



2019

# Secondary

CATALOGUE



CAMBRIDGE  
UNIVERSITY PRESS

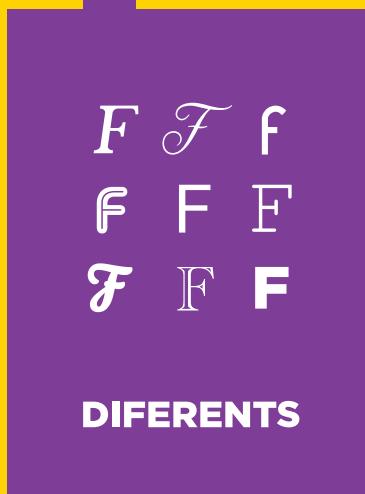


# **Get it right with the Cambridge English Corpus**

**MISTAKE** 47 **CORRECT:** COFFEE



**MISTAKE** 45 **CORRECT:** **DIFFERENT**



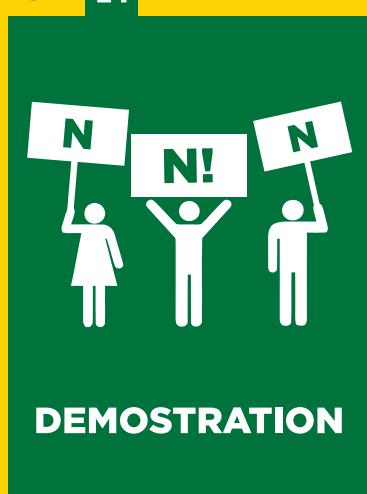
**MISTAKE 46** CORRECT: **COMMUNICATION**



**MISTAKE 08** CORRECT: **BICYCLE**



**MISTAKE 14** CORRECT: DEMONSTRATION

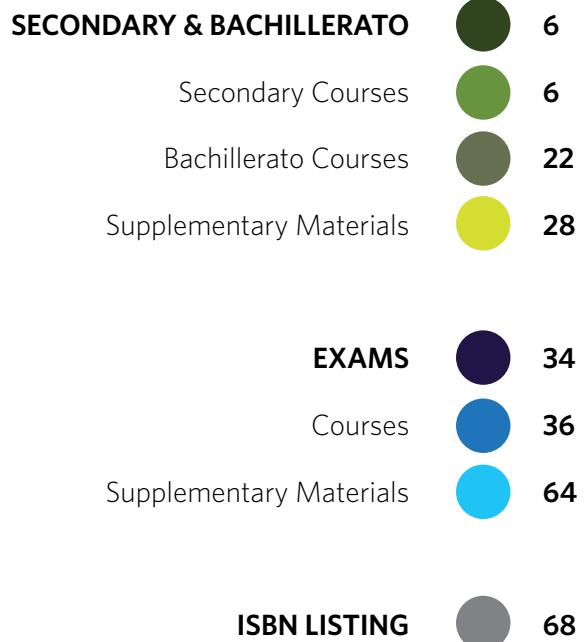


**MISTAKE 17** CORRECT: ADVERTISEMENT



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

# Contents



## Key to symbols

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



# The Cambridge Framework for Life Competencies

In addition to language learning, our courses develop the life competencies of learners.

Our latest generation of courses have integrated the Cambridge Framework for Life Competencies into the life skills syllabi. This is an ongoing research initiative into how thinking and learning skills are developed over different life stages.

Each life skill is based on a component within the Cambridge Framework for Life Competencies to ensure a wide range of skills are covered.

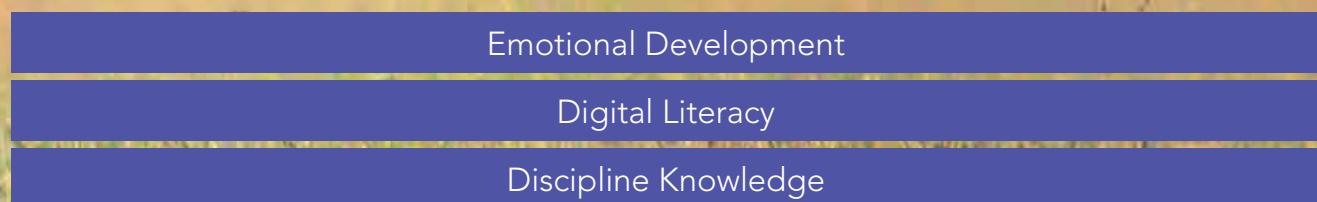


# The Cambridge Framework for Life Competencies

## COMPETENCIES

Creative thinking	Participating in creative activities	Creating new content – from own ideas and other resources	Using new content to solve problems and make decisions
Critical thinking	Understanding and analysing links between ideas	Evaluating ideas, arguments and options	Synthesising ideas and information
Learning to Learn	Practical skills for participating in learning	Taking control of own learning	Reflecting on and evaluating own learning success
Communication	Using appropriate language/register for context	Managing conversations	Participating with appropriate confidence and clarity
Collaboration	Taking personal responsibility for own contributions to a group task	Listening respectfully and responding constructively to others' contributions	Managing the sharing of tasks
Social Responsibilities	Understanding personal responsibilities as part of a group and in society – including citizenship	Taking active roles including leadership	Understanding and describing own and others' cultures
			Understanding and discussing global issues – environmental, political, financial and social

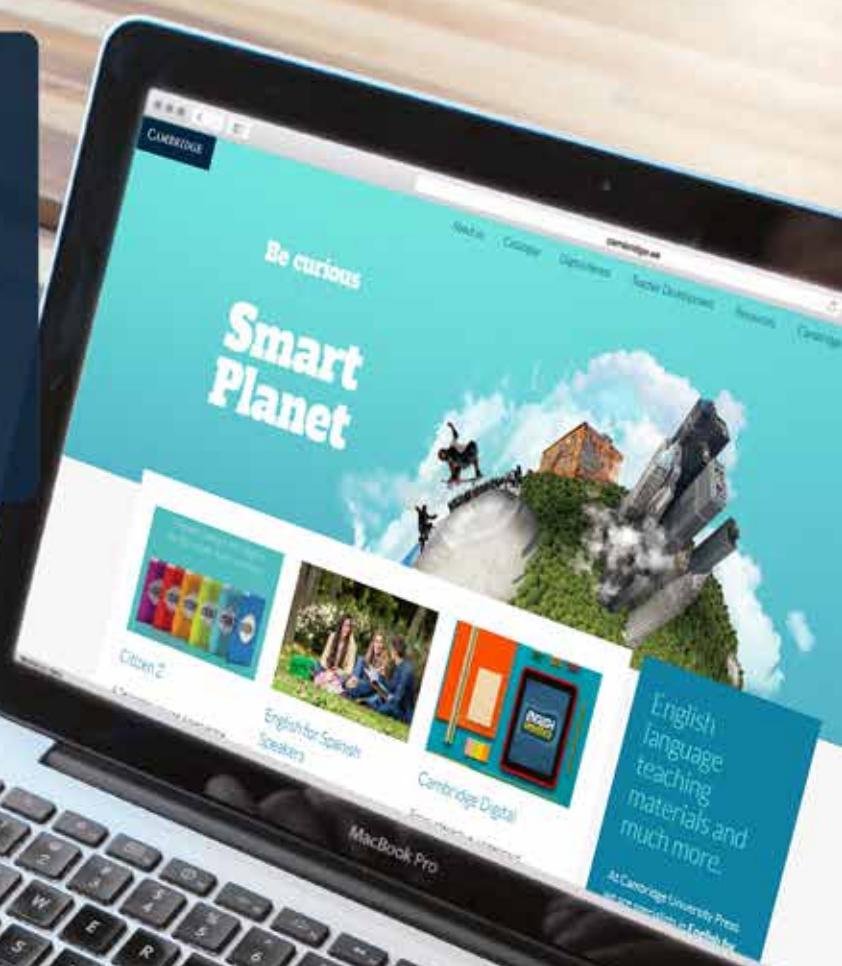
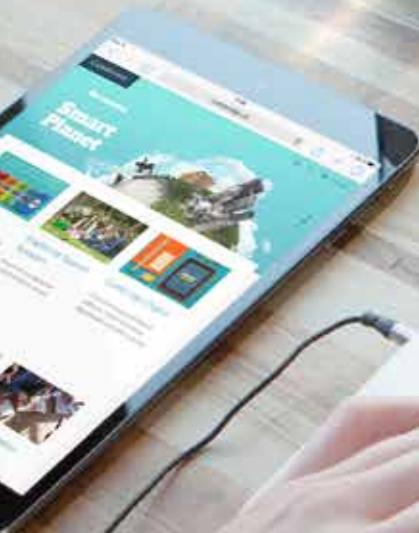
## FOUNDATIONAL LAYERS



Visit

# cambridge.es

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



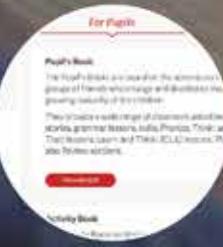
Available both in English and Spanish for students and parents



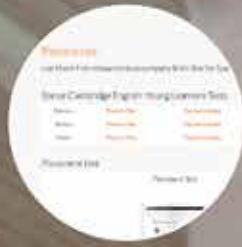
Clear, easy to use with an up-to-date design



Browse our catalogue



View demos and download sample units

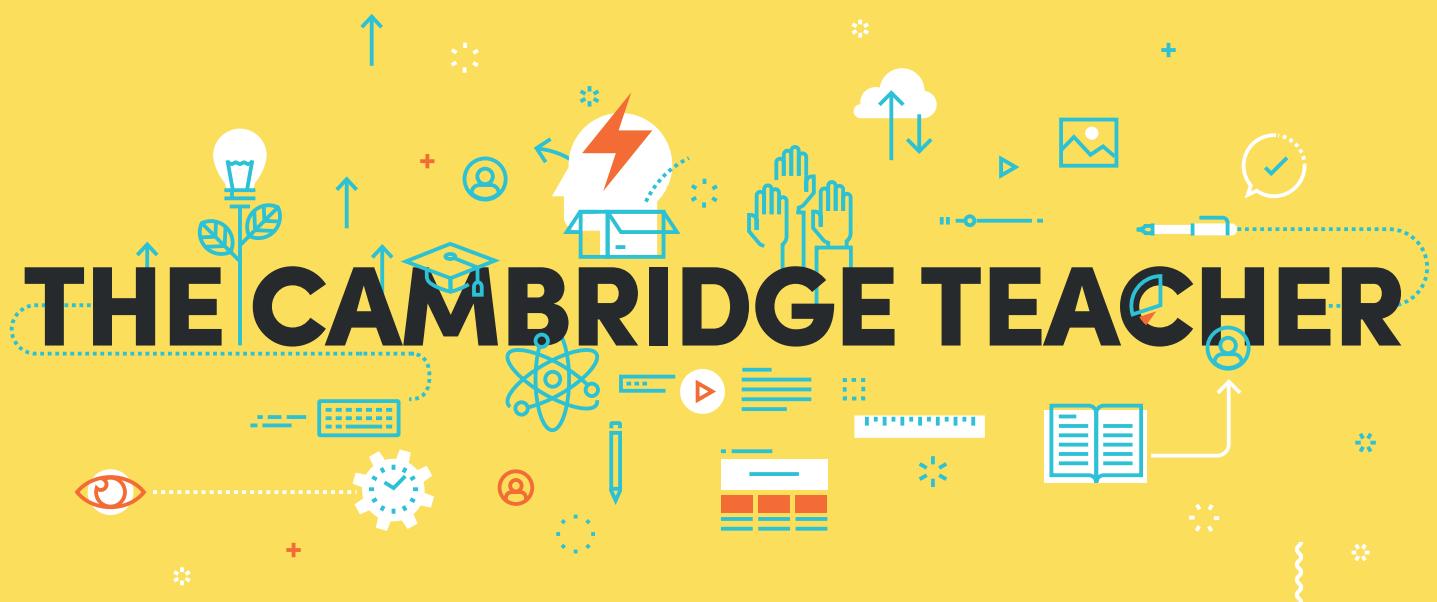


Downloadable teaching and learning resources

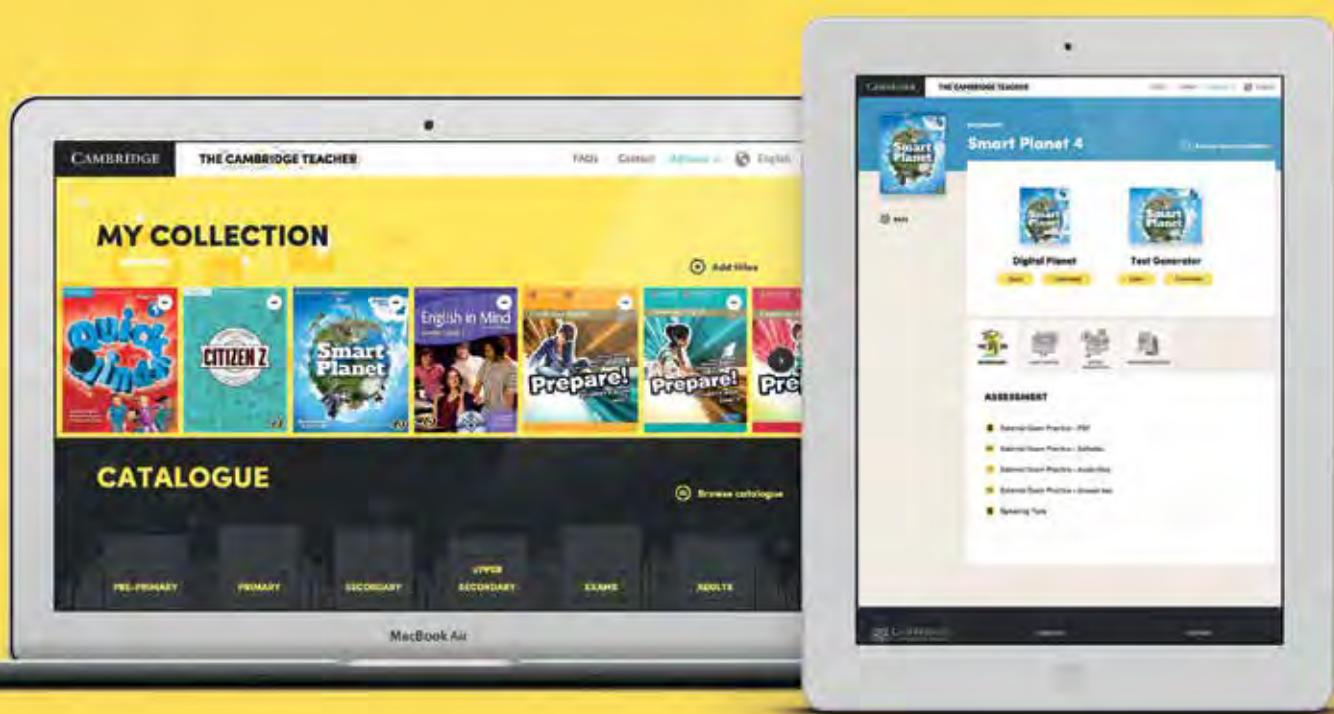


Online registration for Cambridge Experiences





Your integrated platform for digital content



### Interactive Whiteboard

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

### Extra resources

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

### What's new?

News from the education sector.

# Collaborate

NEW

Claire Thacker, Stuart Cochrane,  
Samantha Lewis & Daniel Vincent

ELEMENTARY TO INTERMEDIATE



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



**It's time to change. Time to collaborate.**

**Collaborate** is a new innovative secondary course that will help you and your students take an important step towards creating a collaborative and positive environment in the classroom. It offers solid language learning while providing a new way of teaching and learning, innovative yet practical. It's time to change and bring real collaboration into the classroom.

- Collaborative learning with unit projects and collaborative tasks which motivate and create a positive learning environment.
- Step-by-step projects with help and training for teachers in the Project Book.
- Prepares students to take a meaningful part in society through a focus on life competencies.

- Multiple resources to deal with mixed ability in the classroom, both for the students who need more help and those who can be pushed further – fast finishers activities at the end of the unit, a graded Workbook and extra resources at three levels of difficulty.
- 5 videos per unit include documentaries, grammar and Everyday English presentations.
- Guided writing and speaking lessons provide a step-by-step approach to help students with successful production.
- 'Learn to learn' sections for student autonomy.
- A2 Key for Schools and B1 Preliminary for Schools exam practice included.



**Collaborate is specifically designed for Spanish-speaking teenage students and includes:**

- 'Get it right!' boxes throughout the units which highlight common mistakes in grammar and vocabulary made by Spanish-speaking learners.
- Specific cross-curricular projects and lessons on other subjects in the Spanish curriculum.
- A coverage of all the competences students are expected to acquire with a Key competences mapping in the Teacher's Book.
- Spanish and Catalan grammar reference available online.

## For students



### Student's Book

The Student's Book provides 9 units with an ample reference section with extra materials and includes:

- Projects for every unit
- Collaborative tasks in every lesson
- 4 to 5 videos per unit – documentaries, Grammar and Everyday English vox pops
- CLIL lessons
- A Pronunciation section
- Fast-finishers pages in every unit
- 'Learn to learn' boxes
- 'Use it!' and 'Voice it!' sections – personalisation, critical thinking and practice in context
- 'Explore it' sections – internet research around the topic
- A Vocabulary bank



### Workbook with downloadable audio

The Workbook follows the same unit structure as the Student's Book to help with easy navigation. Practice of all the unit language and skills is provided with extra sections:

- A Grammar reference and extra grammar practice
- Vocabulary extra
- Exam tips – reading, writing, listening and speaking skills
- A2 Key for Schools and B1 Preliminary for Schools exam practice (Reading and Writing papers)

## For teachers



### Teacher's Book

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

- Background information
- Warmers and teaching tips
- Optional tasks for mixed ability at 3 levels
- Tips on collaborative learning
- A Key competence mapping and life competencies mapped to the Cambridge Framework for Life Competencies
- Ideas for the flipped classroom
- Help with new digital methodologies and tools



### Project Book

The Project Book contains tips and notes for the teacher and useful templates to exploit all of the projects in the Student's Book to the maximum, making sure that students follow the guidelines to make every project a success.



### Digital Collaborate

A digital package to present the Student's Book and Workbook in class with extra interactive grammar and vocabulary presentations and games.



### Test Generator

The Test Generator allows you to create your own tests at three levels of difficulty, to help you cater for different student and group needs.

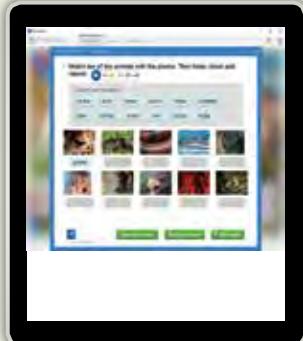


### Teacher's Resource Bank

The Teacher's Resource Bank provides ready-made and editable worksheets to help with mixed ability. The class audio is also included.



## Collaborate Digital



### Digital resources for learners

- 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.
- Downloadable video and Workbook audio files available at [cambridge.es/collaborate](http://cambridge.es/collaborate).

### Digital resources for teachers on The Cambridge Teacher

- The Digital Collaborate presentation tool includes the digital Student's Book and Workbook for projection in the classroom with video, audio, special interactive activities for every unit, the digital Teacher's Book and the Project Book. Extras include grammar and vocabulary presentations, practice and games.
- The Test Generator allows you to create diagnostic, unit, term and end-of-year tests at three levels. Cambridge exam practice is also supplied.
- The Teacher's Resource Bank provides all the classroom resources a teacher needs with extra worksheets to cover grammar and vocabulary at three levels (basic, standard and extension), video and communication worksheets and grammar mind maps and writing templates. The class audio is also available for download.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Collaborate

**2**

## WHAT IS ART?

**LEARNING OUTCOMES**

I can ...

- understand texts about young artists and an audition
- describe a picture
- write a review of a performance
- understand how to use the present perfect with *already, just, still* and *yet*
- talk about visual and performing arts
- recognise noun endings for people, infer meaning
- make a profile of an artist.

**WATCH VIDEO 2.1**

- Before you watch, which different types of art can you think of?
- Watch and check. Which styles of art are mentioned?
- Which is your favourite art from the video?

KICK-OFF! 2.1    GRAMMAR IN ACTION 2.2    GRAMMAR IN ACTION 2.3    EVERYDAY ENGLISH 2.4

22 WHAT IS ART? | UNIT 2

Every unit starts with an **impactful opening page and video** to stimulate students' curiosity about the unit topic

The opening page includes a **summary of all the videos** which creates anticipation of the unit contents

KICK-OFF! 2.1    GRAMMAR IN ACTION 2.2

### LEARNING OUTCOMES

I can ...

- understand texts about young artists and an audition
- describe a picture
- write a review of a performance
- understand how to use the present perfect with *already, just, still* and *yet*
- talk about visual and performing arts
- recognise noun endings for people, infer meaning
- make a profile of an artist.

The **Learning Outcomes** box clearly maps out the unit content and aims

'Around the World' cultural reading lessons based on real world topics about an aspect of life in a broad range of countries around the world

The carefully staged projects are the ideal way to put collaborative learning into practice in an easy and practical way without overloading the teacher and taking up too much class time

### THE MATHS PROJECT

**A class survey**

- Choose the correct answer.  
A Survey is a ...  
a test to check your knowledge  
b list of questions to find out information.
- Look at the results of a class survey. Use the bar chart to complete it with the correct numbers. Then listen and check.
- Read the survey results again. Answer the questions.  
1 How many people are in the class? 30  
2 What do the students want to know?  
3 Why do they want this information?  
4 How do the students present the results?  
5 What is the class's favourite leisure activity?
- Complete the survey results with the words in the box. Then listen and check.  
girls leisure most of opinion response students surprising
- Read the *How to* box and listen again. Answer the questions.  
1 Do the students complete each stage from the *How to ...* box?  
2 What is the students' conclusion after the survey?  
3 Do you think it is a good summary? Why / Why not?

**How to present survey results**

- Explain what the survey is about.
- Explain the purpose of the survey.
- Say the total number of people in the survey.
- Give important information, for example, age and gender.
- Present the results.
- Give your opinion on the results.
- Comment on any surprising results.
- Summarise the survey results.

OUR CLASS SURVEY

**SURVEY OF CLASS 7B: STUDENTS' LEISURE TIME**

What do you do on Saturday mornings?

Total number of students: 30

1 hang out with friends ...
2 play video games ...
3 go shopping ...
4 watch TV ...
5 listen to music ...
6 stay in bed late ...
7 tidy your bedroom ...






30 THAT'S LIFE! | UNIT 2

Documentary videos bring the outside world into the classroom in an exciting and visual way

### AROUND THE WORLD

**READING**  
**An article**

**Globe-trotters**  
Watch video 7.5  
Helpers with hooves

1 Look at the photo. Where do you think the girl is from? Why is she special? Read and listen to the article to check your answers.

2 Read the article again and mark the sentences T (true) or F (false). Correct the false sentences.

- Eagle hunting started in 1990.
- Eagle hunting started thousands of years ago.
- In the past, only boys learnt to hunt with eagles.
- Aisholpan didn't want to be an eagle hunter when she was young.
- It was difficult to find a baby eagle to train.
- Aisholpan's father taught her how to hunt with the eagle.
- There were other girls in the competition in 2016.

3 Find adjectives in the text that mean:

1 very big	huge	3 very cold
2 very old		4 very good

4 **Voice** Discuss the questions.

- Is there a similar competition in your country? Talk about it with your partner.
- Aisholpan was determined to succeed. How does she show determination?
- Is it important to be determined? Why?
- Can you give an example of when you showed determination?

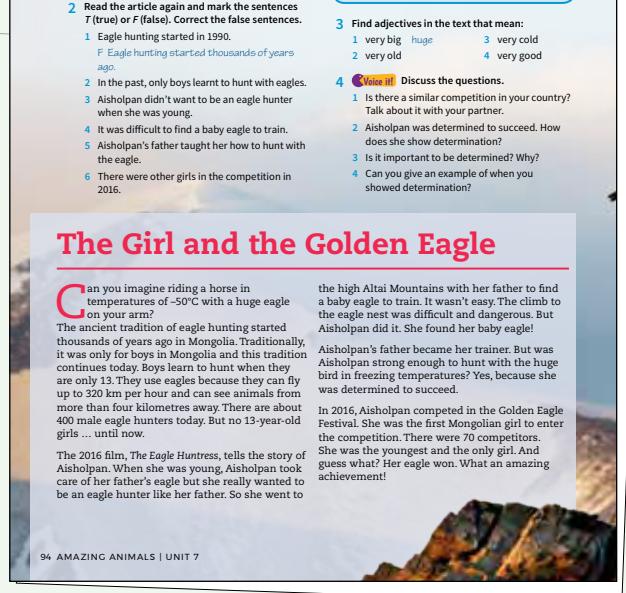
**The Girl and the Golden Eagle**

Can you imagine riding a horse in temperatures of -50°C with a huge eagle on your arm? The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia, and this tradition continues today. Boys learn to hunt with them when they are only 13. They hunt eagles because they can fly up to 320 km per hour and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls ... until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle! Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 competitors. She was the youngest and the only girl. And guess what? Her eagle won. What an amazing achievement!

94 AMAZING ANIMALS | UNIT 7

The 'How to' sections also provide training in life competencies. These cover areas such as how to design a leaflet, a poster, give a presentation, speak to a large group, etc.

### How to present survey results

- Explain what the survey is about.
- Explain the purpose of the survey.
- Say the total number of people in the survey.
- Give important information, for example, age and gender.
- Present the results.
- Give your opinion on the results.
- Comment on any surprising results.
- Summarise the survey results.



# Citizen Z

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

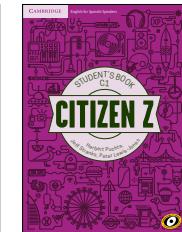
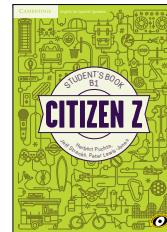
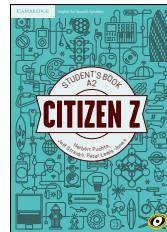
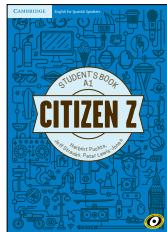
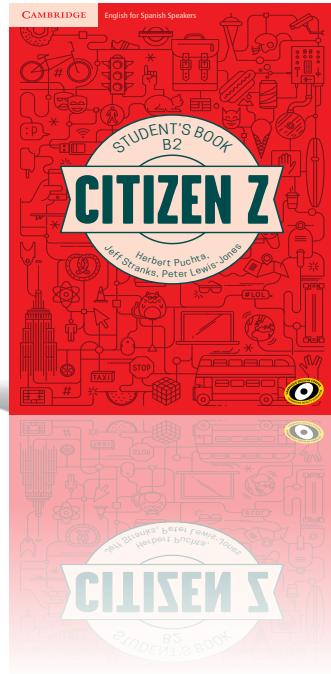
BEGINNER TO ADVANCED

6  
levels

ESS



A1-C1  
EU



## Prepare today's teenagers to take their place in the world

- 80-90 teaching hours, extendable to 180

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

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

- Engaging and thought-provoking topics challenge and inspire teenage learners.
- Guided writing and speaking sections support students step by step through the process to build fluent, confident written and spoken English.

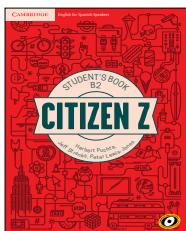
- Culture lessons encourage students to think and talk about life in other countries and how it compares with their own.
- Literature lessons expose students to authentic language and encourage an appreciation of literature.
- Life skills lessons develop non-language skills to help students in all aspects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

ESS

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

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

## For students



### Student's Book

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

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



### Workbook with downloadable audio

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

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



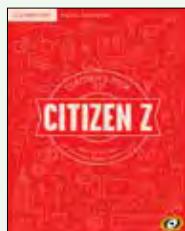
### Online Practice

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

The Online Practice includes:

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

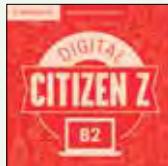
## For teachers



### Teacher's Book

The Teacher's Book includes:

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



### Digital Citizen Z

A complete teacher's digital package covering all classroom needs – Student's Book and Workbook for classroom projection, interactive activities, answer keys and the course videos.

### Test Generator

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

### Teacher's Resource Bank

All the extra classroom resources teachers need, with editable and ready-made worksheets and other extra resources.



## Citizen Z Digital



### Digital resources for learners

- **Online Practice** can be done either as self-study or in class with extra grammar and vocabulary practice, extra reading, the course videos and projects.
- 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 on The Cambridge Teacher

- 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 and the course videos.
- The **Test Generator** offers editable unit, term and end-of-year tests at two levels of difficulty, plus ready-made Cambridge exam-type tests at the course levels corresponding to Cambridge exams.
- The **Teacher's Resource Bank** provides extra worksheets in PDF and Word format, with grammar and vocabulary practice at three levels of difficulty, literature worksheets, communication activities and other useful resources.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Citizen Z

## Culture

1 Look at the photos and answer the questions.  
1 In what part of the world were these photos taken?  
2 Why might it be difficult there? How many reasons can you think of?

2 Q1.17 Read and listen to the article. Check your predictions.

### Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold, with temperatures of around -45° Celsius, and the freezing wind makes the situation difficult for them to bear. These men are hunters, and the survival of the people they've left behind in the villages depends on how successful their hunts are.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays overnight in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp which provides light. Together, they help to create a temperature of around -12° Celsius.

Right now, Akycha is several kilometres away from his igloo. He's riding his snowmobile along the coast, for out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. Holding a screen of white canvas in front of him in one hand, and his gun in the other, he moves forward, cautiously, hiding behind the screen all the time so that the seal won't notice him. If he's lucky and his aim goes well, the meat he brings home should last his family for several weeks.

28

Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle, which means they've lived here for so long that they feel the land is theirs. The Arctic Circle is a huge land area that belongs to a number of northern countries: Russia, the USA, Canada, Greenland, Norway, Sweden, Finland and Iceland. The northern environment is an exceptional habitat. Temperatures are low during most of the year and summers are short, which means that plants can only grow for a few weeks every year. If the reindeer eat the moss that grows in a certain area, it can take up to 30 years for the plants to grow back. This is why Inuits who make a living from keeping and breeding reindeer have to be constantly on the move with their herds.

For most of us, life is less hard than it is for the Inuit people. But maybe we can learn something from them. Their traditional way of life is a model of living in partnership with nature, rather than exploiting and destroying it.

**GET IT right!**  
Which is the correct preposition?  
*It depends of / on you.*

3 Read the article again. Answer the questions.  
1 What are winters like inside the Arctic Circle?  
2 How does Akycha survive when he's out hunting?  
3 What does he hunt and how does he do this?  
4 Why can't the Inuit who keep reindeer stay in one place for a long time?

4 Work in pairs. Discuss these questions.  
1 In what other areas of the world do people live under extreme conditions?  
2 What is the coldest or hottest place you've ever been in? What was the experience like for you?  
3 Would you find it easier to live in an area where it's very cold or very hot?

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

Students are encouraged to **think and talk** about the topic with personalisation activities

### 4 Work in pairs. Discuss these questions.

- 1 In what other areas of the world do people live under extreme conditions?
- 2 What is the coldest or hottest place you've ever been in? What was the experience like for you?
- 3 Would you find it easier to live in an area where it's very cold or very hot?

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

## Literature

### UNIT 4

#### THE ROAD NOT TAKEN BY ROBERT FROST

American poet, Robert Frost, was inspired to write *The Road Not Taken* by the walks in the woods that he took with his close friend, the British writer, Edward Thomas. On their walks they talked about their lives and decisions they had to make. First published in 1916, the poem is still very popular today and often taught in American schools.

1 Read the poem. Do you think the writer knows where he is going?

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

**GLOSSARY**

diverge – when one road divides into two  
fair – after  
wear – not used  
trodden – walked on  
sigh – a sound we make when we are sad (about the past or a situation)

2 To what extent are the two roads similar or different?  
3 The writer keeps the other road for 'another day'. What does this tell us about how he makes his choice?  
4 What do you think the writer means by 'way leads on to way'?

5 Read the last verse. How sure does the writer feel about the choice he made?  
6 The writer is alone when he makes his choice. Is it easier to make choices alone or with the help of other people?

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

UNIT 9
WHAT HAPPENED?






**READING**

- Look at the photos and match them with the mysteries.  
the yeti | the Loch Ness monster  
crop circles | UFOs
- Work in pairs. Compare your answers. What do you know about these mysteries?
- Read the article quickly. Why isn't the author writing about any of the mysteries in Exercise 1?
- 3.02 Read the article again and listen. Which mystery...  
1 involves the possible ancient use of modern technology?  
2 involves an object found in Asia?  
3 involves the oldest object?  
4 hasn't been connected with alien activity?  
5 was discovered in a really old city?  
6 started half a century ago?  
7 came from under the earth?  
8 involves a round object with strange patterns on it?

**train to THINK**

**Fact or opinion?**  
A fact is something that can be proven to be true. An opinion is a personal belief. It's important to be able to see the difference.

**5** Read about the Nampa Doll again. Which of the sentences are T (true), F (false) or O (opinion)?

- The doll was found in Nampa.
- It was 100m below the earth.
- It's from an ancient civilisation.
- It's from another planet.

**6** Copy and complete the table with two facts and two opinions for each mystery according to the article.

	Fact	Opinion
Teotihuacan		
The Suicide Dog Bridge		
The Lolladoff Plate		

**GET IT right!**  
In British English we write travelling and travelled with double l.  
✓ He went **travelling** round South-America last year.  
✗ He **travelled** by bus.

**The truth is out there**

There are many unexplained mysteries in the world. How was the Great Pyramid at Giza built? How are crop circles made? Are there yetis in the Himalayas? Have we been visited by extraterrestrials? And is there a sea monster in the depths of Loch Ness? But other, less well known phenomena are equally mysterious. Here are our favourites.

**1 The Nampa Doll**  
In July 1889, in Nampa, Idaho, USA, a man named M.A. Kurtz was drilling a well in the ground when he noticed the drill had brought up a strange small brown object from under the earth. When he looked more closely, he found it was a figure made from clay. Amazingly, it had come from almost 100 metres below the surface, suggesting that it was more than 300,000 years old. In other words, it appeared to be from a time before humans walked on the Earth. So how did it get there? Some people say it could be evidence of an ancient lost civilisation. Others are sure it must be extraterrestrial. Whatever the truth, it makes you wonder how much we really know about our past.

**2 Teotihuacan**  
Over 2,000 years ago, Teotihuacan in central Mexico was one of the largest cities in the world. It is especially famous for its incredible Mesoamerican pyramids, although these days not much of it remains. However, scientists exploring the ruins were amazed to find large amounts of the mineral mica in the city walls. The nearest place where mica is found is thousands of kilometres away, in Brazil. Nowadays, mica is important in the production of energy. Did the inhabitants of Teotihuacan know this secret? And is that why they went so much trouble to bring it all the way from South America?

**3 The Suicide Dog Bridge**  
The Overton Bridge near Milton in Scotland is famous for a sad reason. Over the last 50 years, 50 dogs have died, all jumping from a similar point on the bridge. But what is the reason for this puzzling phenomenon? Most animal experts agree that the dogs can't be committing suicide because they don't have such complex feelings, although some people think the dogs might sense their owners' unhappiness and jump for them. Others think the bridge is haunted. Perhaps the best explanation is that the dogs can smell the nests of minks below and, in trying to catch these small animals, are jumping without thinking.

**4 The Lolladoff Plate**  
The 12,000-year-old Lolladoff plate was found in Nepal. The story goes that just after the Second World War, a Polish professor was travelling through Northern India and bought the plate at a local market. He was told it was from a secret race of people called the Ozopa, who used it for religious ceremonies. The plate is marked with spiral lines, odd symbols and a grey figure – according to UFO fans, an alien being. In fact, the plate looks just like a flying saucer. Some people claim that it is proof that aliens have already walked on the Earth. Others say the plate can't be genuine and is a fake.

101

101

## train to THINK

**Fact or opinion?**

A fact is something that can be proven to be true. An opinion is a personal belief. It's important to be able to see the difference.

**5** Read about the Nampa Doll again. Which of the sentences are T (true), F (false) or O (opinion)?

- The doll was found in Nampa.
- It was 100m below the earth.
- It's from an ancient civilisation.
- It's from another planet.

**6** Copy and complete the table with two facts and two opinions for each mystery according to the article.

	Fact	Opinion
Teotihuacan		
The Suicide Dog Bridge		
The Lolladoff Plate		

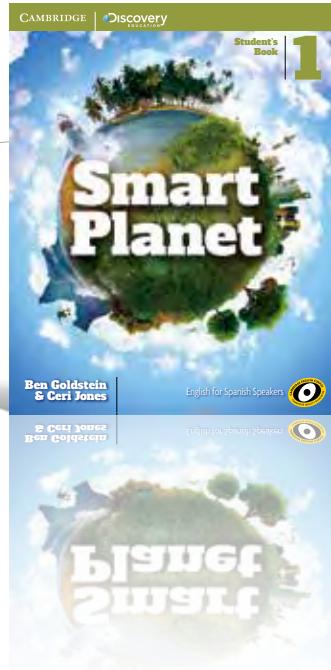
Critical thinking, values, self-esteem and life skills develop the whole learner

SECONDARY Courses

13

# Smart Planet

Ben Goldstein and Ceri Jones  
ELEMENTARY TO PRE-INTERMEDIATE



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

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

#### Key features:

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

#### Dealing with mixed ability

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

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



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

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

## For students



### Student's Book with DVD-ROM

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

- 9 clearly structured units making navigation easy for both students and teachers
- Extra optional CLIL lessons
- A suggested Project for each term
- A complete Pronunciation section
- Videos integrated into the lessons



### Workbook

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

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

## For teachers



### Teacher's Book

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

- Clear teaching notes and video lesson plans.
- Language notes for grammar lessons.
- Background information sections.
- Basic competences and CEF mapping.
- Warm-up and optional activities.
- Teaching tips and a Games Bank.
- Optional activities to help deal with mixed ability.

Spanish editions are available for levels 1 and 2.



### Class Audio CDs

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



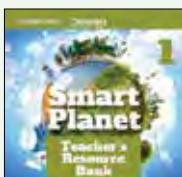
### Digital Planet

A digital package that covers all your classroom presentation needs: Student's Book and Workbook for classroom projection with interactive activities, answers, videos and audios.



### Test Generator

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

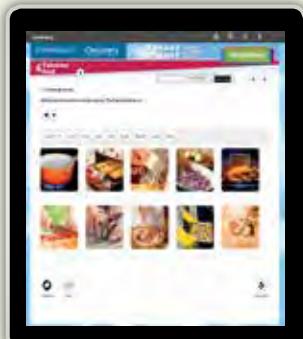


### Teacher's Resource Bank

The Teacher's Resource Bank offers ready-made and editable worksheets to deal with mixed-ability, grammar, vocabulary and all the skills. Listening tests audio and Discovery Education™ videos are also included.



## Smart Planet Digital



### Digital resources for learners

- Fully-interactive digital Student's Books and Workbooks, online and offline. These digital books are both multiplatform and multi-device.
- 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.

### Digital resources for teachers on The Cambridge Teacher

- The Digital Planet pack includes the digital Student's Book and Workbook for classroom projection, special interactive activities for every unit, the Digital Teacher's Book and the Discovery Education™ videos.
- The Test Generator allows you to create editable or ready-made unit, term and final tests at two levels of difficulty.
- The Teacher's Resource Bank provides all the classroom resources teachers need with extra worksheets in Word and PDF format to cover testing, mixed ability, skills work, drama and even games and puzzles. All the course videos are also included, as well as the audio recordings of the listening tests.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Smart Planet



# Fears 6

**Discovery** EDUCATION

**Watch**

- 6.1 p61 Creepy Creatures
- 6.2 p65 Calendars of the Ancient Maya
- 6.3 p66 Fears
- 6.4 p111 City or Country?

**Language**  
Fears  
Adjectives ending -ed and -ing  
be going to  
Present continuous and present simple for future  
Quantity: *a few, a little, a lot of, lots of, How many, How much*  
Quantity: *too much, too many, enough, not enough*

**Read & listen**  
Read some advice about fears  
Listen to some conversations at a theme park

**Speak & write**  
Express surprise and disbelief  
Write an email about plans and problems

**Culture**  
Superstition in Britain

**Across the curriculum**  
Geography

**AR**

**BE CURIOUS**

Look at the photos and pictures in Unit 6. Find ...

- a scary fairground ride.
- a famous footballer.

Unit 6 59

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



6.1 p61 Creepy Creatures



6.2 p65 Calendars of the Ancient Maya

## BE CURIOUS

Look at the photos and pictures in Unit 6. Find ...

- a scary fairground ride.
- a famous footballer.

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

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

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

### Your Turn

#### 4 Work with a partner. Answer the questions.

- 1 Which of the people, places and things in Exercise 1 can you find near where you live?
- 2 Do you like watching street performers like jugglers and human statues? Why? / Why not?

**1 There's a gallery of modern art quite near my house, but I don't go there very often!**

### Vocabulary

#### Art

- 1 Match the words in the box with the people, places and things in the pictures (1–10).

busker	living statue	concert hall
juggler	sculpture	mural exhibition
Gallery	graffiti	portrait painter

1 sculpture



- 2 Listen, check and repeat.

- 3 Group the words in Exercise 1 into the following categories.

- works of art
- places to see art or music
- a performer or an artist

#### Your Turn

#### 4 Work with a partner. Answer the questions.

- 1 Which of the people, places and things in Exercise 1 can you find near where you live?
- 2 Do you like watching street performers like jugglers and human statues? Why? / Why not?

*1 There's a gallery of modern art quite near my house, but I don't go there very often!*

**Get it right!**

When the object of go is there, we don't use the preposition to.

### Get it right!

When the object of go is there, we don't use the preposition to.

✓ We go **there** three times a week.

✗ We go **to** **there** three times a week.

### Reading: Culture

## STORM CHASERS

Tornadoes bring heavy rain and terrible winds – the strongest tornadoes travel at 250 miles per hour and are 50 miles wide. They are very destructive. Most people avoid them, but storm chasers do the opposite. They follow the tornadoes and try to get as close as possible. Today's interview is with Todd Robison, a storm chaser in Tornado Alley.

**Todd, what is Tornado Alley?**  
It's a large area in the middle of the United States. It goes from Iowa in the north to Louisiana in the south. Most of the world's tornadoes happen here. In Tornado Alley, every year there are a thousand or more tornadoes here. It's the best place to see one of the most amazing natural events on our planet!

**But isn't it dangerous?**  
Well, yes, it is. The 'bear's cage' is particularly dangerous. The 'bear' is a wall of cloud and the 'cage' is the very heavy rain that surrounds it on all sides. To see the inside of the tornado, you need to pass through the bear's cage.

**And do you do that?**  
Yes! I guess we do it because it's exciting! And it's not just a hobby, it's my job too. People pay to go on storm-chasing trips. And it's not just tourists. We work with film crews, too, and help collect information for scientists and university researchers who are studying tornadoes. At the moment, we're working with a crew from a TV channel. They're making a documentary about tornadoes – and storm chasers!

1

#### Your Turn

#### 4 Work with a partner. Answer the questions.

- 1 Why do you think people want to watch storms?
- 2 Do you know anyone who's afraid of storms? How do they react to storms?
- 3 How do you feel in a storm?

#### Useful language

Maybe I think ...  
My sister / cousin / best friend is afraid of storms.  
I feel fine / a bit scared / really frightened in a storm!

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

- 1 What kind of extreme weather can you see in the photo?  
2 What do you think the people in the truck are doing?

- 2 Read and listen to the interview in a magazine. Choose the best title.

- a A day in Tornado Alley  
b Introducing a storm chaser  
c A scary experience

- 3 Read the interview again. Complete the summary. Todd Robison is a ... He follows tornadoes in ... There are more than ... tornadoes in Tornado Alley each year. They bring strong winds and ..., and can travel at ... The most dangerous part of the tornado is .... Some people pay to go on storm-chasing .... Storm chasers also work with ... and they collect important ... about tornadoes for scientists.

1.2 Storm Chasers: Dixie Alley

Find out about people who work with tornadoes.

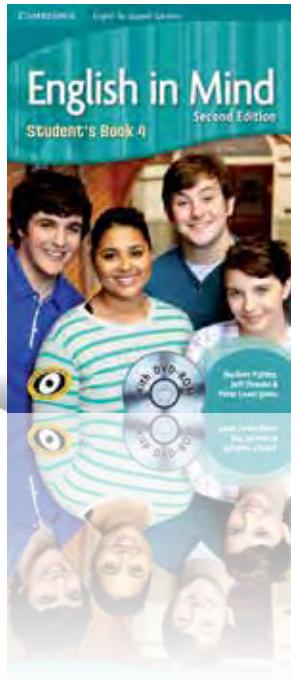
Unit 1

**FACT** Every year, around 70 people die and 1,500 get hurt in tornadoes in the USA.

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

# English in Mind for Spanish Speakers

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

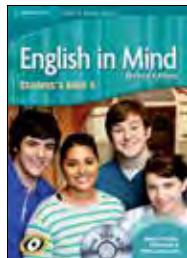


- 80-90 teaching hours, extendable to 180

**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.

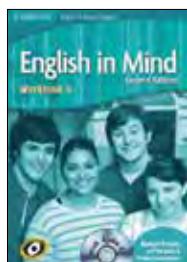
- Structured speaking practice and development throughout each level.
- An extra 'Vocabulary bank' shows new words in context and offers accompanying practice exercises.
- Flexible Testmaker CD-ROM, expanded Teacher's Book and web support.

## For students



### Student's Book with DVD-ROM

The Student's Book offers engaging content and a strong focus on grammar and vocabulary, together with imaginative reading and listening topics. 'Culture in Mind' give students an insight into the world around them, and 'Everyday English' helps keep them in touch with how teenagers use English.



### Workbook with Audio CD

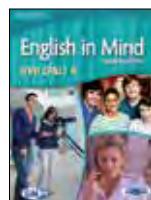
The Workbook provides extra language and skills practice for use both in the classroom or at home. The audio content is included in the Workbook Audio CD.

## For teachers



### Teacher's Resource Book with Audio

This provides extra photocopiable grammar and communication activities, and a page of teaching tips and ideas per unit. The audio for each level can be downloaded from [cambridge.es/englishinmind](http://cambridge.es/englishinmind).



### DVD\*

The DVD contains videostories which tie to the photostories in the Student's Book, plus EiMTV, a lively mix of facts, real-life interviews and drama based in Britain.



All levels include content specifically designed for Spanish speakers:

- 'Get it right!' pages and boxes provide tips and practice to avoid common grammar and vocabulary errors.
- '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.
- 'Exams in mind' pages in the Workbook offer practice in Cambridge English exam-type exercises.

Fascinating topics engage teenage students and stimulate their minds

# 5 Reality TV

 Get it right!  Common errors

**1 Crimes**

- Don't get these words confused!
- ✓ She was sentenced **[X condemned]** to two years in prison.
- ✓ People have condemned **[X condemned]** the new law. [They have blamed it / disapproved of it.]
- ✓ He was robbery condemned – he's just stolen my wallet! [X condemned] someone!
- ✓ The murderer **[X murdered]** killed three people. He was condemned for first-degree murder.

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

steal people's money → stole people's money

**2 London at the end of the 19th century**

At the end of the 19th century, there were very poor people. Thieves stole people's money because they had nowhere to survive and people condemned the terrible living conditions there. Then, in 1888, the killer Jack the Ripper appeared on the scene and killed at least five women. But Jack was never caught and no one could find out who he was. The police never caught him. Perhaps that's why he has become a legend today.

**3 I hope ... I wish ...**

Use **I hope** / **I wish** with **-o-** or **-e-** infinitives or the simple present to talk about what you want to happen in the future:

- ✓ I hope to pass / **[+ past]** my exams in the summer.
- ✓ I wish to pass / **[+ past]** my exams in the summer. Use **I wish** with **-e-** infinitives to talk about what you would like to happen in an imaginary situation:
- ✓ I **[+ past]** people were more honest, but they aren't.

**4 Complete Helen's diary entry with **hope** or **wish**.**

I **[+ past]**  
Dear diary,  
This week has been **[+ past]**. My parents keep complaining about me. **[+ past]** they didn't complain so much. And I just found out we have six exams in May! ... we didn't have so many. Well, at least I've worked hard this year ... to get good marks ... **[+ past]** the marks will be good.  
Anyways, I'm **[+ past]** home. Tomorrow night is the school disco ... **[+ past]** I'm Oh, but I miss my boy to talk to him ... **[+ past]** I know how to talk to boys!

**5 Complete the text with your ideas. Then compare it with a partner.**

I hope to travel ... , study ... , and have ... in the future. I wish I lived ... , spoke ... and knew ...

**6 Could or would?**

Use **could** not to express possibility in the present.

- ✓ I think Fiona **could** / **would** be in the library.
- ✓ You would often in conditions mentioned to express a possibility in an imaginary situation:
- ✓ Fiona **would** be in the library if she had to study.

Choose the correct word.

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

**7 Say it right!**

**(N) through** and **(d)** (**despite**)

**a** **[+ QD 10]** Listen and repeat the sounds and words:  
**(N) → through** **(d) → despite**

**b** **[+ QD 10]** Put the words in the correct column. Then listen, check and repeat.

gently another generous further together yesterday	[N] <b>(through)</b>	[d] <b>(despite)</b>
--	----------------------	----------------------

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

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

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

# Say it right!

\* /ð/ (though) and /d/ (despite)

**a** ► CD3 T9 Listen and repeat the sounds and words.  
/ð/ → though /d/ → despite

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

deny another discuss further  
together disappear

/ð/ ( <u>though</u> )	/d/ ( <u>despite</u> ) deny
-----------------------	--------------------------------

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

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



English in Mind for Spanish Speakers Digital



## 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.
  - Student's DVD-ROM with games, video and practice activities.

#### Digital resources for teachers

- Flexible **Testmaker Audio CD/CD-ROM** allows you to quickly create, edit and save tests that are suited to the special needs of your students.
  - **Interactive Whiteboard software** for classroom presentation.
  - A variety of **extra online resources** including a placement test, grammar and vocabulary practice worksheets, portfolio builders and more.

# Interactive for Spanish Speakers

Helen Hadkins, Samantha Lewis and Joanna Budden

FALSE BEGINNER TO INTERMEDIATE



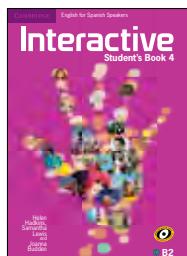
- 80-90 teaching hours, extendable to 180

This exciting course for teenagers offers students maximum support to get them speaking and interacting in real, contemporary English from day one.

- Help your students communicate confidently in English with regular 'Interaction' speaking activities, lots of extra pronunciation support and a unique classroom language reference so they can interact in English in class.

- Inspire them with interesting culture content from throughout the English-speaking world with 'Culture UK' noticeboards, 'Culture World' magazine articles, and 'Culture Vulture' boxes.

## For students



### Student's Book

The Student's Book will get your students talking, using real, contemporary English. 'Interaction' sections give learners the confidence to use English in real-life situations, while 'Skills4Real' 'Culture UK' and 'Culture World' practise skills using authentic material.



### Workbook with Audio CD

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

## For teachers



### Teacher's Resource Book with Audio CDs

The Teacher's Resource Book offers teacher's notes, answer keys, photocopiable extra resources and all the Student's Book audios.



### DVD\*

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

\* Designed for the international edition

**Interactive includes content specifically designed for Spanish-speaking teenagers.**



- 'Get it right!' pages and boxes highlight and practise common grammar and vocabulary mistakes.
- '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.

### Interaction 1 DVD

#### Meeting face-to-face

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



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

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

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

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

### 8 Pronunciation MP3

#### /ʃ/, /dʒ/ and /tʃ/

**a** 8.1 Listen to the /ʃ/, /dʒ/ and /tʃ/ sounds in these words.  
*ʃf* social *dʒ* danger *tʃ* future

**b** 8.1 Copy the table. Listen and write the words in the correct column.

<b>f</b>	<b>ʃ</b>	<b>tʃ</b>
fashion	kitchen	enjoy
virtual	nation	Russia
digital	ocean	
object		
teacher		

**c** 8.1 Listen, check your answers and repeat.

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

washing	injury	kitchen	virtual	adventure	butcher
machine	demonstrat	delicious	mushrooms	research	picture
manag	swang	damag	figurable	imagination	diggit
watc	posess	natur	rationality	pagance	pageant

**e** 8.1 Listen and check your answers.

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

### Get it right! 7 and 8 Common errors

**1** **its or it's?**

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

**2** **Why did you do it?**

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

**3** **Expressions with most**

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

**4** **Read the text and correct the five mistakes.**

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

**5** **Now listen and check your answers.**

**6** **Say it right!**

**Word stress**

**a** 8.2.10 Correct word stress is important for comprehension. Listen to the words and repeat.  
restaurant comfortable variety

**b** 8.2.10 Copy the words in your notebook and mark the word stress. Then listen, check and repeat.

alternative business chocolate creative  
innovative vegetables

74 Get it right 7 and 8

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

SECONDARY Courses

### Interactive for Spanish Speakers Digital



**Digital resources for learners**

- Digital Student's Books and Workbooks, online and offline. These digital books are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards for classroom presentation.

**Digital resources for teachers**

- Interactive Whiteboard software for classroom presentation.
- Flexible Testmaker Audio CD/CD-ROM allows you to choose from unit tests, which can be combined in pairs, and end-of-year tests, while testing at 'standard' or 'more challenging' levels. The Testmaker can produce two versions of each test to prevent students from sharing answers.

Full ISBN listing on page 70

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# Shape the Future NEW

Philip Wood, Vicky Anderson and Will Varney

INTERMEDIATE - UPPER INTERMEDIATE



**Preparing students to shape their own futures in real life.**

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

**Shape the Future** is a forward-thinking course which provides solid language and exam practice as well as a focus on life skills – preparing students to shape their own futures in real life. Critical thinking is a key element - the reading and listening texts have been carefully chosen to be challenging, controversial, real-world and most importantly, thought-provoking. Collaborative projects and life skills lessons focus on areas such as managing feelings, critical thinking and problem solving, based on the Cambridge Framework for Life Competencies.

- Comprehensive coverage of University Entrance Exams with extra practice and exam tips sections.
- Step-by-step speaking and writing lessons guaranteeing successful communication.

- A complete writing guide section.
- Strong emphasis on vocabulary acquisition supported by 'Vocabulary Extra' pages.
- Extra work on phrasal verbs and false friends.
- Grammar is exhaustively covered with extra practice and Grammar Maps in Level 2 provide a concise summary of all the grammar covered over both levels – a perfect *cheat sheet* for revision.
- A two-page guide shows how to put collaborative learning into practice. It also includes a section of tips and useful phrases for the classroom.
- Vox pop and documentary video sections.

**Shape the Future** is specifically designed for Spanish-speaking teenage students and includes:



- 'Get it right!' boxes throughout the units highlighting common mistakes in grammar and vocabulary made by Spanish-speaking learners.
- Extensive practice of the Spanish University Entrance Exams.
- Full coverage of the official Bachillerato curriculum.
- Coverage of all the competences students are expected to acquire with a Key competences mapping in the Teacher's Book.



### **Student's Book**

The Student's Book provides 9 units in Level 1 and 6 in Level 2 with ample reference sections which include:

- Language reference and Grammar Maps
- Vocabulary extra
- Writing guide
- Pairwork (speaking)
- Collaborative learning guidelines
- Exam tips (Level 2)
- Exam practice: Reading and Listening (Level 2)



### **Workbook with downloadable audio**

The Workbook provides practice of all the unit language and skills and also provides:

- Exam practice, including listening and speaking practice
- Vocabulary builder and phrasal verbs
- 'Beyond the Classroom' guides for real-life work skills (Level 2)
- Downloadable audio files and audioscripts



### **Teacher's Book**

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

- an introduction to the course with key features and a description of the components
- unit and lesson objectives
- background information on reading and listening texts
- optional activities to cater for mixed-ability
- key competences mapping
- a detailed guide for the Life Skills and Project pages
- audioscripts
- Workbook answer key



### **Digital Future**

A digital package to present the Student's Book and Workbook in class, with integrated video and audio material and interactive activities.



### **Test Generator**

The Test Generator, common to Levels 1 and 2, allows teachers to produce customised tests and includes:

- a diagnostic test
- unit, term and end-of-year tests at two levels
- university entrance exam practice
- listening and speaking tests



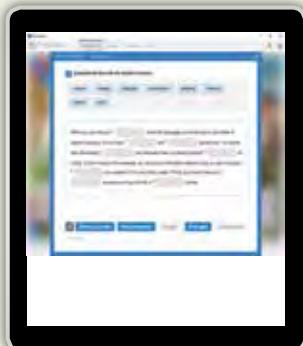
### **Teacher's Resource Bank**

This provides all the extra resource worksheets and exam practice teachers need, with:

- grammar and vocabulary practice worksheets at two levels
- listening, speaking and writing practice worksheets
- literature reading worksheets
- video worksheets
- translation worksheets
- class audio



## **Shape the Future Digital**



### **Digital resources for learners**

- 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.
- Downloadable Workbook audio files available at [cambridge.es/shapethefuture](http://cambridge.es/shapethefuture).

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

- The **Digital Future** presentation tool 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 and the course videos and audios.
- The **Teacher's Resource Bank** provides all the classroom resources a teacher needs with extra worksheets to cover grammar and vocabulary at two levels. It also includes listening, speaking, writing, literature and translation worksheets. The class audio is also available for download.
- The **Test Generator** allows you to create a diagnostic test, unit, term and end-of-year tests at two levels. Listening and speaking tests and University Entrance Exams are also included. It is common for levels 1 and 2.

# Shape the Future



**UNIT  
4**

**UNIT 4 STORIES AND LITERATURE**

**#HAS EVERYONE GOT A STORY TO TELL?**

**Learning Outcomes**

<b>Reading:</b> understand and discuss an article about alternative stories	<b>Listening:</b> listen to a discussion about a literary extract	<b>Writing:</b> write a retelling of a narrative
<b>Language:</b> reported speech; questions; learn words related to stories and literature, and time adverbs and expressions	<b>Speaking:</b> practise telling an anecdote	<b>Life Skill &amp; Project:</b> develop creative thinking and design a creative group presentation

47

Every unit starts with an impactful opening page to stimulate students' curiosity about the unit topic

Hashtag: social media integrated into the classroom so students can share work and collaborate with each other

## Learning Outcomes

<b>Reading:</b> understand and discuss an article about alternative stories	<b>Listening:</b> listen to a discussion about a literary extract	<b>Writing:</b> write a retelling of a narrative
<b>Language:</b> reported speech; questions; learn words related to stories and literature, and time adverbs and expressions	<b>Speaking:</b> practise telling an anecdote	<b>Life Skill &amp; Project:</b> develop creative thinking and design a creative group presentation

Learning Outcomes are presented so the students are aware of what they will be learning and can see meaningful objectives

Life skills lessons followed up by collaborative projects

Reference materials include guidance for putting collaborative learning into practice, and a section of tips and useful phrases for the classroom

**STEPS FOR TEAMWORK**

**> STEP 1 FORM GROUPS**

- 1. Make a team with people you haven't worked with before.
- 2. Find a good workspace.
- 3. Brainstorm ideas – be creative!

**> STEP 2 DEFINE THE OBJECTIVE**

- 2.1 Make sure everyone understands the task.

102

**LIFE SKILLS**

# DEVELOPING CREATIVE THINKING

**A. Warm-up** 1 Look at the photos and answer the questions.

1 What examples of creative thinking can you see?  
2 Are the examples simple or complex ideas?

**LIFE SKILLS KEY CONCEPT**

Many people think being creative and innovative is the result of a particular type of natural ability. However, we can improve our creativity by using a variety of different approaches.

**PROJECT**  
A CREATIVE GROUP PRESENTATION

**> STEP 1 WORK IN GROUPS OF THREE. SHARE IDEAS AND DO RESEARCH**

1. In small groups, tell each other about your favourite plays or films.  
2. Choose a famous or well-known scene from one of the plays or films.  
3. Find the script online for your chosen scene.

**> STEP 2 APPLY CREATIVE TECHNIQUES**

2.1 Read the scene until you know it well – now you're going to rewrite it!  
2.2 Write a series of **What if** questions about how the scene could be different (setting, characters, outcome ...).  
2.3 Place some limits on your writing (time, number of words, available props, etc.).

58 – Unit 4

## TIPS AND USEFUL PHRASES

102

**UNIT 8 READING**

## UK government's big secret

**A WEATHER MACHINE!**

Laura Murray  
Science and Technology Correspondent  
12 September 2013 / 08:45 GMT

1... After carrying out top-secret experiments in an isolated complex on the Scottish island of Harris, scientists working for the British government have come up with a machine which controls the weather. Hundreds of 4,000-tonne blocks linking to revolutionary inventions, the government will be able to control a weather machine which will mean tourists to the UK will never complain about bad weather again. In addition, the government will want to go abroad in the summer. Furthermore, in theory the British government could make it rain in the summer in countries such as Spain or France.

According to the documents released by WikiLeaks, the project has been financed by the British and the US governments. 3... This increases speculation that the device could be used for economic warfare, or even for war against other countries. We have contacted the government and so far they haven't got back to us. However, this morning a government spokeswoman said that there was no truth in the rumours and that the machine didn't exist. 4... The German prime minister said that it would be 'immoral' to ever use the machine, if in fact it exists.

5... But is it really possible? To find out, we contacted Philip de Vore, professor of particle physics at the SPhT Laboratory in Luxembourg. He told us that scientists had been exploring the possibility of changing the weather for a long time. He explained that the key was to establish a connection between the theory of relativity and quantum mechanics. 'I don't know if it's been done,' he told us, 'but I certainly wouldn't say that a machine like this is scientifically impossible.'

6... But is it really possible? To find out, we contacted Philip de Vore, professor of particle physics at the SPhT Laboratory in Luxembourg. He told us that scientists had been exploring the possibility of changing the weather for a long time. He explained that the key was to establish a connection between the theory of relativity and quantum mechanics. 'I don't know if it's been done,' he told us, 'but I certainly wouldn't say that a machine like this is scientifically impossible.'

7... Is this the most incredible news story you've ever read? 8... It's actually based on a fake news story published by a British newspaper in 1981 on 1 April – April Fool's Day. But the story raised many interesting questions – not about fictitious weather machines, but about whether we can believe everything we read in newspapers or on the Internet. These days, anyone can write a blog or post something on YouTube or upload it to YouTube. 9... So, the next time you read an amazing human interest story on the Web or see a sensationalist headline, don't assume that it's true! It might turn out to be completely false!

**Culture spot**  
April Fool's Day is celebrated on 1 April in many countries. People play practical jokes on their friends and family. The jokes and their victims are called 'April fools'.

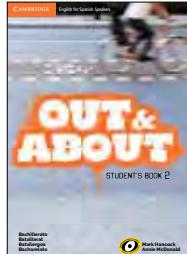
The Information Age 105

Thought-provoking reading texts are complemented by activities which are based on typical University entrance exam questions and develop skills for the test

# Out & About

Mark Hancock and Annie McDonald

INTERMEDIATE TO UPPER INTERMEDIATE



## For the life they will live

### Bachillerato

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

The final *Bachillerato* exam and the University Entrance Exam are the key to success in this stage of students' learning, but education goes beyond the classroom and exams. *Out & About* is a course which gives solid language development for the exams but also helps to prepare students for real life.

### Key features:

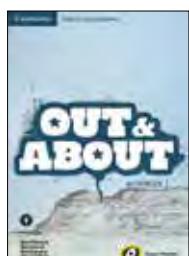
- The 'Common Mistakes at Bachillerato' booklet, packaged with the Student's Book, highlights errors students make and provides additional practice.
- 'Life Skill' sections help students to develop skills that they will need while both studying and in the future.
- The 'Vox-pop' videos and documentaries on the Teacher's DVD help with speaking and put the language of the unit into a wider real world context.

## For students



### Student's Book

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



### Workbook with Audio CD

The Workbook closely follows the Student's Book structure and provides all the extra practice students could need.

All the audio from the Workbook is available for download from [outandabout.cambridge.es](http://outandabout.cambridge.es).

## For teachers



### Teacher's Book

The Teacher's Book provides all the teaching notes and is interleaved with the Student's Book.



### Class Audio CDs

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



### Teacher's DVD with Activity Book

All the videos of the course, accompanied by an Activity Book with photocopiable video worksheets for use in class.



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

- 'Get it right!' boxes that highlight common mistakes made by Spanish-speaking learners.
- A complete **pronunciation syllabus** that focuses on common pronunciation problems for Spanish speakers.
- 'False friends' boxes that highlight the pitfalls for Spanish speakers.

### 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

### VIDEO 1

### VIDEO 2

The videos that accompany the unit are highlighted

An impactful opening page arouses curiosity and engages the students

### UNIT OBJECTIVES

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

The unit objectives are clearly set out

**Speaking**

### Inviting and responding to invitations

1 Look at the photos. Which activity would you most like to do? Why? Discuss with a partner.

2 Read and listen to the conversation. How is it connected to the photos in Exercise 1?

Rachel: Are you doing anything on Friday night?  
Monica: I don't think so.  
Monica: Well, a few of us are going to an open-mic evening and I was wondering if you'd like to come along.

Rachel: Open microphone? Do you mean I'd have to perform? I'm not really just thinking about it!  
Monica: Well, we're thinking together. I could sing and you could play the guitar. What do you think?

Rachel: Well, I'd rather just watch the others perform, to be honest. I'm sure they'd be a lot better than me.

Monica: You're at least as good as anyone else in the group. Why don't we rehearse a bit before we go to the open-mic?

Rachel: Do you have any songs in mind?  
Monica: Well, what about doing a Beatles song? You can play Yesterday, can't you?  
Rachel: I think I might be able to.

Monica: Good idea! I know all of the words to that. So are we on, then?  
Rachel: Well, yes. OK. Let's do it! Thanks.

**Useful language**

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

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

Work with a partner. Practise the conversation in Exercise 2.

Work with a partner. Make a list of things you could invite each other to do. Take turns to convince each other to do one of the things on your list.

IN THE SPOTLIGHT UNIT 6 | 77

## Out & About Digital

### Digital resources for learners

- Digital Student's Books and Workbooks are available both online and offline with interactive activities.

### Digital resources for teachers on The Cambridge Teacher

- Digital Out & About is a powerful presentation tool that includes the Digital Student's Book and Workbook for classroom projection incorporating all the videos, audios and answer keys with special interactive activities for every unit.
- The Resource Bank provides all the additional resources that teachers need with grammar, vocabulary and skills extra practice, together with unit tests, term tests and end-of-year tests, in Word and PDF format, at two levels of difficulty.
- The Test Generator allows teachers to produce customised exams for their students, and includes listening and speaking tests for extra practice.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

Full ISBN listing on page 70

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BACHILLERATO Courses

# Photocopiable Resource Books

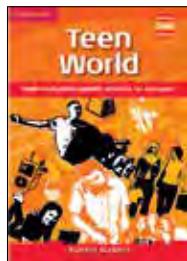
## Cambridge Copy Collection



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

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

[www.cambridge.es/secondary/ccc](http://www.cambridge.es/secondary/ccc)

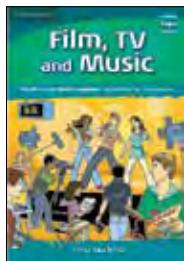


**Teen World**  
Multi-level activities for teenagers

A1-B2

Joanna Budden  
ELEMENTARY TO UPPER INTERMEDIATE

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

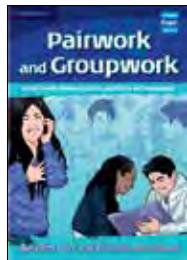


**Film, TV and Music**  
Multi-level activities for teenagers

A1-B2

Olha Madylus  
ELEMENTARY TO UPPER INTERMEDIATE

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



**Pairwork and Groupwork**  
Multi-level activities for teenagers

A1-B2

Meredith Levy and Nicholas Murgatroyd  
ELEMENTARY TO UPPER INTERMEDIATE

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

## See Also...



**Get on Stage!**  
Herbert Puchta, Matthew Devitt  
and Günter Gerngross  
BEGINNER TO PRE-INTERMEDIATE

A1-A2

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



**Grammar Songs and Raps**  
Herbert Puchta, Matthew Devitt  
and Günter Gerngross  
BEGINNER TO PRE-INTERMEDIATE

A1-A2

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

# Readers

## Cambridge Experience Readers



Cambridge  
Experience  
Readers



Series Editor: Nicholas Tims

STARTER TO ADVANCED

[www.cambridge.es/experiencereaders](http://www.cambridge.es/experiencereaders)

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

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

- Audio recordings available for download at:  
[cambridge.es/experiencereaders](http://cambridge.es/experiencereaders)

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

### STARTER LEVEL

Starter/Beginner  
Headwords 250

#### ORIGINAL FICTION: ADVENTURE

- A Little Trouble in California  
*by Richard MacAndrew*



#### ORIGINAL FICTION: FANTASY

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

### LEVEL 1

Beginner/Elementary  
Headwords 400

A1

#### ORIGINAL FICTION: ADVENTURE

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



#### FACTBOOKS

- Amazing Young Sports People  
*by Mandy Lunde*

#### HUMAN INTEREST

- Harry's Holiday  
*by Antoinette Moses*



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

### LEVEL 2

Elementary/Lower-intermediate  
Headwords 800

A2

#### ORIGINAL FICTION: ADVENTURE

- A Little Trouble in Amsterdam  
*by Richard MacAndrew*

### ORIGINAL FICTION: COMEDY

- Grandad's Magic Gadgets  
*by Helen Everett-Camplin*

### ORIGINAL FICTION: FANTASY

- As Others See Us  
*by Nicola Prentis*

### ORIGINAL FICTION: HORROR

- Killer Bees  
*by Jane Rollason*

### ORIGINAL FICTION: HUMAN INTEREST

- Ask Alice  
*by Margaret Johnson*

### ADAPTED FICTION: SHORT STORIES

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

### FACTBOOKS

- New Zealand  
*by Margaret Johnson*
- London  
*by Jane Rollason*

### LEVEL 3

Lower-intermediate  
Headwords 1300

### LEVEL 4

Intermediate  
Headwords 1900

B1

### ORIGINAL FICTION: ADVENTURE

- Bullring Kid and Country Cowboy  
*by Louise Clover*

### ORIGINAL FICTION: HUMAN INTEREST

- Two Worlds  
*by Helen Everett-Camplin*



### ORIGINAL FICTION: SHORT STORIES

- Tasty Tales  
*by Frank Brennan*

### ADAPTED FICTION: ADVENTURE

- Robinson Crusoe by Daniel Defoe  
Retold by Nicholas Murgatroyd

### LEVEL 5

Upper Intermediate  
Headwords 2800

B2

### ADAPTED FICTION: DRAMA

- Sherlock  
*by Richard MacAndrew*



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

### LEVEL 6

Advanced  
Headwords 3800

C1

### ORIGINAL FICTION: HISTORICAL FICTION

- Freddie's War  
*by Jane Rollason*



# Readers

## Cambridge English Readers

Series Editor: Philip Prowse

STARTER TO ADVANCED



[www.cambridge.es/englishreaders](http://www.cambridge.es/englishreaders)

### Award-winning original fiction for learners of English

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

- Audio recordings of all titles available for download at: [cambridge.es/englishreaders](http://cambridge.es/englishreaders)

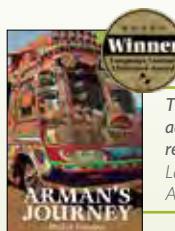
- Fresh, natural up-to-date language helps develop fluency
- Online support, including lesson plans and worksheets, helps teachers and students get the best from extensive reading
- eBooks also available from Amazon, ebooks.com and others

#### STARTER LEVEL

Starter/Beginner  
Headwords 250

#### ROMANCE

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



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

#### HUMAN INTEREST

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

#### COMEDY

- What a Lottery!  
*by Colin Campbell*

#### GHOST STORY

- The Girl at the Window  
*by Antoinette Moses*

#### MURDER MYSTERY

- A Death in Oxford  
*by Richard MacAndrew*

#### SCIENCE FICTION/HORROR

- Let Me Out!  
*by Antoinette Moses*

#### THRILLER

- Dirty Money  
*by Sue Leather*



#### LEVEL 1

Beginner/Elementary  
Headwords 400

A1

#### COMEDY

- Help!  
*by Philip Prowse*

#### MURDER MYSTERY

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



#### ROMANCE

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

#### SHORT STORIES

- Three Tomorrows  
*by Frank Brennan*

#### THRILLER

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



#### LEVEL 2

Elementary/Lower-intermediate  
Headwords 800

A2

#### HUMAN INTEREST

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



#### MURDER MYSTERY

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



#### ROMANCE

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



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

#### SCIENCE FICTION

- Superbird  
*by Brian Tomlinson*



#### THRILLER

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



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

**ADVENTURE**

- Apollo's Gold  
by Antoinette Moses

**SHORT STORIES**

- Circle Games  
by Frank Brennan

**LEVEL 3**

Lower-intermediate  
Headwords 1300

**B1****ROMANCE**

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

**COMEDY**

- The Ironing Man  
by Colin Campbell

**GHOST STORY**

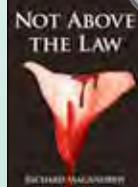
- How I Met Myself  
by David A. Hill

**HORROR**

- The Beast  
by Carolyn Walker

**MURDER MYSTERY**

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



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

- Strong Medicine  
by Richard MacAndrew

**SHORT STORIES**

- Tales of the Supernatural  
by Frank Brennan

**THRILLER**

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

**LEVEL 4**

Intermediate  
Headwords 1900

**B1****ROMANCE**

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

**ADVENTURE**

- Nothing but the Truth  
by George Kershaw

**GHOST STORY**

- The Lady in White  
by Colin Campbell

**MURDER MYSTERY**

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

**SHORT STORIES**

- The Fruitcake Special and other stories  
by Frank Brennan

**THRILLER**

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

**HUMAN INTEREST**

- When Summer Comes  
by Helen Naylor

**LEVEL 5**

Upper Intermediate  
Headwords 2800

**B2****MURDER MYSTERY**

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

**ADVENTURE**

- The Sugar Glider  
by Rod Nielsen

**FUTURE THRILLER**

- Dolphin Music  
by Antoinette Moses

**HUMAN INTEREST**

- Dragons' Eggs  
by J. M. Newsome



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

- Strong Medicine  
by Richard MacAndrew

**SHORT STORIES**

- Tales of the Supernatural  
by Frank Brennan

**THRILLER**

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



- Forget to Remember  
by Alan Maley

- In the Shadow of the Mountain  
by Helen Naylor

**ROMANCE**

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

**SHORT STORIES**

- Windows of the Mind  
by Frank Brennan

**THRILLER**

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

**LEVEL 6**

Advanced  
Headwords 3800

**C1****HUMAN INTEREST**

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



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

- Solo Saxophone  
by Jeremy Harmer

- The Best of Times?  
by Alan Maley

**ROMANCE**

- A Love for Life  
by Penny Hancock

**MURDER MYSTERY**

- Deadly Harvest  
by Carolyn Walker

**SHORT STORIES**

- The Way Home  
by Sue Leather

**THRILLER**

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



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

# Grammar

## Active Grammar

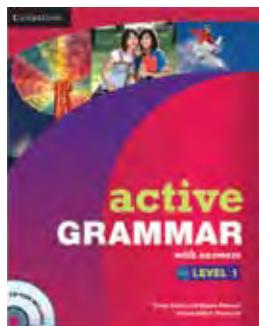
Levels 1 and 2: Fiona Davis and Wayne Rimmer / Level 3: Mark Lloyd and Jeremy Day

Series editor: Penny Ur

ELEMENTARY TO ADVANCED



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



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

- Target language is presented through a variety of content-rich cross-curricular texts making these books ideal for use in the CLIL classroom.

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

## Essential Grammar in Use

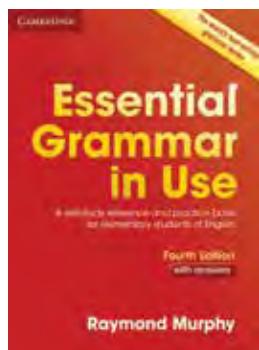
Fourth edition

Raymond Murphy

ELEMENTARY TO PRE-INTERMEDIATE



[www.cambridge.es/essentialgrammarinuse](http://www.cambridge.es/essentialgrammarinuse)



**Essential Grammar in Use Fourth edition** retains all the key features of clarity and ease-of-use that have made the book so popular with learners and teachers alike. Designed to be flexible, it is available both with and without answers, making it ideal for self-study, but also suitable for reinforcement work in the classroom.

For learners who want the flexibility of studying with digital content, this title is also available as an interactive ebook with audio. It works on tablets and computers, and is available for individual or institutional purchase through the Cambridge Bookshelf app.

## Essential Grammar in Use: Spanish Edition

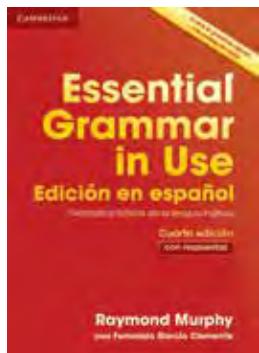
Fourth edition

Raymond Murphy with Fernando García Clemente

ELEMENTARY TO PRE-INTERMEDIATE



[www.cambridge.es/essentialgrammarinusespanish](http://www.cambridge.es/essentialgrammarinusespanish)



**Essential Grammar in Use: Spanish edition** covers all the language areas needed by Spanish students at elementary level. This Spanish edition is as clear, accessible and easy to use as the international edition, and it is ideal for self-study or classroom use.

- Clear instructions in Spanish, with translation exercises that reinforce the grammar taught in the unit.
- Additional Exercises give students extra practice of difficult areas.

# Grammar

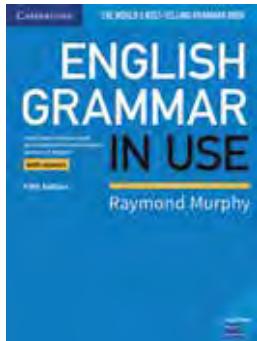
## English Grammar in Use

Fifth edition

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

NEW EDITION



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

- This new edition retains all the key features of clarity and ease-of-use that have made the book so popular with learners and teachers alike.

[www.cambridge.es/englishgrammarinuse](http://www.cambridge.es/englishgrammarinuse)



B1-B2

## English Grammar in Use Online with LMS

Raymond Murphy

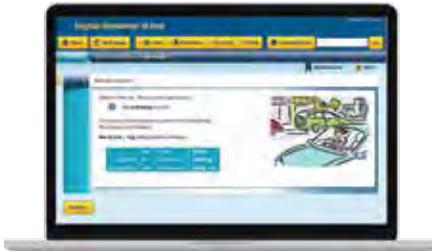
INTERMEDIATE TO UPPER INTERMEDIATE

- Available with or without answers, its flexibility makes it perfect for self-study, but also suitable for reinforcement work in the classroom.
- Also available as an interactive ebook with audio, which can be purchased for individual or institutional use through the Cambridge Bookshelf app.

[www.cambridge.es/eguonline](http://www.cambridge.es/eguonline)



B1-B2



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

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

View demo:

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

## English Grammar in Use App

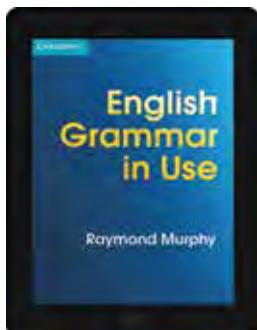
Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

[www.cambridge.es/eguapp](http://www.cambridge.es/eguapp)



B1-B2

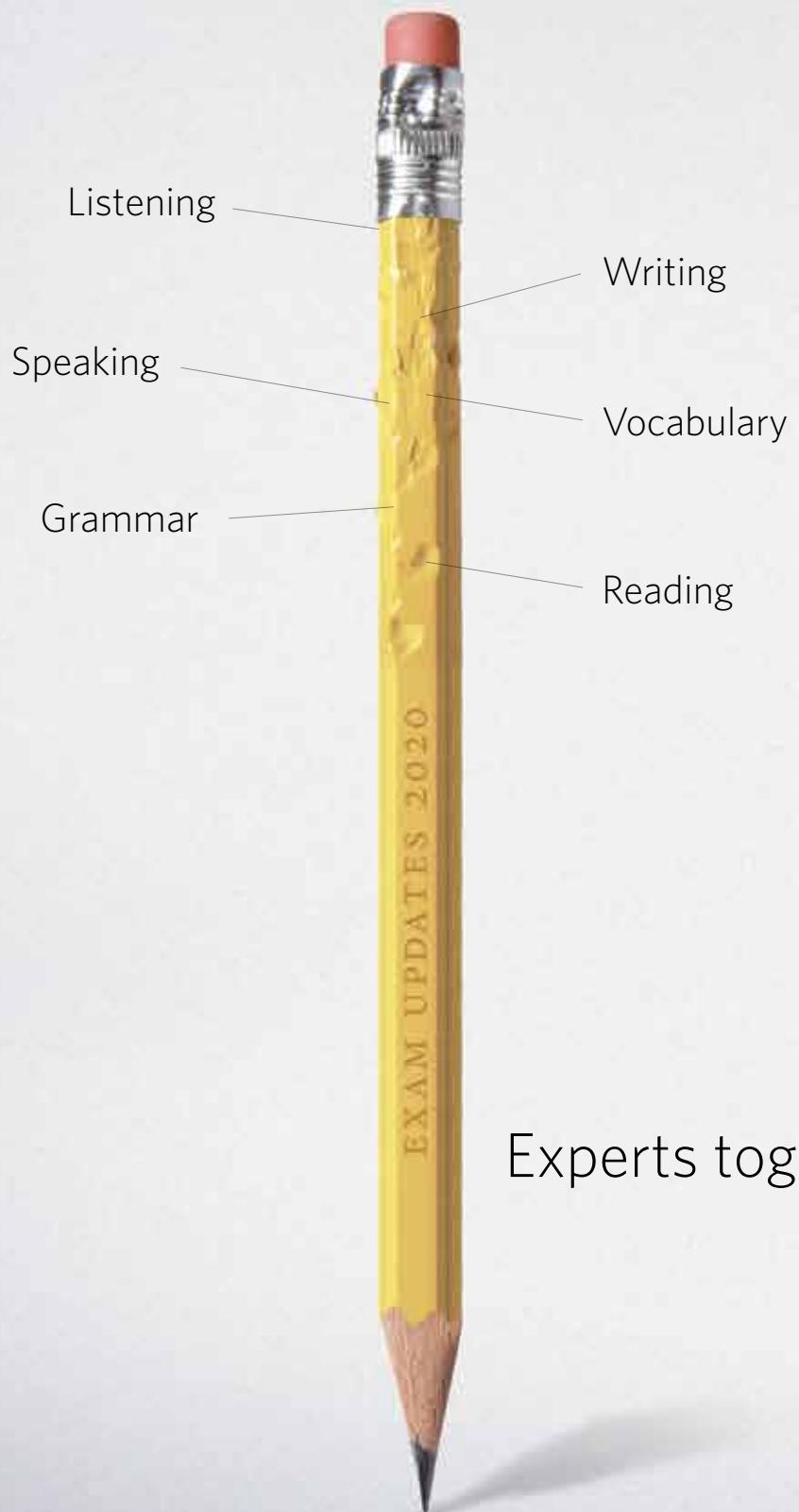


The English Grammar in Use App, available for both Apple and Android devices, features all 145 grammar units from the best-selling Fourth edition book, specially re-designed for smartphones and tablets.

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



Leave your nerves behind





## Official preparation materials

for the revised exams from 2020

A2 Key

A2 Key for Schools

B1 Preliminary

B1 Preliminary for Schools



To find out which exam titles adapt best  
to your students' needs and for more  
information about the exam changes, visit  
**cambridgeexams2020.es**

Experience  
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Learning

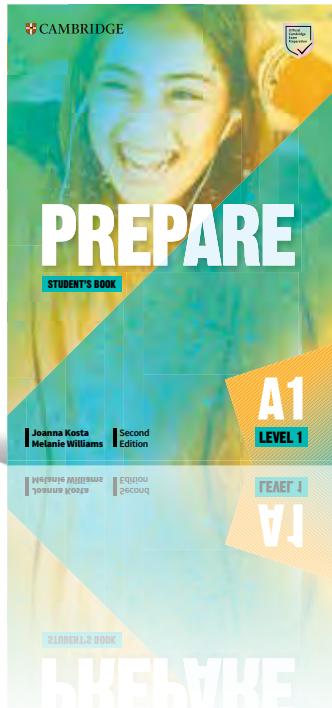
# Prepare

## Second Edition

NEW EDITION

Joanna Kosta, Melanie Williams, James Styring, Nicholas Tims, Niki Joseph and Helen Chilton

BEGINNER TO UPPER INTERMEDIATE



### Where English meets Exams

- Official preparation for A2 Key for Schools, B1 Preliminary for Schools and B2 First for Schools
- Levels 6 and 7 of the Second edition coming in 2020

**Prepare** is a lively general English course with comprehensive Cambridge English Qualifications preparation integrated throughout, that can be used in Secondary and Bachillerato. Each Cambridge exam is covered by two levels of **Prepare**.

This new second edition combines 'teen-appeal' topics with extensive preparation for the revised 2020 A2 Key for Schools and B1 Preliminary for Schools exams, as well as B2 First for Schools.

- Enjoy interactive, personalised lessons with themes and resources relevant to school-aged learners.
- Relax knowing **Prepare**'s unique exam journey drives students to exam success.
- Inspire learners to expand their horizons and knowledge exploring the new Life Skills and Culture sections.
- Create confident English users with our enhanced vocabulary and grammar syllabus.

### The Exam Journey

- The pre-exam level books, in levels 2, 4 and 6, help build confidence in the students, developing their English and gradually introducing them to the test format and real exam tasks.
- In the exam level books (levels 3, 5 and 7) the 'Prepare for the Exam'

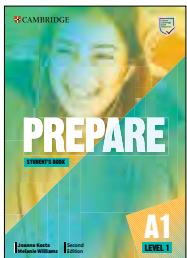
sections provide complete coverage of every exam question and then direct learners to further test guidance and support.

### Life Skills and culture

- New Life Skills sections, based on The Cambridge Framework for Life Competencies, help students to develop competencies they will need for the rest of their lives, such as team work, decision making, social responsibilities, creativity and presentation skills.
- Illuminating articles and videos activate learners' curiosity about the wider world, exposing learners to a wide selection of cultural experiences.
- Selected words and phrases are carefully benchmarked to the CEFR exam level and given special attention in dedicated practice sections. Additional language allows learners to take their English even further, reflecting real usage in everyday English.

This new edition prepares for the revised 2020 exams of A2 Key for Schools and B1 Preliminary for Schools, as well as B2 First for Schools. The first edition, for the current specifications of the exams, is still available.

## For students



### Student's Book

The Student's Book offers 20 units of integrated language, skills and exam practice covering all topics for each exam and includes:

- Language Reviews after every 4 units
- New Culture and Life Skills sections
- Full exam practice in the exam levels (3, 5 and 7)



### Workbook with audio download

The Workbook without answers provides further practice for the language and skills taught in the Student's Book. The audio for the Workbook is available online.

## For teachers



### Teacher's Book

The Teacher's Book contains detailed teacher's notes with advice on classroom procedure and extra teaching ideas, along with a full answer key and class audio download.



### Presentation Plus

A powerful classroom presentation tool that allows you to present and interact directly with the Student's Book, Workbook and Class Audio at the front of the classroom.



### Test Generator

The Test Generator provides plenty of opportunities to create customised tests based on the teacher's requirements.



### Teacher's Resource Bank

An exclusive resource pack of classroom materials for users of **Prepare**.



## Prepare Digital



### Digital resources for learners

▪ 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 on The Cambridge Teacher

- **Presentation Plus:** an easy-to-use classroom tool that puts all your multimedia resources into one place.
- **Test Generator:** helps you measure your students' progress by creating your own Unit, Term and Final tests.
- **Teacher's Resource Bank:** offers extra vocabulary and grammar worksheets at two difficulty levels to help with mixed ability classes. Also included are literature, writing, speaking, culture and games worksheets that allow for extra learning opportunities in class.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Prepare

**Exam familiarisation:** The pre-exam level books\* help build confidence in the students, developing their English and gradually introducing them to the test format and real exam tasks

\*(levels 2, 4 & 6)

## 15 DIGITAL LIFE

**ABOUT YOU**  
 What do you use your phone or computer for?  
 Make a list of things.

**VOCABULARY Computing phrases**

- 1 Match the beginnings and ends of the quiz questions. Then listen and check.
- 2 Listen to Jack's answers to the quiz. Alex asks follow-up questions to get more details. Complete the questions.
- 3 Complete the sentences about Jack with words from Exercise 1. Then listen again and check.

Jack deleted a school project, but his dad helped him to get it back.  
 He got a \_\_\_\_\_ when he installed a game.  
 He uses a different \_\_\_\_\_ for each website.  
 He often \_\_\_\_\_ to funny videos or photos.  
 He has \_\_\_\_\_ his name and found it in some football reports.  
 He \_\_\_\_\_ a lot of \_\_\_\_\_ and mainly uses Instagram.  
 He has \_\_\_\_\_ about ten \_\_\_\_\_ this week and has over 200 altogether.  
 He sometimes \_\_\_\_\_, and his favourites are the ones about science.

4 In pairs, take turns to answer the quiz questions in Exercise 1. If you can, use the follow-up questions in Exercise 2 to find out more information.

5 Tell the class something interesting you found out about your partner.

*Sara got a virus on her dad's computer and they had to buy a new one.*



1 Have you ever deleted an  
 2 Have you ever had  
 3 Do you have a  
 4 Do you often share  
 5 Have you ever done  
 6 Do you upload  
 7 How many new apps have you  
 8 Do you ever download

a photos or videos to the internet to share with friends?  
 b different password for each website you use?  
 c important file by mistake?  
 d podcasts?  
 e a search for your own name online?  
 f a virus on your computer?  
 g installed on your phone this week?  
 h links to interesting websites with friends?

**READING**

1 Emre wants an app to help him with learning English. Read about Emre and answer the key underlined information a-c.

Emre often finds language apps easy and uses them regularly. He says, 'I would like to improve his listening skills and he intends to use the app on his short bus journey to and from school.'

2 Read the descriptions of the first three apps (A-C). Find two apps that do these things:

- 1 mention difficult practice B, C
- 2 practise listening skills
- 3 are suitable for use on short journeys

Which app is best for Emre?

3 Read about four more teenagers who want apps to help them with learning English. Underline three key pieces of information about each person.

Anna enjoys all subjects but she needs more help with English vocabulary and grammar. She is bored of doing traditional exercises and is looking for an app with activities that are fun to complete.

Luis would like to get better at understanding movies and TV shows in English. He expects apps to look good and is prepared to spend money on the right one.

Evie is interested in developing and revising her vocabulary. She likes fun activities and she really enjoys competing against friends.

Filipe is an advanced level student and he would like an app to help him revise grammar. He doesn't want to pay for an app.

4 Read the descriptions of the apps (A-H). Decide which app would be the most suitable for each teenager in Exercise 3.

**A** **WordPower** is all about learning words – nouns, verbs, everything. There are eight games, which are very enjoyable, but the best part is that you can also play online against other users. At least twice the price of a coffee, the app is great value for money. Games last just a few minutes, so it's perfect for a bus ride. Turn down the annoying music, though!

**B** Although **EnglishScene** is expensive, it's often given awesome reviews by its users. As soon as you use it, you can understand why. Everything about this app is professional, from the high-quality and interesting video stories, with challenging activities to support students in understanding them, to the simple, but attractive design.

**C** **Newscast** is a professional-looking app that helps you understand the news in English. You listen to and read stories, do some typical exercises about new words, even a little grammar, and then answer the questions. Each activity takes between five and ten minutes and is surprisingly hard.

**D** Practise the 3000 most frequent words in English with **Passwords3000**. This app is for low-level students working by themselves and includes a very common range of activity types. It's free, so sometimes you have to watch video advertisements to continue using it. New questions are added every month.

**E** **LanguageLab** costs nothing, but will be of limited interest to anyone except high-level language learners. The grammar reference for each topic is full of important details but the practice that follows is fairly typical. The app also allows you to compare your progress with friends on social networks.

**F** The design of **VidEnglish** isn't always clear and it seems to be mainly links to very high-level video clips from documentaries. The clips aren't downloaded with the app, so it's best to use when you have free wi-fi. There is a basic dictionary and the app is completely free, with no advertisements.

**G** The first thing you notice with **GrammarWise** is its professional-looking design. Everything about this app is easy to use. There are fun, animated grammar presentations and a huge choice of practice activities, with over 50 different grammar topics per level. You can try one topic for free but it costs to get access to the whole app.

**H** **Themerz** is a fresh and unusual app. It uses games to teach grammar and vocabulary through topics like science and history. The app is perfect for when you only have a few minutes to practise, but at the moment you can only play by yourself.

**TALKING POINTS**  
 What apps do you use to help you with studying? Do you mind paying for apps?

**DIGITAL LIFE** 87

**Exam Training:** In the exam level books\* the 'Prepare for the exam' sections provide complete coverage of every exam

\*(level 3 for A2 Key for Schools, level 5 for B1 Preliminary for Schools and level 7 for B2 First for Schools)

**PREPARE FOR THE EXAM**

**Reading Part 4**

**2** Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

A The boys refused to give up, however, and continued to talk to possible producers.  
 B It was immediately successful.  
 C They spent the money they earned in their part-time jobs on really good ones.  
 D Thanks to its publication, people noticed the brand.  
 E It wasn't the most attractive design that the twins produced.  
 F Meanwhile, Chet was the creative twin.  
 G He was pleased with the progress they were making.  
 H This wasn't easy, but they eventually found two.

**READING**

1 Look at the title of the article and the photos. What do you think the article is about? Read the text quickly and check your ideas. Ignore the spaces.

**From hobby TO JOB**

Twins Chet and Betts DeHart have achieved what many young people only dream of – they've made it in the fashion world. When they were just 15, they created the streetwear brand **Lucid FC**, which now sells worldwide.

As kids, the boys loved trainers. 1 Slowly, they built up a collection. Betts, the twin with the business brain, knew all about the trainers he wore, 2 where they were produced and where to sell them. 3 He set up a YouTube channel, Sole Brothers, where he introduced trainers in the twins' collection.

While they were still at school, the twins decided to make their own trainers. They took their collection to raise money for their brand, communicated with magazines and online publications to release their first collection. Unfortunately, it didn't sell well. 4 The result of these conversations led to the production of a shoe decorated with a logo, which looked good and became popular.

After a couple of years, the boys decided to rename their brand **Lucid FC** and launched their first collection, which included items of clothing. While they were studying the business side of things, they researched brands that made products which could make their products. 5 They then asked celebrities who could make their products. 6 The next challenge was to find stores to sell their products. The twins were shopping at the fashionable **VFILES** clothing shop when they were offered jobs and their manager later decided to stock the brand.

Celebrities were soon wearing it, too. One of their first customers, **Rihanna**, was wearing a Lucid FC jacket and cap at a basketball match in 2015 when someone took a photo of her. 7 Today, the business continues to grow and the brothers have great plans for the future.

**PREPARE FOR THE EXAM**

**Reading Part 4**

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 F Meanwhile, Chet was the creative twin.  
 G He was pleased with the progress they were making.  
 H This wasn't easy, but they eventually found two.

**TALKING POINTS**  
 Which of your hobbies could become a job in the future? What are the advantages and disadvantages of having a job which is also your hobby?

**YOU MADE IT!** 33

38

'Life Skills' sections such as collaboration, decision making, social responsibilities and creativity help students to develop competences they will need for the rest of their lives

## LIFE SKILLS COLLABORATION

### WORKING AS A TEAM

**LIFE SKILLS**  
**Working as a team**  
 Projects and other activities can be easier if we work together as a team. We can do tasks more quickly if we share the work and help each other. Different group members can combine their talents and work on tasks they enjoy, while teaching other people how to improve.

**1** Ask and answer the questions with a partner.

- 1 How often do you work in teams in your classes?
- 2 Do you do any team activities in your free time?
- 3 Do you like working in teams? Why or why not?

**2** Read the text on the opposite page quickly. Why does Jenny enjoy team projects? What role does she like?

**3** Match the sentences with the introduction tips 1-5 on the text.

- 1 Some people don't want to choose tasks. They are good at doing.
- 2 Everyone has to be responsible and complete their own tasks.
- 3 If you don't understand the instructions, check with the teacher.
- 4 Think carefully about the best order for doing the different tasks.
- 5 When working in teams, it doesn't work well to do other projects are more difficult.
- 6 It's more successful if team members each have a special part to play in the team.

**4** Match the highlighted words in the text to the meanings.

- 1 look carefully for something
- 2 making people nervous or worried
- 3 divide a thing into smaller parts
- 4 use something in a careless way
- 5 any time or always

**5** Look at photos A-C. What project topics could they represent?

**6** Listen to a conversation. Which topic from the photos does David like for the team project?

**7** Listen again and complete the sentences.

- 1 Some people ... should make a project about ...
- 2 David's mum thinks he should stay ...
- 3 David's mum suggests that he asks his teacher ...
- 4 David's first idea for the group project was ...
- 5 Last year, David took a course about ...

**8** Read the **Useful language** phrases. Complete them with the words in the box.

about	could	know
sure	think	topic

**USEFUL LANGUAGE**  
**Making generalisations**  
 Discussing ideas

**1** I \_\_\_\_\_ we should make a list.  
**2** I don't \_\_\_\_\_. Let me think.  
**3** What \_\_\_\_\_ collecting money?  
**4** I'm not \_\_\_\_\_. I can't decide.  
**5** How about a different \_\_\_\_\_.  
**6** That \_\_\_\_\_ be a good idea.

**28** LIFE SKILLS

## TEAM WORK

**tips**  

 If you're like me, you do a lot of team projects at school. For example, last semester I did a school presentation about recycling with some classmates and it was much easier and faster than doing everything alone. I enjoy team projects because I'm a sociable person. I like sharing ideas with other people and I get bored when I work alone. Of course, team activities aren't always easy. In fact, they can be stressful! If people don't know how to work well together, Here are some tips to make team work easier.

*By Jenny Larkins*

**1** Know the goals:

Make sure everyone understands the goal of the project. If you're doing a class project, you need to check the teacher's instructions carefully and ask questions whenever something isn't clear. There's a popular saying: "If you don't know where you're going, you probably won't get there."

**2** Assign roles:

Teams work better when people have roles. For example, there should be a leader who helps everyone take decisions. There might also be a note-taker who writes down the team's ideas during meetings, and a time-keeper to make sure people don't waste time chatting. That was my role for the recycling project. Other roles might be fact-checker or group representative for speaking to the class.

**3** Divide the work:

For large projects, we can divide the work into smaller tasks for particular people. Team members can choose what they are good at and always volunteer to find information because I like to read and search for facts on the internet. Other people might be good at writing or making computer presentations. Of course, you shouldn't always do the same task. It's good to try new things, even if they're difficult!

**4** Make a plan:

Ahead of time, write down a plan on paper. You can use a chart or a calendar to help you. List all the tasks and think about when each one must be finished. For example, I had to find the facts for my recycling project before my teammates could start the presentation. For that reason, it's important for everyone to follow the plan. And if you can't finish your part on time, tell the others as soon as possible.

**5** Be respectful:

When you're working in a team, respect is essential. Do your fair share, so other team members don't have to do your work for you. Finally, try to stay positive and enjoy yourself. Everything is easier when you're having fun!

**PROJECT**  
**A team presentation**

Work in a team of four to prepare a class presentation. Choose one of the ideas below or discuss other ideas with your teammates. Then use the checklist to help you work as a team.

- Keeping a local park clean
- Staying safe when you do sports
- Collecting money for disaster victims
- Healthy eating

**1** What role will each person play in the team?

**2** How are you going to divide the topic and tasks?

**3** What task does each person want to do? Why?

**4** How long will each of the tasks take to complete?

**5** Which tasks need to be done first? And after that?

**6** How can you show respect for other team members?

**Present your work to the class.**

**WORKING AS A TEAM** **29**

## CULTURE

### SOCIAL MEDIA

**ABOUT YOU**  
 Answer the questions in *My life online* and compare with a partner.

**1** Read the article on the opposite page. Which of these sentences is the best summary?

- 1 The internet is causing a lot of problems for teenagers.
- 2 Social media has negative as well as positive effects.
- 3 Online popularity is very important for young people.

**2** Complete the sentences with ideas from the article.

- 1 Parents and other adults don't \_\_\_\_\_.  
 2 The teenagers in the CNN study wrote \_\_\_\_\_.  
 3 Many parents of teenagers don't \_\_\_\_\_.  
 4 Some people take lots of selfies because \_\_\_\_\_.  
 5 Students get poor grades if \_\_\_\_\_.  
 6 In the past, young people \_\_\_\_\_.  
 7 Many teenagers \_\_\_\_\_.  
 8 Some teenagers \_\_\_\_\_.  
 9 Some teenagers \_\_\_\_\_.  
 10 Some teenagers \_\_\_\_\_.  
 11 Some teenagers \_\_\_\_\_.  
 12 Some teenagers \_\_\_\_\_.  
 13 Some teenagers \_\_\_\_\_.  
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 4300 Some teenagers \_\_\_\_\_.  
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 4370 Some teenagers \_\_\_\_\_.<br

# Open World NEW

## English for Spanish Speakers edition

Anna Cowper, Susan White, Niamh Humphreys, Susan Kingsley,  
Anthony Cosgrove, Deborah Hobbs and Sheila Dignen

ELEMENTARY TO UPPER INTERMEDIATE



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



### Taking you further!

- Official preparation for the revised A2 Key, B1 Preliminary and B2 First

**Open World** is an exciting new course pushing students beyond the boundaries between exam preparation and real-world language. This course covers all the topics and language needed for learners preparing for the A2 Key, B1 Preliminary and B2 First Cambridge English Qualifications.

**Open World**'s unique exam journey provides a systematic route to exam success, leading learners from exam training tasks to full exam question practice.

- The 'Real World' texts and videos give the learners a chance to demonstrate the English abilities they need to communicate effectively in the open world.
- 'Push yourself' sections extend students' capability and confidence to an even higher level.
- Launch mobile animations, before or after class, to spark learning with 'Grammar on the move'.
- Includes a complete digital package for the teacher for classroom presentation, assessment and extra exam practice.



The English for Spanish Speakers section\* provides for each level of **Open World**:

- Advice on problematic spelling.
- Listening activities designed to raise awareness of English pronunciation.
- Examples of past grammatical mistakes and how to correct them.
- Commonly used words and expressions and how they differ in use to their Spanish equivalents.

## For students



### Student's Book

The Student's Book is available with or without answers and includes:

- Step by step exam preparation mixed with real world English
- Exam Focus section in each unit give full exam question practice
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### Workbook with audio download

The Workbook provides further practice for the language and skills taught in the Student's Book. It is available with or without answers.



### Student's Pack

The Student's Pack combines the Student's Book without answers and the Workbook without answers.



### Self-study Pack

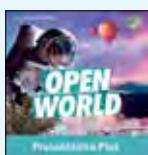
The Self-study Pack is ideal for students who want to learn on their own, and includes the Student's Book with answers, the Workbook with answers, and access to the class audio files.

## For teachers



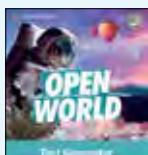
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The Teacher's Book contains detailed teacher's notes with advice on classroom procedure and extra teaching ideas, along with a full answer key and class audio download.



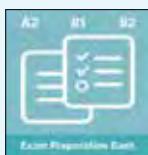
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### Test Generator

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\*Common to Open World, Compact and Complete



## Open World Digital



### Digital resources for learners

▪ 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 on The Cambridge Teacher

- **Presentation Plus:** an easy-to-use classroom tool that puts all your multimedia resources into one place.
- **Test Generator:** helps you measure your students' progress by creating your own Unit, Term and Final tests.
- **Exam Preparation Bank\***: this includes, for each Cambridge exam, speaking videos and worksheets focusing on performance and preparation, plus listening and reading worksheets. Also included are authentic Cambridge exams for A2 Key, B1 Preliminary and B2 First.

Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Open World

**Exam Training tasks** expose learners to each question type, giving them the confidence to progress to full task practice in **Exam Focus** sections after each unit.

# **SPEAKING PART 1**

## **TRAINING**

In Part 1 of the speaking test, the examiner will ask you some questions about yourself. You may need to talk about where you live, what you do, your hobbies, people in your life, etc.

The questions are simple, but avoid one-word answers, and make sure what you say is relevant.

'Real World' pages give learners a chance to develop the English abilities and life skills needed to communicate effectively in the open world.

# REAL WORLD

## MEETING PEOPLE IN ... PARIS

1 Look at the photos of Paris. What do you know about the city? How easy do you think it is to meet people and make friends when you're travelling?

Home   About   Destinations   Q Search

Imagine beautiful scenery and the feel of the wind in your hair, or the sights, sounds and smells of a new city – there's nothing like the feeling of exploring exciting new places! Whether your holiday is a hike across the Rocky Mountains or a long weekend in Paris, the thought of travelling can bring the excitement of未知. However, meeting people isn't always easy. Below are some social networks to help you meet people, get to know a country's culture and make some amazing memories.

### Travelmates

Never travel alone again! With Travelmates, you can contact possible travel mates online and write reviews for hotels, restaurants and popular tourist sights. You can also contact locals before you visit a new place, and receive updates when someone travels to your hometown. You can search for people your own age or with the same interests as you, or just for people travelling to the same place at the same time.

### Localfriends

Localfriends connects you with locals in the place you're visiting, making sure you always have a tour guide, a place to crash or just someone with insider tips when you're in a new place. Many members offer their guests opportunities to cook together, compare recipes from their home countries and even practise the local language together.

### Freeefas

Freeefas is one of the best travel websites, and is a really useful site for anything a traveller may need. You can find friends to travel with, a place to crash and recommendations for the best bars, places to eat and free open air concerts. Why would you ever travel without it?

2 Read part of a website about how to meet people when you are travelling. Decide which social network can sentence matches.

- 1 You can easily contact only people who are interested in the same things as you.
- 2 You can learn where to listen to live music in a city.
- 3 The people you meet might share your love of cool local food.
- 4 You can also learn when travellers from other countries visit your city, so you can meet them.

3 You might find these words and expressions on travel websites. Find them in the text and choose the correct meanings.

- 1 locals
  - a people who live in a place
  - b tourists
- 2 travellers
  - a friends you can travel with
  - b friends you can stay with when travelling
- 3 a tour guide
  - a book about a city
  - b someone to show you around a city
- 4 a place to crash
  - a away of avoiding accidents
  - b somewhere you can sleep
- 5 insider tips
  - a advice based on personal knowledge
  - b help with money

4 How do you think you can stay safe when you use travel websites?

5 Read the information about how to use travel websites. Why do you think this advice is important? Can you think of any other advice? Work in pairs and compare your ideas.

Using travel websites – Safety information  
Your safety is important, so take it seriously. Before giving information about other people carefully.

Read what members say about themselves and what other members have said about them. If you're uncomfortable, keep looking.

#### Trust your own feelings

If a person seems unsafe or unsuitable for any reason, move on. It can be a good idea to stay with families if you're travelling alone.

Always use the website to communicate and set up meetings

Never give out your phone number or email address to a new person until you meet them face-to-face. Always use the website to communicate.

6 059 Listen to three conversations in Paris. What are the travellers doing in each conversation? There is one answer you don't need.

- a trying to find a local person who can show them the city
- b arriving at someone's flat where they are going to stay
- c arranging a place to meet someone
- d meeting someone to go to a concert with them

7 059 Join beginnings and endings of these sentences and questions you can use when you meet new people. Listen and check.

### PHRASES YOU MIGHT USE

- 1 Have we got *a* been to Xavier.
- 2 It's very kind of *you* *b* with you, we'd love to.
- 3 If that's OK *c* really cool people.
- 4 You must *d* the right address?
- 5 Shall we order *e* message her.
- 6 How long have you *f* to offer in a room.
- 7 I've had some *g* been in Paris!
- 8 OK, I'll *h* a coffee!

8 Read the sentences and questions. What ways do you know to express these ideas?

### PHRASES YOU MIGHT HEAR

- 1 It's Jamie and Ian, isn't it?
- 2 Come on.
- 3 Where are you guys from?
- 4 Will you be eating with us this evening?
- 5 That's settled, then.

9 Watch the video about meeting people in Paris. What do you learn about visiting Paris? Make notes.

10 Compare your notes. Then watch again to check your ideas.

### WATCH

## LIFE COMPETENCIES

### SOCIAL RESPONSIBILITIES AND COMMUNICATION

11 Go online and find a social network site for travellers like the ones mentioned above. Find out more information about how it works and how you can use it safely. Prepare a report for your classmates.

UNIT 6 ONLINE, OFFLINE 89

## EXAM FACTS

- You read a text of about 330–360 words.
- You also read five questions.
- Some of the questions test your understanding of people's feelings, attitudes and opinions.
- Each question has four options, A, B, C and D.
- You choose the correct answer to each question by finding information in the text.

## EXAM TIPS

- Read each question carefully and find the section of the text which contains the information needed to answer that question.
- Choose the option which has the same meaning as information in the text. Remember that the answer probably uses different words and phrases from the text.
- Each of the first four questions is usually about one section of the text. The questions are in the same order as the information in the text, so you should answer the questions in that order.
- The fifth question has longer options and a more general focus. You should answer this question last, as you need to look at the whole text to find the answer.

Exam tips and Exam facts support students' strategies for exam success

## EXAM FOCUS

### READING PART 3

**EXAM FACTS**

- You read a text of about 330–360 words.
- You also read five questions.
- Some of the questions test your understanding of people's feelings, attitudes and opinions.
- Each question has four options, A, B, C and D.
- You choose the correct answer to each question by finding information in the text.

**EXAM TIPS**

- Read each question carefully and find the section of the text which contains the information needed to answer that question.
- Choose the option which has the same meaning as information in the text. Remember that the answer probably uses different words and phrases from the text.
- Each of the first four questions is usually about one section of the text. The questions are in the same order as the information in the text, so you should answer the questions in that order.
- The fifth question has longer options and a more general focus. You should answer this question last, as you need to look at the whole text to find the answer.

1 What does Sophie say about her relationship with her two best friends?  
 A They have a lot of interests.  
 B They all have similar characters.  
 C They always get on well together.  
 D They never seem to talk to each other.

2 Why did Sophie suggest going on the Digital Detox break?  
 A She was tired of working or her computer all week.  
 B She was worried by something she had seen on the internet.  
 C She was bored with the usual things that she did with her friends.  
 D She was embarrassed by how much time she spent on her phone.

3 How did Sophie's friends feel before they went on the Digital Detox break?  
 A They were excited.  
 B They had mixed experiences.  
 C They were confident that they would benefit from it.  
 D They were worried about losing their phones.

4 What was the biggest surprise for Sophie and her friends during the weekend?  
 A They found they had more time.  
 B They enjoyed the time passed.  
 C They got on better with each other.  
 D They forgot what it was like without technology.

5 What might Sophie write in her diary at the end of the Digital Detox break?  
 A We're glad Oléa and Elé persuaded me to go on the Digital Detox break. It was great to spend a weekend away from screens.  
 B The Digital Detox break has completely changed my life. I'm not using social media any more. I'm going to give up using social media!  
 C After going on the Digital Detox break with my friends, I'm not going to buy a new smartphone. I'm going to disassociate myself from technology.  
 D I'm not going to go on another Digital Detox weekend. In fact, everyone who went on the break agreed that it's good to spend time away from technology.

### SPEAKING PART 1

**EXAM FACTS**

- The examiner introduces himself or herself, tells you the name of the other person who is in the room, and asks your name.
- The examiner asks you a few questions, but you don't need to talk to them in Part 1.
- You may ask some simple questions about yourself and your life.
- You need to answer all the questions.

**EXAM TIPS**

- Smile and look at the examiner when you introduce yourself.
- Give answers that are as full as possible. Don't give one-word answers or just say 'yes' or 'no'.
- If you don't understand a question, ask the examiner to repeat it. You can say 'I'm sorry' or 'Please can you repeat that?' or 'Can you explain the question, please?'
- If you are not sure what to say, you can use filler words such as 'Well', 'In fact', 'Let me see'.

Answer these questions as fully as possible:

- Hello, I'm Tom Wilson. What's your name?
- Hi, I'm ...
- How long have you lived here?
- Do you work or are you a student?
- What's your hobby?
- Do you like studying English?
- What do you do in your free time?
- What did you do last weekend?
- Tell us about the people you live with.

### HOW WAS IT?

Give it a go  
Getting there  
Aced it!

## PUSH YOURSELF B2

### GRAMMAR: FUTURE CERTAINTY AND UNCERTAINTY

- 1 We can't always predict the future. Rank these phrases according to how sure the speaker feels that something will happen. 1 = very sure, 6 = they don't believe it will happen. There is more than one possible correct ranking.
- It will probably happen.
  - It will definitely happen.
  - I doubt that it will happen.
  - It certainly won't happen.
  - There's a good chance that it will happen.
  - There's not much chance that it will happen.

- 2 Discuss these predictions in pairs. Will they happen? How sure do you feel?
- Everybody in the world will be connected on social networks.
  - There will only be one social network because the biggest one will buy out the others.
  - We will stop using languages. Social media will automatically translate everything for us.
  - We will have to pay for our social networks and messaging apps.

I doubt that everyone will be connected on social networks. What about in places where people don't have internet?

I think that social network companies will probably make sure that everyone in the world has internet!

### WRITING

#### A BLOG POST

1 Here is some advice on writing a blog. One of the sentences does not offer good advice. Which one is it?

- Personality is important, so try to have your own personality.
- Readers can get bored quickly, so don't write very long paragraphs.
- Writing is not reading, so use a formal tone.
- Invite comments on your post.

2 Which of these openings would make you keep reading the post? Why?

- In this post I am going to discuss the different ways in which we can be friends with people.
- Friends: Who can live without them? I know I can't. But what is really important in a friendship?
- Let me tell you a story about a day when I really needed a friend.
- Friends are more important than family. My family is boring. I never talk to my parents.

3 Now read this blog about friendship and find phrases that the writer uses to involve readers.

Let me tell you a story about a day when I really needed a friend. I was on holiday with my parents and my sister. It was a cold day and we had stopped in a café to have a rest and a hot drink. I was carrying the drinks to our table, when I slipped and dropped them. The drinks split all over my sister's new jacket! It was an accident, but she was really angry and wouldn't talk to me anymore. I didn't know what to do, so I texted my best friend. She didn't just say sorry to your sister even though it wasn't your fault. Luckily, she accepted my apology, and later that day we went shopping for a new jacket. Have you ever been in a similar situation? What did you do? I can't wait to hear your stories!

4 Write a blog post about friendships. You should write about 150 words. Write about either what is important in friendships or a time when you were able to rely on a good friend.



'Push yourself' sections extend students' capability and confidence to work at an even higher level.

# Compact Key for Schools

## English for Spanish Speakers edition

NEW  
EDITION

Emma Heyderman and Susan White

ELEMENTARY



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



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**Compact Key for Schools Second edition** is for the revised A2 Key for Schools qualification. Ideal for shorter courses and easily integrated with a general English course, **Compact** covers the core exam topics, language and skills and offers intensive revision and practice to quickly maximise student performance.

- Updated design now makes this popular intensive course even easier to use with clear step-by-step approach to each exam paper.

- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- Grammar, vocabulary and error correction exercises train students to avoid common exam mistakes.
- Now with full digital support for teachers.

The new edition prepares for the revised 2020 A2 Key for Schools exam. The first edition, for the current specifications of the exam, will still be available in 2019.

## For students



### Student's Book without answers

The Student's Book is available without answers and includes:

- 12 units of targeted exam practice.
- Revision pages.
- Dedicated English for Spanish Speakers practice section.

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



### Workbook without answers with downloadable audio

The Workbook provides further practice for the language and skills taught in the Student's Book. The audio for the Workbook can be downloaded from [cambridge.es/compactkeyforschools](http://cambridge.es/compactkeyforschools).



### Student's Pack

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### Teacher's Book

The Teacher's Book contains detailed teacher's notes with advice on classroom procedure and extra teaching ideas, along with a full answer key and access to the downloadable class audio files.



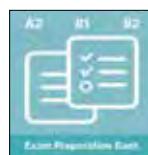
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- Advice on problematic spelling.
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\*Common to Compact, Complete and Open World

Compact's updated design now makes this popular intensive course even easier to use with clear step-by-step approach to each exam paper

## 12 Technology & me

**COMMUNICATION**

**PC Bangs**

In South Korea, computers, tablets and smartphones are a very important part of the culture. According to recent studies, almost all of the population go online at least once a week and around 50% of people spend more than 14 hours a week online. In other countries, this is down to send messages, chat with friends, shop online, post social media updates, or download films and TV shows. However, online games are particularly important in South Korea with over 25 million gamers (over half of the population) playing mobile, video or online multi-player games.

But where do South Koreans go when they want to use a real laptop to play an online multi-player game? For most Korean gamers, the answer is a PC Bang. Bang is a Korean word for room so a PC Bang is a kind of internet café or games centre with hourly fees of about \$1 per hour. PC Bangs are particularly popular with teenagers as social meeting places.

**Listening**

**Part 5**

- 1 Read the text about young people from South Korea. What is a PC Bang? Have you got something similar in your country?
- 2 Choose the correct verbs to complete these questions. Use the text in Exercise 1 to help you.
- 3 Do you go / use the internet every day?  
4 How much time do you take / spend online per week?  
5 How many messages do you make / send per day?  
6 When was the last time you posted / updated something on social media such as Facebook and Twitter?  
7 Have you downloaded / saved any mobile games for your smartphone? If so, which ones?  
8 Do you play / practise any multi-player games with friends or family?
- 3 Work in pairs. Ask and answer the questions in Exercise 2.

**Exam tip**

You may hear two of the answers (A–H) for each person (1–4). Listen for words like *but*, *instead* and *now* as these will help you to choose the correct one.

**4** Listen to Susie talking to her brother about her friends. Each friend has just got something new. Tick (/) the correct word.

1 Leo	laptop	<input checked="" type="checkbox"/>	mobile phone	<input type="checkbox"/>
2 Elsie	DVD	<input type="checkbox"/>	printer	<input type="checkbox"/>
3 Callum	games console	<input type="checkbox"/>	DVD	<input type="checkbox"/>
4 Sunita	games console	<input type="checkbox"/>	DVD	<input checked="" type="checkbox"/>

**5** Read the exam task on page 73. Who is Tasha talking to? What about?

72

## 4 What are you doing now?

**SPORT**

**READERS' TIPS**

**Tips of the week!**

Great places to do all your favourite sports. Send us a tip and win some new sports clothes!

- 1 There's a new park behind the shopping centre that nobody uses. It's cool for BMX bikes too! On your way home, get some hot chocolate from Jack's Cafe! *Morgan, 14*
- 2 My granddad and I always go to Harts River. We don't catch very much there but we always have a good time. *Freddy, 15*
- 3 There are two new tables at the sports centre. Ask the receptionist for bats and balls. *Lucie, 13*
- 4 They're looking for new players at the ice rink. You have to be good at ice-skating, like fast skating and be fit. *Ari, 13*
- 5 Come along to the swimming bank at Mike's Sport Shop on Saturday. Players from the city team will be there to give lessons. *Yolanda, 12*
- 6 The outdoor pool is open again! Go there after 6 p.m. and it's empty. *Neill, 11*

**Grammar & Vocabulary**

**1** Work in pairs. Match the Readers' Tips above with these sports.

skateboarding	<input type="checkbox"/>	table tennis	<input type="checkbox"/>
swimming	<input type="checkbox"/>	fishing	<input type="checkbox"/>
ice hockey	<input type="checkbox"/>	basketball	<input type="checkbox"/>

**2** Complete the table with these sports and those from Exercise 1. Then add more words to the table.

aerobics	athletics	cycling	football	golf
ice-skating	martial arts	skiing	surfing	volleyball

**play**      **go**      **do**

**Grammar – Present continuous**

**3** Read the text. What sport are Nicolas and Sara playing at the moment?

Nicolas is carrying a racket and three small yellow balls. Now he's hitting one of the balls with his racket. But what is Sara doing? She isn't hitting the ball, she isn't playing well today. Nicolas is winning 40–15 right now.

**4** Exam candidates often make mistakes with the spelling of verbs in the present continuous. Correct five more mistakes in this message.

I'm bored. I'm *writing* this message outside school because I'm waiting for my friends. Some of them are studying in the library and others are working in class. What are you doing? Are you listening to music? Oh – I can see my friends coming now so I've got to go.

**5** Complete Dan and Lucy's conversation with the correct form of the present continuous.

**Dan:** What (1) *are you doing* (you do), Lucy?  
**Lucy:** I (2) *watch* the basketball final with Freya.  
**Dan:** (3) *(the school team / win)?*  
**Lucy:** Yes, I (4) *win*.  
**Dan:** (5) *(play / really well)?*  
**Lucy:** No, he (6) *with you?*  
**Dan:** (7) *(buy) some water at the café. Why?  
**Lucy:** I'm at his cousins' match. They (9) *(lose).*  
**Dan:** Oh, no! I'll tell him.*

24

**Exam tip**

You may hear two of the answers (A–H) for each person (1–4). Listen for words like *but*, *instead* and *now* as these will help you to choose the correct one.

User-friendly exam tips provide essential strategies for each exam question

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Available at [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Complete Key for Schools

## English for Spanish Speakers Edition

NEW EDITION

David McKeegan with Debbie Owen  
ELEMENTARY



### Complete covers everything!

- 80-120 teaching hours
- Official preparation for the revised A2 Key for Schools

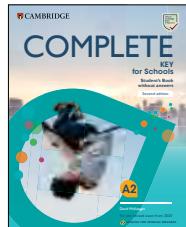
**Complete Key for Schools Second edition** is the most thorough preparation for the revised A2 Key for Schools. **Complete** is trusted by millions of candidates worldwide and the new updated edition continues to provide preparation, practice, information and advice to ensure that students are fully prepared for the exam.

**Complete's** exam journey through each unit focuses learners on different exam tasks and familiarises them with the exam format and exam strategies, languages and skills needed for exam success.

- Every unit is carefully designed to help students speak, listen, read and write with confidence about the everyday topics covered by A2 Key for Schools.
- The popular 'Exam advice' boxes provide up-to-date tips and now accompany every exam task in every unit.
- Now with full digital support for teachers.

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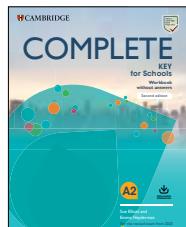
## For students



### Student's Book without answers

The Student's Book provides:

- 14 units of integrated language, skills and exam practice.
- Reviews after every 2 units.
- An introduction to the A2 Key for Schools exam.
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### Workbook without answers with downloadable audio

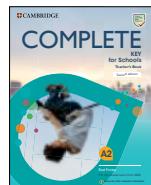
The Workbook provides further practice for the language and skills taught in the Student's Book. The audio can be downloaded from [cambridge.es/completekeyforschools](http://cambridge.es/completekeyforschools).



### Student's Pack

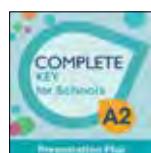
The Student's Pack combines the Student's Book and the Workbook in one package.

## For teachers



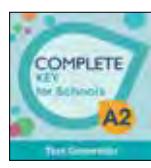
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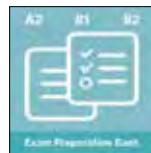
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\*Common to Compact, Complete and Open World

## 6 Have you got any homework?

**School subjects**

- Work in pairs. Match the words with the pictures.  
art biology chemistry English history geography physics maths music  
**A physics**
- Work in pairs. Do the quiz. Check your answers on page 149.
  - Which is the highest mountain in the world?
  - Which animal has the longest nose?
  - What is the comparative form of *bad*?
  - What is  $0.75 \times 12$ ?
  - Which falls faster: a melon or a grape?
  - We often put sodium chloride ( $\text{NaCl}$ ) on our food. What is another name for this chemical?
  - When did the First World War end?
  - In which city can you see Leonardo da Vinci's *Mona Lisa*?
  - Which popular musical instrument has six strings?
- Match the questions from Exercise 2 with the school subjects in the pictures.
- Which is your favourite school subject? Which is your least favourite? Why?

Every unit provides the language and skills development needed for students to speak, listen, read and write with confidence about the **everyday topics** covered by A2 Key for Schools

### 5 What is your school like?

- Read the questions and look carefully at the options.
- If you don't know the answer, you can guess.

#### Exam advice

The popular **Exam advice boxes** provide up-to-date tips and now accompany every exam task in every unit

**Listening Part 3**

- Work in pairs. Answer these questions about your school. Use words from the box to help you.  
a uniform / jeans famous / modern funny / kind
- Read the questions and look carefully at the options.  
If you don't know the answer, you can guess.
- Before you listen, read the questions in Exercise 3. What kind of information do you need to listen for?  
1 a sport 5  
2 something  
3 an action  
4 a time  
5 a topic
- For these questions, choose the correct answer. You will hear Louis and Rachel talking about their new schools.  
1 What does Louis wear to school?  
A jeans and t-shirt  
B a uniform  
C trousers and a t-shirt  
2 Lessons at his school start at  
A half past eight  
B a quarter to nine  
C half past one o'clock  
3 His new maths teacher because she  
A speaks quickly  
B makes her laugh  
C is good at explaining things  
4 For her English homework, Rachel is going to write about her family  
A her family  
B a famous actor  
C a sports star  
5 What sport is Louis playing at school now?  
A basketball  
B badminton  
C hockey
- Listen again and check.

**Grammar have to**

Page 115 Grammar reference  
Book 2

- Simon is showing Rachel around his new school. Underline all the examples of *have to* and *(not) have to*.  
**Simon:** Welcome to Chester High School, Rachel. Do you live near here?  
**Rachel:** Yes, I can walk to school from my new house.  
**Simon:** That's lucky. You don't have to get on a bus. I live about ten miles away, and I have to get up early every morning to catch the bus.  
**Rachel:** I don't like this school uniform very much.  
**Simon:** Yes, except when we are doing sports. But in the summer, we don't have to wear a tie. It's too hot!
- Read the conversation again. Are these statements true (T) or false (F)?  
1 It's necessary for Rachel to get a bus to school.  
2 It's necessary for Simon to get up early every morning.  
3 It's necessary for all students at Chester High School to wear a uniform.  
4 It's not necessary for students to wear a tie in the summer.
- Complete the rules about *have to* with necessary or not necessary.  
**Rules**  
1 We use *have to* and *has to* to talk about things that are .....  
2 We use *don't have to* and *doesn't have to* to talk about things that are .....  
**4 IPA /v/ and /f/**  
Which one sounds longer?  
1 I have two sisters.  
2 I have to go to school.  
3 We don't have to wear a uniform.

Have you got any homework?



## Complete Key for Schools Digital



### Digital resources for learners

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 on The Cambridge Teacher

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# Compact Preliminary for Schools

## English for Spanish Speakers edition

NEW EDITION

Sue Elliott and Amanda Thomas  
INTERMEDIATE



### Fast, focused exam preparation

- 50-60 teaching hours
- Official preparation for the revised B1 Preliminary for Schools

### Compact Preliminary for Schools

**Second edition** is for the revised B1 Preliminary for Schools. Ideal for shorter courses and easily integrated with a general English course, **Compact** covers the core exam topics, language and skills and offers intensive revision and practice to quickly maximise student performance.

- Updated design now makes this popular intensive course even easier to use with clear step-by-step approach to each exam paper.

- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- Grammar, vocabulary and error correction exercises train students to avoid common exam mistakes.
- Now with full digital support for teachers.

The new edition prepares for the revised 2020 B1 Preliminary for Schools exam. The first edition, for the current specifications of the exam, will still be available in 2019.

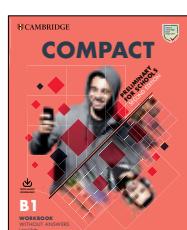
## For students



### Student's Book without answers

The Student's Book is available without answers and includes:

- 12 units of targeted exam practice
- Revision pages
- Dedicated English for Spanish Speakers practice section.



### Workbook without answers with downloadable audio

The Workbook provides further practice for the language and skills taught in the Student's Book. The audio for the Workbook can be downloaded from [cambridge.es/compactpreliminaryforschools](http://cambridge.es/compactpreliminaryforschools).



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The English for Spanish Speakers section\* in *Compact Preliminary for Schools* provides:

- Advice on problematic spelling.
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\*Common to Compact, Complete and Open World

### 3 Let's shop!

#### Listening

**CLOTHES**

**Listening Part 4**

1 Work in pairs. Describe the clothes you enjoy wearing the most.  
2 Put these words into the correct categories.

bracelet	button	cotton	cream	dark green
dress	earrings	gloves	gold	heeled jacket
leather	light blue	navy blue	necklace	pink
ring	sandal	silver	sleeve	skirt
top	trainers	T-shirt	sun	sweatshirt

**Order of adjectives**

3 Work in pairs. Put these words in the correct order.

- a / jumper / blue / fashionable / wool
- a / necklace / beautiful / new / silver
- a / suit / dark-grey / smart
- a / dress / cotton / purple / pretty

Now describe what you are wearing today.

4 **W** Listen to a girl called Marcia talking about a shopping trip with a friend. Tick (✓) the things Marcia liked.

the department store	<input type="checkbox"/>	the silver bracelet	<input type="checkbox"/>
the purple T-shirt with silver stars	<input type="checkbox"/>	the black cotton jeans	<input type="checkbox"/>
the navy-blue sandals	<input type="checkbox"/>		

5 **W** Read these two questions, then listen again. While you are listening, choose the correct answer: A, B or C.

- What did Marcia and her friend buy in the department store?  
A trousers and jewellery  
B trousers and a top  
C a top and jewellery
- What did Marcia think of the shoe shop they went to?  
A It was too small.  
B It had a limited range of goods.  
C Its prices were all too high.

**Exam task**

**Exam tip**

The interviewer's questions in the recording will probably be very similar to the ones you read on the page. Follow each question carefully so that you don't get lost while you're listening – the questions are in the same order as the recording.

User-friendly exam tips provide essential strategies for each exam question

#### Exam tip

The interviewer's questions in the recording will probably be very similar to the ones you read on the page. Follow each question carefully so that you don't get lost while you're listening – the questions are in the same order as the recording.

### 2 Winning & losing

**SPORT**

**Reading**

**Reading Part 4**

1 How many Olympic sports can you name?  
2 Write the missing words.

Noun (person)	Noun	Adjective
(1) .....ampionship	–	
athlete	(2) .....thlete	athletic
(3) .....ompetition	(4) .....	

3 Complete these words. Use the table in Exercise 2 to help you.

- Some of the best ath ..... come from Jamaica.
- This year, the golf champ ..... was held in Scotland.
- You have to be a very comp ..... person to succeed in sport.
- I don't like sports. I'm not very ath .....

4 Match sentences 1–3 with sentences a–c.

- The first modern Olympics took place in Athens in 1896. a These included gymnastics, swimming, cycling and tennis.
- More than 240 athletes, who were all men, competed in 43 events. b It is the biggest international sports event in the world.
- Now more than 11,000 athletes from over 200 countries take part in the Olympic Games. c Teams from around 13 countries competed there.

5 Look at sentences a–c in Exercise 4. What do the underlined words refer to?

14

Compact's updated design now makes this popular intensive course even easier to use with clear **step-by-step approach** to each exam paper



## Compact Preliminary for Schools Digital



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# Complete Preliminary for Schools

## English for Spanish Speakers Edition

NEW

Emma Heyderman and Peter May

INTERMEDIATE



### Complete covers everything!

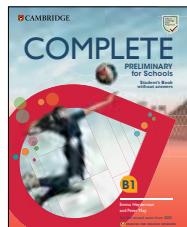
- 70-120 teaching hours
- Official preparation for the revised B1 Preliminary for Schools

**Complete Preliminary for Schools** is the most thorough preparation for the revised B1 Preliminary for Schools. **Complete** is trusted by millions of candidates worldwide and the new updated edition continues to provide preparation, practice, information and advice to ensure that students are fully prepared for the exam.

**Complete's** exam journey through each unit focuses learners on different exam tasks and familiarises them with the exam format and exam strategies, languages and skills needed for exam success.

- Every unit is carefully designed to help students speak, listen, read and write with confidence about the everyday topics covered by B1 Preliminary for Schools.
- The popular 'Exam advice' boxes provide up-to-date tips and now accompany every exam task in every unit.
- Includes a complete digital package for the teacher for classroom presentation, assessment and extra exam practice.

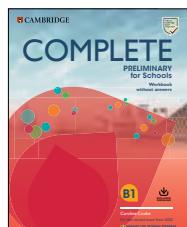
## For students



### Student's Book without answers

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- An introduction to the B1 Preliminary for Schools exam.
- A dedicated English for Spanish Speakers practice section.



### Workbook without answers with downloadable audio

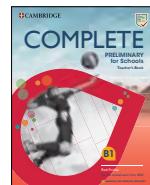
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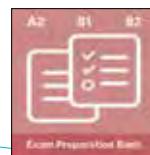
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\*Common to Compact, Complete and Open World

### 3 Having fun

**Starting off**

1 Complete the leisure activities with the verbs from the box. Which activities can you see in the photos?

diving doing going playing  
posting riding seeing taking

1 doing sports  
2 photos  
3 dancing  
4 a bike or a horse  
5 computer games  
6 friends  
7 messages on social media sites  
8 in the sea

2 Work in pairs. What's the best way to spend your free time? Put the leisure activities in order.

3 Work in small groups.

- Which other leisure activities do young people enjoy in your country? Why?
- Are these activities difficult to learn? Why? / Why not?
- How much time a week do you spend doing your favourite leisure activity?

**Listening Part 4**

1 Work in pairs.

- Look at the photo of a boy skateboarding, and the photo of a building. Do you think they are interesting?
- How old do you think the photographer is?

2 You will hear a radio interview about a young photographer called Ryan Parrilla. Listen to questions 1–6. What kind of information (a reason, a place, a person, a thing or an action) do you think you need to listen for?

Before you listen, look at each question and decide what kind of information you need.  
Listen for details about this kind of information and choose the best answer.

**Vocabulary Prepositions of place**

1 Listen to Kirsty talking on the phone. Draw these objects on the picture. Check on page 164.

- Kirsty's racket
- her tennis balls
- her trainers
- her T-shirt

2 Write sentences describing where the objects from Exercise 1 are. Use the prepositions from the box.

above behind in front of inside  
next to on on the right opposite under

Kirsty's racket is in front of the sunflower. It's on the floor.

**Exam advice**

26 27

3 Having fun 27

- 1 For each question, choose the correct answer. Then listen again and check.
- A Why did Ryan put his photos on Instagram?  
B It meant he could communicate with people in many countries.  
C Most new photographers use Instagram at first.
- 2 Ryan most likes to take photos of  
A people and places in New York.  
B wildlife on the coast.  
C famous people he sees in the city.
- 3 Ryan believes that he has taken his best photos  
A when unexpected things happened.  
B after making careful preparations.  
C very early in the morning.
- 4 Work in groups.
- What kind of photos do you like taking?
  - What kind of photos do you like looking at?
  - Is there a hobby you would like to turn into a job?

- 5 When Ryan was twelve he used to  
A play lots of computer games.  
B read about top photographers.  
C have lessons at home with a teacher.
- 6 What does Ryan think young photographers should do?  
A When they are older, try to become successful at photography.  
B Find out what type of photography is in fashion.  
C Do the kind of photography that they particularly enjoy.

#### listen for?

- Before you listen, look at each question and decide what kind of information you need.
- Listen for details about this kind of information and choose the best answer.

Exam advice

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# Complete Preliminary

## English for Spanish Speakers Edition

NEW  
EDITION

Emma Heyderman and Peter May

INTERMEDIATE



EnglishProfile  
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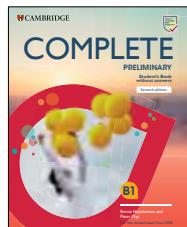
**Complete Preliminary Second edition** is the most thorough preparation for the revised B1 Preliminary. **Complete** is trusted by millions of candidates worldwide and the new updated edition continues to provide preparation, practice, information and advice to ensure that students are fully prepared for the exam.

**Complete's** exam journey through each unit focuses learners on different exam tasks and familiarises them with the exam format and exam strategies, languages and skills needed for exam success.

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- Now with full digital support for teachers.

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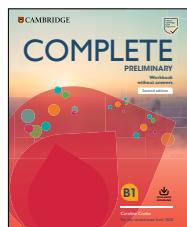
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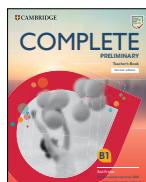
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\*Common to Compact, Complete and Open World

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## 10 Looks amazing!

**Starting off**

- Work in groups. Look at the photos. What food groups can you see? Add at least two more examples of food or drink to each group.
- Work in pairs. Discuss the questions.
  - What are your favourite things to eat and drink?
  - Are there any types of food you don't eat? Which ones? Why not?
  - How often do you eat out? Where? Who with?

**Reading Part 2**

- Work in pairs. Look at the title of the guide, the names of the stalls and the pictures. What do you think you will have to do in this Reading Part 2 task?
- The following five groups of people would like to have lunch at the Street Food market. Read the descriptions and underline the important information.

<b>1</b>		Caroline and Hailey have tried most of the stalls, so want to try something new on Tuesday. Both of them really like fish and they want a hot drink with their meal.
<b>2</b>		Jack and his university classmates have read that some of the stalls have won prizes and want to try one of those. They would like a vegetarian main meal, but they are short of money.
<b>3</b>		Sara and her friends fancy having a light lunch together on Saturday, but they are not willing to pay very much. They would like to sit down to eat at the stall.
<b>4</b>		Samuel's grandmother would like to take him for a meal on Sunday but she doesn't want to walk too far around the market. Samuel would like a proper meal, but she just wants a dessert.
<b>5</b>		Tania and her dad feel like trying a spicy vegetable dish before the cinema on Sunday. They won't have much time before the film so they'll need to take away their dessert.

The popular **Exam advice boxes** provide up-to-date tips and now accompany every exam task in every unit

- To match the people with an answer, look for a text that says the same things, but in different words.
- For each person or group of people, only one option is correct. Three of these options are not needed.

**Exam advice**

**10**

**C OUR TOP PICKS AT THE Street Food market**

**A American Food by Japse**  
If you're looking for a main meal, try the delicious curry from Mauritius here. Don't miss the Croc's Chicken, which is spicy Fried chicken cooked in tomatoes and served with rice and salad. Not cheap but visit the stall on Tuesdays for a free glass of hot tea.

**B Scandinavian Kitchen**  
Looking for a light lunch? Order the picnic box at this stall, which spends its week days being prepared. We recommend the top quality turkish with bread and cheese. Or why not try the salmon special, which comes with free coffee and cake? Perfect for those who feel like a change but don't have much time!

**C Just Right Burgers**  
All reviews recommend these reasonably priced beef or tuna burgers. The vegetarian burger is grilled vegetables served just the right amount of mayonnaise with or without cheese. Something for those who fancy a light luncheon meal. Order a homemade soft drink with your meal.

**D Arabic's Cave**  
Expect to queue for a light middle-eastern meal from this stall! Their lunchbox has fresh salad, spicy potato chips, garlic sauce and bread. Even meat-eaters will consider becoming vegetarians here. Not cheap but their homemade desserts are amazing!

**E Barbecue Hut**  
If you fancy a main meal, sit down here and for less than €10, the prize-winning chef will barbecue a juicy steak and serve it with fries. Try their range of sauces from hot pepper to yoghurt. Finish with their famous apple pie and a hot drink! Right next to the market entrance.

**F Blue Dog**  
You must try a padina (an Italian flatbread) from the newly opened Blue Dog. Vegetarians should order the Spinach and Mushroom padina which is very reasonably priced. Perfect for those who don't want a heavy meal. Ask for a padina with hot chocolate sauce for dessert - it's suitable for takeaway. Opposite the front gate - you can sit there if it's available.

**G Fresh Guacamole**  
Fried Gonzalez has been voted chef of the month many times since he set up his Mexican food stall. His customers are happy to wait while his team prepares freshly cooked burritos filled with fish, beef or vegetables and rice, beans, lettuce and hot peppers. Half price meals for students - perfect queues!

**H Food Planet**  
If you think vegan curry is boring, think again! Their potato and pea curry is hot but it is one of the most delicious dishes in the market. Ask for a slice of their carrot cake in a bag and save it for later. Higher than average prices but worth it. Very short waiting time. Comfortable seating area.

**Looks amazing!**

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# Compact First for Schools

## Second edition

Barbara Thomas and Laura Matthews

UPPER INTERMEDIATE



### Fast, focused exam preparation

- 50-60 teaching hours
- Official preparation for B2 First for Schools

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

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

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

- Grammar sections and a Grammar Reference help students build up the accurate language structure necessary for Use of English.
- B2-level vocabulary is targeted, drawing on insights from English Profile, covering items such as collocations, word formation, phrasal verbs, three word verbs, and easily confused words.
- 'Exam tips', and grammar and vocabulary exercises teach students to avoid common mistakes identified in the Cambridge Learner Corpus.

## For students



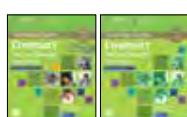
### Student's Book with CD-ROM

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



### Workbook with downloadable audio

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



### Student's Pack without answers

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

## For teachers



### Teacher's Book

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



### Class Audio CD

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



### Presentation Plus DVD-ROM

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



### Test Generator

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

### Exam tip >

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

**6 SPEAKING**

**Part 3** Your teacher is thinking of things students can do to improve and protect the environment. Look at the suggestions below. How successful do you think it might be?

- growing plants
- How could students in your school protect the environment by doing these things?
- saving electricity
- recycling
- using less water
- using less plastic

**Part 4**

**Exam task**

The examiner will ask you some questions related to Part 3. You have to answer them in a few words. Take it in turns to ask and answer questions with your partner.

**Part 5**

Now you're doing the task in Exercise 3 with your partner. Take it in turns to ask and answer the questions for about two minutes. Then swap roles. Listen and add something to what the other student is saying. If necessary, you will be asked to repeat or explain what they said.

**Exam tip >**

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

**49 UNIT 6 SPEAKING**

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

## 5 Learning READING AND USE OF ENGLISH

### Part 7

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

adventurous capable cheerful  
communicative competitive creative  
decisive easygoing energetic  
sympathetic thorough

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

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



38 UNIT 5 READING AND USE OF ENGLISH

### Ambitions and achievements

- 3 What kind of personality do you need in order to be good at different jobs? For each of the photos, choose some of the adjectives from Exercise 1. What else is important for these jobs? Think of some more adjectives for each photo.

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

### Exam task

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

### Exam tip >

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

### Which person

- |   |                          |
|---|--------------------------|
| wants combined two interests into a possible career?                            | <input type="checkbox"/> |
| wants to offer support to others in a similar situation?                        | <input type="checkbox"/> |
| knows it will be necessary to keep their knowledge up to date?                  | <input type="checkbox"/> |
| was unsure of the extent of their ability at one stage?                         | <input type="checkbox"/> |
| has always used their talent to help them escape from daily life?               | <input type="checkbox"/> |
| came to a sudden decision about what they wanted to do as a job?                | <input type="checkbox"/> |
| admires others because of their characteristics rather than their achievements? | <input type="checkbox"/> |
| was unaware that something was possible until it was pointed out?               | <input type="checkbox"/> |
| thinks it is an advantage to stand out from others when young?                  | <input type="checkbox"/> |
| says they come across successful people who look down on others?                | <input type="checkbox"/> |

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



## Compact First for Schools Digital



### Digital resources for learners

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

### Digital resources for teachers

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

# Complete First for Schools

## English for Spanish Speakers Edition

NEW EDITION

Guy Brook-Hart, Susan Hutchison, Lucy Passmore and  
Jishan Uddin

UPPER INTERMEDIATE



### Complete covers everything!

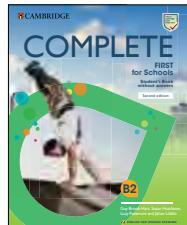
- 90-120 teaching hours
- Official preparation for the revised B2 First for Schools

Complete First for Schools is the most thorough preparation for the revised B2 First for Schools. Complete is trusted by millions of candidates worldwide and the new updated edition continues to provide preparation, practice, information and advice to ensure that students are fully prepared for the exam.

Complete's exam journey through each unit focuses learners on different exam tasks and familiarises them with the exam format and exam strategies, languages and skills needed for exam success.

- Every unit is carefully designed to help students speak, listen, read and write with confidence about the everyday topics covered by B2 First for Schools.
- 'Exam info' boxes provide up-to-date tips and now accompany every exam task in every unit.
- Now with full digital support for teachers.

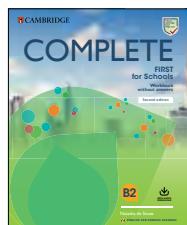
## For students



### Student's Book without answers

The Student's Book provides:

- 14 units of integrated language, skills and exam practice.
- Reviews after every 2 units.
- An introduction to the B2 First for Schools exam.
- A dedicated English for Spanish Speakers practice section.



### Workbook without answers with downloadable audio

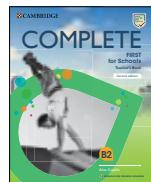
The Workbook provides further practice for the language and skills taught in the Student's Book. The audio can be downloaded from [cambridge.es/completefirstforschools](http://cambridge.es/completefirstforschools).



### Student's Pack

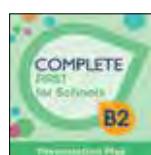
The Student's Pack combines the Student's Book and the Workbook in one package.

## For teachers



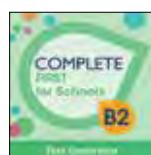
### Teacher's Book

The Teacher's Book contains detailed teacher's notes with advice on classroom procedure and extra teaching ideas, along with a full answer key and access to the downloadable class audio files.



### Presentation Plus

A powerful classroom presentation tool that allows you to present and interact directly with the Student's Book, Workbook and class audio at the front of the classroom.



### Test Generator

The Test Generator provides plenty of opportunities to create customised tests based on the teacher's requirements.



### Exam Preparation Bank

This shared\* bank of resources offers exam preparation material for teachers to use in the classroom and authentic Cambridge exams available for download for each exam level.



The English for Spanish Speakers section\* in Complete First for Schools provides:

- Advice on problematic spelling.
- Listening activities designed to raise awareness of English pronunciation.
- Examples of past grammatical mistakes and how to correct them.
- Commonly used words and expressions and how they differ in use to their Spanish equivalents.

\*Common to Compact, Complete and Open World

## 4 Food, glorious food

**Starting off**

- Work in groups. Match the descriptions (1-3) of how we might prepare and eat our food in the future with the words in the box.

  - 3D printed food
  - artificial beef
  - breathable chocolate

  - It looks and feels like meat. In fact it is meat, although it's never been near a living, breathing animal. Instead, it's grown from stem cells in a laboratory. It will replace meat from farm animals in your diet.
  - You'll eat it and smell it. It will give you the same flavour without any of the calories. You'll breathe tiny particles of chocolate as a mist. There could be other food sprays available in future too, such as aerosols containing cheese or spices.
  - You just need to want to eat from the control panel on the computer! All your snacks will be printed in front of you as the ingredients are built up in layers. You'll be able to print out a chocolate biscuit or a beef burger in seconds.

- Match the photos with the descriptions 1-3 in Exercise 1. Which foods and ways of eating in Exercise 1 would you:
  - be happy to try?
  - think about trying in future
  - absolutely refuse to try?

**Reading and Use of English Part 6**

**1** Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A Instead, it's the idea of eating one that is the cause of such upset.
- B There's even a chocolate version available too.
- C In fact, for every human, there are forty tonnes
- D Meanwhile many other innovations are seen as the possible future of food.
- E Unfortunately, the same can't be said for insects.
- F So, if we want to find a way to produce more protein with fewer supplies, insects are the way to go.
- G Insect burgers are likely to look like the meat ones we eat today.

**2** Work in pairs. Discuss these questions.

- What's the most unusual food you have ever eaten?
- What's the most unpleasant food you can imagine?
- If you could fill a large bowl with food that you really enjoy, what would you fill it with?

**Are INSECTS the future of food?**

The world population is continuing to grow and in many areas of the world, the demand for animal products is rising sharply, so in the next few decades, we'll need to figure out how to produce enough food for billions more mouths. There is one source of food that could provide at least part of the solution and they're already available. **1** They can be found right under our noses, as well as below our feet and all around us: insects.

You may turn your nose up at the thought, but it isn't actually such a crazy idea. After all, they may not look like much, insects are a great source of food. Insects are very nutritious, insects can provide a nutritious meal. Insects give out much smaller amounts of greenhouse gas, and take up so little room on the planet compared with the animals we traditionally eat, that they are very much they are more environmentally friendly. Insects also require fewer food resources compared with our traditional sources of meat in order to give us the nutrition we need. They also require less water than animals or birds. **2** It seems like the obvious conclusion.

It's estimated that a third of the world's population already eat them. Boiled silkworm larvae is a popular dish across Asia, and wasps are also popular across the continent. In Africa termites can be prepared in a variety of ways to form part of a nutritious meal.

What seems to be one of the biggest barriers is convincing more people to eat insect cuisine. Some foods, like chocolate, sell themselves. **3** A lot of people in Europe and North America feel so disgusted at the idea of eating insects that they won't go anywhere near them. Psychologists tend to agree that the dislike that people have towards insects has nothing to do with them tasting disgusting. **4** There have been several experiments that have helped confirm this conclusion. In one experiment, when a sterilised insect was placed in a cup of juice and an everyday object in another, people were consistently convinced that the juice that had the insect in tasted worse, if they were willing to taste it at all. It appears to be the case that insects reliably produce negativity.

However, there is a movement to put insects on our dinner tables. Across Europe there are companies making nutrition bars that contain insects. **5** Meanwhile, in the United States, the company Chapul sells protein bars containing cricket flour. Most of the companies selling insects and insect-based foods are only just starting up or haven't been around for very long, so we aren't yet sure how it will progress, or if the industry will be successful. Will we see an insect aisle at the supermarket? Will fast-food restaurants serve insects? **6** The range from 3-D printed food, to foods manufactured in a laboratory to resemble seafood or meat, to further developments of soy-based foods. Whether any of these will become something that the majority of us eat every day is still not certain.

**1** Read the text carefully before you look at the gaps, so you know what each paragraph is about.

**2** Look at the words on either side of the gap and make sure the sentence you choose makes sense with them.

**3** Look for words in the missing sentences that might give you a clue. For example *Instead* in sentence A tells you that it expresses an idea that contrasts with the sentence before the gap.

Exam info

Every unit provides the language and skills development needed for students to speak, listen, read and write with confidence about the **everyday topics** covered by B2 First for Schools

Exam info boxes provide up-to-date tips and accompany every exam task in every unit



## Complete First for Schools Digital



### Digital resources for learners

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 on The Cambridge Teacher

- Presentation Plus:** an easy-to-use classroom tool that puts all your multimedia resources into one place.
  - Test Generator:** helps you measure your students' progress by creating your own Unit, Term and Final tests.
  - Exam Preparation Bank:** this includes, for each Cambridge exam, speaking videos and worksheets focusing on performance and preparation, plus listening and reading worksheets. Also included are authentic Cambridge exams for A2 Key, B1 Preliminary and B2 First.
- Available on [thecambridgeteacher.es](http://thecambridgeteacher.es).

# Compact First

## Second edition

Peter May  
UPPER INTERMEDIATE



### Fast, focused exam preparation

- 50-60 teaching hours
- Official preparation for B2 First

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- B2-level vocabulary is targeted, drawing on insights from English Profile, covering items such as collocations, word formation, phrasal verbs, three word verbs, easily confused words.

- 'Exam tips', and grammar and vocabulary exercises teach students to avoid common mistakes identified in the Cambridge Learner Corpus.
- 'Quick steps' and Writing, Speaking and Listening Guides offer advice on how to approach each part of the exam papers.
- Grammar sections and a Grammar Reference help students build up accurate language structure.

## For students



### Student's Book with CD-ROM

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

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

### Workbook with downloadable audio

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## For teachers



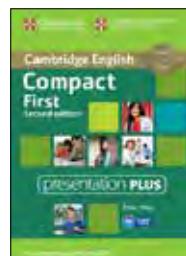
### Teacher's Book

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



### Class Audio CDs

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### Presentation Plus DVD-ROM

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

## 2 SPEAKING

**Part 2** **S** Page 98

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

both difference different other same similar  
similarity

a In (1) ... both ... of these pictures there are some people eating, but in this one they're also watching TV.  
b In this picture there are four people, a family, but in the (2) ... one there are just two.  
c These two are (3) ... in age, about 18, unlike the family.  
d One (4) ... between the pictures is that (5) ... show people eating together in the place at home.  
e And in (6) ... pictures it looks as if they're enjoying their meal.  
f But in some ways the situation in the two pictures is completely (8).  
g The biggest (9) ... between them is that this one shows people talking and laughing together, but in the (10) ... one they're looking at the TV, not at each other.

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

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

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

**Quick steps to Speaking Part 2**

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

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

5 Work in pairs and do the exam task.

**Exam task**

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

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

**Candidate B:** Do you like to eat in restaurants?

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

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

**Exam tip**

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

6 Change roles and repeat the exam task.

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

**20 UNIT 2 SPEAKING**

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

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

### Exam tip

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

## 5 READING AND USE OF ENGLISH

**Part 7**

**Quick steps to Reading and Use of English Part 7**

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

**Exam task**

For each of questions 1–10, underline (or note down) the key words as in the example (1).

4 Do the exam task. As you read, look for words, phrases and sentences that express the same ideas as the key words in the questions. Underline the words, phrases or sentences that tell you the right answers.

**Quick steps to Reading and Use of English Part 7**

- Read the exam task instructions and the title of the text, and look at its layout. Answer these questions.
- If you have time, read the text again and look carefully at the evidence in the text.
- For 'True'–'False' questions, you may be able to choose more than one option. If so, there will be extra spaces next to these questions.

**Exam tip**

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

**Part 7**

**doctor**   
**engineer** 

**financial adviser**   
**legal assistant** 

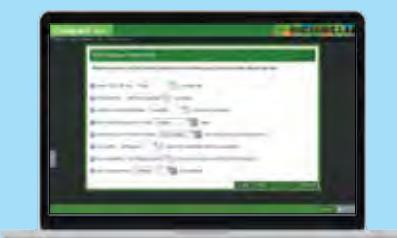
**Which person**

1 Did not go to university?   
has heard the company might be bought by a bigger organisation?   
2 Do they work in a bank?   
As a result, I look for words, phrases and sentences that express the same ideas as the key words in the questions. Underline the words, phrases or sentences that tell you the right answers.   
3 Was pleasantly surprised by the working conditions?   
says that enthusiasm and determination will bring great success for the employee?   
4 Found it difficult at first to complete work on time?   
Was confident they will be able to carry out their extra duties?   
5 Says the way they are paid makes financial planning simpler?   
6 Liked their job as soon as they started it?   
7 Had to understand a lot of new things very quickly?   
8 Is unsure exactly how much they will earn in the future?

**42 UNIT 5 READING AND USE OF ENGLISH**



## Compact First Digital



### Digital resources for learners

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

### Digital resources for teachers

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

# Complete First for Spanish Speakers

## Second Edition

Guy Brook-Hart

UPPER INTERMEDIATE



### Complete covers everything!

- 90 teaching hours, extendable to 120
- Official preparation for B2 First

**Complete First for Spanish Speakers Second edition** provides thorough preparation for the B2 First exam. It combines the very best in contemporary classroom practice with first-hand knowledge of the challenges Spanish-speaking learners face.

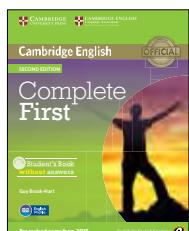
#### Key Features:

- Exercises help students avoid repeating the typical mistakes that real

exam candidates make, as revealed by the Cambridge Learner Corpus.

- Exam information and advice is offered throughout, culminating in Exam round-up sections.
- Vocabulary selection informed by English Profile.
- Teachers have online access to official practice tests.

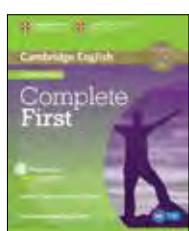
## For students



### Student's Book with CD-ROM

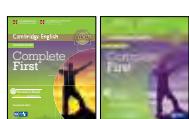
The Student's Book is available with or without answers, and fully prepares students to tackle each part of every exam paper.

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



### Workbook with Audio CD

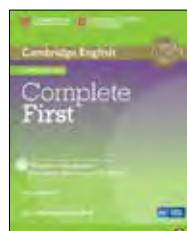
The Workbook is available with or without answers. It consolidates and extends the language and exam skills covered in the Student's Book. The Audio CD provides all the audio material for the Workbook listening activities.



### Student's Pack

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## For teachers



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

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



### Class Audio CDs

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



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

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

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

**Get it right**

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

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

- On my opinion, eating a healthy diet is more important than doing exercise.
- I believe organic food is not healthier than normal food.
- It's not important that cycling is good exercise, but on the other hand it is.
- I think in my opinion that adventure sports are for people who enjoy risks.
- I think that sport shouldn't be compulsory at school as some children don't enjoy it.

**Speaking tip**

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

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

athletic competitive marathon opponent professional represent spectator set a record

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

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

**Spelling and sounds**

**Pronunciation of er**

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

1 prefer	a /z/      b /a/
2 younger	a /z/      b /a/

8 Listen to check your answers.

**Pronunciation tip**

Notice how the letters er combine to represent the sound /z/ when stressed and the sound /a/ when unstressed.

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

braver clever concern dinner emerge fitter quieter refer stronger teacher tougher traveller

/z/ prefer	/a/ younger
braver	

10 Look at the underlined letters in the words. They can also combine to represent the sound /z/.

a earth	b surface	c girl
---------	-----------	--------

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

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

## Speaking extra

### Units 1 & 2



**Speaking | Part 1**

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

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

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

have hold look forward meet spend take part

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

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

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

**Get it right**

Be careful not to confuse expect and hope.

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

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

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

- a be waiting for someone or something to happen
- b believe something will happen or someone will do something
- c think something will happen in a particular way or do something
- d think something is likely to be true
- e want something to happen or for it to be true

## Get it right

Be careful not to confuse expect and hope.

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

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

**Complete First for Spanish Speakers Digital**



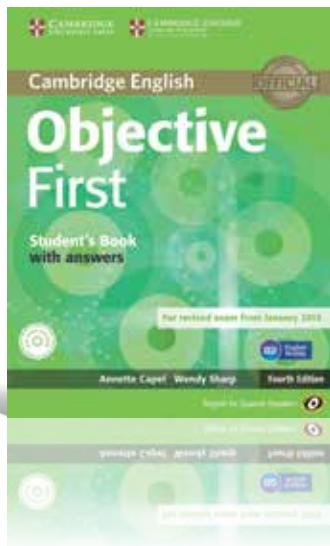
- The Digital Student's Book and Workbook can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing them to be used with computers,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

# Objective First for Spanish Speakers

## Fourth Edition

Annette Capel and Wendy Sharp

UPPER INTERMEDIATE



### What's your objective?

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

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

### Key features:

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

- Authentic and up-to-date English, as revealed by the Cambridge English Corpus.
- 'Corpus Spots' highlight common learner errors.
- The CD-ROM provides optional extra language and vocabulary practice and familiarisation with the exam format.

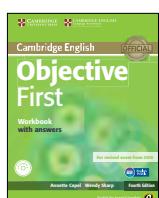
## For students



### Student's Book with CD-ROM

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

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



### Workbook with Audio CD

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



### Student's Pack

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

## For teachers



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

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



### Class Audio CDs

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

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

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

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

### Exam spot

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

### 17.1 Collectors and creators

#### Speaking

##### Exam spot

In Paper 4 Part 1, the long turn, you must listen carefully while the other candidate is speaking, as you will have to make a brief comment afterwards. Say what you think and why.

1 Where are two parts of photographs showing various hobbies. Look at the first part with another student. Decide who will be Student A and who Student B. Then carry out the task. Students C can also refer to the notes below.

**Student A** Consider the pictures, describing the possible benefits and problems of collecting the things shown.

**Student B** Decide who has finished, say which hobby you would find more interesting, and why.

Now carry out the speaking task. Student A should try to keep talking for about a minute and then Student B should talk for a maximum of 30 seconds. Time yourselves.

2 Look at the second part of photographs and change roles. Listen to your partner talk carefully to see if Student B says: Remember to have a listening for up to a minute.

**Student A** Compare the pictures, describing the main differences between these two hobbies.

**Student B** Say which hobby appeals to you more, and why. (20 seconds)

Let Student B manage to talk for a full minute? Suggest other ideas if necessary.

UNIT 17



- The **digital Student's Book and Workbook** can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- The **interactive CD-ROM** included with the Student's Book offers further language and exam practice.



## Units 7–12 Get it Right!

### Focus on verbs

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

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

### Anyone for tennis?



live

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

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

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

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

buy encourage exercise go join prevent  
warm up

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

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

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

90 UNITS 7–12

Get it right! folders highlight and practise common mistakes made by Spanish-speaking candidates at this level



## Objective First for Spanish Speakers Digital



# Exam Practice Materials

## Practice Tests

Cambridge English / ELEMENTARY TO UPPER INTERMEDIATE

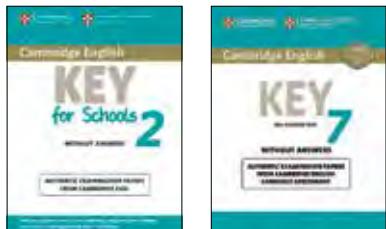
### A2 Key and A2 Key for Schools for revised 2020 exam

NEW



For 2019 there will be one collection of tests for A2 Key for Schools and another collection for A2 Key. Each contains four official practice tests that follow the specifications of the revised 2020 exam.

### A2 Key and A2 Key for Schools

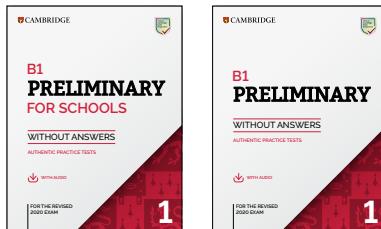


For the current specifications of the exam, there are two collections of tests for A2 Key for Schools and eight collections for A2 Key. Each contains four complete official practice tests to help your students prepare for test day.

### B1 Preliminary and B1 Preliminary for Schools for revised 2020 exam

### B1 Preliminary and B1 Preliminary for Schools for revised 2020 exam

NEW



For 2019 there will be one collection of tests for each of these Cambridge English Qualifications, each with four complete official practice tests to help your students prepare for test day, following the new exam specifications for 2020.

### B1 Preliminary and Preliminary for Schools



Two collections of tests for B1 Preliminary for Schools, and eight for B1 Preliminary, are available for the current specifications. Each set contains four practice tests and a helpful overview of the exam.

### B2 First and B2 First for Schools



There are currently three sets of tests each for B2 First for Schools and B2 First, each with four complete official practice tests to help your students prepare for the exam.

Please note that **First for Schools 2** and **First 2** are also available online as **Testbank: First for Schools 5-8** and **Testbank: First 5-8** (see page 65).

# Exam Practice Materials

## Trainers

ELEMENTARY TO UPPER INTERMEDIATE



[www.cambridge.es/trainers](http://www.cambridge.es/trainers)



Six full practice tests per book with guidance and tips

- Available for: Key for Schools, Preliminary for Schools, First for Schools and First.

For 2019 there will be **new Trainers** for **A2 Key for Schools** and **B1 Preliminary for Schools**, adapted to the new specifications of the 2020 revised exams. The existing trainers for the current specifications will also continue to be available.

The **Trainers** contain six full practice tests, expert guidance and exam tips.

The first two tests are fully guided, with step-by-step advice on tackling each paper. Answer keys provide clear explanations, including model answers for the Writing papers.

- Extra practice activities, informed by the Cambridge Learner Corpus, focus on areas where students at each level typically need most help and train them to avoid common mistakes
- The 'For Schools' Trainers offer full teacher's notes in the 'with answers' editions

# Testbank

Authentic practice tests for Cambridge English Qualifications and IELTS are available online. Find out what it is like to use Testbank from the inside with our interactive demo [cambridge.es/insidetestbank](http://cambridge.es/insidetestbank)

- FLEXIBLE APPROACH
- IMPROVE CONFIDENCE
- PERFECT PRACTICE



- DETAILED GRADEBOOK
- INSTANT MARKING
- PROGRESS CHECKER



Experience 'exam' conditions



Enhance learning and practice



Timed video simulation

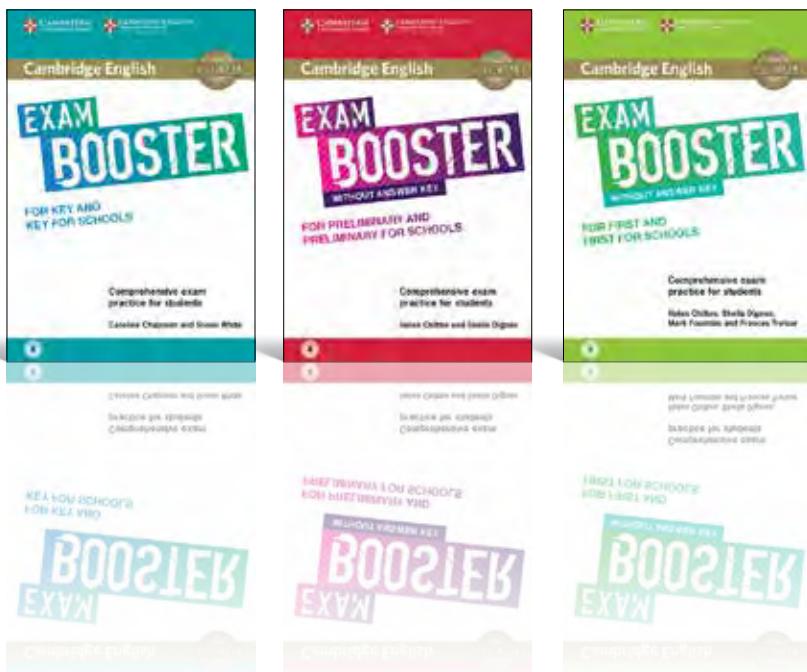
## AUTHENTIC ONLINE PRACTICE TESTS

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

# Exams Supplementary Materials

## Cambridge English Exam Boosters

Caroline Chapman, Helen Chilton, Sheila Dignen, Mark Fountain, Frances Treloar and Susan White  
ELEMENTARY TO UPPER INTERMEDIATE



[www.cambridge.es/boosters](http://www.cambridge.es/boosters)



Maximise learners' potential with dedicated exam task practice for class or home study. The Boosters can be used alongside a coursebook or as intensive exam practice.

'Exam Tasks' practise each part of the exam three times while 'Exam Facts' provide practical information about each task.

'Exam Tips' provide useful advice on how to approach the exercises and 'Get it right' boxes highlight typical candidate errors in the exam.

## Common Mistakes... and how to avoid them

[www.cambridge.es/commonmistakes](http://www.cambridge.es/commonmistakes)



Drawing on thousands of authentic Cambridge English exam scripts, these books highlight the typical mistakes students make and show how to avoid them. With full keys to all exercises, they are suitable for classroom use or independent learning.

The 'With Testbank' editions include online access to four authentic practice tests.

- **Common Mistakes at KET...  
and how to avoid them**  
Liz Driscoll  
ELEMENTARY
- **Common Mistakes at PET...  
and how to avoid them**  
Liz Driscoll  
INTERMEDIATE
- **Common Mistakes at First Certificate...  
and how to avoid them**  
Susanne Tayfor  
UPPER INTERMEDIATE

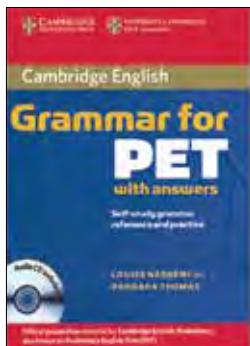


# Exams Supplementary Materials

## Cambridge Grammar for PET

Louise Hashemi and Barbara Thomas

INTERMEDIATE



This popular title provides clear explanations and extensive practice of the grammar needed at this level. Grammar is presented through listening material, allowing learners to develop their listening skills while they study. It also practises the full range of exam tasks from the Reading, Writing, Speaking and Listening papers in the B1 Preliminary exam..

[www.cambridge.es/cambridgegrammarfor](http://www.cambridge.es/cambridgegrammarfor)

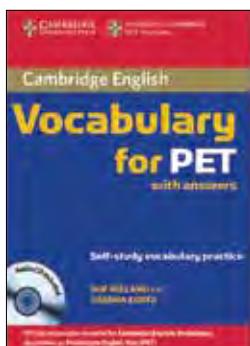


## Cambridge Vocabulary for PET

[www.cambridge.es/cambridgevocabularyfor](http://www.cambridge.es/cambridgevocabularyfor)

Sue Ireland and Joanna Kostas

INTERMEDIATE



Covering all the vocabulary needed for the B1 Preliminary exam, this handy practice book offers useful tips on vocabulary learning and tackling exam tasks. Vocabulary is presented in realistic contexts and typical learner errors are highlighted to help candidates avoid classic pitfalls. It also gives extensive practice of exam tasks from the range of papers.

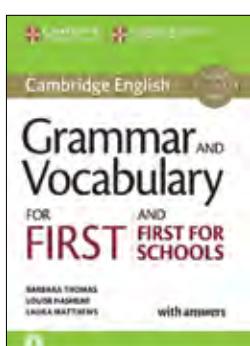
## Grammar and Vocabulary for First and First for Schools

[www.cambridge.es/cambridgegrammarfor](http://www.cambridge.es/cambridgegrammarfor)



Louise Hashemi, Barbara Thomas and Laura Matthews

UPPER INTERMEDIATE



This title provides complete coverage of the grammar and vocabulary needed for B2 First for Schools and B2 First, and develops listening skills at the same time. It provides students with practice of exam tasks from all the exam papers and contains helpful grammar explanations. It also includes useful tips on how to approach exam tasks and learn vocabulary. It is informed by the Cambridge English Corpus to ensure that the vocabulary is presented in genuine contexts and covers real learner errors.

# ISBN Listing

## SECONDARY / Courses

### NEW Collaborate / pages 6-9

#### Level 1

- Student's Book 978-84-9036-063-7
- Workbook with downloadable audio 978-84-9036-069-9
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- Teacher's Project Book 978-84-1322-011-6
- Digital Student's Book 978-84-9036-066-8
- Digital Workbook 978-84-9036-070-5

#### Level 2

- Student's Book 978-84-9036-096-5
- Workbook with downloadable audio 978-84-9036-098-9
- Teacher's Book 978-84-9036-121-4
- Teacher's Project Book 978-84-9036-882-4
- Digital Student's Book 978-84-9036-570-0
- Digital Workbook 978-84-9036-105-4

#### Level 3

- Student's Book 978-84-9036-962-3
- Workbook with downloadable audio 978-84-9036-855-8
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- Teacher's Project Book 978-84-1322-012-3
- Digital Student's Book 978-84-9036-899-2
- Digital Workbook 978-84-9036-169-6

#### Level 4

- Student's Book 978-84-9036-602-8
- Workbook with downloadable audio 978-84-9036-992-0
- Teacher's Book 978-84-9036-339-3
- Teacher's Project Book 978-84-1322-013-0
- Digital Student's Book 978-84-9036-590-8
- Digital Workbook 978-84-9036-188-7

### Teacher's Digital Materials on The Cambridge Teacher

- Digital Collaborate (IWB Software)
- Test Generator
- Teacher's Resource Bank

## SECONDARY / Courses

### Citizen Z / pages 10-13

#### Level A1

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- Class Audio CDs 978-84-9036-630-1
- Digital Student's Book 978-84-9036-866-4
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#### Level A2

- Student's Book 978-84-9036-064-4
- Workbook with downloadable audio 978-84-9036-141-2
- Teacher's Book 978-84-9036-573-1
- Video DVD 978-84-9036-949-4
- Class Audio CDs 978-84-9036-985-2
- Digital Student's Book 978-84-9036-281-5
- Digital Workbook 978-84-9036-669-1

#### Level B1

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- Workbook with downloadable audio 978-84-9036-308-9
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- Digital Workbook 978-84-9036-972-2

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- Teacher's Resource Bank

# ISBN Listing

## SECONDARY / Courses

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- Student's Book with DVD-ROM 978-84-8323-917-9
- Workbook (English) 978-84-8323-974-2
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- Workbook (Catalan) 978-84-8323-976-6
- Teacher's Book (English) 978-84-9036-384-3
- Teacher's Book (Spanish) 978-84-9036-387-4
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- Digital Student's Book 978-84-9036-366-9
- Digital Workbook 978-84-9036-372-0

#### Level 2

- Student's Book with DVD-ROM 978-84-8323-660-4
- Workbook (English) 978-84-8323-654-3
- Workbook (Spanish) 978-84-8323-652-9
- Workbook (Catalan) 978-84-8323-657-4
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#### Level 3

- Student's Book with DVD-ROM 978-84-9036-365-2
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- Workbook with Audio CD 978-84-8323-841-7
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- Interactive Whiteboard Software 978-0-521-12353-2
- Testmaker Audio CD/CD-ROM 978-0-521-13684-6
- Digital Student's Book 978-84-8323-855-4
- Digital Workbook 978-84-8323-611-6

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- Workbook with Audio CD 978-84-8323-496-9
- Teacher's Resource Book with Audio 978-84-8323-789-2
- DVD 978-0-521-15586-1
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- Testmaker Audio CD/CD-ROM 978-0-521-18562-2
- Digital Student's Book 978-84-8323-780-9
- Digital Workbook 978-84-8323-782-3

#### Level 4

- Student's Book with DVD-ROM 978-84-8323-751-9
- Workbook with Audio CD 978-84-8323-752-6
- Teacher's Resource Book with Audio 978-84-8323-803-5
- DVD 978-0-521-18452-6
- Interactive Whiteboard Software 978-0-521-18454-0
- Testmaker Audio CD/CD-ROM 978-0-521-18455-7
- Digital Student's Book 978-84-8323-928-5
- Digital Workbook 978-84-8323-929-2

#### Level 5

- Student's Book with DVD-ROM 978-84-8323-758-8
- Workbook with Audio CD 978-84-8323-759-5
- Teacher's Resource Book with Audio 978-84-8323-805-9
- DVD 978-1-107-63738-2
- Interactive Whiteboard Software 978-0-521-18460-1
- Testmaker Audio CD/CD-ROM 978-0-521-18461-8

# ISBN Listing

## SECONDARY / Courses

### Interactive for Spanish Speakers / pages 20-21

#### Level 1

- Student's Book 978-84-8323-621-5
- Workbook with Audio CD 978-84-8323-622-2
- Teacher's Resource Book with Audio CDs (3) 978-84-8323-617-8
- DVD 978-0-521-14713-2
- Interactive Whiteboard Software 978-1-107-40211-9
- Testmaker CD-ROM and Audio CD 978-1-107-40213-3
- Digital Student's Book (Enhanced PDF) 978-84-9036-448-2
- Digital Workbook (Enhanced PDF) 978-84-9036-452-9

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- Workbook with Audio CD 978-84-8323-624-6
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- DVD 978-0-521-14724-8
- Interactive Whiteboard Software 978-1-107-40212-6
- Testmaker CD-ROM and Audio CD 978-1-107-40214-0
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#### Level 3

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- DVD 978-0-521-14726-2
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- Digital Student's Book (Enhanced PDF) 978-84-9036-450-5
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#### Level 4

- Student's Book 978-84-8323-947-6
- Workbook with Audio CD 978-84-8323-948-3
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- DVD 978-0-521-14728-6
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- Digital Student's Book (Enhanced PDF) 978-84-9036-451-2
- Digital Workbook (Enhanced PDF) 978-84-9036-455-0

## BACHILLERATO / Courses

### NEW Shape the Future / pages 22-25

#### Level 1

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- Workbook with downloadable audio 978-84-9036-898-5
- Teacher's Book 978-84-9036-134-4
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- Digital Student's Book 978-84-9036-674-5
- Digital Workbook 978-84-9036-031-6

#### Teacher's Digital Materials on The Cambridge Teacher

- Digital Shape the Future (IWB Software)
- Test Generator (common for levels 1 and 2)
- Teacher's Resource Bank

### Out & About / pages 26-27

#### Level 1

- Student's Book with Common Mistakes at Bachillerato Booklet 978-84-9036-801-5
- Workbook with downloadable audio 978-84-9036-802-2
- Teacher's Book 978-84-9036-803-9
- Class Audio CDs 978-84-9036-804-6
- Digital Student's Book 978-84-9036-145-0
- Digital Workbook 978-84-9036-516-8

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- Student's Book with Common Mistakes at Bachillerato Booklet 978-84-9036-806-0
- Workbook with downloadable audio 978-84-9036-807-7
- Teacher's Book 978-84-9036-808-4
- Class Audio CDs 978-84-9036-809-1
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- Digital Workbook 978-84-9036-231-0

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#### Teacher's Digital Materials on The Cambridge Teacher

- Digital Out & About (IWB Software)
- Test Generator (common for levels 1 and 2)
- Teacher's Resource Bank

# ISBN Listing

## SECONDARY & BACHILLERATO / Supplementary Materials

### Photocopiable Resource Books / page 28

#### Teen World

- Book 978-0-521-72155-4

#### Film, TV and Music

- Book 978-0-521-72838-6

#### Pairwork and Groupwork

- Book 978-0-521-71633-8

#### Get on Stage!

- Book with Audio CD and DVD-ROM 978-1-107-63775-7

#### Grammar Song and Raps

- Book with Audio CD 978-1-107-62518-1

### Cambridge Experience Readers / page 29

#### Starter

- A Little Trouble in California 978-84-8323-982-7
- Gone! 978-84-8323-509-6
- Quick Change! 978-84-8323-809-7

#### Level 1

- A Little Trouble in Dublin 978-84-8323-695-6
- Summer Sounds 978-84-8323-995-7
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- A Little Trouble in Amsterdam 978-84-8323-519-5
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- London 978-1-107-61521-2
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- A Little Trouble in the Yorkshire Dales 978-84-8323-584-3
- Running Wild 978-84-8323-501-0
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- Alone! 978-84-8323-682-6
- Tales of Terror 978-84-8323-532-4
- Scotland 978-84-8323-579-9

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- Bullring Kid and Country Cowboy 978-84-8323-495-2
- Two Worlds 978-84-8323-566-9
- Tasty Tales 978-84-8323-542-3
- Robinson Crusoe 978-84-8323-553-9

#### Level 5

- Sherlock 978-1-107-62186-2
- The Mayor of Casterbridge 978-84-8323-560-7

#### Level 6

- Freddie's War 978-84-8323-909-4

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### Cambridge English Readers / pages 30-31

#### Starter

- Big Hair Day 978-0-521-18365-9
- Arman's Journey 978-0-521-18493-9
- Book Boy 978-0-521-15677-6
- Why? 978-0-521-73295-6
- What a Lottery! 978-0-521-68327-2
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- A Death in Oxford 978-0-521-70464-9
- Let Me Out! 978-0-521-68329-6
- Dirty Money 978-0-521-68333-3
- The Black Pearls 978-0-521-73289-5
- The Penang File 978-0-521-68331-9

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- Ten Long Years 978-1-107-62178-7

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- Jojo's Story 978-0-521-79754-2
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- The Lahti File 978-0-521-75082-0

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### Level 4

- In the House 978-0-521-73224-6
- Love in the Lakes 978-0-521-71460-0
- Staying Together 978-0-521-79848-8
- Nothing but the Truth 978-0-521-65623-8
- The Lady in White 978-0-521-66620-6
- But Was it Murder? 978-0-521-78359-0
- Man Hunt 978-1-107-69269-5
- The Amsterdam Connection 978-0-521-79502-9
- The University Murders 978-0-521-53660-8
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- Berlin Express 978-0-521-17490-9
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- High Life, Low Life 978-0-521-78815-1
- When Summer Comes 978-0-521-65611-5

### Level 5

- Emergency Murder 978-0-521-53662-2
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- A Tangled Web 978-0-521-53664-6
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- The Best of Times? 978-0-521-73545-2
- A Love for Life 978-0-521-79946-1
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- Murder Maker 978-0-521-53663-9
- This Time it's Personal 978-0-521-79844-0
- Trumpet Voluntary 978-0-521-66619-0

## Active Grammar / page 32

### Level 1

- Book with answers and CD-ROM 978-0-521-73251-2
- Book without answers and CD-ROM 978-0-521-17368-1

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- Book with answers and CD-ROM 978-0-521-17599-9
- Book without answers and CD-ROM 978-0-521-15359-1

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- Book without answers and CD-ROM 978-0-521-15247-1

## Essential Grammar in Use / page 32

- Book with answers 978-1-107-48055-1
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- Book without answers 978-84-9036-250-1

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Prepare / pages 36-39

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- Digital Workbook (Enhanced PDF) 978-84-9036-529-8

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- Student's Book without answers 978-84-1322-018-5
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- Workbook with answers with downloadable audio 978-84-1322-021-5
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- Digital Workbook 978-84-1322-026-0

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- Digital Workbook 978-84-9036-880-0

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- Digital Workbook 978-84-9036-723-0

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- Student's Pack (Student's Book without answers with CD-ROM, Workbook without answers with Audio CD) 978-1-107-61879-4
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#### English for Spanish Speakers edition / pages 46-47

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- Digital Workbook (Enhanced PDF) 978-84-9036-426-0

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- Test Generator

# ISBN Listing

## EXAMS / Courses

### Compact Preliminary for Schools / pages 48-49

#### NEW Second Edition – English for Spanish Speakers

#### For the revised 2020 B1 Preliminary for Schools

- Student's Book without answers 978-84-9036-298-3
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- Test Generator

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- Student's Book with answers with CD-ROM 978-1-107-41560-7
- Teacher's Book 978-1-107-41567-6
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- Student's Pack (Student's Book and Workbook with downloadable audio) 978-84-9036-207-5
- Teacher's Book 978-84-9036-215-0
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- Test Generator
- Exam Preparation Bank\*

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▪ Student's Pack without answers (Student's Book without answers with CD-ROM, Workbook without answers with Audio CD)	978-84-8323-833-2
▪ Self-study Pack (Student's Book with answers with CD-ROM, Class Audio CDs)	978-84-8323-844-8
▪ Digital Student's Book with answers (Enhanced PDF)	978-84-9036-444-4
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### Objective First for Spanish Speakers / pages 62-63

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▪ Student's Book with answers with CD-ROM	978-84-8323-691-8
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▪ Student's Pack without answers (Student's Book without answers with CD-ROM, Workbook without answers with Audio CD)	978-84-8323-694-9
▪ Self-study Pack (Student's Book with answers with CD-ROM, Class Audio CDs)	978-84-8323-667-3
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▪ Digital Workbook with answers (Enhanced PDF)	978-84-9036-480-2

Student's Books, Student's Packs and Self-Study Pack packaged with the 100 Writing Tips for Cambridge English: First booklet.

## EXAMS / Supplementary Materials

### Practice Tests / page 64

Books are numbered to indicate how many are available; numbers do not refer to levels.

#### For the revised 2020 A2 Key for Schools and A2 Key

##### NEW A2 Key for Schools 1 for revised exam

▪ Student's Book without Answers	978-1-108-71832-5
▪ Student's Book with Answers	978-1-108-71831-8
▪ Student's Book Pack (Student's Book with Answers with Audio)	978-1-108-67659-5

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▪ Audio CDs (2)	978-0-521-52811-5
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##### Cambridge Key English Test 2

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▪ Student's Book with answers	978-0-521-52813-9
▪ Teacher's Book	978-0-521-52814-6
▪ Audio CDs (2)	978-0-521-52816-0
▪ Self-study Pack (Student's Book with answers and Audio CDs (2))	978-0-521-60389-8

##### Cambridge Key English Test 3

▪ Student's Book	978-0-521-75478-1
▪ Student's Book with answers	978-0-521-75479-8
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▪ Self-study Pack (Student's Book with answers and Audio CD)	978-0-521-60390-4

##### Cambridge Key English Test 4

▪ Student's Book	978-0-521-67081-4
▪ Student's Book with answers	978-0-521-67082-1
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##### Cambridge Key English Test 5

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▪ Student's Book with answers	978-0-521-12307-5
▪ Audio CD	978-0-521-12310-5
▪ Self-study Pack (Student's Book with answers and Audio CD)	978-0-521-12313-6

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## EXAMS / Supplementary Materials

### Cambridge English Key 6

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- Student's Book Pack (Student's Book with answers and Audio CD)

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978-1-107-67971-9  
978-1-107-67984-9  
978-1-107-69165-0

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978-1-107-66494-4  
978-1-107-64176-1  
978-1-107-69198-8

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978-0-521-71436-5

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978-0-521-17060-4

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#### Cambridge Preliminary English Test 2

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978-0-521-75467-5  
978-0-521-75468-2  
978-0-521-75470-5  
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- Audio CDs (2)
- Self-study Pack (Student's Book with answers and Audio CDs (2))

978-0-521-75472-9  
978-0-521-75473-6  
978-0-521-75474-3  
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- Audio CDs (2)
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### Cambridge Preliminary English Test 5

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978-0-521-71437-2  
978-0-521-71438-9  
978-0-521-71440-2  
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### Cambridge English Preliminary 7

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978-1-107-67519-3  
978-1-107-63888-4  
978-1-107-61048-4

### Cambridge English Preliminary 8

- Student's Book without answers
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- Student's Book with answers with Audio<sup>†</sup>

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978-1-316-50357-7  
978-1-316-50354-6  
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### Cambridge English First 3

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- Student's Book with answers 978-1-108-43373-0
- Audio CDs 978-1-108-43374-7
- Student's Book with answers with Audio<sup>†</sup> 978-1-108-38078-2

\* Online versions of these tests also available on **Testbank** (Cambridge English: First for Schools 5-8 and Cambridge English: First 5-8)

<sup>†</sup> Audio downloadable from the Cambridge LMS. Access code included on the inside cover.

### Trainers / page 65

#### For the revised A2 Key for Schools and B1 Preliminary for Schools

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- Practice Tests without answers with Downloadable Audio 978-1-108-52581-7

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- Practice Tests without Answers with Downloadable Audio 978-1-108-52887-0

#### For the current specifications of A2 Key for Schools and B1 Preliminary for Schools

##### KET for Schools Trainer

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- Practice Tests without answers 978-0-521-13235-0
- Audio CDs 978-0-521-13239-8

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- Practice Tests with answers and Teacher's Notes with Audio 978-1-108-40167-8
- Practice Tests without answers with Audio 978-1-108-40165-4

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##### First for Schools Trainer

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- Audio CDs 978-1-107-44611-3

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- Practice Tests without answers with Audio 978-1-108-52547-3
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## EXAMS / Supplementary Materials

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- Cambridge English: Key for Schools Tests 1-4
- Cambridge English: Key Tests 1-4
- Cambridge English: Preliminary for Schools Tests 1-4
- Cambridge English: Preliminary Tests 1-4
- Cambridge English: First for Schools Tests 1-4
- Cambridge English: First for Schools Tests 5-8\*
- Cambridge English: First Tests 1-4
- Cambridge English: First Tests 5-8\*

**Testbank** may be purchased alone or in combination with some of our exam courses. Contact your local sales office for details.

\* Also available as print tests (Cambridge English First for Schools 2 and Cambridge English First 2)

### Cambridge English Exam Boosters / page 66

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- Student's Book with Answer Key with Audio 978-1-108-59029-7

#### Preliminary and Preliminary for Schools

- Student's Book without Answer Key with Audio 978-1-316-64178-1
- Student's Book with Answer Key with Audio 978-1-108-60103-0

#### First and First for Schools

- Student's Book without Answer Key with Audio 978-1-316-64175-0
- Student's Book with Answer Key with Audio 978-1-108-55393-3

### Common Mistakes... and how to avoid them / page 66

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- Paperback 978-0-521-69248-9
- Paperback with Testbank 978-1-316-63617-6

#### PET

- Paperback 978-0-521-60684-4
- Paperback with Testbank 978-1-316-63587-2

#### First Certificate

- Paperback 978-0-521-52062-1
- Paperback with Testbank 978-1-316-63012-9

### Cambridge Grammar for PET / page 67

- Book with answers and Audio CD 978-0-521-60120-7
- Book without answers 978-0-521-60121-4

### Cambridge Vocabulary for PET / page 67

- Book with answers and Audio CD 978-0-521-70821-0
- Book without answers 978-0-521-70822-7

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#### for First and First for Schools / page 67

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Sacar muy buenas notas



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Contar un secreto

BE ALIVE AND KICKING

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OTHER WAYS TO SAY

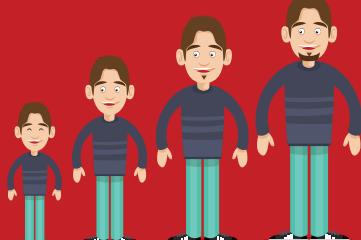


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GROW UP

Crecer



I GREW UP IN MADRID

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TO BE ON AN EQUAL FOOTING

Estar en igualdad de condiciones

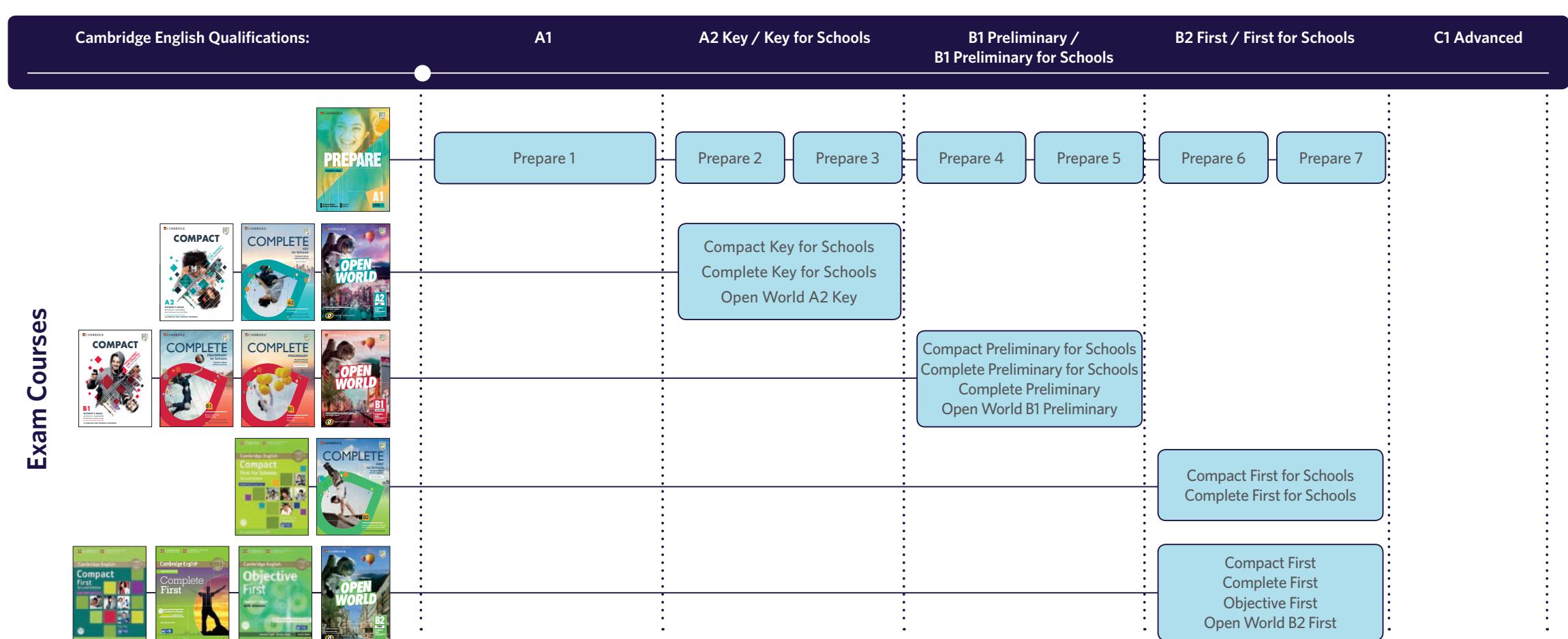
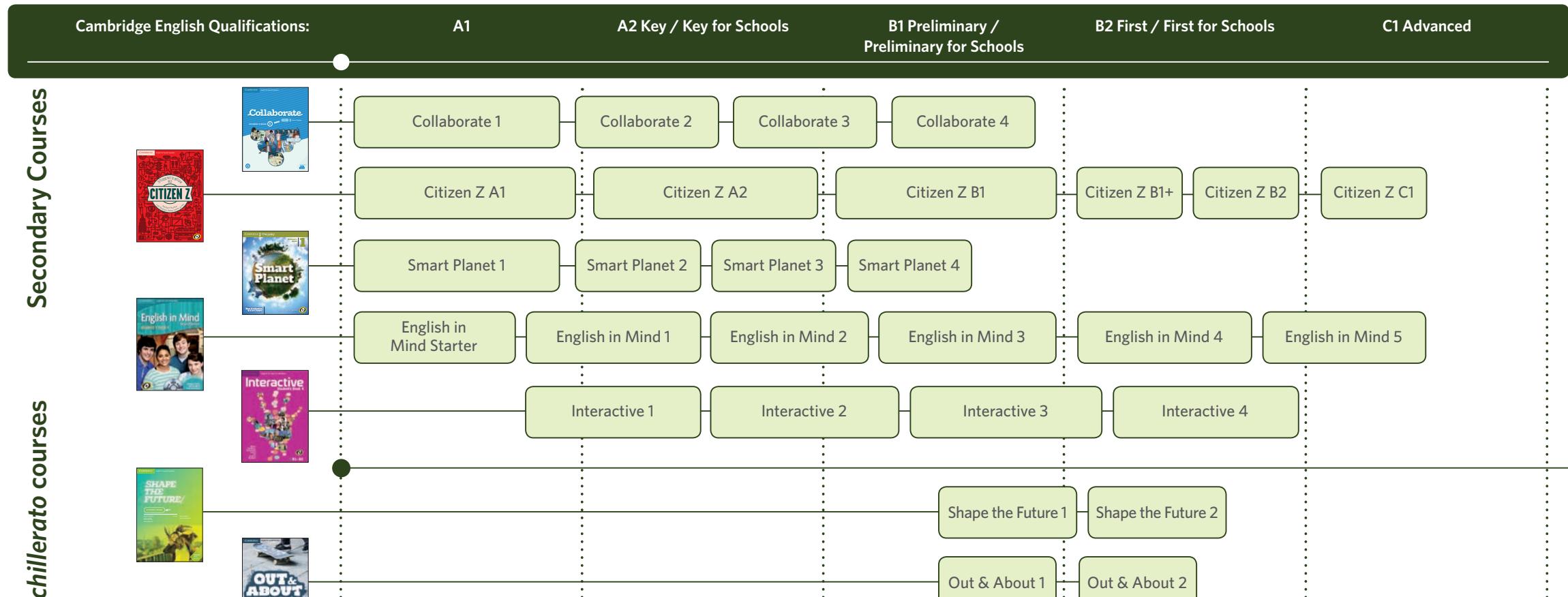


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