there again," she said on the way home. Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway.

"Why not?"

[...] "We don't need that kind of person. We're doing all right our way."

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

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

"No, I know, but--"

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

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

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

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

GLOSSARY

mess it up - do it in a really bad way

swore - used bad words (words that people think are rude)

off her head - crazy

2 Read the text again and answer the questions.

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

3 Work with a partner and discuss the questions.

- 1 What makes it easy, or difficult to talk to an adult about things that worry you?
- 2 Do you think that being a mother or father is straightforward? Why/why not?

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

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

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 2014, has managed to create jobs and to stop the villagers moving away, while at the same time helping some of the poorest and most desperate people in the world.

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

Train to THINK

Distinguishing fact from opinion

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

1 Read the two statements (A). What is the purpose of the question (B) that follows each of them?

- 1 A *Teenagers never want to travel anywhere with their parents.*
B Does that mean that there has never been a young person who liked travelling with their parents?
- 2 A *I'm convinced listening to music keeps you healthy.*
B What evidence is there that proves you are right?

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

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

Citizen Z Student's Book B2

Digital Citizen Z B1+

Digital resources for learners

- Online Practice offers extra grammar and vocabulary practice, extra reading, the course videos and projects.
- An App allows students to scan pages of the Student's Book with their smartphones for direct access to the course videos.
- Fully-interactive Digital Student's Books and Workbooks are available both online and offline. These are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards.

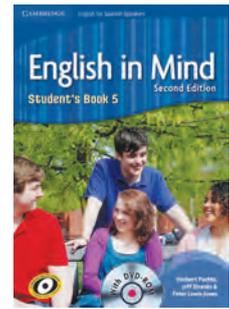
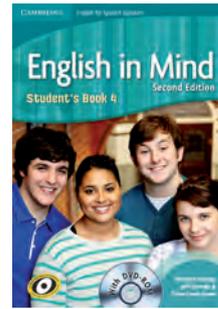
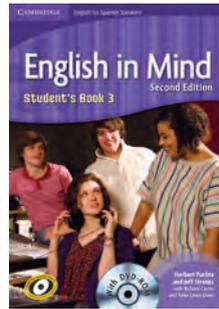
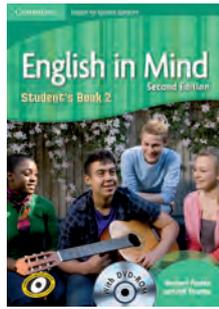
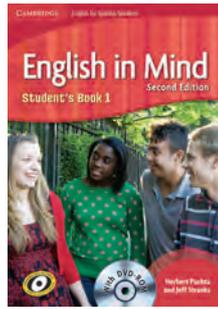
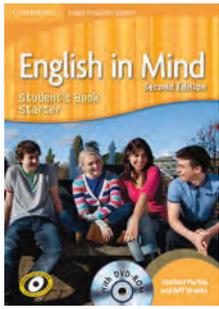
Digital resources for teachers

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

For more information about our digital products see page 4

23

Schools: Secondary



A1 A2 B1 B2 C1



Testing made easy

English in Mind for Spanish Speakers

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones
Level 3 with Richard Carter

BEGINNER TO ADVANCED

Secondary

80–90 teaching hours, extendable to 180

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

- Teen photostories introduce 'Everyday English' and lead into speaking practice in the form of discussions and improvisation.
- Structured speaking practice and development throughout each level.
- A 'Vocabulary bank' shows new words in context and offers accompanying practice exercises.
- Authentic 'Fiction in mind' and 'Literature in mind' section develop reading skills (Levels 3, 4 and 5).
- Exam-style exercises and topics help prepare students for school and international Exams.

cambridge.es/englishinmind

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



English in Mind Student's Book 4 DVD-ROM

* Functional zones in cities

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

CBD (central business district)

industrial zone

residential zone

2 Listen

A ▶ **CD 134** A group of British students are on a field trip to the city in the photo. Listen to the teacher and students talking about it. Which city is it? Which English city do they compare it with?

B ▶ **CD 134** Can you complete the sentences with the words in the box? Listen to the second part of the conversation and check your answers.

I function

shops
tertiary
noisy
residential
city centre

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

C ▶ **CD 135** Listen to the third part of the conversation. Complete the city fact-file.

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

3 Speak

Work with a partner. Answer the questions.

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

education
entertainment
management and finance
health care
manufacturing
engineering

34 UNIT 3

English in Mind for Spanish Speakers Student's Book 3

The Student's Book DVD-ROM includes:

- Addictive games that encourage students to keep trying until they succeed.
- Videostories which develop the characters from the Student's Book photostories and include different language.
- An expanded bank of exercises for each unit so weaker areas can be thoroughly practised.

English in Mind for Spanish Speakers	Starter	Level 1	Level 2	Level 3	Level 4	Level 5
Student's Book with DVD-ROM	978-84-8323-955-1	978-84-8323-790-8	978-84-8323-963-6	978-84-8323-642-0	978-84-8323-751-9	978-84-8323-758-8
Workbook with Audio CD	978-84-8323-520-1	978-84-8323-986-5	978-84-8323-841-7	978-84-8323-496-9	978-84-8323-752-6	978-84-8323-759-5
Teacher's Resource Book with Class Audio CDs	978-84-8323-538-6	978-84-8323-681-9	978-84-8323-788-5	978-84-8323-789-2	978-84-8323-803-5	978-84-8323-805-9
DVD*	978-0-521-15779-7	978-0-521-15374-4	978-0-521-15932-6	978-0-521-15586-1	978-0-521-18452-6	978-1-107-63738-2
Presentation Plus DVD-ROM*	978-0-521-12232-0	978-0-521-17681-1	978-0-521-12353-2	978-0-521-17483-1	978-0-521-18454-0	978-0-521-18460-1
Testmaker Audio CD/CD-ROM*	978-0-521-17286-8	978-0-521-14035-5	978-0-521-13684-6	978-0-521-18562-2	978-0-521-18455-7	978-0-521-18461-8
Digital Student's Book (Enhanced PDF)	978-84-8323-352-8	978-84-8323-608-6	978-84-8323-609-3	978-84-8323-354-2	978-84-8323-357-3	—
Digital Workbook (Enhanced PDF)	978-84-8323-339-9	978-84-8323-341-2	978-84-8323-344-3	978-84-8323-346-7	978-84-8323-349-8	—
Digital Student's Book (SCORM)	978-84-8323-777-9	978-84-8323-850-9	978-84-8323-855-4	978-84-8323-780-9	978-84-8323-928-5	—
Digital Workbook (SCORM)	978-84-8323-778-6	978-84-8323-610-9	978-84-8323-611-6	978-84-8323-782-3	978-84-8323-929-2	—

*Designed for the international edition

ESS English for Spanish Speakers

All levels include content specifically designed for Spanish speakers:

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

Fascinating topics engage teenage students and stimulate their minds

7 Peacemakers

* Past perfect passive
 * Past perfect continuous
 * Vocabulary: conflicts and solutions

1 Read and Listen

a Do you recognise the people in the photos? What do you know about them?

b Read the text quickly and answer the questions.

- 1 How did Alfred Nobel make his money?
- 2 Why did he decide to start the Nobel Prizes?



Alfred Nobel Rests in Peace

People like Martin Luther King Jr, Nelson Mandela, Aung San Suu Kyi, Kofi Annan, Lech Walesa and Mother Teresa have become famous all around the world. ... They are all winners of the Nobel Peace Prize. But none of them would have received their prize and the recognition it brings if it had not been for one Swedish man, Alfred Nobel.

When Alfred joined the Nobel family company, it had been developing explosives for many years. Alfred's father, Immanuel, had started the family fortune by working for the Russian army to produce landmines and sea mines, which are bombs that are put under the ground or in the sea and which explode when people move over them. But the family made even more money by manufacturing nitroglycerine, which was an effective but very dangerous explosive.

One day Alfred arrived home to find that his 20-year-old brother Emil had been killed in a nitroglycerine explosion. ... The result was dynamite, which became an immediate success all over the world.

Alfred Nobel always wanted dynamite to be used for peaceful means. And when it was used to blast a path for the Panama Canal in 1914 he couldn't have been happier. Unfortunately in the same year, the First World War started and, when it ended four years later, dynamite had been used to take away the lives of thousands of young men.

... To see his invention being used in this way made him very sad.

Sometime later Alfred's older brother Ludwig died. One newspaper accidentally printed Alfred's obituary instead of his brother's. The obituary described Alfred as a man who had become rich by inventing a weapon of mass destruction. When Alfred read this review of his life, he was horrified

and decided to do something about it. He decided that he would use the great fortune that he had made to reward people who had been working to promote good in society. ... The Nobel Peace Prize was awarded to the person who had done the most, or the best, work to promote friendship between countries, to abolish armies or to hold and promote peace conferences.

In 1997 the Nobel Peace Prize went to an American called Jody Williams for her efforts to get landmines banned. ... Perhaps now, Alfred Nobel will rest more easily in his grave.

Get it right!

Which word is missing? Don't look at the text! Alfred's father worked ... the Russian army.

Discussion box

- 1 Why did the people in the photos win the Nobel Prize?
- 2 If you could award a Nobel Peace Prize, who would you give it to? Why?

60 UNIT 7

‘Get it right!’ pages highlight and practise common mistakes made by Spanish speakers

Get it right! Common errors

1 The environment

Don't get these words confused:

- ✓ It's important to protect **the environment** (~~X the ambient~~) from global warming.
- ✓ A lot of people are leaving the cities because they want to live in peace and quiet in the **countryside** (~~X the nature~~).
- ✓ You can see many plants and animals in the old forest – **the wildlife** there is amazing.

Complete the text about Earth Day with **environment, countryside, or wildlife**.

I **countryside**

April 22nd is International Mother Earth Day and we want to celebrate with you! Check out our fantastic programme of events in the area.

- In the morning, there will be a cycling trip to the '1 ... Escape the noise of the city and enjoy a ride through quiet villages. We all know that over-reliance on cars is bad for the '1 ... but cycling doesn't pollute the air!
- For families with children, there's a trip to a nature reserve. Discover an incredible array of '1 ... in its natural habitat. You'll be surprised at how many plants and animals there are.
- Are you tired of breathing the dirty air of the city? Then join our walk along the river and through beautiful fields. Enjoy the fresh air in the '4 ...
- Don't miss the Earth Day lectures. The first one starts at 8 pm and will be discussing the question: 'What can we do to save the '5 ...? Come along and learn how we can better protect the world we live in. The second lecture starts at 9.30 pm and will be tackling the issue of the decreasing fox and hedgehog populations. Find out how you can help the local '6 ...



Find two more wrong sentences. Write the correct words in your notebook.

1 ~~the work had done~~ the work had been done

- 1 We didn't have to do anything. All the work had done when we arrived.
- 2 Antonio had learnt a lot by the time the course had finished.
- 3 The school won an award for its conflict resolution group. It had only started the year before by the pupils.
- 4 Luckily all my work was still there when I turned the computer back on. The document had saved automatically.
- 5 We asked the park attendant how long the trees in the park had been there. He said they had planted 30 years before.

3 Difference of opinion

Don't get these words confused:

- ✓ Our teacher encourages us to have **discussions** in class about a range of topics.
- ✓ But when there's an **argument** (~~X discussion~~) she tells us to stop.
- ✓ Children were **fighting** in the playground – one of them ripped the other's shirt!

Choose the correct words.

I **fight**

- 1 There was a horrible **discussion** / **fight** on the street. People were hitting each other and the police had to stop it.
- 2 We had an interesting **discussion** / **argument** about Aung San Suu Kyi. We all agreed she's a wonderful role model for young people.
- 3 My friend Eva gets depressed when she has **discussions** / **arguments** with her parents.
- 4 Sharing opinions is important. We should have more **discussions** / **arguments**.
- 5 The boys don't want to **argue** / **fight**. They are pacifists and don't like violence.

2 Past perfect passive

Don't forget to use **been** with the past perfect passive:

- ✓ My mum read 'Pride and Prejudice' at school. It **had been included** (~~X it had included~~) in the school curriculum the year before.

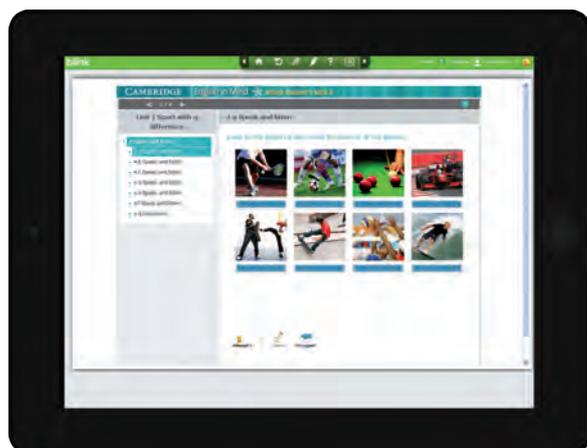
4 Use 'it'!

Remember not to miss out the subject with the verb **be**, especially in sentences with the 'dummy' **it**:

- ✓ It's (~~X is~~) easy to see why he's upset.

82 UNIT 9

English in Mind for Spanish Speakers Student's Book 4



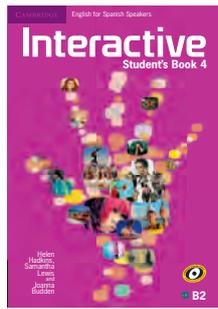
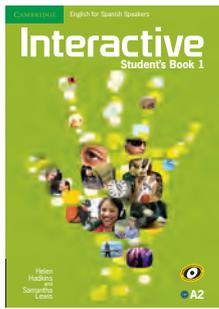
English in Mind for Spanish Speakers Digital Student's Book 4

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.
- Resource website with 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, Testmaker and other online extras, 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.

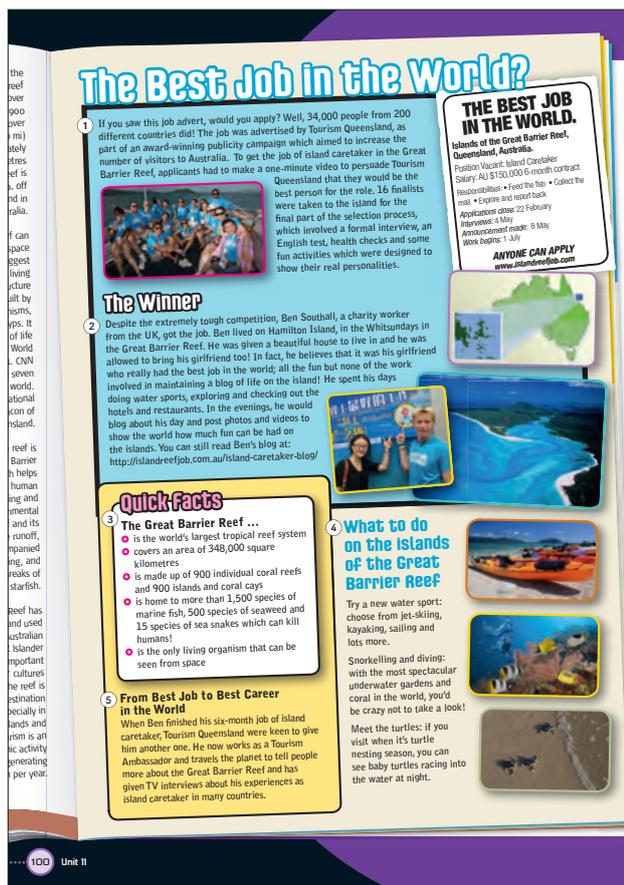
Think about world culture

- '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.

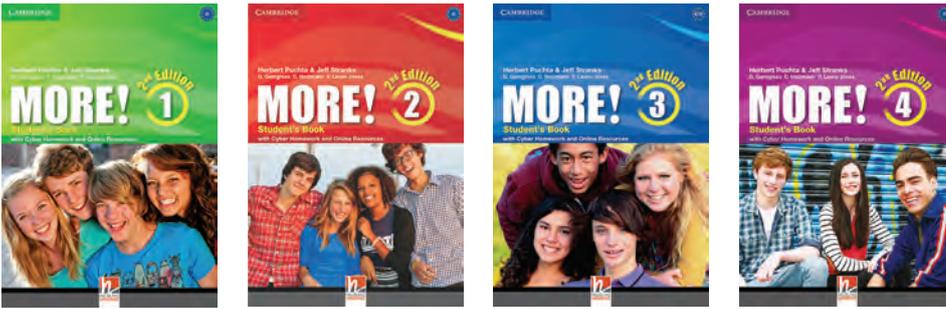


Interactive for Spanish Speakers Student's Book 4

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

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
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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
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DVD	978-1-107-67127-0	978-1-107-67618-3	978-1-107-68194-1	978-1-107-66627-6

Culture
The United Kingdom

Look at the map and complete the table.

	ENGLAND	SCOTLAND	WALES	N. IRELAND
Mountains			Snowdon	
Rivers	The Thames	The Tyne		
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 for extra CULTURE

More! Second edition Student's Book 1

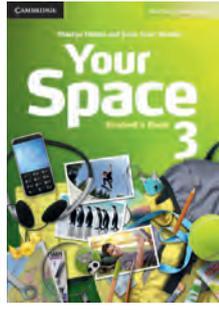
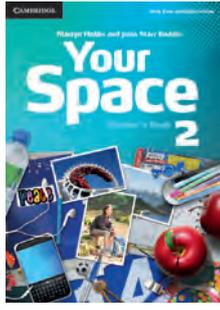
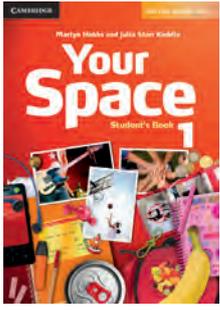
See also

- **CLIL Activities**
Page 95
- **Cambridge Discovery Education™ Interactive Readers**
Page 82

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
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"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

3 levels P+

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.

Web Zone

- Students complete fun revision activities to unlock new features and personalise their space with credits earned.
- A 'Comic Builder' allows students to create their own stories based on the characters and settings of the graphic story in the Student's Book.

DVD

- The *Your Space* DVD brings real-world authenticity to an English lesson and provides a springboard for engaging activities and classroom discussion.
- Accessible up-to-date content provides teachers with a great way to motivate and stretch their students.
- Language content and topics have been carefully mapped to the course content and syllabus.

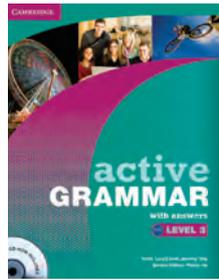
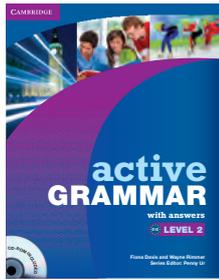
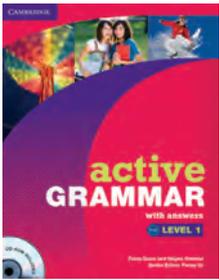
Presentation Plus

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

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 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 designed to appeal to teenage and young adult learners.

- Target language presented through a variety of content-rich texts drawn from areas such as Geography, History and Science.
- Carefully graded exercises provide plenty of challenging practice.
- Exercises suitable for learners preparing for Cambridge English exams.
- A wealth of extra review material is featured in MY TEST! sections, review units and on the CD-ROM.

Engaging presentations help students learn about the world while they study grammar

25 Yes / no questions and short answers

Are beetles important? Yes, they are!

scien^cemagazine sciencemagazinesciencemagazine

This week Dr Stephen Elliot answers your questions about beetles.

Q Are beetles important?
A People often ask me this, and the answer is, **yes, they are!** Beetles are important because they feed on dead plants and animals.

Q Do beetles lay eggs?
A **Yes, they do.** Then the eggs change into larva, pupa and adult beetle. This is called metamorphosis.

Q There are 350,000 **species** of beetle. Is this true?
A **No, it isn't** – there are probably more! We just haven't found and named them all yet!

Q Do beetles live everywhere?
A **No, they don't.** Beetles don't live in the sea. But beetles were living on Earth before dinosaurs were here – and they have adapted to almost every **habitat**.

Q Have beetles adapted to the Arctic?
A You may not believe this – but **yes, they have!** The Arctic beetle can live in temperatures of **-40°C**!

STAR INSECTS

True or False? Beetles only live in warm countries.

Yes / no questions and short answers

1 To make a yes / no question, put the auxiliary verb (e.g. *am, is, are, has, have*) before the subject.
Is this true? Have beetles adapted to the Arctic?

auxiliary verb	subject	...?
Is	he / she / it	OK?
Am	I	happy?
Are	you / we / they	living here?
Has	he / she / it	arrived?
Have	I / you / we / they	found it?

TIP Yes / no questions in English always have an auxiliary verb.
Do you come from here? NOT You come from here?

2 If there is no auxiliary verb, use *do* or *does*.
Does it have wings? Do beetles lay eggs?

auxiliary verb	subject	...?
Does	he / she / it	look good?
Do	I / you / we / they	have a question?

3 Make a yes / no answer with just the subject pronoun and the auxiliary verb.
A: Is it true? B: Yes, it is. / No, it isn't.
A: Are you cold? B: Yes, I am. / No, I'm not.
A: Has she arrived? B: Yes, she has. / No, she hasn't.
A: Have beetles adapted to the Arctic? B: Yes, they have. / No, they haven't.
A: Does it look good? B: Yes, it does. / No, it doesn't.
A: Do beetles lay eggs? B: Yes, they do. / No, they don't.

Active Grammar 2

Tips provide useful information about important grammatical features and highlight common mistakes

Teachers get plenty of support online:

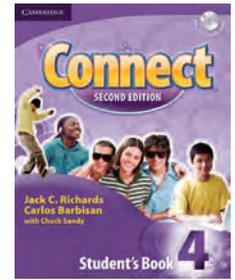
- A comprehensive online Teacher's Guide provides practical ideas on how to use the material and tips for teaching mixed-ability and mixed-age classes.
- Downloadable wordlists and tests.

On the CD-ROM:

- Extra practice activities for every unit.
- Customisable and printable tests.

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



A1 A2 B1

A 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

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

See also

- **Cambridge English Prepare**
Page 52
- **Key for Schools**
Page 64
- **Preliminary for Schools**
Page 64
- **First for Schools**
Page 65
- **Cambridge Copy Collection: Teenagers**
Page 94



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

An impactful opening page arouses curiosity and engages the students

The unit objectives are clearly set out

Unit 3

You are what you eat

UNIT OBJECTIVES

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

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

Think about these questions:

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

Do you have a balanced diet?

VIDEO 1 **VIDEO 2**

YOU ARE WHAT YOU EAT UNIT 3 31

Out & About Student's Book 2

Out & About	Level 1	Level 2
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
Teacher's Resource Disc	978-84-9036-805-3	978-84-9036-810-7
Digital Student's Book (Enhanced PDF)	-	978-84-9036-956-2
Digital Workbook (Enhanced PDF)	-	978-84-9036-955-5
Digital Student's Book (SCORM)	978-84-9036-145-0	978-84-9036-156-6
Digital Workbook (SCORM)	978-84-9036-516-8	978-84-9036-231-0
Digital Out & About DVD-ROM (IWB Software)*	978-84-9036-321-8	978-84-9036-275-4
Levels 1-2		
Teacher's DVD with Activity Book	978-84-9036-811-4	
Online Test Generator	Accessed online at thecambridgeteacher.es . Contact your local representative for more information.	

* Digital Out & About can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

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.

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

'Streetwise' highlights more colloquial use of language

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

Unit 6

When Edinburgh becomes the capital of comedy

For most of the year, Edinburgh is one of the most livable cities, thanks to its relatively small population. But when August arrives, it's all change. There are twice as many people, and the atmosphere gets a whole lot livelier. It's the last arts celebration in the world, and performers turn up from all corners of the globe. They call it 'the Festival', but in reality, it's a collision of simultaneous festivals, one for each branch of the arts, and it's the highlight of the city's cultural calendar. One particularly popular branch of the festival is known as 'The Fringe', and it's the largest comedy gathering in the world.

The Fringe has become more and more popular among comedians since the 1980s because it has acquired a reputation as the best place to launch a career. Many of the acts who have won awards here in the past have gone on to become household names – like the likes of Frank Skinner, Steve Coogan and Lee Evans. Of course, for every success story, there are many more who slip away into anonymity as soon as the festival is over, but it is, nevertheless, the opportunity of a lifetime.

If Edinburgh is the biggest comedy event in the world, it's also perhaps the toughest. Few comedy festivals last longer than a week, but at The Fringe, new comedy hopefuls have to take to the stage and make the audience laugh for 20 minutes a day, six days a week, for a three-week stretch. The luckier ones get an evening slot at one of the more prestigious venues, where they will draw a crowd. Those who are less fortunate may find themselves performing in a dark pub cellar in the early afternoon to an audience of three.

Most of the new comedy acts appearing in Edinburgh will be looking for a place in the limelight, and this means getting your name on the shortlist for the Edinburgh Comedy Awards. This offers not only a chance to get noticed, but also the opportunity to come first and win the \$10,000 prize. This year, the prize was won by Bridget Christie, whose show was described as 'an hour of feminist comedy which is as full of imaginative jokes as it is of righteous anger'.

This year's awards were hosted by past award winner Steve Coogan. After seeing some of this year's acts, Coogan was enthusiastic: 'I get excited when I see comedians doing something new rather than something polished. Coogan, who won the award 21 years ago, said, 'My memory of it is that it's one of the most exciting things that happens to you. Other awards pale into insignificance compared to The Fringe award in Edinburgh because it is such an exciting cauldron of talent', he explained.

'You can really go from zero to hero in four weeks'. Truly, in August, Edinburgh turns into the capital of comedy.

Streetwise
A **hopeful** is a person who is trying to get a part in a film, play or famous sports team. ... **new comedy hopefuls** have to take to the stage ...

Get it right
We say:
It's the biggest comedy event in the world.
It's the **more-bigger** comedy event in the world.

IN THE SPOTLIGHT UNIT 6 71

Speaking

Inviting and responding to invitations

Life skill
Being a good listener
Identifying the problem
Discuss with a partner.
1 Look at the photo. What is this person doing? How do you think she feels?
2 Imagine you are explaining something important to this person. What does her body language communicate to you?
Suggesting a solution
Compare with a partner.
3 How can you listen well and show that you are listening well?
What about you?
Tell your partner or the class.
4 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 love to. Thanks.	I'd rather ... / I'd rather do something else. No, thanks. Sorry, but ...
We could ...	What about ... ?	
How about + ... -ing?	What do you think?	
I was wondering if ...	Why don't we ... ?	
Let's ... / Shall we ... ?		

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

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

IN THE SPOTLIGHT UNIT 6 77

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

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

Schools: Bachillerato



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

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

English for life

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

cambridge.es/nextgeneration

'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 looks-wise 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 jokey, 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.

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.

ERROR ALERT!
(✓) He looks like a typical fireman
(X) He looks a typical fireman
(✓) He looks Scandinavian
(X) He looks like Scandinavian
(✓) I hope I'm like him when I'm older.
(X) I hope I'm as him when I'm older.

Next Generation Student's Book 1

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 (SCORM)	978-84-8323-918-6	978-84-8323-934-6
Digital Workbook (SCORM)	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 **QUESTIONS** 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.

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 <i>dos and don'ts</i>	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** 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?

PHRASAL VERBS

send in sth or send sth in
show up sth or show sth 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.

Getting Away

Next Generation Student's Book 1

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

6

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 hotfooting 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 5 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 10 aggressive pro-consumerist message that was being rained 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 15 forestry industry. 'The advert was hugely misleading', he says. 'They basically said, "They 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 20 he took his advert to the TV station, they refused, point blank, to sell him airtime. "That was a devastating moment for me", he says. 'In my home country of Estonia, you weren't allowed to **speak up** against the government. Fifty years later, I found myself in the heart of the democratic world suddenly totally unable to **speak out** because of one company's advertising money.'

From the beginning, Lasn and his team pioneered a series of interventions or 'culture jams' as they like to call them. There is Digital Detox Week, for example, a campaign which runs every April and is aimed at challenging our over-reliance on technology. And, of course, there is Buy Nothing Day, which is now observed in countries from Sweden to Hong Kong and Japan to France. 'When we started it we had all these people saying, "Buy nothing! You're telling us to buy less! Isn't that bad for the economy? You guys are 30 crazy." But it had a spark about it right from the start and spread quickly, particularly in the UK and Australia. A lot of people had profound epiphanies when they tried it. People really suffered and sweated. It was like **giving up** an addiction.'

It was also Lasn who, in an issue of Adbusters, ran a one-page poster which simply read 'Occupy Wall Street, September 17th, bring tent'. What happened next sparked one of the most successful protest movements of recent times, one that **went on to** dominate the global news agenda for weeks. That one small page was 35 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 40 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 50 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>

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Next Generation Student's Book 2



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 TYPE
		A1	A2	B1	B1+	B2	C1	—	
Cambridge English Empower for Spanish Speakers	36	A1	A2	B1	B1+	B2	C1	—	British
face2face for Spanish Speakers Second edition	38	A1	A2	B1	B1+	B2	C1	—	British
English Unlimited for Spanish Speakers	40	A1	A2	B1	B1+	B2	C1	—	British
Touchstone Second edition	42	A1	A2	B1	B1+	—	—	—	American
Viewpoint	42	—	—	—	—	B2	C1	—	American
NEW Interchange Fifth edition	44	A1	A2	B1	B1+	—	—	—	American
Interchange Fourth edition	46	A1	A2	B1	B1+	—	—	—	American
Four Corners	46	A1	A2	B1	B1+	—	—	—	American
Passages	47	—	—	—	B1+	B2	C1	—	American
Ventures	47	A1	A2	B1	B1+	—	—	—	American
Ventures Transitions	47	—	—	—	B1+	B2	—	—	American
Let's Talk	87	A1	A2	B1	B1+	B2	—	—	American

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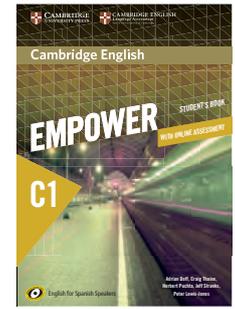
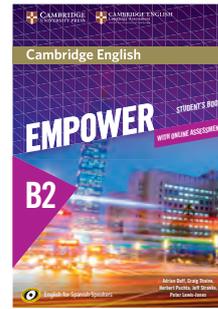
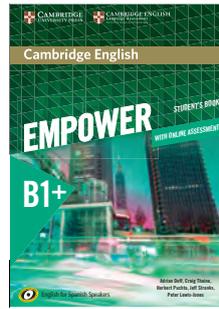
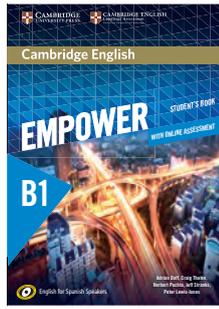
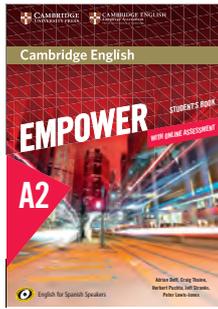
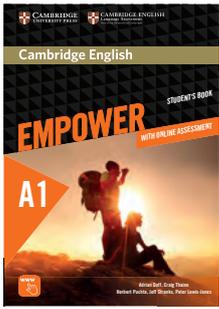
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EnglishProfile
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A1 A2 B1 B1+ B2 C1



Digital Empower

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cambridge.es/empower

"The best ELT video I've ever seen"

Julian Oakley, Wimbledon School of English, UK

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

NEW C1 level

Cambridge English Empower for Spanish Speakers is an adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, plus personalised online practice, enables learners to make consistent and measurable progress. The course includes intriguing images and texts designed to arouse curiosity and get students talking, and also prepares learners for effective real-world communication.

The syllabus is informed by English Profile and the Cambridge English Corpus, and is carefully benchmarked to the CEFR. This ensures that students encounter the most relevant and useful language at the right point in their learning.

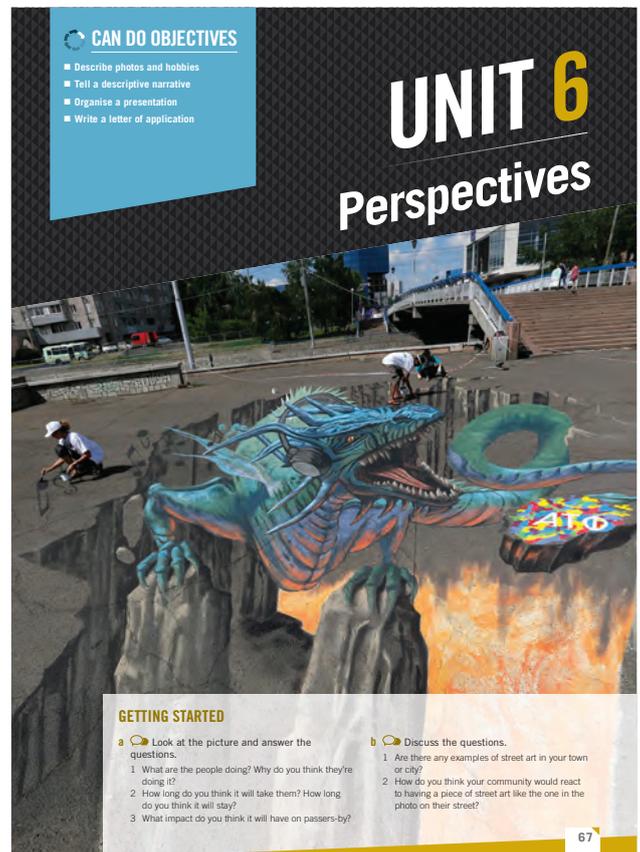
Assessment and Personalised Online Practice

All assessment is validated by the experts at Cambridge English Language Assessment. Unit progress tests and mid-course and end-of-course competency tests are delivered via the Cambridge Learning Management System (CLMS) with extra personalised practice activities.

NEW Learning Pack

A convenient pack that includes the Student's Book with Online Assessment and Practice and the Workbook with answers.

Each unit opens with a 'Getting Started' page that ensures learners are immediately engaged



Cambridge English Empower for Spanish Speakers Student's Book C1

Cambridge English Empower for Spanish Speakers

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Student's Book with Online Assessment and Practice

Teacher's Book

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Starter A1*

A2

B1

B1+

B2

NEW C1

–	978-84-9036-020-0	978-84-9036-859-6	978-84-9036-165-8	978-84-9036-530-4	978-84-9036-247-1
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978-1-107-46597-8	978-84-9036-892-3	978-84-9036-953-1	978-84-9036-715-5	978-84-9036-716-2	978-84-9036-567-0
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Digital Empower can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.

*Level Starter A1: international edition.

**Class DVD designed for the 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.

'Speaking Plus' pages offer additional speaking practice, useful 'Phrasebook tables' for reference and extra pronunciation activities focusing on sounds Spanish speakers find more difficult.

'Get it right!' pages highlight and practise common mistakes made by Spanish speakers

3E Speaking Plus
To put it another way, ...

Learn to paraphrase and summarise
 1 Introduction: signalling starting and finishing speaking

1 LISTENING

a Look at the pictures and answer the questions.
 1 Where are the people and what are they doing?
 2 Can you think of anything that could go wrong in the pictures?

b Listen to a woman talking about a memorable experience. Which picture in 1a is she talking about?

c Listen again and answer the questions.
 1 Why was the woman visiting Senegal?
 2 What was their plan at the start of the journey?
 3 Why did they stop?
 4 What did they decide to do?
 5 What happened to Scott?
 6 What is the woman's overall impression of Senegal?

2 USEFUL LANGUAGE

a Look at the phrases a-i. Decide which ones are used for paraphrasing and which ones are used for summarising.
 a All things considered, ...
 b In a nutshell, ...
 c In other words, ...
 d Look at it this way, ...
 e That is to say, ...
 f The long and short of it is, ...
 g to cut a long story short, ...
 h To put it another way, ...
 i What it all boils down to is ...

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1-3 Get it right!

Learn to talk about changes over time
 1 Adverbs
 2 Confusing words; Verb patterns; Double J

1 FOCUS ON ADVERBS

Position of adverbs

- Remember, adverbs of manner, place and time usually go in the end position. Adverbs of frequency and certainty go in the middle position while comment and linking adverbs usually go in the front position.
- It's important to follow the instructions carefully.
- The problems mainly affect those who live in cities.
- However, I don't know how to solve the problem.

Adverbial phrases can go at the beginning or at the end of a clause, not in the middle.

- The pile of rubbish was getting bigger and bigger every day.
- The pile of rubbish was getting every-day-bigger-and bigger.

Rewrite the sentences with the adverb or adverbial phrase in brackets.

- I think computer technology has influenced the way we work. (personally)
- Unemployment levels are very high in this country. (still)
- The role of women in society has changed over the past century. (considerably)
- Small farms continued to use horses after tractors were introduced. (for many years)
- Historians will be able to examine the documents. (in detail)
- The growth of industry has changed the landscape as well as people's lifestyles. (definitely)

2 FOCUS ON CONFUSING VERBS

Raise or rise?

- We use both **raise** and **rise** when something moves up or gets bigger in size, level or amount. **Raise** always has a direct object, but **rise** doesn't.
- They **raise** the flag every day at dawn.
- They **rise** the flag every day at dawn.
- During the economic crisis, prices **rose**.
- During the economic crisis, prices **raised**.

We also use **raise** in certain collocations:

- raise your voice / **rise** your voice
- raise an issue / **rise** an issue
- raise money / **increase** money

a Choose the correct words to complete the sentences.

- In recent years, the cost of living has **raised** / **risen** more quickly in big cities than in rural areas.
- The new conference hall **raises** / **risers** 20 m above the nearest building.
- They had to **raise** / **rise** their voices to be heard above the noise of the crowd.
- The sun **raises** / **raises** in the east and sets in the west.
- The event was organised to **rise** / **raise** money for medical research.
- According to some scientists, sea levels have **risen** / **rised** between 20 and 30 cm on average.

Prepositions with words describing change

Remember, we use:

- change / increase / rise**, etc. + **in** + the type of thing which is changing.
- changes **in** the organisation
- the rise **in** oil prices
- the rise **of** oil prices

increase / decrease / reduce, etc. **by** + an amount:

- The time taken to deal with each customer has been reduced **by** 20%.
- The time taken to deal with each customer has been reduced **in** 20%.

change + to for alterations to something:

- There have been a number of changes **to** the schedule for next week.
- There have been a number of changes **in** the schedule for next week.

b Read the text. What factors does the text mention for people living longer?

LONGEVITY IN SPAIN

Spain is one of the countries with the longest life expectancy for women in the world. Average life expectancy has increased ¹ _____ more than five years in recent decades. This is the result of a good healthcare system and a reduction ² _____ preventable conditions, such as heart attacks and strokes in people under 60. Individuals have also made conscious changes ³ _____ their lifestyle, for example there has been a decline ⁴ _____ smoking. Over the past decade, there's been a dramatic rise ⁵ _____ the number of individuals living to over 100. There are currently over 10,000 centenarians in Spain and that number is growing rapidly.

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Cambridge English Empower for Spanish Speakers Student's Book C1

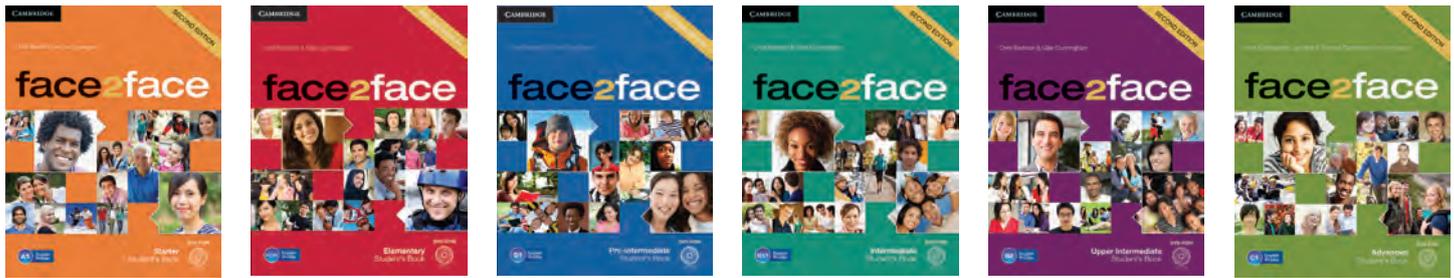
Progress Tests and Extra Practice

The course allows you to easily incorporate digital learning, with assessment and extra practice materials delivered through the Cambridge Learning Management System.

There is an online Unit Progress Test for every unit of the course. These focus on the core grammar, vocabulary and functional language from the unit.

Students are directed to personalised extra practice, according to their score. These practice activities are targeted so that each learner focuses on what they really need and the areas that will benefit them most.





Communicate with confidence



A1 A2 B1 B1+ B2 C1



face2face for Spanish Speakers

Second edition

Chris Redston and Gillie Cunningham

COMPLETE BEGINNER TO ADVANCED

Starter: 60 to 90 teaching hours

Elementary to Advanced: 80 to 120 teaching hours

face2face for Spanish Speakers Second edition is the flexible, easy-to-teach course for busy teachers who want to get their learners to communicate quickly and with confidence. With engaging topics, additional teacher support materials, and a focus on speaking and listening, *face2face for Spanish Speakers* Second edition will get your students talking!

- Unlike other courses, *face2face for Spanish Speakers* Second edition actually teaches students to listen better by drawing their attention to the elements of spoken English that make it so hard for them to understand.
- By giving students time to formulate the ideas and language they want to use before they speak, the course helps to build both spoken fluency and accuracy.
- 'Help with...' sections cover listening, speaking, grammar and pronunciation and teach students how English really works; meaning students can apply what they learn more readily and with more confidence outside the classroom.
- The video-based 'Real World' lessons included in every unit give students the practical, day-to-day language they will need in their lives.
- *face2face for Spanish Speakers* Second edition is informed by the Cambridge English Corpus and its vocabulary syllabus has been mapped to the English Vocabulary Profile, meaning students learn the language they really need to know at each CEFR level.

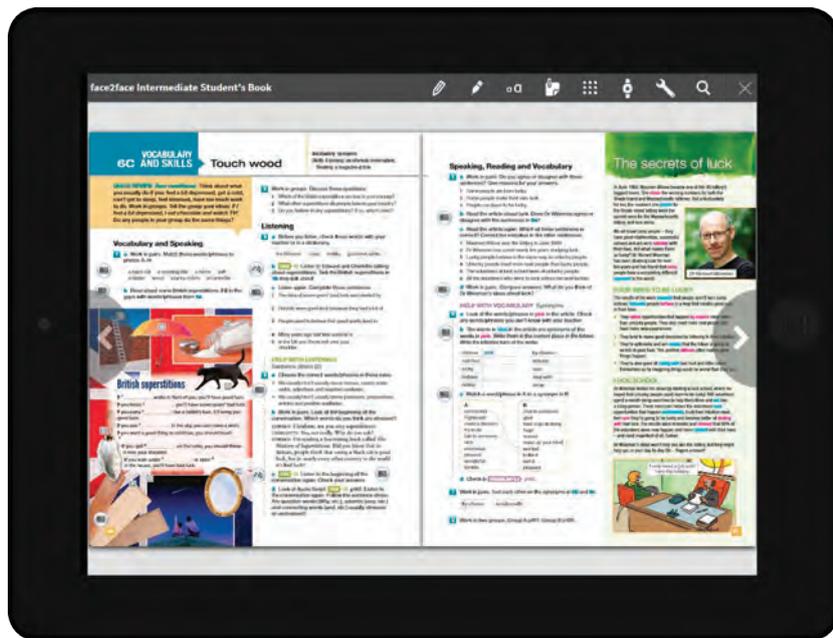
Digital Student's Books and Workbooks

- The Digital Student's Books and Workbooks, available for levels Elementary to Advanced, come complete with embedded audio and 'Real World' video.
- Interactive map of the book allows for fast navigation.
- Includes answer keys for quick checking and links to the corresponding units of the Teacher's Book.

cambridge.es/face2face

"The new version of face2face is just great! I am not simply talking on the teacher's side but I guess that students will be excited too!! It's colourful, modern, varied... and the DVD-ROM is extremely user friendly. I am an absolute fan."

Isabelle Saric, FORMANTER – Formation de Langues, France



The digital books provide an excellent alternative to the print materials

face2face for Spanish Speakers Second edition	Starter	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Student's Book with DVD-ROM*	978-1-107-65440-2	978-84-8323-236-1	978-84-8323-228-6	978-84-8323-223-1	978-84-8323-254-5	978-84-9036-416-1
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Student's Pack (Student's Book with DVD-ROM, Spanish Speakers Handbook with CD, Workbook with Key)*	-	978-84-9036-391-1	978-84-9036-392-8	978-84-9036-393-5	978-84-9036-394-2	978-84-9036-395-9
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*Student's Books for levels Elementary to Advanced packaged with the Spanish Speakers Handbook with Audio CD.

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.

For Levels Elementary to Upper Intermediate:

- 'Extra Skills' lessons focus on strategies for approaching reading and listening tasks, as well as providing more opportunities to speak.
- 'Reading and Writing Portfolio Plus' pages offer extra practice in digital correspondence (emails, blog comments, etc.).

At Advanced level:

- 'Integrated Skills' lessons provide extended practice for all skills and prepare students for real-life situations with a culture focus.
- 'Accurate Speaking' sections offer extra help with common problematic areas. Pronunciation practice is integrated, with listening models of different accents.
- 'Exam Focus' sections provide insight on different exam-type activities and useful tips for students preparing for *EOI Nivel Avanzado* and Cambridge English exams.

Quick Review recycles previously learned language

continue2learn shows students where to go next for more practice

REAL WORLD
10D **Do you mind?**
Real World asking for, giving and refusing permission

QUICK REVIEW Phrasal verbs Make a list of five phrasal verbs. Work in pairs and swap papers. Take turns to say a sentence that includes a phrasal verb on your partner's list. Listen to your partner's sentences. Are they correct?

1 Work in groups. Discuss these questions.
1 When did you last stay with relatives or friends? Why did you visit them? How long did you stay?
2 When was the last time relatives or friends came to stay with you? Were there any problems? If so, what were they?
3 What are the best and worst things about staying in someone else's house or flat?

2 a VIDEO-10 CD3-8 Look at the photos. Then watch or listen to the conversations. Answer these questions.
Conversation 1
a How long has Ella been asleep?
b How long does Rebecca say that Ella and Mike can stay?
c Why does Rebecca suggest that Ella should talk to Charlie?
Conversation 2
d How long were Mike and Ella away for?
e How far away does Mike's brother live?
f Why can't Mike phone his parents on his mobile?

b Work in pairs. Try to fill in the gaps in Ella and Mike's questions with these words.
jumper car washing machine
landline breakfast laptop

1 Can I make myself some _____?
2 May I use your _____?
3 Do you mind if I borrow a _____?
4 Is it OK if I use your _____ to upload some photos?
5 Would you mind if I borrowed your _____ some time this week?
6 Do you think I could use your _____ to call my parents?

c Work in the same pairs. Try to match these responses to the questions in 2b. Which are: giving permission? refusing permission?
a Yes, of course. Go ahead. The phone's in the front room, by the window.
b Yes, of course you can. Help yourself. You know where everything is.
c No, not at all. They're in the bottom drawer in our bedroom.
d Sorry, it's only insured for Rebecca and myself.
e Actually, I was just going to put some washing in.
f Sorry, I left mine at work.

d Watch or listen again. Check your answers to 2b and 2c.

REAL WORLD
Asking for, giving and refusing permission
3 a Look at the ways of asking for permission in bold in 2b. Which verb form comes after each phrase: infinitive, Present Simple or Past Simple?
1 Can I + **infinitive** ... ?
2 May I + _____ ... ?
3 Do you mind if I + _____ ... ?
4 Is it OK if I + _____ ... ?
5 Would you mind if I + _____ ... ?
6 Do you think I could + _____ ... ?

b Choose the correct way to give permission for these questions. After which other phrase in 3a do we say **No, not at all**, to give permission?
1 A Can I make myself some breakfast?
B Yes, of course./No, not at all.
2 A Do you mind if I make myself some breakfast?
B Yes, of course./No, not at all.

c Look at sentences 4-6 in 2c. Answer these questions.
1 Do we usually say **no** when we refuse permission?
2 Do we usually give a reason to say why we refuse permission?
3 Which words do we use to be polite when we refuse permission?

d Check in REAL WORLD TEST p151.

HELP WITH LISTENING
Intonation (3): asking for permission
4 CD3-9 Listen to the questions in 2b said twice. Which sounds more polite, a or b?
1 a (b) 3 a b 5 a b
2 a b 4 a b 6 a b

5 CD3-10 PRONUNCIATION Listen and practise the questions in 2b and the responses in 2c. Copy the stress and polite intonation.
Can I make myself some breakfast?

6 a Put these words in order.
1 see / May / written / what / I / you've ?
2 you / use / for / I / dictionary / Can / a moment ?
3 could / borrow / Do / money / you / some / think / I ?
4 of / it / I / a photo / mind / take / you / you / Do ?
5 I / OK / DVD-ROM / Is / your / I / a few days / it / borrow / for ?
6 the USA / Would / I / to call / used / it / you / your / mind / mobile ?

b Work in pairs. Take turns to say the sentences in 6a. Decide whether to give or refuse permission. If you refuse permission, give a reason.
May I see what you've written? Yes, of course. Here you are.

7 Work in pairs. Student A p105. Student B p110.

HELP WITH PRONUNCIATION
Linking in phrasal verbs
1 CD3-11 Listen to these phrasal verbs. Notice the different types of linking. Listen again and practise.
look_it_up get_out_of_it get_over_it
put_it_off give_it_away clear_it_out
give_it_up go_to_sleep see_it_off
point_it_out throw_it_out tidy_it_up

2 a Work in pairs. Read the conversation. Add the consonant-vowel links and extra linking sounds.
RON Hi, Sue. What are you doing at the weekend?
SUE We're planning to go away.
R Really? Where are you off to?
S We're off to Dublin for a wedding. We have to check in at ten, so we're setting off at eight.
R Well, this weekend I'm going to tidy my office. I've been putting it off for ages, but I really need to sort it out.
S So you are going to be in all weekend?
R Yes, I am. Do you want me to look after your cat while you're away?
S That'd be great, thanks. See you on Monday!

b Look at Audio Script CD3-12 p170. Then listen and check. Listen again and practise each line of the conversation.
c Practise the conversation in 2a with your partner.

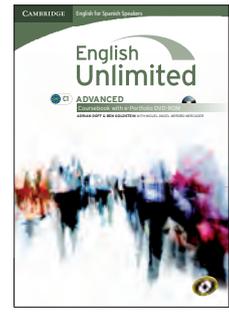
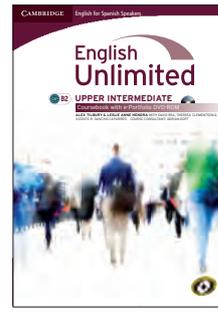
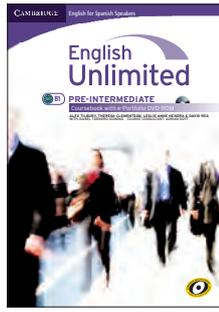
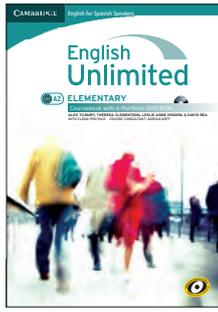
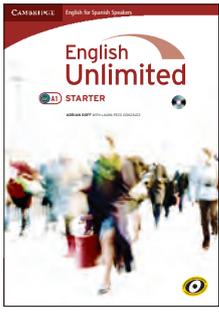
continue2learn
Vocabulary, Grammar and Real World
Extra Practice 10 and Progress Portfolio 10 p124
Language Summary 10 p150
10A-D Workbook p50
Self-study DVD-ROM 10 with Review Video

face2face
Reading and Writing
Portfolio 10 Describing people Workbook p82
Reading a description of a friend
Writing describing people: organisation, useful phrases

face2face Second edition Intermediate Student's Book

Help with Listening sections teach students to listen better by drawing their attention to the elements of spoken English that make it so hard for them to understand

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.

For all levels:

- Grammar, Vocabulary and Pronunciation 'Tips' in the Coursebook raise awareness of common errors made by Spanish speakers.
- The Reference section in the Coursebook further develops the 'Tips' offering advice and extra practice.
- 'Get it right!' exercises in the Self-study Pack give students further opportunity for independent study and practice of the language from the Tips.

For levels Intermediate to Advanced:

- 'Listening plus' pages in the Self-study Pack provide additional listening practice.
- Pronunciation sections focus on features of English which are particularly difficult for Spanish speakers.

English Unlimited for Spanish Speakers

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

Course consultant: Adrian Doff

STARTER TO ADVANCED

80–90 teaching hours per level, extendable to 120 (60 extendable to 90 for Starter)

Nominated British Council ELTons Awards 2012: Excellence in course innovation

English Unlimited is an innovative general English course for teachers who want a course that teaches learners the English they will need outside the classroom.

Centred on purposeful, real-life objectives, *English Unlimited* prepares learners to use English for global communication and builds confidence in using the language.

- CEFR practical goals at the core of every unit
- Includes language that's natural, dependable and of real use – guaranteed by the Cambridge English Corpus and cross-referenced to the English Profile programme.

Digital resources for learners

- Coursebook e-Portfolios allow learners to create personal, 'can-do' records of their progress.
- Self-study DVD-ROMs contain additional video material, voice-recording activities, and customisable 'QuickCheck' tests.

Digital resources for teachers

- Teacher's DVD-ROMs are packed with extra activities, a full testing and assessment programme, and the course video materials.
- Testmakers for each level give you the flexibility to create, edit, save and print your own tests.



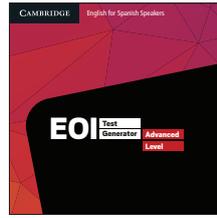
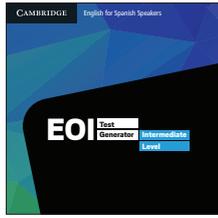
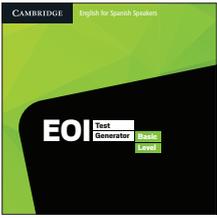
Universally-appealing topics and activities inspire learners worldwide

English Unlimited for Spanish Speakers Intermediate Coursebook

cambridge.es/englishunlimited

English Unlimited for Spanish Speakers	Starter	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
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*Designed for the international edition



A2 B1 B2 C1

3 levels

EOI Test Generator

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:

- Reading
- Writing
- Speaking and oral interaction
- Listening

The Reading tests include long texts and shorter multiple texts with a variety of question types to choose from. The Writing tests offer a variety of tasks including both written expression and written interaction. The Speaking tests include monologues, presentations and oral interaction with both the examiner and with other candidates. The Listening tests also include video listening tasks.

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

After creating the tests the Generator provides two versions - one with answers and one without so as to enable either self- or whole-class correction.

The EOI Test Generators can be used online and offline. They are also Linux compatible.

cambridge.es/eoitestgenerator

Competence tests for all four skills with an extra video option



EOI Test Generator Basic

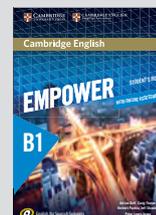
You can customise the tests by choosing the questions you want



EOI Test Generator Basic

See also

- Cambridge English Empower for Spanish Speakers
Page 36

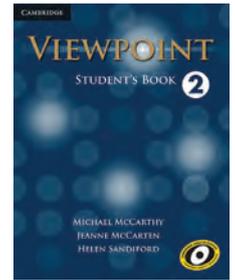
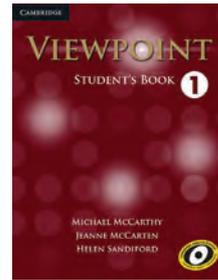
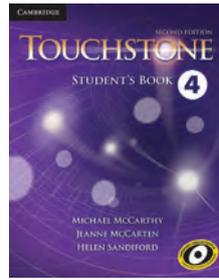
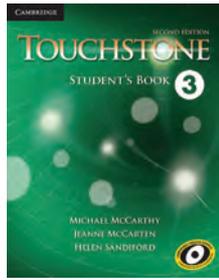
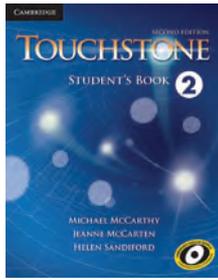
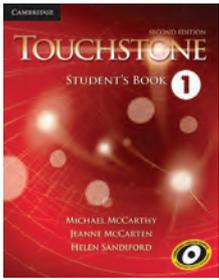


- face2face for Spanish Speakers
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EOI Test Generator Basic Intermediate NEW Advanced
EOI Test Generator DVD-ROM 978-84-9036-870-1 978-84-9036-603-5 978-84-9036-511-3

The EOI Test Generator can also be accessed online at thecambridgeteacher.es. Contact your local representative for more information.



Flexible Learning, Proven Results

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.

- Corpus-informed language – Extensive corpus research ensures that the language taught is the language people really use.
- Conversation strategies – Students learn the language and skills to interact with fluency and confidence.
- Inductive learning – Students are encouraged to work out grammatical structures and English usage for themselves, making them more likely to remember what they have learned.
- Common errors – *Touchstone* incorporates unique research into the Cambridge Learner Corpus which identifies the most typical learner errors. These are highlighted in 'Common error' panels to help avoid them becoming entrenched.

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.

B Complete the sentences. Find the words in the conversation.

1. Mandy I _____ watch TV. Well, _____ I watch the morning shows.

2. Mandy I _____ watch the late movie.

3. Eric You _____ have dinner in front of the TV. You _____ talk to me.

2 Grammar Frequency adverbs

always usually often sometimes hardly ever never

Sometimes I eat in front of the TV.

eat in front of the TV.

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.*)

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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

HIGH INTERMEDIATE TO ADVANCED

90–120 teaching hours

Viewpoint is a two-level course for high-intermediate to advanced level learners that follows on from *Touchstone*. The syllabus is based on extensive corpus research to ensure that students learn the most useful and widely used words, phrases, and grammar for higher-level learners.

- Conversation strategies give students the language and skills to interact fluently and confidently.
- Specially designed writing syllabus focuses on the key processes, language, and text organization skills essential for academic and professional writing.
- Vocabulary syllabus helps students master essential words, collocations, and language expressions – and presents a wide range of effective vocabulary learning strategies.

cambridge.es/viewpoint

Touchstone Second edition	Level 1	Level 2	Level 3	Level 4	Viewpoint Level 1	Viewpoint Level 2
Student's Book	978-1-107-67987-0	978-1-107-68173-6	978-1-107-66583-5	978-1-107-68043-2	978-0-521-13186-5	978-0-521-13189-6
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Video Program DVD	978-0-521-69667-8	978-0-521-69669-2	978-0-521-69722-4	978-0-521-69721-7	978-1-107-64921-7	978-1-107-67990-0
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Touchstone and Viewpoint Placement Test	Download free from the Resources tab at cambridge.es/touchstone2					

*Full Contact includes Student's Book, Workbook, Video Activity Pages and DVD

**Download free *Viewpoint* Video Activity Worksheets at cambridge.es/viewpoint

*** A shrink-wrapped pack of the existing individual level disks with a printed insert with the site license on it

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Choose the ideal blended course for you and your students

With fully-flexible blended learning you can choose the best way to deliver the course to your students: in class, online, or a blend of the two. The Online Course can be used in combination with the Student's Book so any part of the course can be done in class or online. Or it can be used as a standalone 100% print or online course.



A1 A2 B1 B1+ 4 levels CLMS

Touchstone Online Course

Second edition

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

BEGINNER TO INTERMEDIATE

90–120 teaching hours

This rich and immersive online environment provides complete instruction and practice and retains the same trusted syllabus and learning outcomes found in *Touchstone Student's Book*.

The Online Course is carefully scaffolded to develop language ability in gradual steps.

- Animated presentations – language is presented in short videos, allowing students to work at their own pace.
- ‘Figure it out’ tasks encourage students to work out how language is formed and used before it is presented.
- Online communicative activities – blogs and forums provide freer practice, build student confidence, and improve fluency.
- Class management – teachers can identify areas of strength and weakness at a class and individual level, leading to more effective class planning.

Touchstone and Viewpoint Online Workbooks

Accessed through the Cambridge Learning Management System, the *Touchstone* and *Viewpoint* Online Workbooks allow teachers to track students’ progress and save valuable time with automated marking. Students can do further practice in the online workbooks to consolidate what they have learned in the classroom.

NEW Online Training

Get the most out of your print and digital resources with the FREE Online Training modules provided through the Cambridge Learning Management System. Visit cambridge.es/onlinelearning to find out more.



Touchstone Second edition Online Course

Animated presentations present key language and skills



Touchstone Second edition Online Course

Engaging online games have clear learning outcomes and provide variety



Touchstone Second edition Online Course

Role-plays provide the opportunity to record yourself in a dialogue with audio or video

B2 C1 2 levels CLMS

Viewpoint Online Course

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

HIGH INTERMEDIATE TO ADVANCED

90–120 teaching hours

Viewpoint Online Course follows the same fully-flexible approach as *Touchstone Online Course* – with engaging lessons containing language presentations, inductive learning, and communicative online activities. It also has extra features for higher level learners:

- Writing tasks to help students build their academic and professional writing skills.
- Video activities using authentic Bloomberg news clips.
- Study tips and strategies to boost students’ study skills.

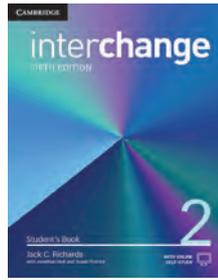
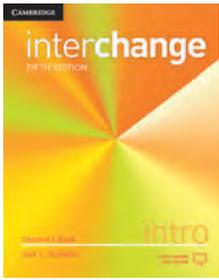


Viewpoint Online Course

Video activities based on authentic Bloomberg news clips are ideal for the higher levels

Touchstone Second edition	Level 1	Level 2	Level 3	Level 4	Viewpoint Level 1	Viewpoint Level 2
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Student's Book with Online Course and Online Workbook B	978-1-107-49870-9	978-1-107-49878-5	978-1-107-49884-6	978-1-107-49901-0	978-1-107-56797-9	978-1-107-56810-5

Please contact your local Cambridge University Press representative to talk about the *Touchstone* and *Viewpoint* online courses and how we can find the right solution for you



A brand new edition of the world's most popular English course

A1 A2 B1



NEW Interchange

Fifth edition

Jack C. Richards with Jonathan Hull and Susan Proctor

BEGINNER TO INTERMEDIATE

90-120 teaching hours

Interchange, the course loved by more than 50 million people, has been fully updated for modern students. Thousands of teachers all over the world helped ensure that the new edition delivers exactly what today's students need.

What's the Same?

- Students learn to talk thanks to the tried and true communicative methodology.
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- New content
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Interchange Fifth edition Student's Book Intro

NEW Interchange Fifth edition

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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?

13 READING

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

AGUAVIYA: FIGHTING FOR A FUTURE

Twenty years ago, Aguaviya, a small village in the north of Spain, was dying. Young people wanted more opportunities as 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 apart and the local school had only four 10-year-old (Argentinian) Romanians left.

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

B Who would make the following comments?

Luis Bricio	young people from Aguaviya
elderly people from Aguaviya	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?

62 Unit 9
Only time will tell 63

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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?



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.



a. You can swim here. **e.** You are allowed to park here.
b. You aren't allowed to take photos here. **f.** You can't turn left.
c. You have to fasten your seat belts. **g.** Pets aren't allowed in this area.
d. You've got to take off your shoes to enter. **h.** 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 You can swim here. You're allowed to park here.	Obligation You have to fasten your seat belt. You've got to take off your shoes.	Prohibition You can't turn left. 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?

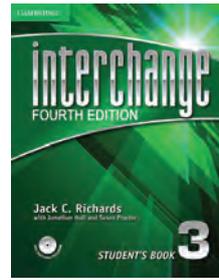
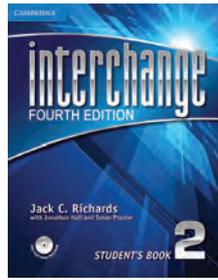
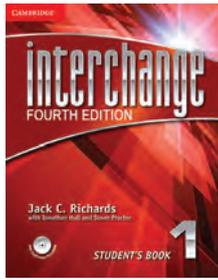
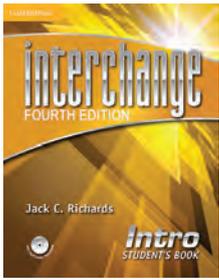
A: In my office, we can't eat at our desks.
B: We can't either, but we're allowed to drink.
C: We're allowed to eat and drink, but we've got to clean up the place afterward.

94 Unit 14
Now I get it. 95

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A1 A2 B1



Interchange

Fourth edition

Jack C. Richards with Jonathan Hull and Susan Proctor

BEGINNER TO INTERMEDIATE

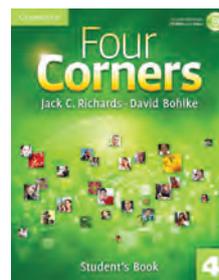
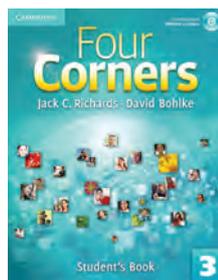
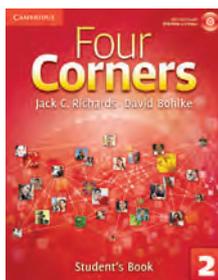
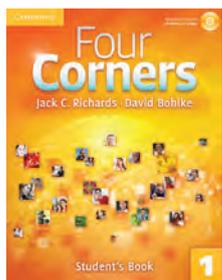
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A1 A2 B1



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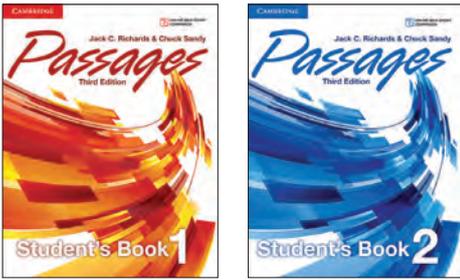
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B2 C1



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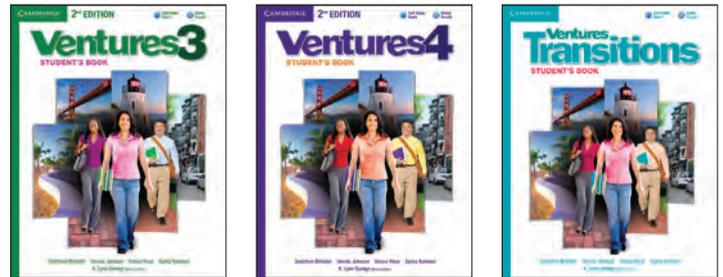
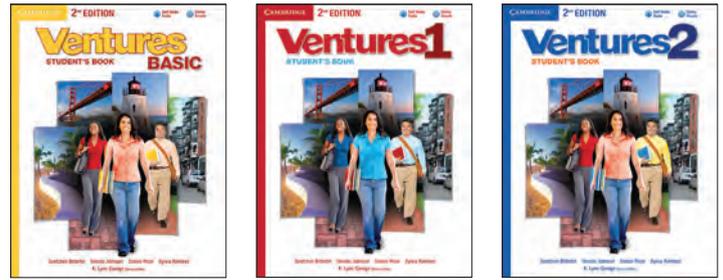
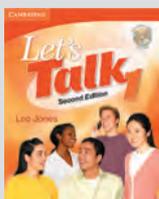
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See also

- **Let's Talk**
Page 87



A1 A2 B1



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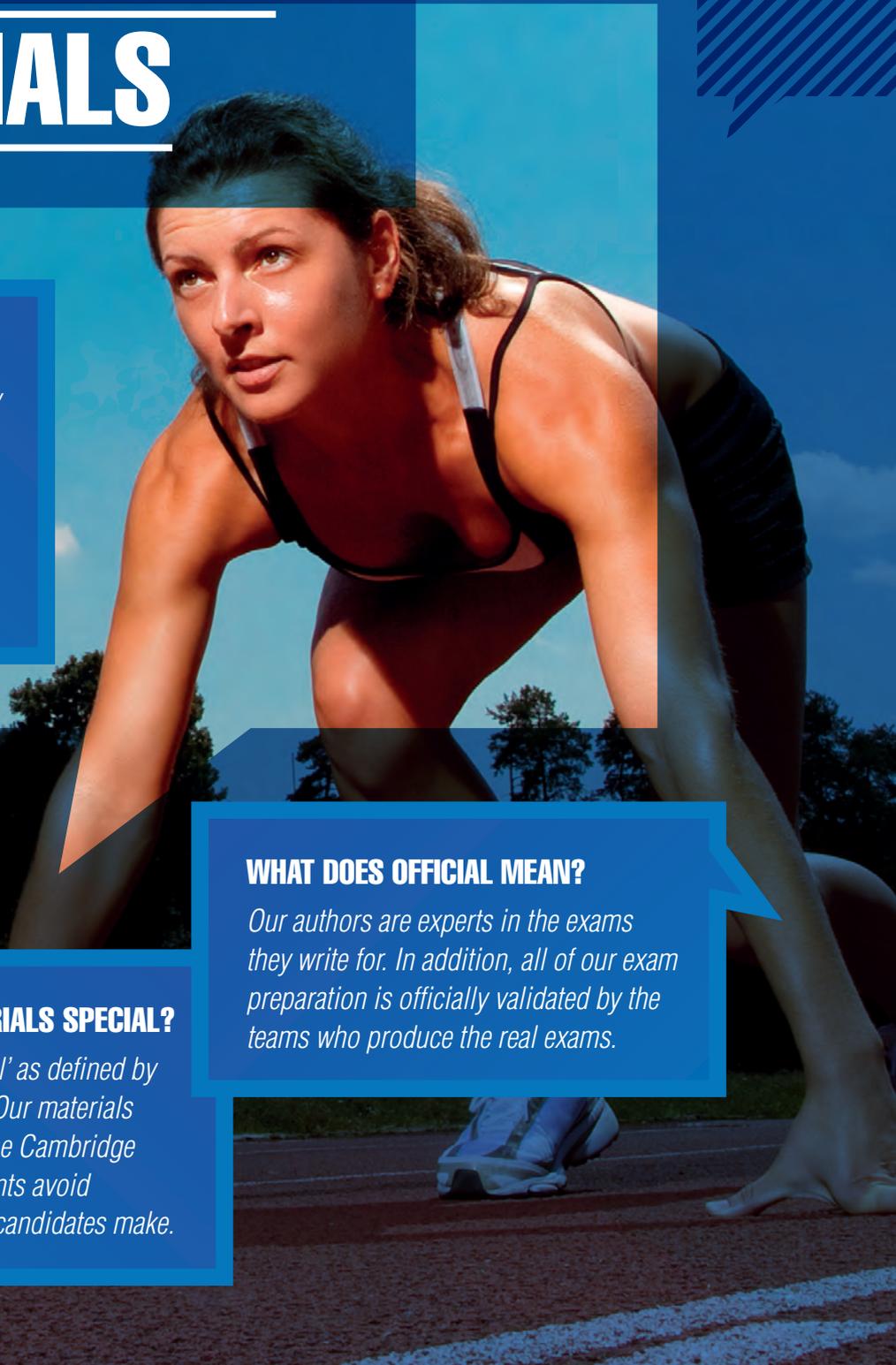
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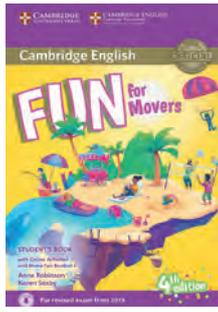
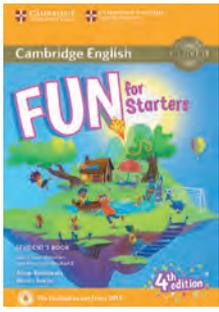
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Key (KET) for Schools	A2	Compact Complete Prepare!	58 54 52	Yes	Yes	Yes	—
Key (KET)	A2	Objective	56	Yes	—	Yes	Yes
Preliminary (PET) for Schools	B1	Compact Prepare!	58 52	Yes	Yes	Yes	—
Preliminary (PET)	B1	Complete Objective	54 56	Yes	—	Yes	Yes
First (FCE) for Schools	B2	Compact Complete Prepare!	58 54 52	Yes	Yes	Yes	Yes
First (FCE)	B2	Compact Complete Objective	58 54 56	Yes	Yes	Yes	Yes
Advanced (CAE)	C1	Compact Complete Objective	58 54 56	Yes	Yes	Yes	Yes
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IELTS Life Skills	A1–B1	IELTS Life Skills Official Cambridge Test Practice	62	Yes	—	—	—
IELTS: Academic	up to C2	Complete Objective NEW Mindset for IELTS IELTS Blended Learning Insight The Official Cambridge Guide to IELTS	54 56 60 61 61 61	Yes	Yes	Yes	Yes
IELTS: General Training	up to C2	Objective IELTS Blended Learning Insight The Official Cambridge Guide to IELTS	56 61 61 61	Yes	Yes	Yes	Yes
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A1 A2

3 levels



P+



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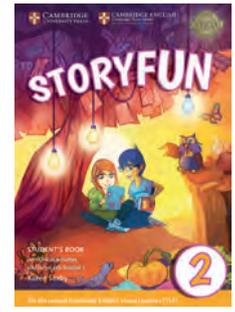


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A1 A2

6 levels



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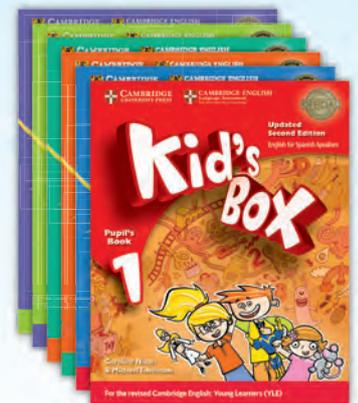
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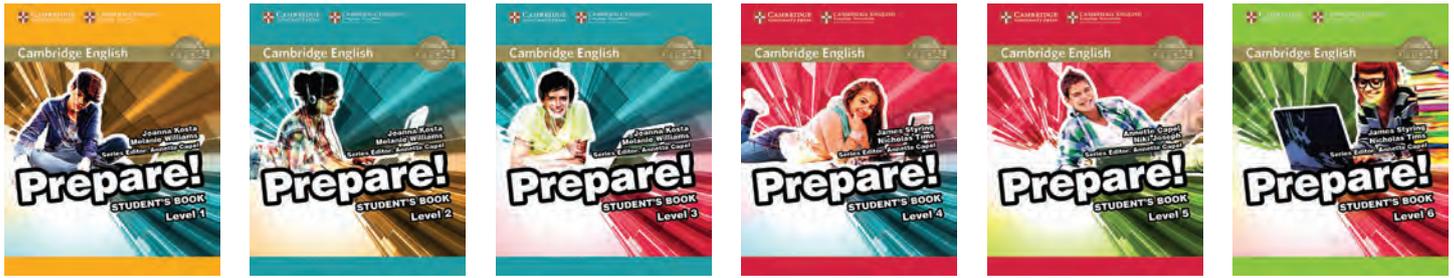
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A1 A2 B1 B2

7 levels



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

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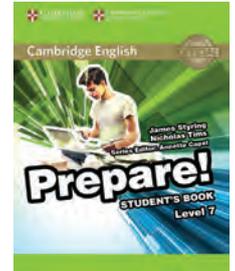
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Design and Technology

Materials from nature

1 Work in groups. People developed the design of airplanes by looking at the shape of birds. Can you think of other design ideas we have taken from nature?

2 Match pictures 1-4 with the close-ups a-d. What part of the animal or plant do you think it is?



3 Read the text quickly and check your answers.

4 Work in groups of four. What materials did scientists develop from these animals and plants? Each student read one part of the text (a-d). Make notes in the chart on page 95.

Ideas from Nature

a Have you ever seen geckos running up walls? Do you know how they do it? Well, their feet have millions of tiny hairs, which means that they can walk on or stick to almost anything, even if they are upside down!

Scientists have used this idea to develop super-strong and super-sticky glues. It's possible to re-use these glues over and over again. They work in space and under water, we use them to repair planes, and at home they can even stick your TV to the wall!

b Lotus leaves look beautiful when they float on water. But have you ever noticed how the water just falls off the leaves? Scientists have looked closely at the leaves and found that they have a very smooth surface. Water doesn't stick to this surface, and even more amazing, the water cleans the leaf as it moves over it.

Scientists have now developed materials which can do the same thing. We use them on wind turbine blades, roofs and even snowboards. You can even get paint for the outside of houses which doesn't get dirty!

c Sharks are the most successful predators in the sea. Why? Well, one reason is that they can move very fast through the water because they have extraordinary skin. If you look at sharkskin through a microscope, you can see hundreds of little 'teeth'. These have lines on them which help the water to flow over the shark more quickly so they move very smoothly and fast. Scientists have used the shape of sharkskin to develop material for super-fast swimsuits and the bottom of boats.

d Velcro is something you probably use every day, for example when you put on your trainers. Have you ever thought about where the idea for this material came from? Well, George de Mestral invented it in 1948 after a walk with his dog. He was pulling some seeds from his dog's fur when he saw that there were little hooks all over the seeds. The hooks made the seeds stick to the dog. So the idea for Velcro was born and now it's difficult to imagine a world without it!

Name of animal or plant: _____

Which part of the animal/plant the design idea came from: _____

The new material: _____

Examples of its use: _____

5 Tell the other students about your material. Use your notes from Exercise 4 to help you. Which do you think is the most interesting material? Which do you think is the most useful idea? Why?

Project - design a new material or product

Work in pairs. Choose a topic you are both interested in: sports equipment, music, clothes, games, furniture, cars, etc. Discuss these questions:

- What animals or other things from nature do you think of when you think about your topic?
- Why do you think about those animals or things from nature?
- What is special about them?
- How can you use that special quality to design a material or product for your topic?

Create a new material or product for your topic. Tell the rest of the class which animals or things from nature your idea came from.

We designed a new material for making clothes. The idea came from *Butterflies' wings are made of many tiny, smooth shapes that change colour in the light. With our material we can make clothes that change colour in the light.*

13 Perfect or real?

VOCABULARY Photography and advertising

Your profile
Where and when do you take selfies (photos of yourself using a phone)? Describe your favourite one. Do you ever use your computer to make changes to your photos? Why?

1 Look at these 'before and after' pictures, where digital changes were made to the original photos. What improvements do you notice in each one?

2 Listen to a teenager. Which 'after' picture does she describe, b or c?

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

advert image position product purpose result software techniques

- 1 My brother saw an _____ on TV for some new photo editing _____.
- 2 He wanted to try out a few digital _____.
- 3 I know this kind of software can sometimes be used for the wrong _____.
- 4 If a company wants to sell a _____, they can make it look better than it really is.
- 5 He downloaded another _____ of the Oscars ceremony.
- 6 Unfortunately, he couldn't change the _____ of the other people.
- 7 I really like the _____ he's created.

4 Match the words you added in exercise 3 to the meanings.

- 1 programs used to make a computer do different things
- 2 a picture, especially in photography, or as seen in a mirror
- 3 something that happens because of a previous action
- 4 a picture or short film which encourages people to buy something
- 5 where something is in relation to other things
- 6 something that is made or grown to be sold
- 7 special ways of doing something
- 8 the reason why something exists or is done

5 Describe the changes that were made to the other 'after' photo in exercise 1. Use some of the words from exercise 3.

6 Discuss the questions.

- 1 Have you ever used photo editing software? How?
- 2 What images would you like to create with it?

3 Read the article again and decide whether sentences 1-10 are correct (A) or incorrect (B).

- 1 Jo Swinson complained because the adverts gave a false idea of the make-up's benefits.
- 2 The company said that Christy Turlington's eyes were made lighter in colour.
- 3 The ASA's decision was the result of a lack of information about the images.
- 4 Jo Swinson described the two celebrities in a positive way.
- 5 The report suggests that teenagers realise why advertisers improve images digitally.
- 6 Julia Bluhm thinks Seventeen magazine contains enough pictures of girls who are similar to her.
- 7 Karen Fraser has completed all the work on her research project.
- 8 According to Karen Fraser, girls often have doubts about the truth of adverts.
- 9 Karen Fraser suggests that teenagers understand the digital techniques involved because of their personal experience.
- 10 Jo Swinson has proved that there is a link between certain adverts and teenage health problems.

4 Find phrases in the article to match the meanings.

- 1 considered to be an important story again (paragraph A)
- 2 finally (paragraph C)
- 3 a strong comment (paragraph C)
- 4 with the intention (paragraph D)
- 5 change in a negative way (paragraph F)

Word profile result

The final images didn't show the true results that could be achieved.

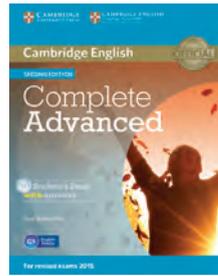
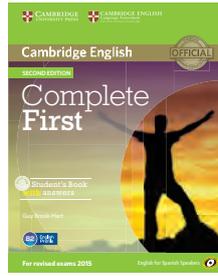
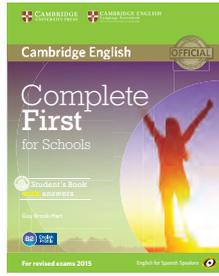
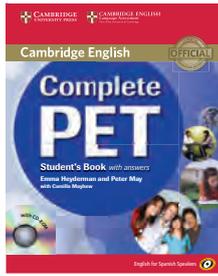
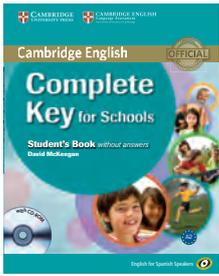
Karen Fraser is currently studying the results of research she carried out.

I really like the result he's created.

Talking points

Should there be limits on how photos are changed in advertising? Why? / Why not? Why do companies use celebrities to advertise their products?

Video extra Perfect or real?



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A2 B1 B2 C1 C2



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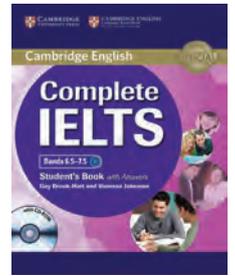
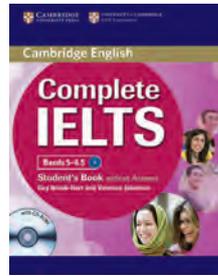
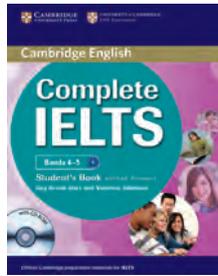
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Speaking extra Units 3 & 4

Speaking Part 2

1 Read the examiner's instructions for Speaking Part 2 and think about what you might say.

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

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

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

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

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

(8) the wedding is a much more formal occasion, with people dressed in smart clothes and ties, they do look really comfortable and relaxed together, just like the kids in the other photo.

3 **Tip** 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?

52

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'.

32

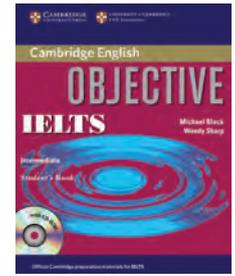
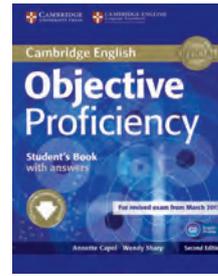
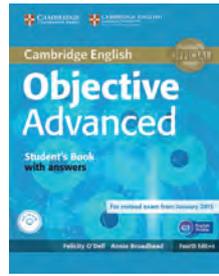
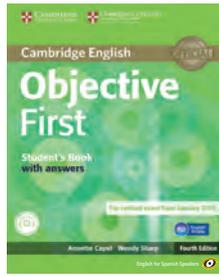
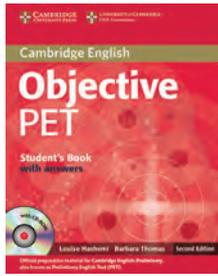
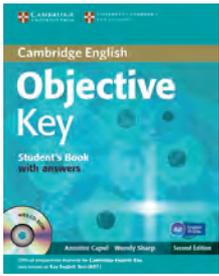
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A2 B1 B2 C1 C2



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§ Includes Downloadable Software instead of CD-ROM

ESS English for Spanish Speakers

Objective First includes content specifically designed for Spanish-speaking students:

- The Student's Book comes packaged with the free 100 Writing Tips for Cambridge English: First booklet, with information and exercises to avoid common errors.
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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.

- 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.
- 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.
- 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!

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

Units 1–6 Get it Right!

Focus on adjectives and adverbs

Be careful with intensifying adverbs before adjectives – the Cambridge Learner Corpus shows that Spanish-speaking exam candidates often make mistakes with these. Remember:

- we use *very, really, extremely* with gradable adjectives, e.g. *interesting, healthy, worried*
- Some young people get **really worried** about their appearance.
- NOT Some young people get **completely worried** about their appearance.
- we use *absolutely, totally, completely* with ungradable adjectives, e.g. *amazing, necessary, essential*
- I think it's **absolutely essential** to protect wildlife.
- NOT I think it's **very essential** to protect wildlife.

Be careful with these adjectives – the Cambridge Learner Corpus shows that Spanish-speaking exam candidates often confuse them.

I didn't know anyone when I first arrived and I felt **lonely**.
NOT I didn't know anyone when I first arrived and I felt **alone**.
His parents left him at home **alone** all day.
NOT His parents left him at home **lonely** all day.
Waiting in long traffic jams makes people **irritable**.
NOT Waiting in long traffic jams makes people **nervous**.
I get really **nervous** before exams.
NOT I get really **agitated** before exams.

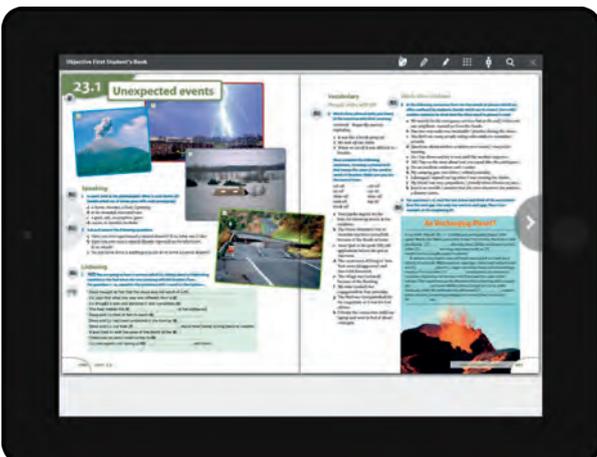
- Complete the sentences with the adjectives in bold above.
 - I don't like to walk through the city _____ late at night.
 - Lots of people are _____ about speaking in front of a large group of people.
 - We had to wait at the airport for nearly five hours and everyone was exhausted and _____.
 - She was feeling rather _____ and missing her family.
- Find and correct ten mistakes with adjectives and adverbs in the text. An example has been done for you.

The sharing economy

Lifshare started in 1996 when a **23-year-old**, **23-year-old** student realised he didn't have enough money for the train fare home from university. He put a message on a noticeboard to ask if anyone else was driving in the same direction. The next day, he had three offers of a lift home and the idea behind *Lifshare* was born. Actually, the *Lifshare* website successfully matches up thousands of drivers and passengers every week. Firstly, some people feel a bit uncomfortable about sharing their car with a stranger, but the interesting thing is that almost everyone who gives it a try decides to continue. It's more cheaper for both the driver and the passenger because they share the costs. The more important point though is that it's more kind to the environment, reducing pollution and traffic on the roads.

And the idea of the sharing economy has spread to others businesses too. Have you got a spare room that you don't use? Then why not rent it out to foreign visitors using a site like Airbnb. Do you really wear all the fashion clothes hanging in your wardrobe? You could make money by lending your designer dresses to others via the clothes-sharing site, *Rentze-Vous*. Perhaps the future isn't about buying more, it's about sharing what you've already got.

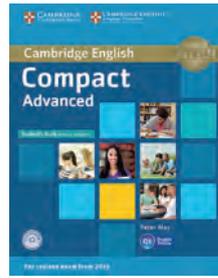
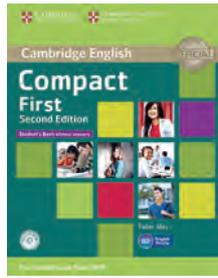
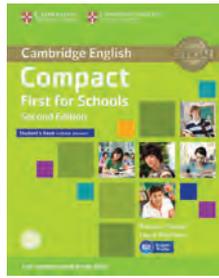
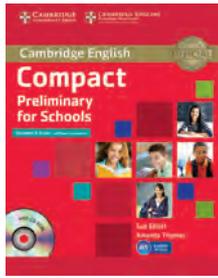
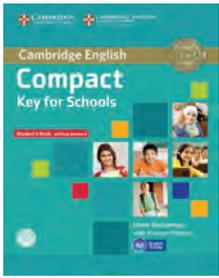
Objective First for Spanish Speakers Student's Book



Objective First for Spanish Speakers Digital Student's Book

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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Compact

Sue Elliot, Amanda Thomas, Barbara Thomas, Laura Matthews, Peter May, Emma Heyderman with Frances Treloar

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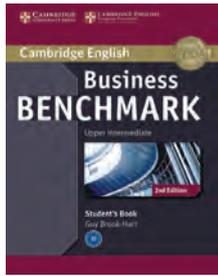
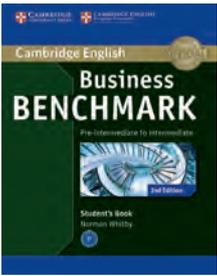
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B1 B2 C1

3 levels

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Guy Brook-Hart and Norman Whitby

INTERMEDIATE TO ADVANCED

80 teaching hours, extendable to 120

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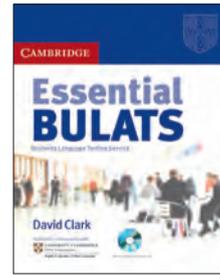
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B1 B2 C1

Essential BULATS

David Clark

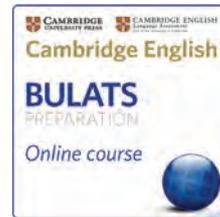
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B1 B2 C1

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UNIT 17 Social media

Social media and business

Getting started
Work in small groups.

- Which of these social media have you used?
- How can social media help?
 - people in their jobs?
 - people to find work?
 - businesses?

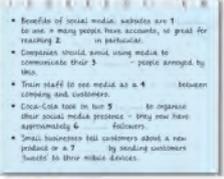


Social media and customers
Listening

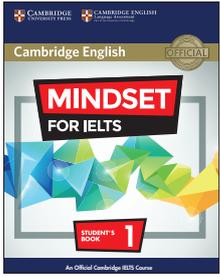
- Work in pairs. You are going to hear Felicity Stannerman, a marketing consultant, talking about social media. Before you listen, look at these notes and decide what information you will need to fill the gaps. Can you predict any of the answers?
- Listen and complete the notes by writing one or two words or a number in each gap.
- Work in small groups.
 - What other companies do you know which use social media to communicate with customers?
 - How successful are they at doing that?

Vocabulary

- Complete these extracts from the interview with Felicity by writing a verb in the correct form in each gap to form a verb–noun collocation. Then note the verb–noun collocations in your notebooks.
 - This is an opportunity which is too good to _____.
 - Using social media is a change they can _____ which won't hurt their budgets.
 - The most common mistake that companies is to treat the social media as if it was somewhere to advertise.
 - One of the recommendations I _____ to companies is that they need to train their staff to listen to customers and potential customers.
 - According to research which the company _____ the page itself has a phenomenal number of followers.



80 Social media and business



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A2 B1 B2

3 levels



NEW Mindset for IELTS

Greg Archer, Joanna Kosta, Lucy Passmore, Jishan Uddin, Susan Hutchison, Claire Wijayatilake, Peter Crossthwaite, Natasha De Souza, Marc Loewenthal

INTERMEDIATE TO UPPER INTERMEDIATE

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UNIT 08: THE NEWS AND MEDIA
READING

IN THIS UNIT YOU WILL LEARN HOW TO

- match information in a question with information in a text
- relate a text to a variety of information
- recognise the passage.

LEAD-IN

0.1 Read these quotes, which give different opinions about how news is consumed.

A Since the birth of the Internet, access to local and world news has become possible 24 hours a day, 7 days a week. This is having an increasingly negative impact on society, and consequently we have all become news addicts!
SARAH (35)

B Adults aged 60+ buy or daily newspaper as a matter of habit. Generally, they don't know how to access news online.
MARY (78)

C Youngsters these days aren't interested in the news and spend most of their free time on social media sites. They don't buy a newspaper or watch a regular TV bulletin. The only news they might be interested in is entertainment news.
CHARLES (54)

D I would only use social media sites to check entertainment news. I wouldn't trust it for any serious news, such as crime or politics. For these topics, I'd only rely on television bulletins.
MARY (33)

0.2 Match statements 1-4 with quotes A-D.

1. Critical exposure to the news is bad for us.
2. As a newspaper, there is more confidence in television than in the internet.
3. Teenagers are only interested in news about actors and pop stars.
4. The older generation don't know how to read the news using the internet.

TIP 0.1 In the Reading test, you may be asked to match information in the question with information in the text. However, the texts will be longer. Between 150 and 300 words, and you will need to match the questions to a paragraph.

0.3 Look at the quotes again and, with a partner, discuss whether you agree or disagree with each speaker.

MATCHING INFORMATION 1

0.4 Skim this text to understand the general meaning of each paragraph.

A SMARTER WAY TO ACCESS THE NEWS?

A A recent report, issued by the International Agency for Research on Cancer (IARC), says that smartphone use has become the most popular way to access the news. In fact, for all 194 countries in the world, smartphone use has increased since 2014. Furthermore, 60% of smartphone users get their news from the Internet.

B However, the survey of smartphone use also shows that the use of smartphones to access the news is still growing. In fact, 52% of people in the UK, for example, use a smartphone to access the news.

C The report also says that smartphone use is increasing rapidly. In fact, 52% of people in the UK, for example, use a smartphone to access the news.

D Writing of smartphone use in the report, IARC says that smartphone use is increasing rapidly. In fact, 52% of people in the UK, for example, use a smartphone to access the news.

0.5 Which paragraphs (A-D) contain this information? You may write any letter more than once.

1. other ways news is accessed online
2. over half of smartphone users access news via their phones
3. the most popular way to access the news digitally is by using several methods
4. the younger generation are more likely to use their smartphone to access the news

Mindset for IELTS Student's Book 2

UNIT 01: THE MAN-MADE ENVIRONMENT
WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- select any features of different types of graphs, charts and tables to describe their contents
- use suitable verbs, adjectives and adverbs to describe trends in different ways
- compare different graphs or tables in the same group and write a summary of the main features

LEAD-IN

0.1 Complete the diagrams with words from the box.

rise line graph bar chart column horizontal axis any table
fall pie chart segment table vertical axis line

1 Line graph showing the number of people who use the internet in the UK from 2008 to 2012. The number of people who use the internet has risen from 15 million in 2008 to 25 million in 2012.

2 Bar chart showing the number of people who use the internet in the UK from 2008 to 2012. The number of people who use the internet has risen from 15 million in 2008 to 25 million in 2012.

3 Pie chart showing the favourite types of music in the UK. The favourite types of music are pop, rock, and classical.

4 Table showing the number of people who use the internet in the UK from 2008 to 2012. The number of people who use the internet has risen from 15 million in 2008 to 25 million in 2012.

TIP 0.1 In Writing Part 1, you can use the given grammatical features to write about, so it is important to be very familiar with this kind of vocabulary.

Mindset for IELTS Student's Book 2

See also

- IELTS Practice Tests page 62
- Cambridge English Practice Testbank Page 63

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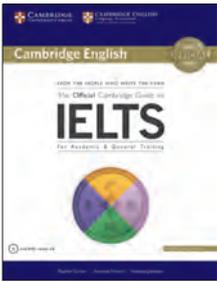
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A2 B1 B2 C1 C2



The Official Cambridge Guide to IELTS

Pauline Cullen, Amanda French and Vanessa Jakeman

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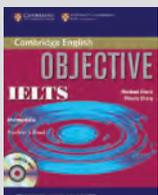
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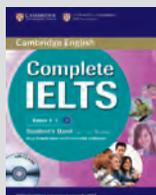
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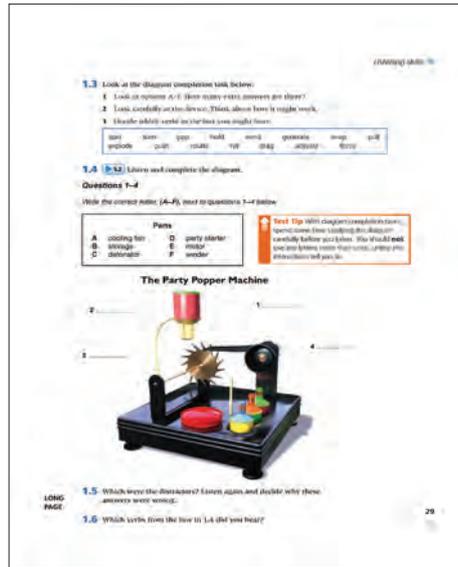
- **Objective IELTS**
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- **Complete IELTS**
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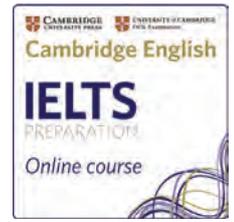
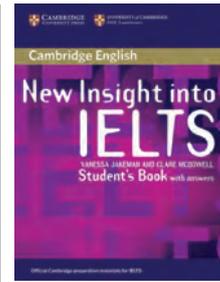
- **Cambridge English Practice Testbank**
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The Official Cambridge Guide to IELTS Student's Book



The Official Cambridge Guide to IELTS App



New Insight into IELTS

Vanessa Jakeman and Clare McDowell

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B1 B2 C1

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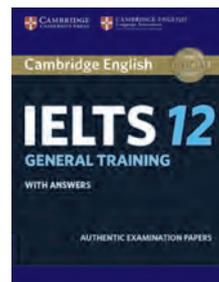
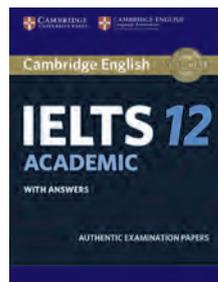
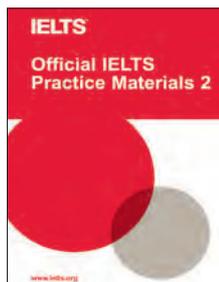
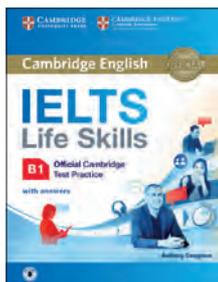
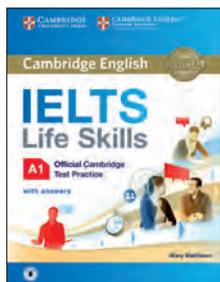
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A1 A2 B1

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- **NEW** **Mindset for IELTS**
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 - **Practice Tests for Cambridge English exams**
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 - **Cambridge English Practice Testbank**
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**Also available as print practice tests. See page 62.

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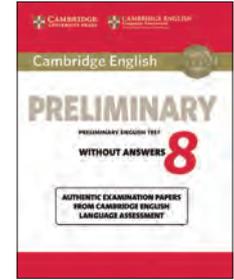
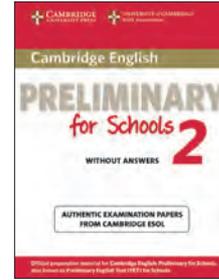
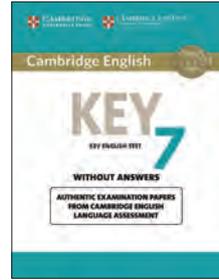
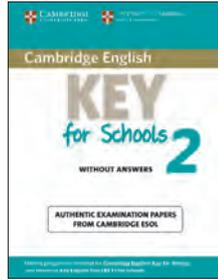
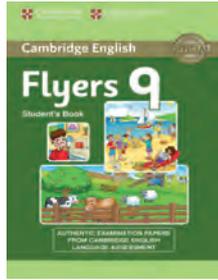
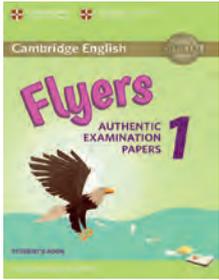
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A1 A2 B1 B2 C1 C2



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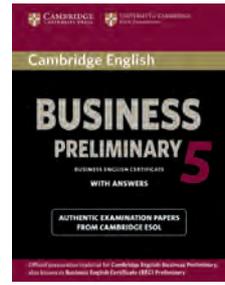
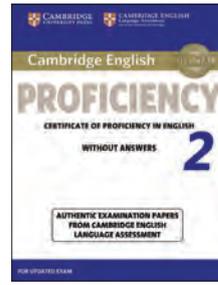
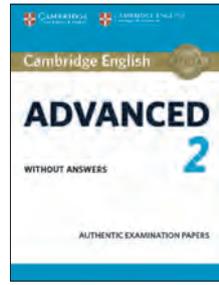
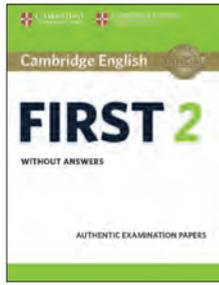
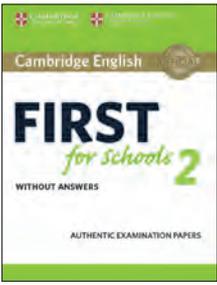
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Cambridge BEC 5 Preliminary

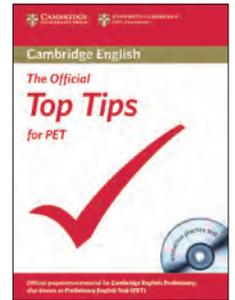
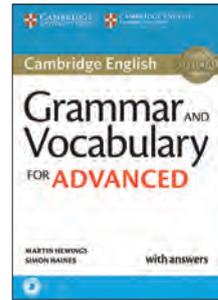
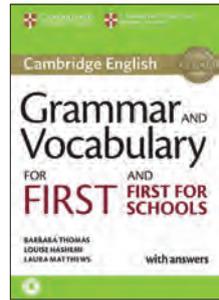
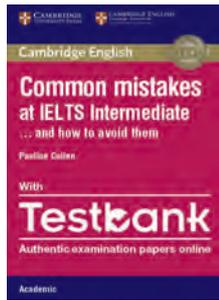
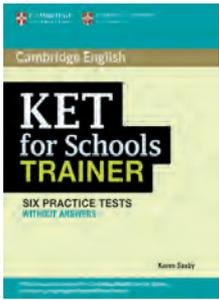
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A2 B1 B2 C1 C2



A2 B1 B2 C1 C2



B1 B2 C1 C2



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See also

- Cambridge English Practice Testbank

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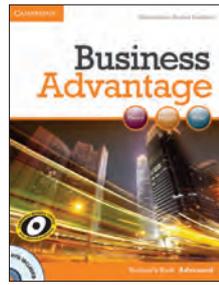
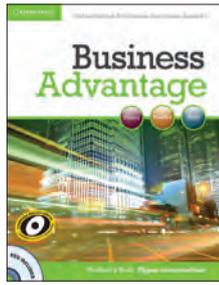
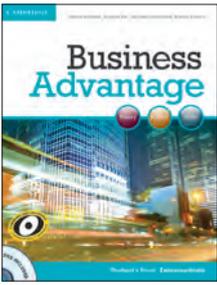
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B1 B2 C1 C2

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B1 B2 C1 C2



Business Advantage

Michael Handford, Martin Lisboa, Almut Koester and Angela Pitt

INTERMEDIATE TO ADVANCED

A flexible, modular course with up to 100 teaching hours of material

Reflecting the diverse reality of today's business, *Business Advantage* brings the outside world into the classroom and presents learners with insights into organisations from all over the globe, from a multitude of different industry sectors, and of all sizes.

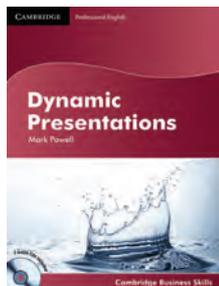
The course is based on a unique syllabus that combines current business theory, business in practice and business skills – all presented using authentic, expert input.

- *Business Advantage* is the first business course to benefit from a spoken business English corpus, guaranteeing relevant, up-to-date language.
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Teacher's Book	978-1-107-63770-2	978-1-107-42231-5	978-0-521-17932-4
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ebooks are also available. For information please visit cambridge.es/businessadvantage



B1 B2 C1 C2

Dynamic Presentations

Mark Powell

INTERMEDIATE TO ADVANCED

15-20 hour short course

HRH The Duke of Edinburgh ESU English Language Book Award: Highly Commended

Packed with tips and advice from some of the world's leading business and communication experts, *Dynamic Presentations* systematically develops the key language and presentation techniques learners need to give an effective, professional and memorable performance.

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Cambridge Business Skills

B2 C1

Writing for Impact

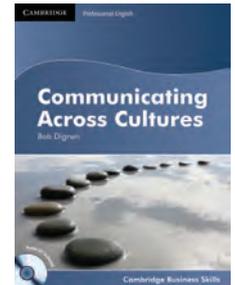
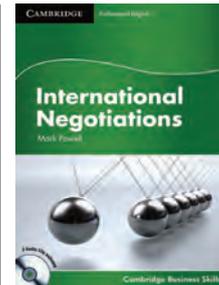
Tim Banks

UPPER INTERMEDIATE TO ADVANCED

15-20 hour short course

Writing for Impact covers all aspects of writing, from writing emails and letters to report-writing. The course also focuses on communication skills and provides a progressive syllabus on the process of writing. The Audio CD provides input from real business people, meetings and phone conversations.

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B1 B2 C1 C2

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Mark Powell

INTERMEDIATE TO ADVANCED

15-20 hour short course

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B1 B2

Communicating Across Cultures

Bob Dignen

INTERMEDIATE TO UPPER INTERMEDIATE

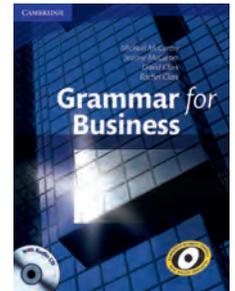
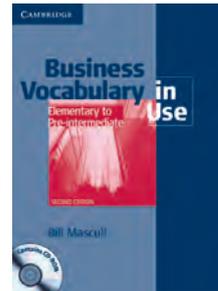
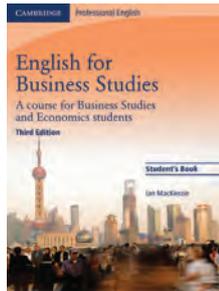
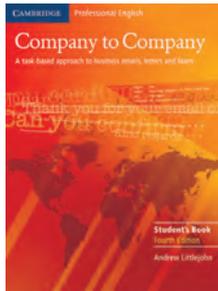
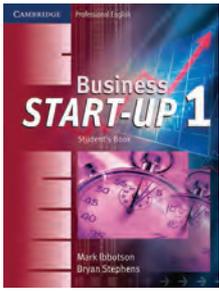
20-30 hour short course

Working across different cultures and continents is an increasingly valuable skill for today's business people. Drawing on inspirational advice from leading figures in the world of cross-cultural communication, *Communicating Across Cultures* covers all types of written and spoken communications and prepares learners to work effectively with colleagues and business partners the world over.

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DVD	978-0-521-18202-7

Professional and Vocational



A1 A2

2 levels

B2 C1

A2 B1 B2 C1



Business Start-up

Mark Ibbotson and Bryan Stephens

BEGINNER TO PRE-INTERMEDIATE

55 teaching hours

Designed for complete beginners, this course teaches English as it's really spoken, using natural language, realistic contexts and a regular focus on pronunciation.

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Audio CDs (2)	978-0-521-53468-0
Level 2	
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Workbook with CD-ROM/Audio CD	978-0-521-67208-5
Teacher's Book	978-0-521-53470-3
Audio CDs (2)	978-0-521-53472-7

B1 B2

Company to Company

A task-based approach to business emails, letters and faxes
Fourth edition

Andrew Littlejohn

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Teacher's Book	978-0-521-60976-0

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David Horner and Peter Strutt	
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B1 B2

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Second edition

Bill Mascull

ELEMENTARY TO ADVANCED

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Book with answers and CD-ROM	978-0-521-74862-9
Book with answers	978-0-521-12828-5
Advanced	
Book with answers and CD-ROM	978-0-521-74940-4
Book with answers	978-0-521-12829-2

B1 B2

Grammar for Business

Michael McCarthy, Jeanne McCarten, David Clark and Rachel Clark

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Providing clear explanations and authentic practice of essential business language, *Grammar for Business* focuses on both spoken and written grammar to help students improve their communication skills in realistic situations.

Book with Audio CD	978-0-521-72720-4
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A2 B1

3 levels

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For work and life

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cambridge.es/english365

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Teacher's Book	978-0-521-75363-0
Audio CDs (2)	978-0-521-75366-1

Level 2

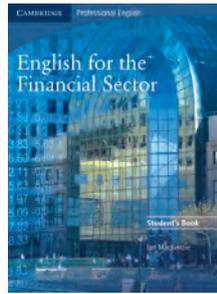
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Personal Study Book with Audio CD	978-0-521-75369-2
Teacher's Book	978-0-521-75368-5
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Audio CDs (2)	978-0-521-54919-6

See also

- **Professional English in Use Law**
- **Professional English in Use ICT**
- **Professional English in Use Finance**
Page 70
- **Cambridge Business English Dictionary**
Page 73
- **The Language of Business Meetings**
Page 97



B1 B2

English for the Financial Sector

Ian MacKenzie

INTERMEDIATE TO UPPER INTERMEDIATE

45–50 teaching hours

Perfect for learners preparing for a career in finance, as well as professionals looking to improve their financial English, this course presents key financial concepts through authentic texts and interviews, giving learners the language they need to work in the financial environment.

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B1

Infotech

Fourth edition

Santiago Remacha Esteras

INTERMEDIATE

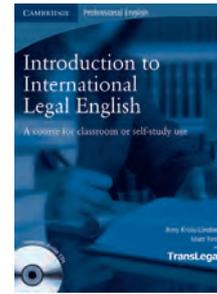
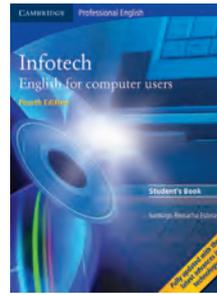
Up to 60 teaching hours

This trusted course contains 30 topic-based units covering everything from computer essentials through to programming, web design, job-hunting and future technologies.

An online workbook is also available from the *Infotech* website.

cambridge.es/infotech

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B1

Introduction to International Legal English

Amy Bruno-Lindner (formerly Krois-Lindner), Matt Firth and TransLegal®

INTERMEDIATE

60–80 teaching hours

Suitable for law students and newly qualified lawyers, this leading course uses academic and professional contexts to develop understanding of the law whilst consolidating the language skills needed for a career in the legal profession.

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B2 C1

International Legal English

Second edition

Amy Bruno-Lindner (formerly Krois-Lindner) and TransLegal®

UPPER INTERMEDIATE TO ADVANCED

80–100 teaching hours

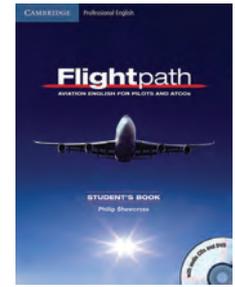
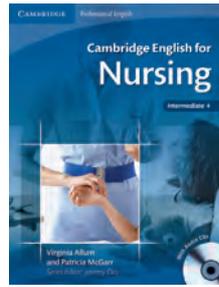
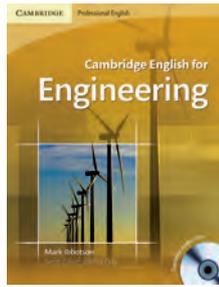
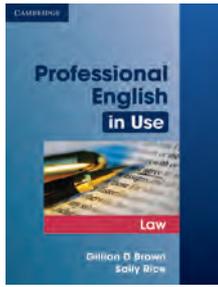
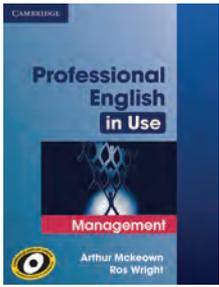
Ideal for experienced lawyers and law students, this updated edition of the best-selling legal English course focuses on commercial law with topics ranging from contracts, company formation to intellectual property.

- Includes case studies and a pull-out glossary.

cambridge.es/ile2

Student's Book with Audio CDs (3)	978-0-521-27945-1
Teacher's Book	978-0-521-27946-8
Online component available at: translegal.com/plead	

Professional and Vocational



B1 B2 C1

Professional English in Use

INTERMEDIATE TO ADVANCED

60–90 teaching hours

This best-selling series offers reference and practice of specialist vocabulary for training and in-service professionals who need English to communicate at work. Written by both subject and ELT experts, the series is informed by the Cambridge English Corpus to ensure relevant language.

- Presents key topics through case studies and realistic professional contexts.
- Relevant specialist vocabulary in real contexts, for example Management is ideal for MBA candidates.
- Ideal for self-study and classroom use.

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Book with answers	978-0-521-73488-2
Professional English in Use Finance by Ian MacKenzie	
Book with answers	978-0-521-61627-0
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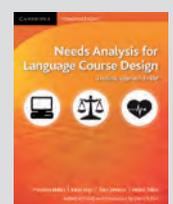
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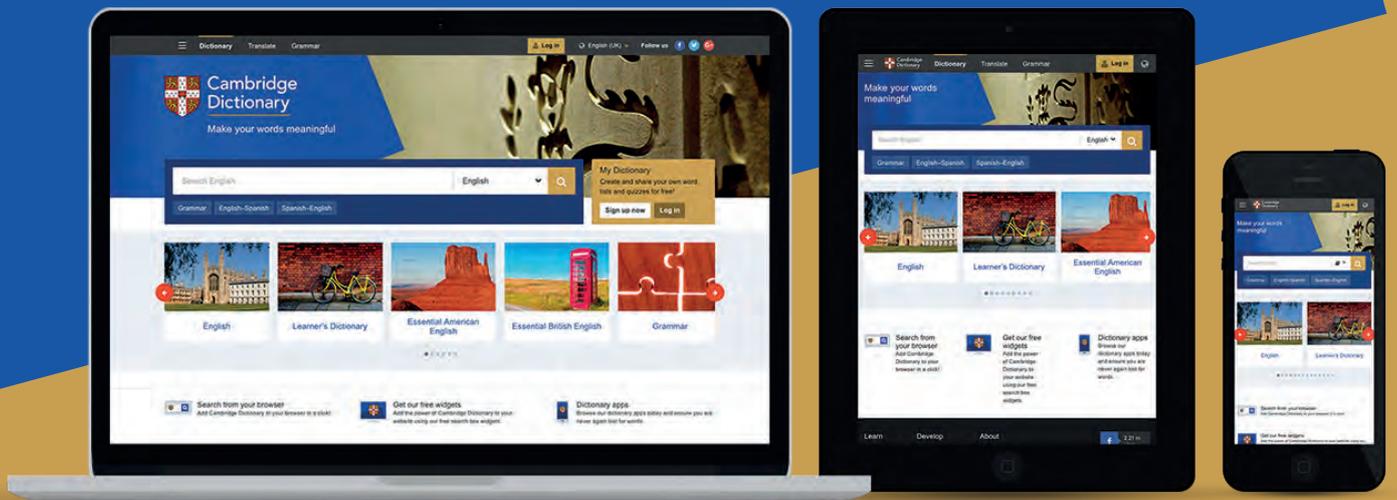
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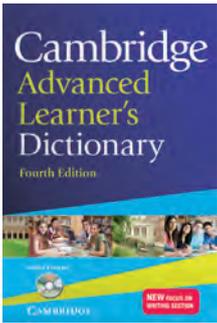
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situation:

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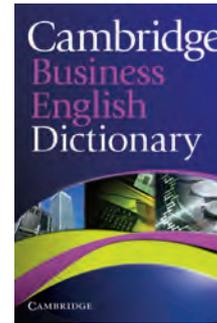
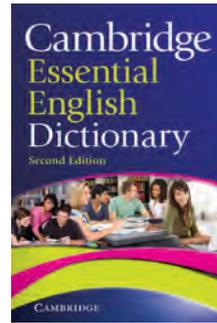
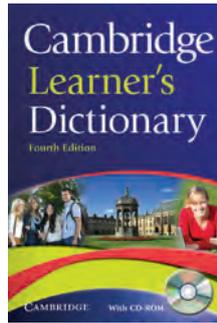
► **adj** so shocking that it cannot be imagined: *You can't imagine what it would be like to have your child die – it's quite unthinkable.*

► **noun** [S]

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

unthinking /ˌʌnˈθɪŋ.kɪŋ/ **adj** formal mainly disapproving

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Focus On: Small businesses

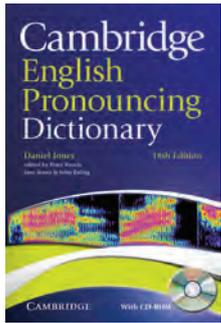
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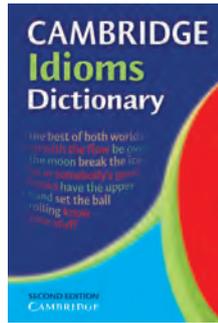
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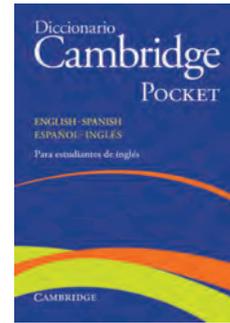
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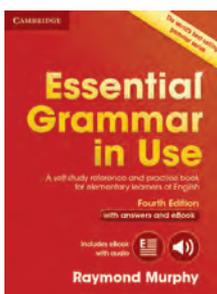
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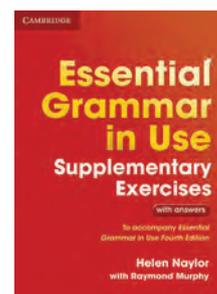
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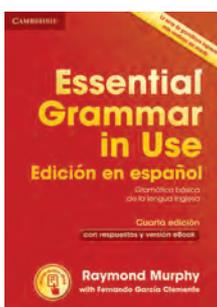
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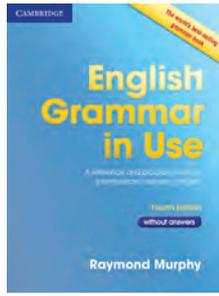
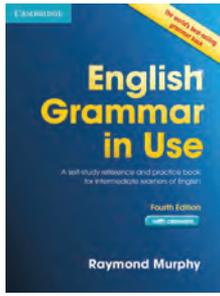
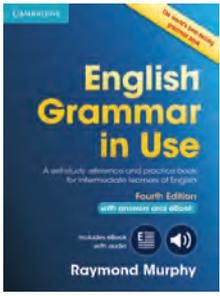
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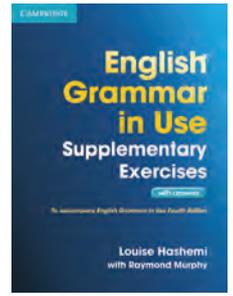


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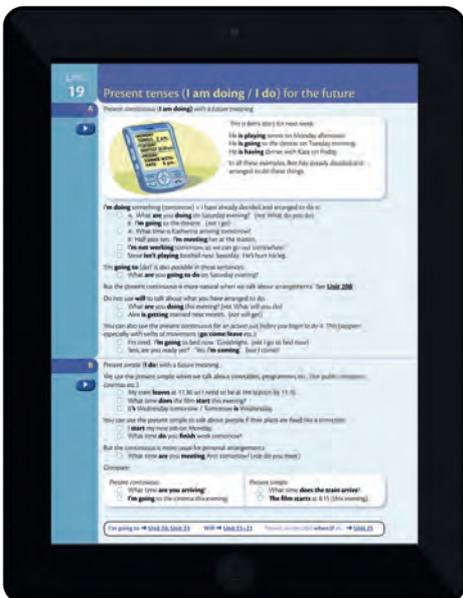
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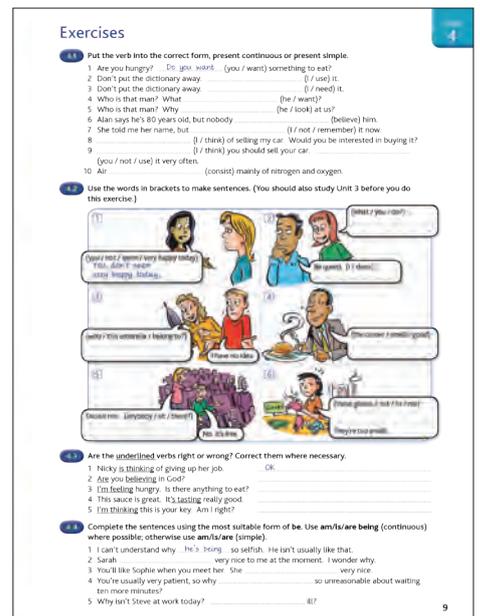
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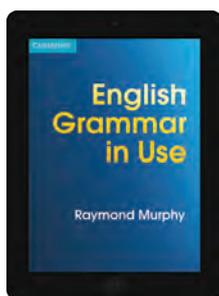
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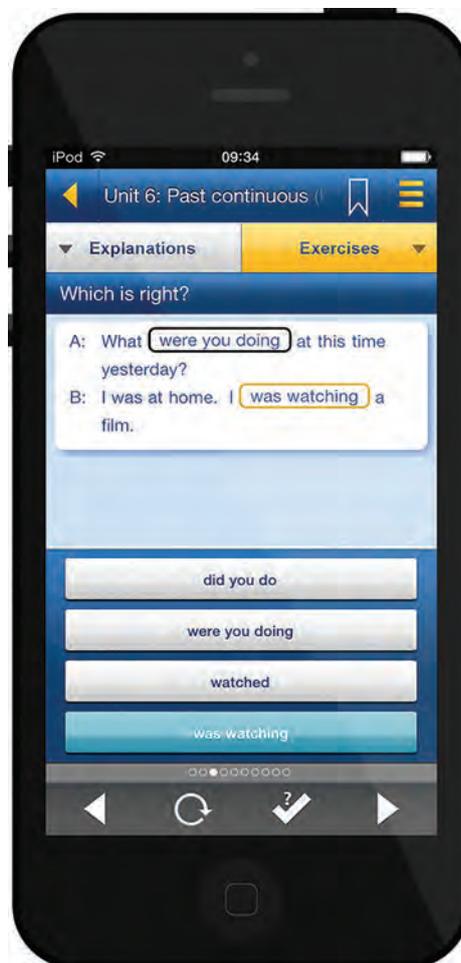
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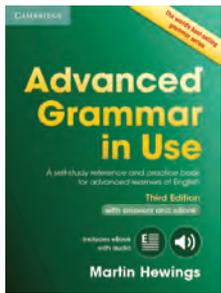
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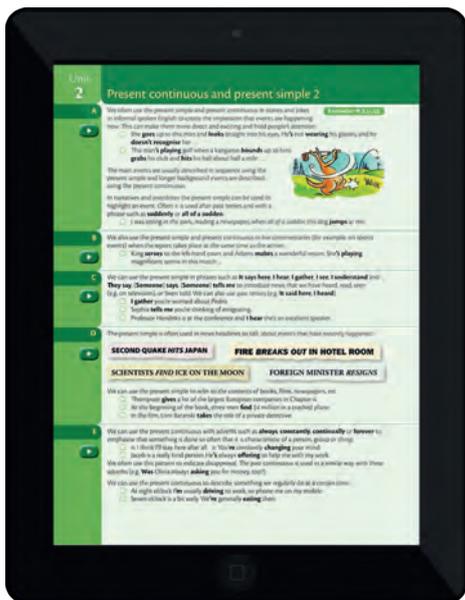
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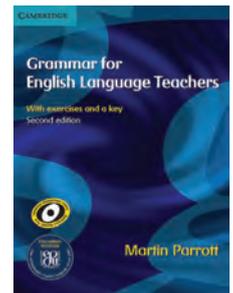
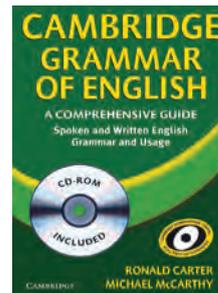
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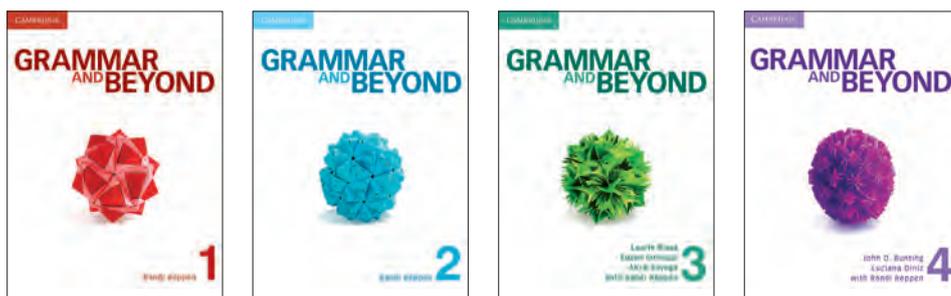
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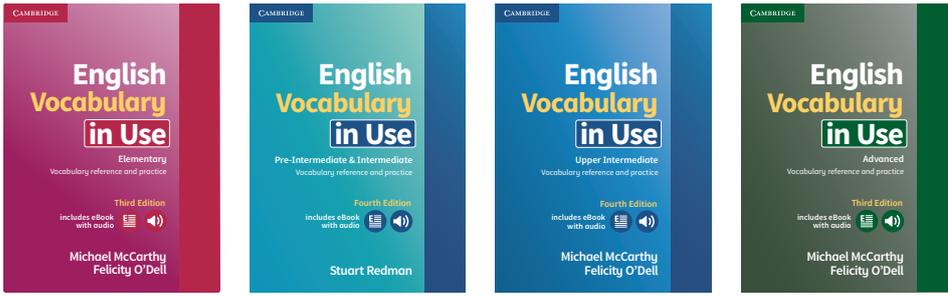
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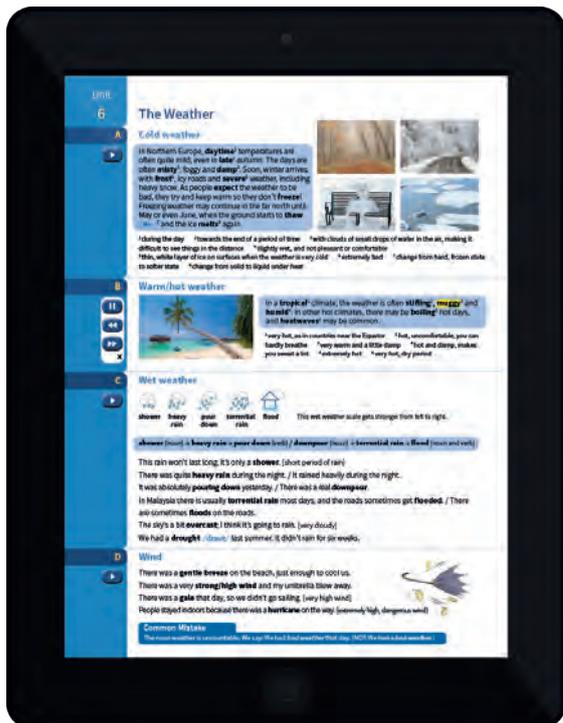
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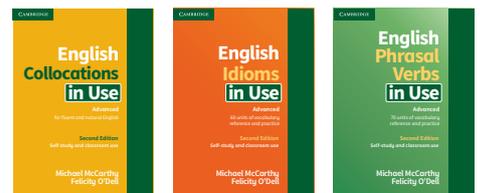
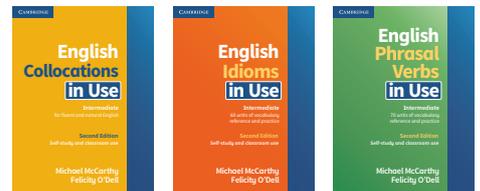
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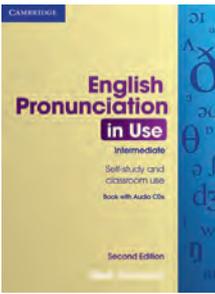
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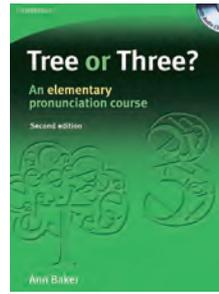
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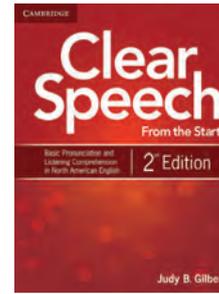
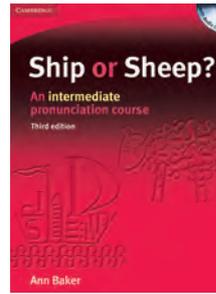
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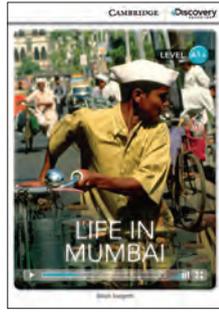
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People think sharks are always eating, but some sharks don't even eat every day. They have a lot of teeth, but they can't chew^{**} their food very well, so they have to swallow it in big pieces. Because of that it takes them a long time to digest^{***} their food. And they have to let it digest before they can eat again.

^{**}chew: break food between your teeth as a part of eating.
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A shark has to swallow its food without chewing.

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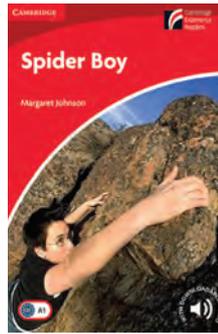
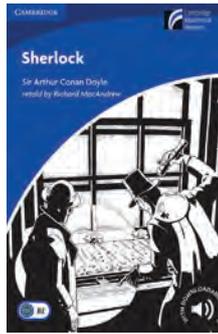
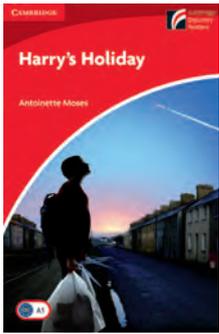


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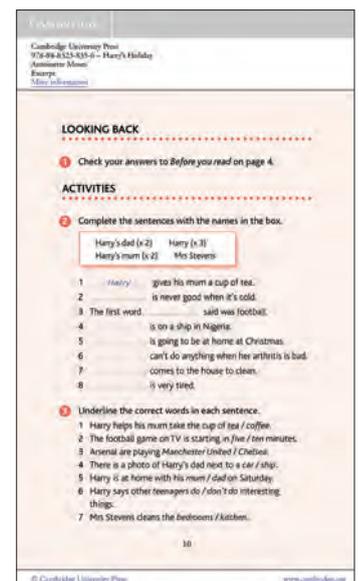
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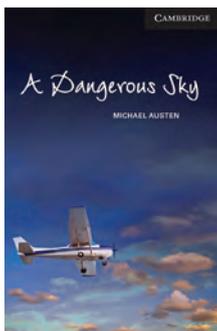
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Harry's Holiday



A1 A2 B1 B2 C1

7 levels

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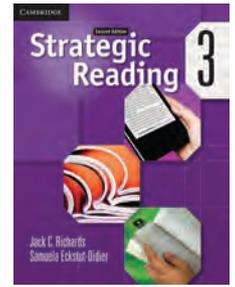
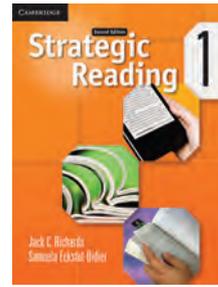
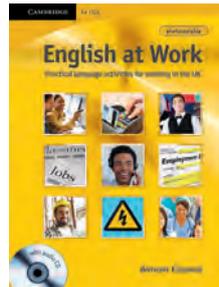
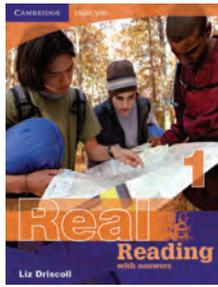
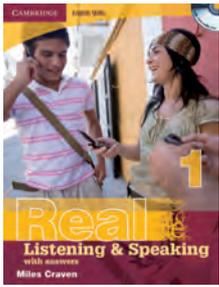
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A2 B1 B2 C1

4 levels

B2 C1

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B1 B2

3 levels

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B1 B2

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Level 1

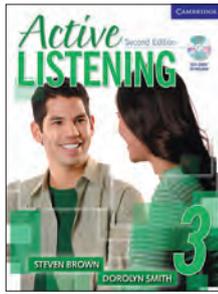
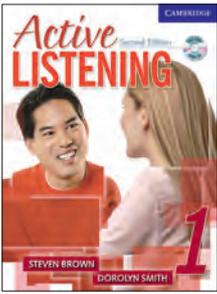
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A2 B1

3 levels

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Level 1

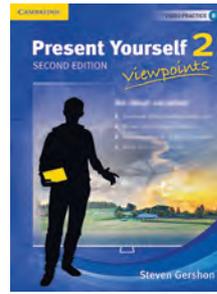
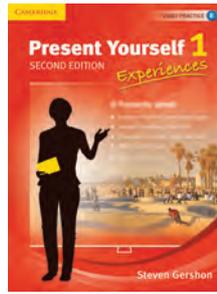
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A2 B1 B2

2 levels

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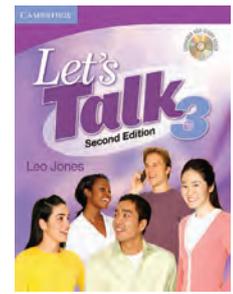
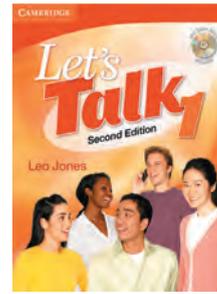
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A1 A2 B1 B2

3 levels

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See also

- **Final Draft**
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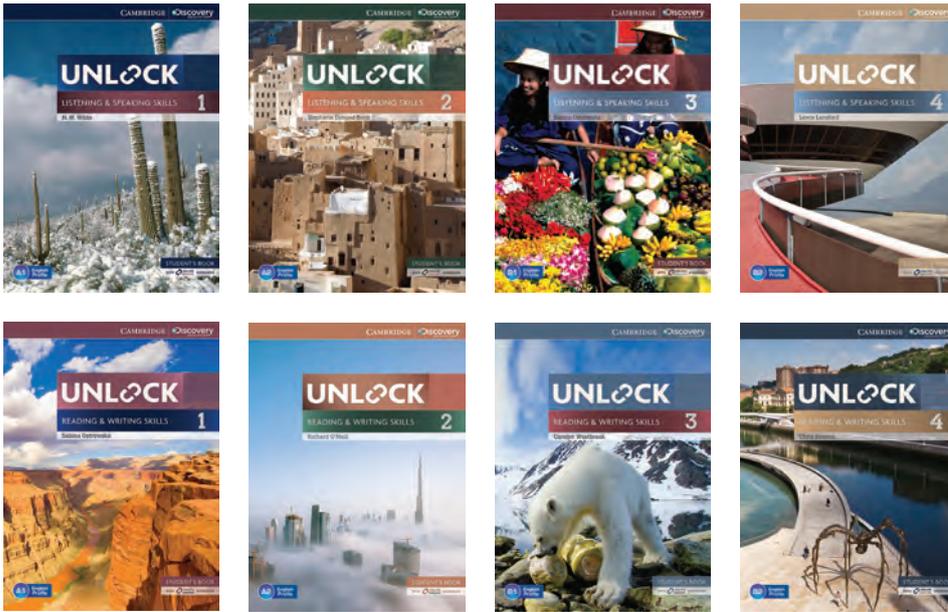
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- Unique research using the Cambridge English Corpus and English Profile focuses the language in *Unlock* on the areas that students find most challenging. Language Development sections provide vocabulary building and grammar tasks that provide practice 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.

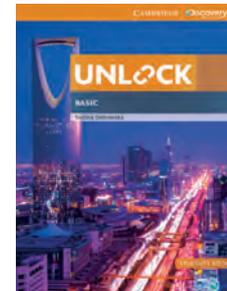
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Unlock Basic

The new level, *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.



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*Available July 2017

For further information about the Student's ebooks please visit cambridge.es/ebooks
Mid- and end-of-level tests are available from your local Cambridge University Press representative

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
(10) What?	Art History	Practical Business
(11) _____	Princeton University	Princeton University
(12) _____	watch lectures online, download notes	lecture, library, work in an office
(13) _____	talk to lecturers online, live near family and friends	study with friends
(14) _____	whenever I want	Monday to Friday
(15) _____	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

See also

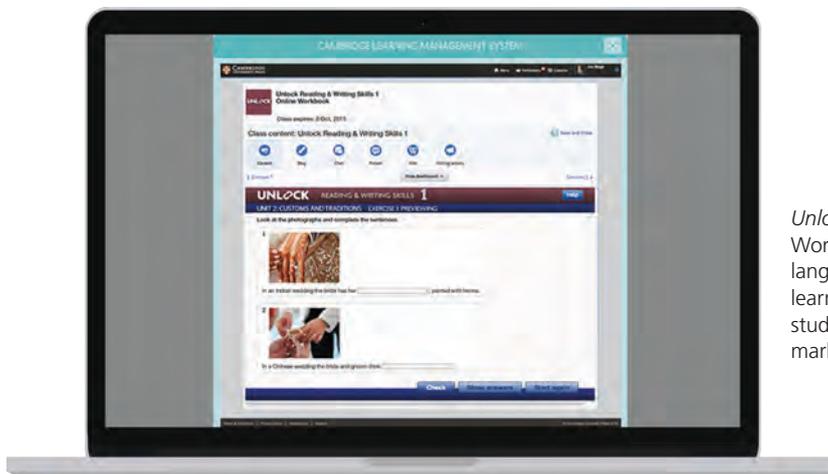
- Cambridge Discovery Education™ Interactive Readers Page 82

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 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.



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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.



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English for Academic Purposes



B1+ B2 C1



Cambridge Academic English

An integrated skills course for EAP

Martin Hewings, Craig Thaine
Course consultant: Michael McCarthy

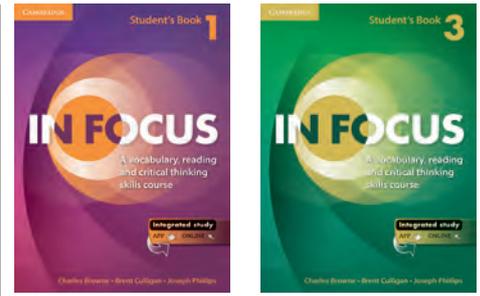
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A1 A2 B1 B2 C1



In Focus

A vocabulary, reading and critical thinking skills course

Charles Browne, Brent Culligan and Joseph Phillips

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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 **A1** 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

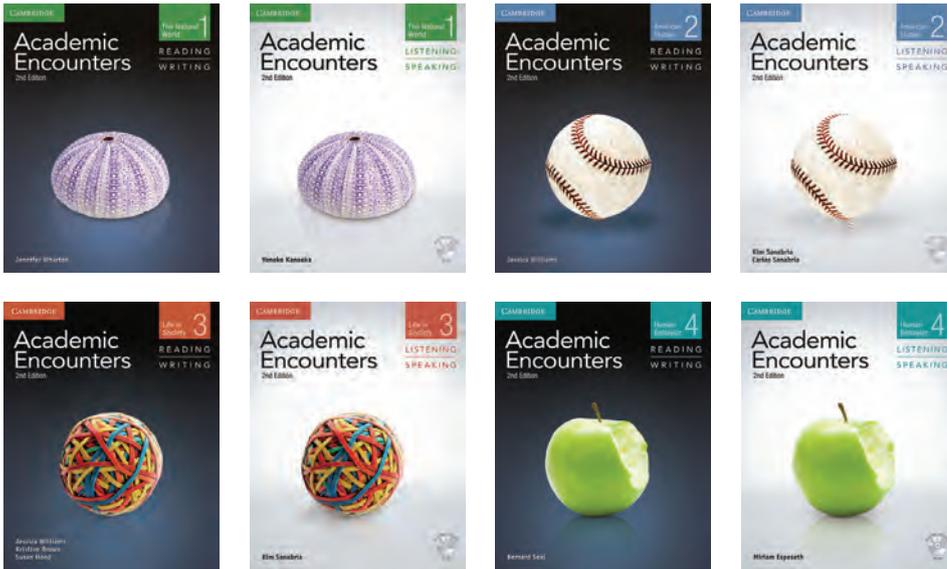
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B1+ B2 C1



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Tamsin Espinosa, Craig Fletcher, Fred Gooch, Claire Henstock, Alistair McNair, Blair Matthews, Clare Walsh
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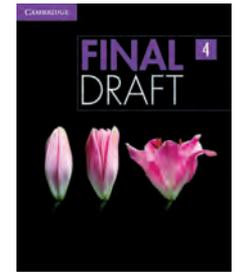
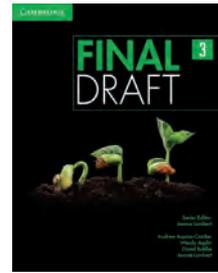
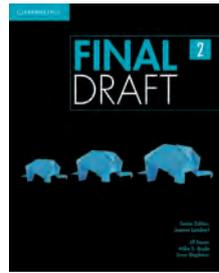
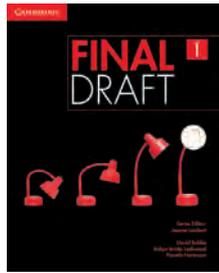
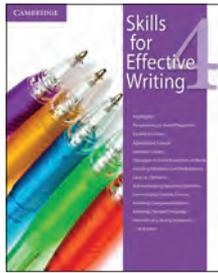
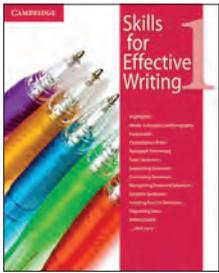
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English for Academic Purposes



A1 A2 B1 B2

4 levels

A2 B1 B2 C1

4 levels

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Page 87
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A1 A2 B1 B2 C1

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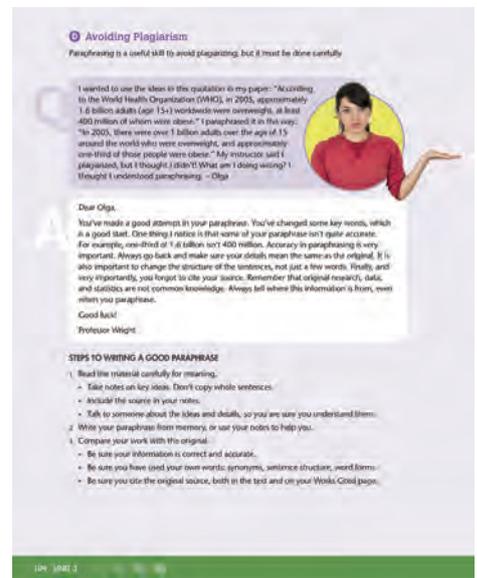
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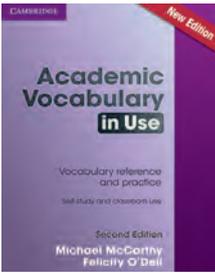
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B1 B2

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3 levels

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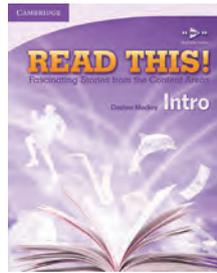
Judith Kay and Rosemary Gelshenen

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A1 A2 B1

4 levels

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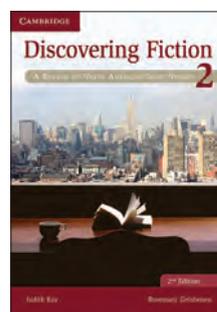
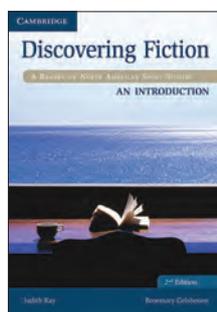
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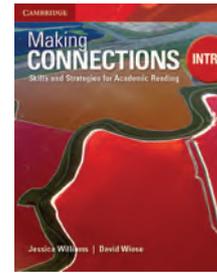
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A1 A2 B1 B2 C1

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A1 A2

Younger Learners

LOW BEGINNER TO HIGH ELEMENTARY

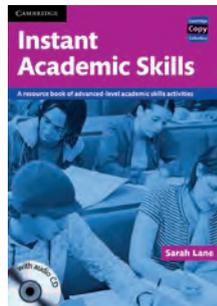
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A1 A2 B1 B2 C1 C2

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B2 C1

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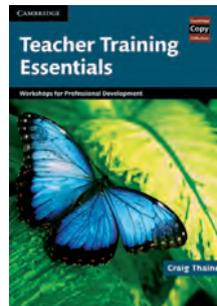
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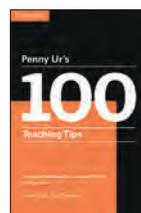
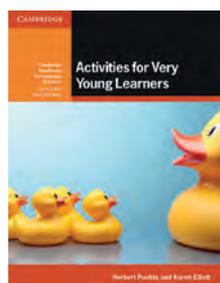
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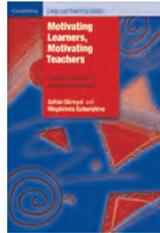
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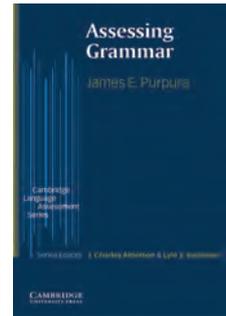
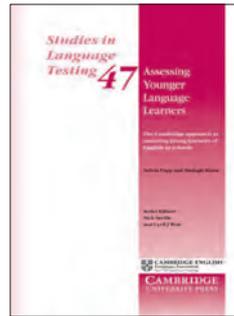
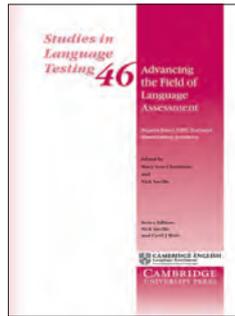
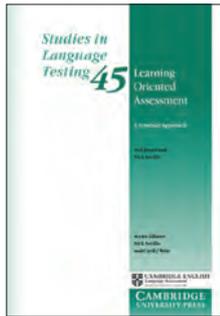
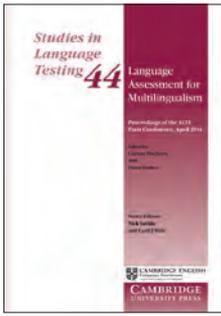
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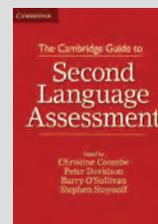
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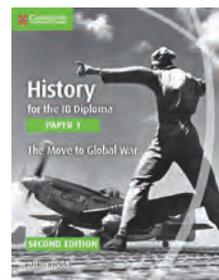
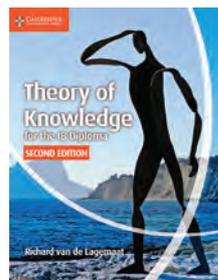
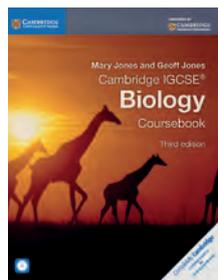
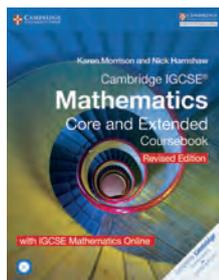
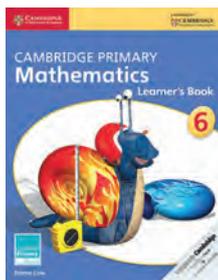
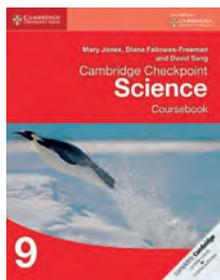
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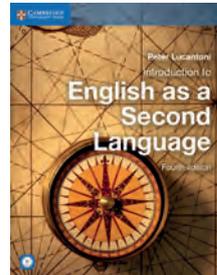
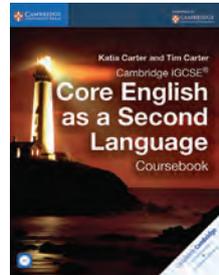
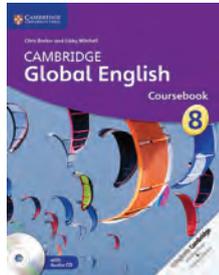
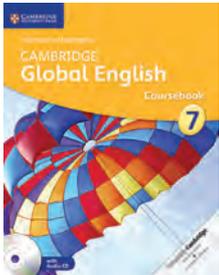
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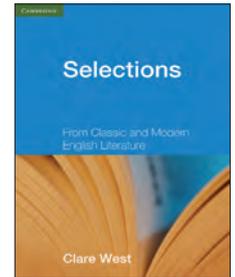
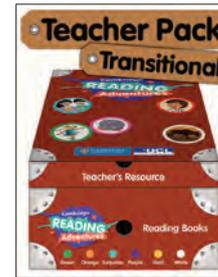
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