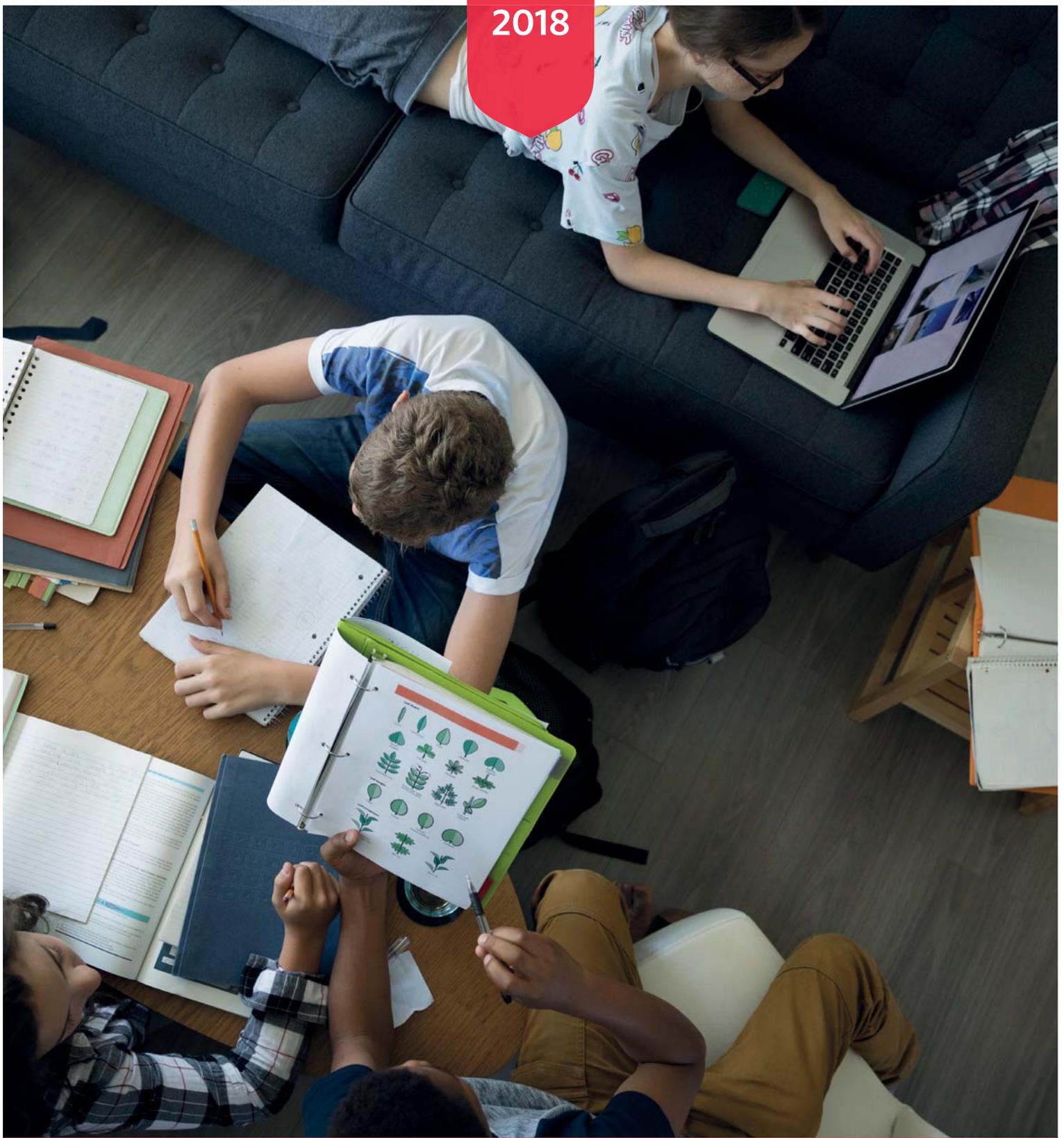


2018



Secondary Catalogue

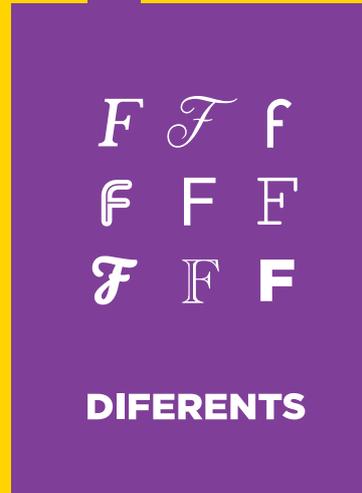


Get it right with the Cambridge English Corpus

MISTAKE 47 CORRECT: COFFEE



MISTAKE 45 CORRECT: DIFFERENT



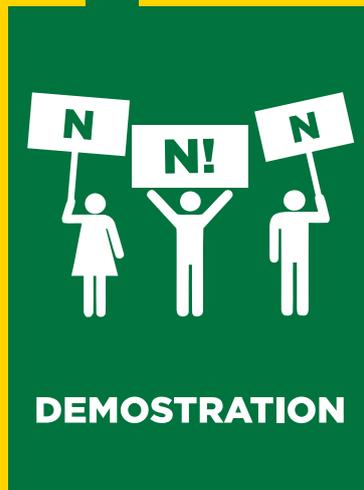
MISTAKE 46 CORRECT: COMMUNICATION



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

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| Secondary Courses | 6 |
| Bachillerato Courses | 22 |
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Key to symbols

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

What can the Cambridge Learning Journey offer you?



Development of emotional competences

1

Creating a motivating environment through support and cooperation

2

Encouraging creativity

3

Practising Positive Psychology in the classroom



How do we do it?

1

Emotional syllabus for all our courses with teaching notes

2

Emotions worksheets

3

Training videos on Positive Education

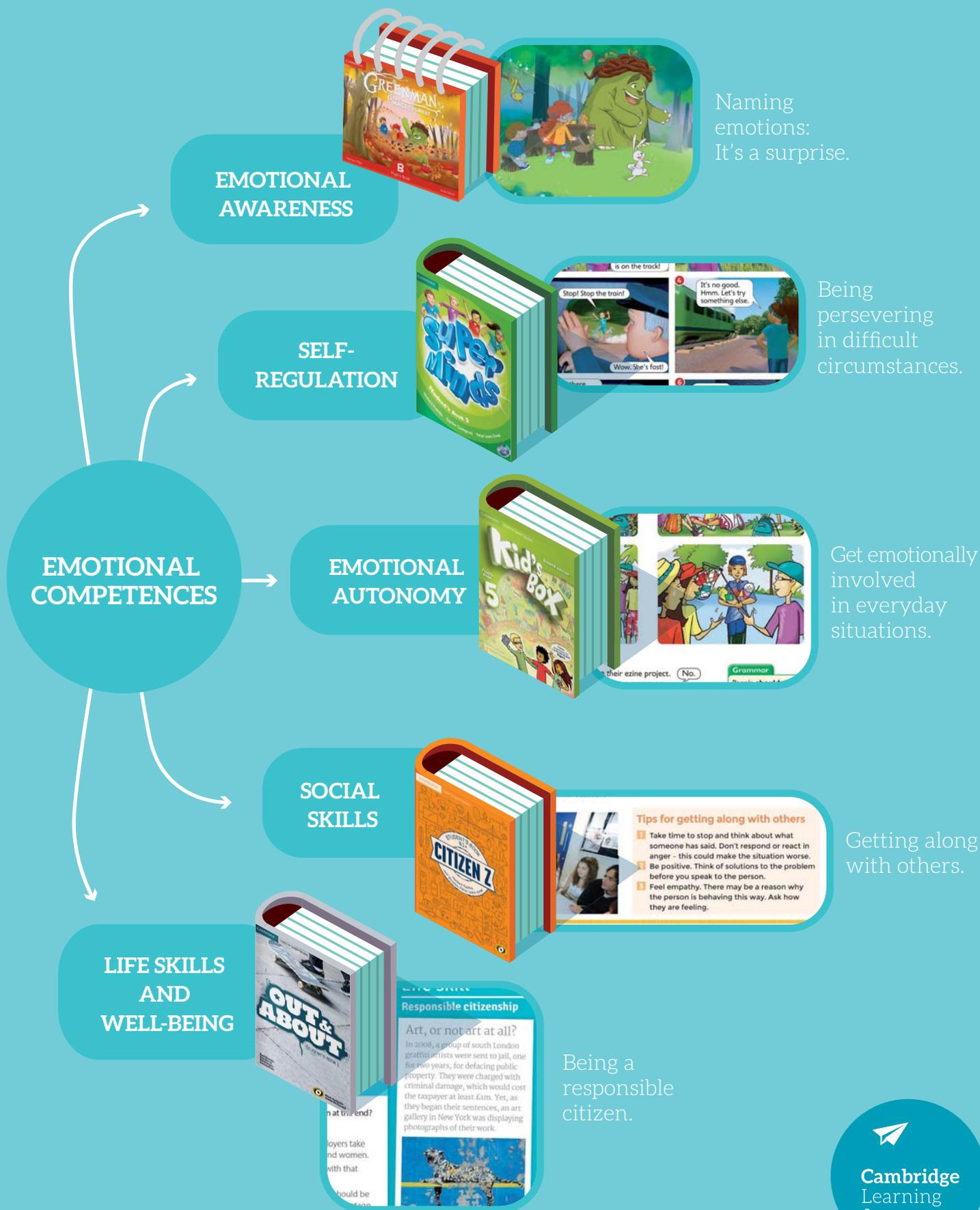
4

Projects to work on life skills

5

Blog articles on latest educational trends

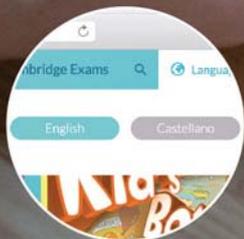
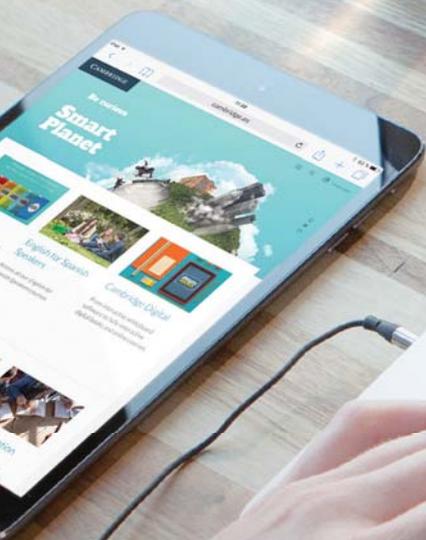
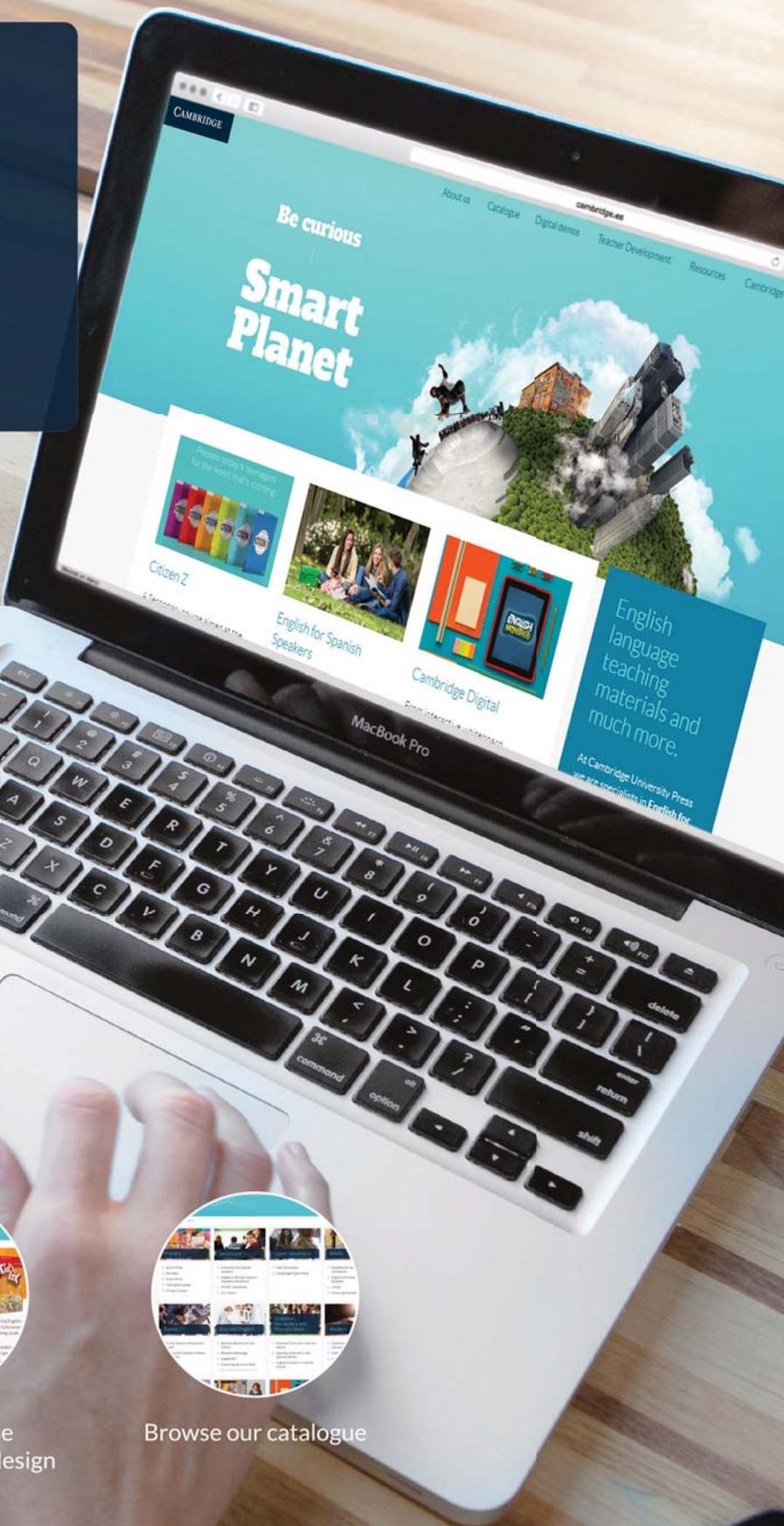
Learning for life through emotional competences



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



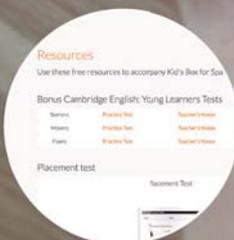
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Downloadable teaching and learning resources

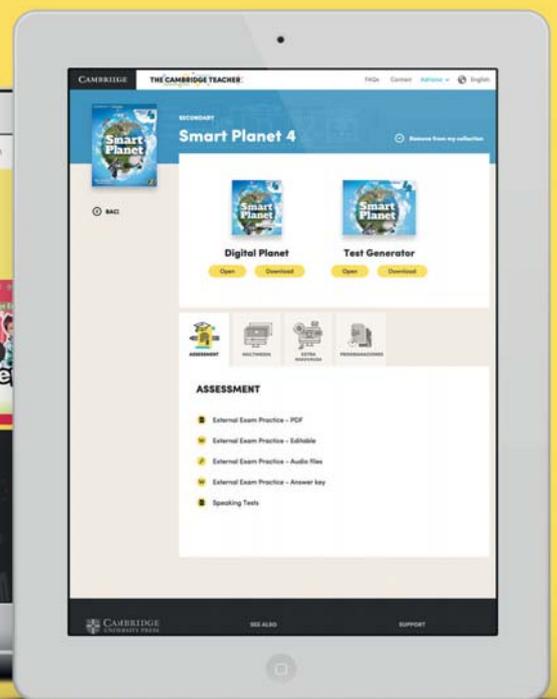
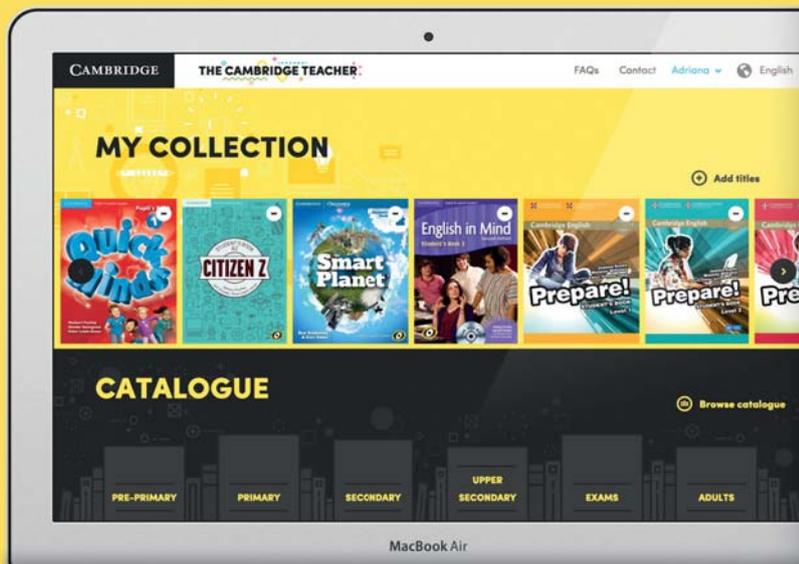


Online registration for Cambridge Experiences



THE CAMBRIDGE TEACHER

Your integrated platform for digital content



Interactive Whiteboard

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

Extra resources

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

What's new?

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

WWW.THECAMBRIDGETEACHER.ES

Smart Planet

Ben Goldstein and Ceri Jones
ELEMENTARY TO PRE-INTERMEDIATE



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

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

Key features:

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

Dealing with mixed ability

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

- The activities in the Student's Book are carefully graded moving from more controlled to more open practice, which allows for students to answer at their personal level.
- The Workbook includes exercises on three levels which are clearly marked with one, two or three stars.
- The 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
- A unique app to scan pages with a smartphone for access to videos and related activities



Workbook

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

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

For teachers



Teacher's Book

The Teacher's Book is interleaved with the 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.
- An app allows students to scan pages of the Student's Book with their smartphone for direct access to videos and interactive activities.
- The free DVD-ROM packaged with the Student's Book contains all the Discovery Education™ videos from the course. It also contains self-correcting exercises which students can complete while watching the videos.

Digital resources for teachers on The Cambridge Teacher

- The Digital Planet pack includes the digital Student's Book and Workbook for classroom projection, special interactive activities for every unit, the Digital Teacher's Book and the Discovery Education™ videos. This enhanced version includes improved zoom and answer check tools.
- The Test Generator allows you to create editable or ready-made unit, term and final tests at two levels of difficulty.
- The Teacher's Resource Bank provides all the classroom resources teachers need with extra worksheets in 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.

Smart Planet

Disasters 2

Discovery EDUCATION

Watch

2.1 p19 Land of Volcanoes

2.2 p23 People of the Mangrove Jungle

2.3 p24 Losing Things

2.4 p107 Hot Topics

Language
Natural disasters
Survival essentials
Past simple: regular and irregular verbs
used to
Past continuous
Past simple, past continuous and past perfect

Speak & write
Talk about a difficult situation
Write about a difficult personal experience

Culture
The UK's most remote island

Across the curriculum
Biology

Read & listen
Read an article about a volcanic eruption
Listen to a conversation about a news story

AR

BE CURIOUS
Look at the photos and pictures in Unit 2. Find ...
• a huge wave.
• a collapsed house.
Unit 2 17

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

2.1 p19 Land of Volcanoes

2.2 p23 People of the Mangrove Jungle

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

BE CURIOUS

Look at the photos and pictures in Unit 2. Find ...

- a huge wave.
- a collapsed house.

Unit 2 17

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

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

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

Get it right!

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

✓ *Shaun's got a degree in Maths.*

✗ *Shaun's got a career in Maths.*

Your Turn

4 Work with a partner. Answer the questions.

- 1 Do you know anyone who finished his/her education when they were 18 or younger and started work? What kind of job did he/she get?
- 2 Do you know anyone who has finished school but is still studying? What kind of studies is he/she doing? Where?

Vocabulary

Training and qualifications

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

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

experience course form fees degree path exam

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

3 Listen, check and repeat.

Get it right!

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

✓ *Shaun's got a degree in Maths.*

✗ *Shaun's got a career in Maths.*

Your Turn

4 Work with a partner. Answer the questions.

- 1 Do you know anyone who finished higher education when they were 18 or younger and started work? What kind of job did he/she get?
- 2 Do you know anyone who has finished school but is still studying? What kind of studies is he/she doing? Where?

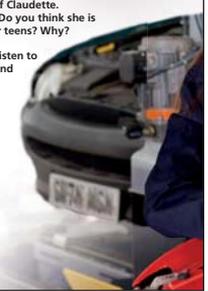
1 *My aunt finished school when she was 18. She got a job as a secretary.*



Reading

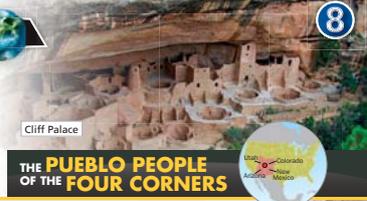
5 Work with a partner. Look at the photo of Claudette. What is she doing? Do you think she is different from other teens? Why?

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

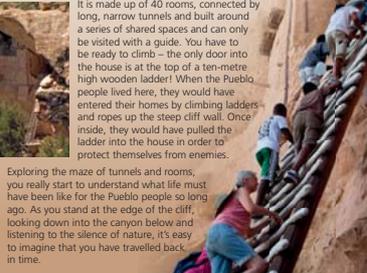


Reading: Culture

- 1 Work with a partner. Look at the photos and answer the questions.
 - 1 Who do you think lived in these houses?
 - 2 How long ago did they live there?
 - 3 Why did they build their houses in this way?
- 2 Read and listen to the magazine article and check your ideas in Exercise 1.



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



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

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

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

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

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

Your Turn

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

There wouldn't have been any electricity.



8.2 A Lost Civilisation

Find out about the Chiribaya of Peru.

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

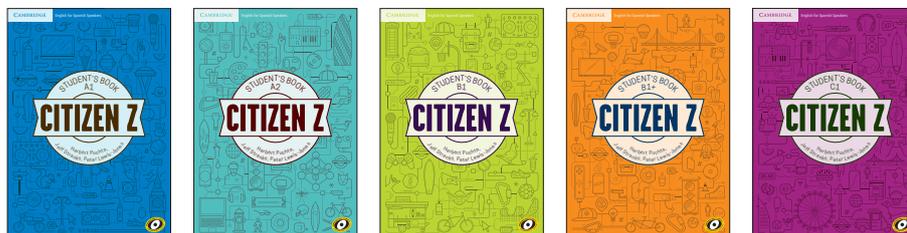
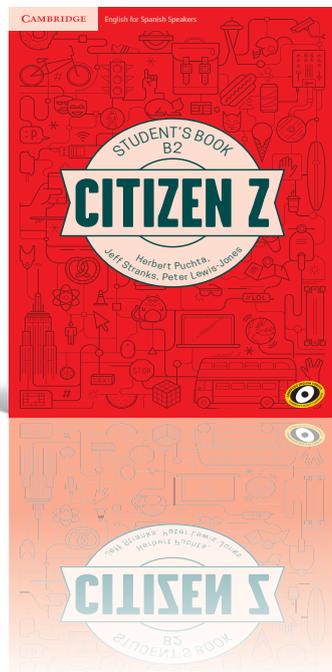
FACT The Pueblo people's houses in Charco Canyon were the tallest buildings in the USA until the 19th century.

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

Citizen Z

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

BEGINNER TO ADVANCED



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

- 80-90 teaching hours, extendable to 180

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

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

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

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

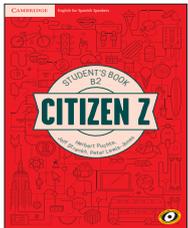
- Culture lessons encourage students to think and talk about life in other countries and how it compares with their own.
- Literature lessons expose students to authentic language and encourage an appreciation of literature.
- Life skills lessons develop non-language skills to help students in all aspects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



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.

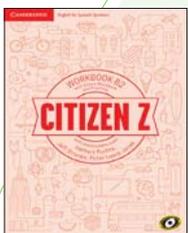
For students



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



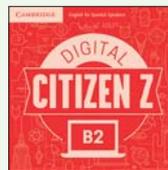
Audio CDs

All the recordings from the Student's Book and Workbook.



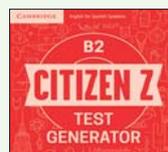
Video DVD

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



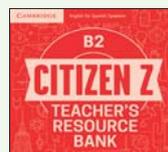
Digital Citizen Z

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

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.

Culture

1 Look at the photos. What do you think these men escaped from? How do you think they did it?

2 Read and listen to the article. Check your answers.

HELP!

5 There are seven highlighted words or phrases in the article. Match them with these definitions.

- a space where water doesn't get in
- the history of accidents at a place
- gone down in the water
- a terrible event that often kills many people
- an amazing event that almost seems impossible
- an instrument that makes a hole in the ground
- what's left of a car, ship, plane, etc. after a crash

1 In March 2014, 14-year-old Za'Quan Cyburn from North Carolina, USA, was rescued¹. He got trapped in mud.

2 Za'Quan was walking home with some friends. To save time, they walked across some open land². He was being prepared for building. Za'Quan walked down a hill towards a large pool of water. He thought the ground was solid³. That he could walk across it, but it was mud. He sank into it and couldn't get out. The mud went up to his chest and then almost to his chin.

3 One of his friends called 911. Fire fighters arrived and started to work to get Za'Quan out. It took 24 people about half an hour to free him. Za'Quan was extremely cold and in shock, and his legs were very painful⁴. Of the pressure of the mud, an ambulance took him to hospital⁵. He was kept for two days.

4 One of the fire fighters said, 'The outcome could have been much worse, but fortunately he came through it OK.' The boy's mother said⁶ that she was really grateful to the people who had worked so hard and risked their lives to save her son.

THE GREAT ESCAPE

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

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



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



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

| | | | |
|------|---|------|------|
| 0 7 | The number of azecks the miners were trapped underground. | 3 29 | 5 33 |
| 1 13 | | 4 30 | 6 60 |
| 2 17 | | | |

4 Work in pairs. Discuss these questions.

- What do you think these people did while they were waiting to be rescued?
- These people had accidents at work. Do you think people should be rescued when they are doing dangerous things for pleasure, for example, climbing mountains? Why (not)?

WRITING

A story about a rescue

1 Read the story. Answer the questions.

- Why did the boy and his friends walk across open land?
- How long did the rescue take?
- Why did he need to go to hospital?
- How did his mother feel about the rescue?

2 Complete the story with the words.

later | and | after | but | which | where | because

3 The story has four paragraphs. Which of them:

- gives details about how the accident happened?
- gives people's reactions to the accident?
- gives a summary of the whole event?
- describes how the accident was dealt with?

4 Think of a rescue that you know about or invent one. Write a story (200 words). Think about:

- who was involved in the accident and the rescue.
- any special words that you will need to talk about the accident. (Use a dictionary to help you.)
- how to organise the information into paragraphs.
- how to make the story dramatic.



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

4 Work in pairs. Discuss these questions.

- What do you think these people did while they were waiting to be rescued?
- These people had accidents at work. Do you think people should be rescued when they are doing dangerous things for pleasure, for example, climbing mountains? Why (not)?

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

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

UNIT 3

Literature

ABOUT A BOY
BY NICK HORNBY

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

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

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

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

'Why not?'

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

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

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

'No, I know, but -'

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

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

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

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

2 Read the text again and answer the questions.

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

3 Work with a partner and discuss the questions.

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

GLOSSARY

mess it up - do it in a really bad way

genre - used bad words/words that people think are rude

off her head - crazy

Refugees Bring New Life to a Village

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

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



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

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

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

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



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

train to THINK

Distinguishing fact from opinion

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

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

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

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

23

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

train to THINK

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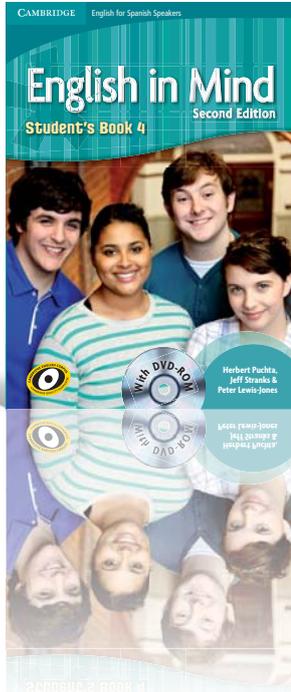
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English in Mind for Spanish Speakers

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.

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

Key features

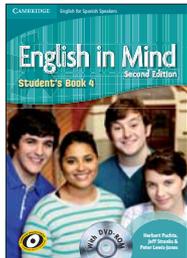
- Structured speaking practice and development throughout each level.
- DVD-ROM with games, video and practice activities.
- An extra 'Vocabulary bank' shows new words in context and offers accompanying practice exercises.
- Flexible Testmaker CD-ROM, expanded Teacher's Book and web support.
- Authentic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



All levels include content specifically designed for Spanish speakers:

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

For students



Student's Book with DVD-ROM

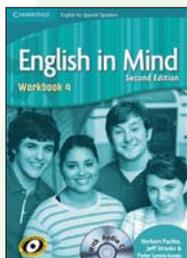
Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with teachers and students. Popular features include:

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



Interactive DVD-ROM

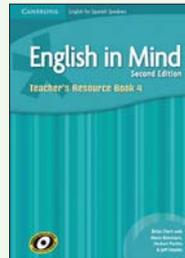
Included with the Student's Book is a DVD-ROM with games, extra exercises and videos featuring the photostories' characters as well as a 'Videoke' record-yourself function.



Workbook with Audio CD

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

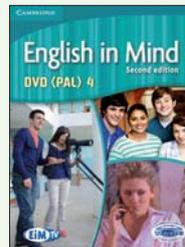
For teachers



Teacher's Resource Book with Audio

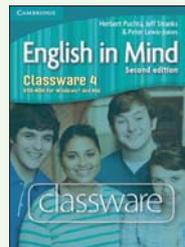
The Teacher's Resource Book contains extra photocopiable grammar and communication activities, and a page of teaching tips and ideas per unit, specially written by methodology expert, Mario Rinvolucri.

The audio for each level can be downloaded from cambridge.es/englishinmind.



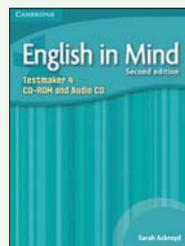
DVD*

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. Students can also watch the videostories on the Student's Book DVD-ROM in their own time, where they can complete related exercises.



Interactive Whiteboard Software*

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



Testmaker Audio CD/CD-ROM*

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

* Designed for the international edition



English in Mind for Spanish Speakers Digital



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.

English in Mind for Spanish Speakers

5 Reality TV

- * make / let / be allowed to
- * Modal verbs of obligation, prohibition and permission
- * Vocabulary: television; extreme adjectives and modifiers; making new friends

1 Speak and read

- a** What do you watch on TV, and what do you watch on a PC?
- b** What are the most popular reality TV shows in your country? What kind of things do people do on these shows?
- c** Read the text quickly. Are any of your ideas mentioned?
- d** ▶ **CD 17** Read the text again and listen. Answer the questions.
- Which of these are not mentioned as prizes?
 - money
 - a big house
 - a theatre role
 - a job
 - a restaurant
 - According to the text, which of these activities do participants in *The Amazing Race* not do?
 - take flights
 - do puzzles
 - control animals
 - work in teams
 - dance
 - Which of these is not a reason for the popularity of *The Amazing Race*, according to the text?
 - There are a lot of surprises.
 - Some teams have bad arguments.
 - The team members don't know each other well.
 - The contestants' reactions to problems are realistic.
 - The teams face stressful situations.

Ever fancied being on TV?

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

There are more exciting shows, though. How about a race around the world for \$1 million? In the US show *The Amazing Race*, eleven pairs of contestants race around the world and have to complete different tasks on the way. These include the 'ordinary' (playing volleyball, gathering sheep), the 'personal' (getting tattooed, shaving your head), the 'disgusting' (eating two kilos of meat, drinking blood), and the 'dangerous' (rolling over in a car, bungee jumping). The pairs are allowed to decide how to get to their destinations – by car, train, boat, plane or bus – but they are not allowed to ask for help or use mobile phones.

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

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



Discussion box

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

Fascinating topics engage teenage students and stimulate their minds

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

History in mind * Transition to democracy

1 What do you think?

Look at the pictures connected to the transition to democracy in Spain. What do you know about the events? Can you put them in the order that they happened?



Adolfo Suárez wins the first elections.

The Law for Political Reform is passed.



The creation of the Spanish Constitution.



Attempted military coup by Colonel Tejero.



The coronation of King Juan Carlos I.

The road to democracy

The Spanish Civil War ended in 1939 with victory for General Franco, and so began a dictatorship which lasted nearly forty years. When Franco died on 20 November 1975, the dictatorship ended. During his lifetime, Franco's regime had imposed a totalitarian government on Spain. This meant there were no political or social rights such as democratic representation in parliament, no unions, political parties, or equal rights for women. Spain had also experienced international isolation and economic and cultural stagnation under Franco.

Franco decreed that the monarchy should return after his death, so in 1975, King Juan Carlos I was crowned. Unexpectedly this event triggered off what is known as The Transition. This is the name given to the process which Spain went through to achieve parliamentary democracy.

The king eventually named Adolfo Suárez, a young politician from Franco's staff, as head of the government. From that moment on, the king and Adolfo Suárez combined forces and gradually developed Spain's new democracy.

At the same time, the nationalist and left-wing political parties, which had been banned by Franco during the dictatorship, joined forces with the reformers to reach a common goal: that of establishing a democratic government which would represent everybody.

In November 1976, parliament passed The Law for Political Reform which officially ended the dictatorial regime once and for all and

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** the new law. (= They have strongly criticised it.)
- ✓ I've been **robbed** (X ~~stolen~~) – they've just stolen my wallet (X ~~stole~~ me the wallet!).
- ✓ The murderer (X ~~murderer~~) killed three people. He was convicted of first-degree **murder**.

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

stole people the money **stole** people's money

2 could or would?

Use **could** not **would** to express possibility in the present:

- ✓ I think Fiona **could** (X ~~would~~) be in the library.
- Use **would** [often in conditional sentences] to express a possibility in an imaginary situation.
- ✓ Fiona **would** be in the library if she had to study.

Choose the correct word.

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

3 I hope ... I wish ...

Use **I hope** not **I wish** with to + infinitive or the simple present to talk about what you want to happen in the future:

- ✓ I **hope** to pass / I **pass** my exams in the summer.
- X **wish** to pass / I **pass** my exams in the summer.

Use **I wish** with the simple past to talk about what you would like to happen in an imaginary situation:

- ✓ I **wish** people were more honest, but they aren't.

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

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

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

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

Say it right!

★ /ð/ (though) and /d/ (despite)

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

/ð/ → though /d/ → despite

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

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

| | |
|--------------|---------------|
| /ð/ (though) | /d/ (despite) |
| | deny |

c Work with a partner. Say the sentences.

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

UNIT 9 63

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

Say it right!

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8 Everyday English

a Find expressions 1–6 in the story. Who says them? Match them with meanings a–f.

1 e

- Are you out of your mind?
- Whatever.
- Hang on a minute
- Give [me] a break
- It's none of [our] business
- Let's face it

- you don't need to know about that, because it doesn't affect you.
- what you said isn't important. (disrespectful)
- stop criticising / annoying [me].
- the idea is unpleasant but true.
- I can't believe you think that.
- wait a moment (before I disagree).

'Everyday English' keeps students in touch with how teenagers use English

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b Use one of the phrases in Exercise 8a for each space.

- A: Gorilla aren't monkeys – they're apes!
B: ... They live in trees, don't they?
- A: You shouldn't spend all your money on clothes.
B: Hey ... I'll be my money and I can spend it any way I want.
- A: We need to practise a lot before the match.
B: Yeah, we can practise – but ... they're the champions, so we're not going to win.
- A: I'm going bungee-jumping this weekend.
B: ... it's really really dangerous!
- A: Jake's new haircut is awful!
B: ... Ross! That's a really horrible thing to say!
- A: Oh, Chloe, Chloe, Chloe – all you do is talk about Chloe! It's so boring!
B: ... Mia! Chloe's my girlfriend – of course I talk about her a lot!

c **Improvisation**

Work in groups of three. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 8a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Nick, Amy, Jack
Situation: somewhere at Fairbank
Background: Jack has bought a CD by a rap musician he likes, and is inviting the other two to go to a rap concert. Neither Nick nor Amy like rap much.

10 Making Waves



a The girl with the bike, Mary, has seen Lily getting out of her mother's car. Why is she upset by this, do you think?

b Complete the sentences with phrases from the box.

How dare you ... running late being if on ... up for ...

- 'Mum! Can you take me to school? I'm ...'
- '... lecture us about pollution?'
- 'Discuss this on the air! Sure. Why not? ...'
- 'So, great. An on-air discussion I thought you'd both be ...'

As you watch the episode, check your ideas.

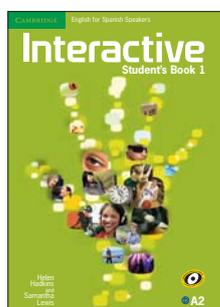
c Watch [episode 2]. Who do you agree with more when they are arguing: Mary or Lily?

UNIT 6 57

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

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

Inspire confident communication

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

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

Think about world culture

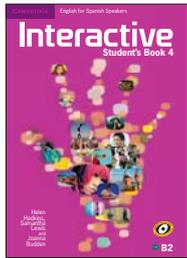
- 'Culture UK' noticeboards and 'Culture World' magazine articles practise skills using authentic reading and listening material.
- 'Culture Vulture' boxes provide insights into real life in English-speaking countries to stimulate discussion about cultural differences.
- Related activities and projects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

ESS

Interactive includes content specifically designed for Spanish-speaking teenagers.

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

For students



Student's Book

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

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



Workbook with Audio CD

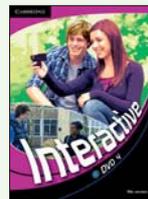
The Workbook provides additional practice in the language introduced in the Student's Book. It also addresses the needs of teenage Spanish learners with dedicated sections dealing with typical Spanish learner errors and CLIL pages, and offers extra exam practice.

For teachers



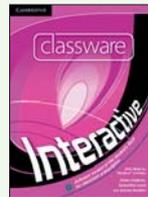
Teacher's Resource Book with Audio CDs

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



DVD*

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



Interactive Whiteboard Software*

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



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Interactive for Spanish Speakers

Unit 12 Interactive History: Trade

1 Think!

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

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

2 Listening

a **4.44** Listen to a museum curator talking to a group of teenage visitors and check your answer to Exercise 1.

b **4.44** Listen again and answer the questions.

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

c Work with a partner and answer the questions.

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

Did you know?

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

Did you know?

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

3 Speaking

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

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

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

122 Interactive History

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

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?
- 7 Do you know Joe? He's a good friend of Sarah's.

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

d Work with a partner.

Student A: Turn to page 126.
Student B: Turn to page 128.

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

8 Pronunciation DVD

/j/, /dʒ/ and /ʃ/

a **1.8** Listen to the /j/, /dʒ/ and /ʃ/ sounds in these words.

/j/ social /dʒ/ danger /ʃ/ future

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

| | | | | | | | |
|----------|---------|--------|---------|--------|--------|---------|-------|
| fashion | kitchen | enjoy | virtual | nation | Russia | digital | ocean |
| question | nature | object | teacher | | | | |
| /j/ | /dʒ/ | /ʃ/ | | | | | |
| fashion | | | | | | | |

c **1.8** Listen, check your answers and repeat.

d Follow the /j/ 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 | inary | kitchen | virtual | adventure | butcher |
| machine | demonstration | delicious | mushrooms | research | picture |
| manager | question | damage | fashionable | imagination | digital |
| waiting | passenger | nature | nationality | patience | passion |

e **1.9** Listen and check your answers.

8 Pronunciation DVD

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?
- 7 Do you know Joe? He's a good friend of Sarah's.

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

d Work with a partner.

Student A: Turn to page 126.
Student B: Turn to page 128.

8 Unit 1

Culture Culture

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

The Best Job in the World?

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



The Winner

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

THE BEST JOB IN THE WORLD.

Islands of the Great Barrier Reef, Queensland, Australia.

Position: Island Caretaker
Salary: AU \$150,000 6-month contract
Responsibilities: • Feed the fish • Collect the mail • Explain and restore bank
Applications close: 22 February
Interviews: 4 May
Appointment made: 8 May
Start date: 1 July

ANYONE CAN APPLY
www.islandreefjob.com



3 Quick Facts

The Great Barrier Reef ...

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

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

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

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

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





5 From Best Job to Best Career in the World

When Ben finished his six-month job of island caretaker, Tourism Queensland were keen to give him another one. He now works as a Tourism Ambassador and travels the planet to tell people more about the Great Barrier Reef and has given TV interviews about his experiences as island caretaker in many countries.

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

Get it right! 7 and 8 Common errors

1 its or it's?

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

a Complete the text with *it's* or *its*.

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

b For each time it is used, decide whether *it's* is short for *it has* or *it is*.

2 Why did you do it?

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

- Choose the correct answers.
- We went to the countryside for relaxing / to relax.
 - I am writing to thank / so that thank you for your hospitality.
 - I had to work hard for passing / to pass my exams.
 - I am saving all my money so to buy / to buy a new computer.
 - You should go to England for improve / so that you can improve your English.

3 Expressions with *most*

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

a Read the text and correct the five mistakes.

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



b **3.26** Now listen and check your answers.

4 Say it right!

- Word stress**
- 3.26** Correct word stress is important for comprehension. Listen to the words and repeat.
restaurant comfortable variety
 - 3.27** Copy the words in your notebook and mark the word stress. Then listen, check and repeat.
alternative business chocolate creative innovative vegetables

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

Out & About

Mark Hancock and Annie McDonald

INTERMEDIATE TO UPPER INTERMEDIATE



For the life they will live

Bachillerato

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

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

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

Key features:

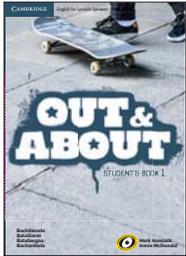
- The 'Common Mistakes at Bachillerato' booklet, packaged with the Student's Book, highlights errors students make and provides additional practice.
- 'Life Skill' sections help students to develop skills that they will need while both studying and in the future where they will be using English in the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

ESS

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

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

For students



Student's Book

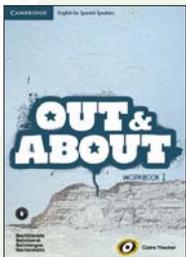
The Student's Book provides comprehensive coverage of all the grammar and vocabulary in the *Bachillerato* syllabus with a thorough treatment of the language skills. It comes packaged with the **Common Mistakes at Bachillerato** booklet. The Student's Book also offers:

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



Common Mistakes at Bachillerato

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



Workbook with downloadable audio

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

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



Augmented Reality App

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

For teachers



Teacher's Book

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

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



Class Audio CDs

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



Teacher's DVD with Activity Book

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



Digital Out & About

Digital Student's Book and Workbook for classroom presentation, with all the videos, audios, answer keys, interactive activities, and immediate access to the digital Teacher's Book.



Test Generator

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



Resource Bank

All the extra resources teachers need, with extra language practice worksheets, a comprehensive range of tests, and extra exam practice.

Out & About Digital



Digital resources for learners

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

Digital resources for teachers on The Cambridge Teacher

- **Digital Out & About** is a powerful presentation tool that includes the Digital Student's Book and Workbook for classroom projection incorporating all the videos, audios and answer keys with special interactive activities for every unit. This enhanced version includes improved zoom and answer check tools.
- The **Resource Bank** provides all the additional resources that teachers need, including grammar and vocabulary extra practice; reading, listening, writing and speaking worksheets; unit tests, term tests and end-of-year tests, in Word and PDF, at two levels of difficulty; and exam practice.
- The **Test Generator** allows teachers to produce customized mock University Entrance exams for their students, and includes listening and speaking tests for extra practice.

Available on thecambridgeteacher.es.

Out & About

Unit 3

You are what you eat

UNIT OBJECTIVES

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

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

Think about these questions:

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

Do you have a balanced diet?

VIDEO 1



VIDEO 2



YOU ARE WHAT YOU EAT UNIT 3 51

An impactful opening page arouses curiosity and engages the students

UNIT OBJECTIVES

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

The unit objectives are clearly set out

VIDEO 1
VIDEO 2





The videos that accompany the unit are highlighted

Writing

A critical review

Writing task: write a critical review of a stage show (120–150 words).

This production at the National Theatre is an adaptation of Moragris novel *War Horse*. It tells the story of love and war through the eyes of a horse. Horses are represented on stage by amazing life-size puppets.

Alan Moragris's book, the main character in the action is a horse called Joey. The story begins in 1914 on a farm in England, but when Joey is sold to an army captain, the action moves to wartime France. There, he is a witness to all the horrors of war, and has a couple of very lucky escapes from death.

Felix is the highlight of the production.

was the mind-blowing realism of the puppets. Each one is controlled by three people, and the movements are so horse-like that you quickly forget they are only puppets.

Liam Scoble's movie version, the plot feels too tear-jerking at times, but the highly-skilled puppet work makes the theatre version much more impressive.

I would heartily recommend this production. It will amaze you from the moment the curtain is raised to the final applause and a half hour later.



1 Look at the photos and read the review. What do you notice about the horse and what does the writer of the review feel about it?

2 Answer the questions.

Paragraph 1 Where did the performance take place? Where does the story come from? What's the main theme?

Paragraph 2 Who is the main character? What happens to the main character?

Paragraph 3 How did the writer feel about the performance? Why?

Paragraph 4 What advice does the writer give?

3 Answer the questions with adjectives. Use a dictionary to help you.

- 1 What are the horses like on stage?
- 2 How does the horse avoid death during the war?
- 3 What was the highlight of the production for the writer?
- 4 How does the writer describe the plot?
- 5 What makes the theatre version impressive for the writer?

Writing builder

4 Complete the text with the words and phrases in the box.

concise opinion origin performance plot recommendation

When you write a critical review of a play, begin by saying where the **production** took place and explain the **origin** of the story.

Introduce the main character(s) and give a brief summary of the **plot**. Use compound adjectives where you can to give **concise** descriptions of the actor or the performance. **Offer your own opinion**, giving clear reasons for your thoughts. Finally, end the review with a personal **recommendation**.

Tip

Use compound adjectives to give concise descriptions.

Unit 6

Signpost

Writers use signposts to introduce comparisons with other works and their opinions, for example, using the highlighted words and phrases *as in, like, for me and I would / wouldn't*.

3 Choose the best signpost to complete the sentences.

- 1 As in / like / Like, this is the greatest musical I have ever seen.
- 2 Her powerful singing voice is superb, as in / for me / like / that of the show.
- 3 The play is very cleverly written and for me / I would / I wouldn't recommend it without hesitation.
- 4 As in / for me / I like the book by the same name, the stage production included the top dancing Olympic Loompas.
- 5 A deeply moving, not to be missed love story, for me / I would / I wouldn't recommend it to anyone who likes emotional roller coasters.
- 6 This same biographical story wasn't really convincing enough, for me / I would / I wouldn't recommend it.

Improve your writing

4 Complete the critical review with signposts from Exercise 5.

MACBETH

This production of Shakespeare's tragedy was performed in an open-air theatre in Grosvenor Park. Like the original play, the main characters are Macbeth and his overly-ambitious wife, who persuades him to commit murder in order to become king. As in the highlight of the production was the very life-like portrayal of emotions on the part of the main actors, although some of the secondary actors were unconvincing. For me, I certainly recommend this production. But take a walk – it can get rather cold in the evening, so get out!

Write!

7 Write a critical review of a performance (120–150 words).

Steps

STEP 1: Getting ideas

- Work with a partner. Choose a stage show you know about.
- Brainstorm information about place, the origin, main character and plot.
- Write notes of some compound adjectives you could use. Use your dictionary to help.
- Write notes in an essay structure box like this.

| Introduction | Plot and character | Good and bad points | Recommendation |
|--------------|--------------------|---------------------|----------------|
| | | | |

STEP 2: Organising your ideas and writing a first draft

- Write a first draft of your review.
- Use notes of the signposts from Exercise 5.

STEP 3: Reviewing your writing

- 1 Have you followed the paragraph sequence in Exercise 2?
- 2 Have you used descriptive adjectives correctly?
- 3 Have you used some signposts?
- 4 Is your grammar, spelling and punctuation correct?
- 5 Does each sentence move smoothly to the next?

STEP 4: Writing a final draft

- Recheck your work before handing it in.
- Write a brief note to your teacher about why you chose this performance.

See Writing guide on page 111.

Useful language

| Talking about similarity | Introducing opinion |
|--------------------------|----------------------------------|
| As in ... | For me ... |
| By the same token, ... | I would / wouldn't recommend ... |
| In like manner, ... | |
| In similar fashion, ... | |
| In the same way, ... | |
| Like ... | |
| Like-wise, ... | |
| Similarly, ... | |

Step-by-step approach to writing, with model texts, analysis and useful language

24

78 UNIT IN THE SPOTLIGHT

IN THE SPOTLIGHT UNIT 6 79

Speaking

Inviting and responding to invitations



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

2 **1.5x** Read and listen to the conversation. How is it connected to the photos in Exercise 1?

Monica: Are you doing anything on Friday night?
Rachel: I don't think so. Why?
Monica: Well, a few of us are going to an open-microphone evening and I was wondering if you fancied coming along.
Rachel: Open-microphone? Do you mean I'd have to perform? I get stage fright just thinking about it!
Monica: We could do something 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 this afternoon and see how it sounds?
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'd rather do Hey Jude, actually.
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.

3 Find phrases in the conversation for the following functions:

- 1 inviting
- 2 checking on meaning
- 3 suggesting
- 4 asking for a response
- 5 refusing / stating a preference
- 6 agreeing to a suggestion

Useful language

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

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

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

5 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.

Life skill
Being a good listener
Identifying the problem
Discuss with a partner.
1 Look at the photo. What is this person doing? How do you think she feels?
2 Imagine you are explaining something important to this person. What does her body language communicate to you?
Suggesting a solution
Compare with a partner.
1 How can you listen well and show that you are listening well?
What about you?
Tell your partner or the class.
1 Hearing is not the same as listening. When do you really listen and when do you only hear?

Communication skills
Most of the successful people I've known are the ones who do more listening than talking. Bernard Baruch
Remember: the greater part of being a good communicator is being a good listener.

IN THE SPOTLIGHT UNIT 6 77

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

Useful language

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

'Useful language' tables give students the essential language they need

'Streetwise' looks at a more colloquial use of language

Streetwise

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

Unit 2

HOW BIG IS MY CARBON FOOTPRINT?

We all know that travelling by air, heating a home or driving a car causes pollution which can damage the environment and contribute to climate change. We all like the amount of carbon dioxide pollution which a given activity causes its carbon footprint! If we want to save the environment, we must **think** this:

- 10 **FOODS:** However, burning fossil fuels is not the only source of man-made climate change. In fact, almost everything we do has some impact on it, including things we think are environmentally-friendly, such as using email. So let's look at the carbon footprint of a few everyday objects and activities that we don't normally think twice about.
- 11 **BANANAS:** Bananas provide a lot of nutrition in return for a small carbon footprint. They last a long time and so can be transported by sea, which is 100 times less polluting than air **freight**. What's more, they don't need a lot of packaging, since they already have their own natural wrapper. On the downside, they are often cultivated with a lot of pesticide. You have to buy organic or fair trade bananas to **get around** this.
- 12 **DRYING YOUR HANDS:** The most fuel-efficient way to dry your hands is a cold air blow-dryer. Heated air blow-dryers use over six times as much energy for the same job. Somewhere between these two options is a paper towel – but you mustn't use more than one or your carbon footprint will **soar** very rapidly. Of course, you don't have to dry your hands at all, you could let them drip-dry. This uses no energy at all, but it may be less hygienic. Also, you might get ice on your fingers in winter!
- 13 **EMAIL:** Sending an email has a much smaller carbon footprint than posting a letter. However, most people now **bang out** many more emails than they sent letters in the past. In addition, there is a massive volume of spam. It is estimated that 26% of all incoming emails are spam, and reading and deleting the **rest up** electricity. Even a spam filter consumes energy. Very roughly speaking, the carbon footprint of a typical year of incoming mail for a business user is about the equivalent of driving 250 kilometres in a car.
- 14 **CYCLING:** Cycling is a green alternative to driving. However, there is an indirect cost, because cycling burns energy which is supplied by food, and this **takes up** resources to produce and transport the food you eat. The carbon footprint from bananas or cereal is much smaller than from meat or any food which is transported a long distance by air. But you mustn't let these facts **put you off** using a bike instead of a car is definitely one of your most carbon-efficient choices, so **go for it!** It also contributes to good health, which reduces the energy required for medical treatment. The conclusion from all of this is that the biggest part of your carbon footprint is probably from your travel, eating and heating habits, but you mustn't forget that other things you do also have an effect, often indirectly. We all need to become more aware of the consequences of our choices.

MOBILE PHONES
Speaking on a mobile phone does not increase your carbon footprint too much, unless you're a real **chatterbox** if you speak for an hour a day over a year, it's as bad as flying from London to New York. However, the indirect cost is much higher because of the energy required to power the network. Texting or using a landline is a lower-carbon alternative.

Get it right

We say:
✓ You mustn't forget ...
✗ You mustn't to forget ...

GOING UP IN SPINCHES UNIT 2 19

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

Get it right

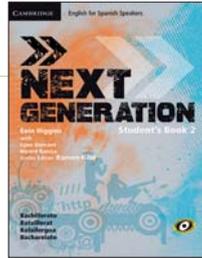
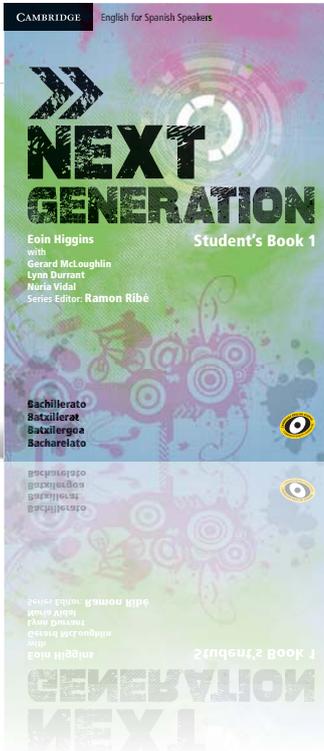
We say:
✓ You mustn't forget ...
✗ You mustn't to forget ...

Next Generation

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

Series Editor: Ramon Ribé

INTERMEDIATE TO UPPER INTERMEDIATE



A breath of fresh air for *Bachillerato*

Bachillerato

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

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

Prepare for the University Entrance Exam

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

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

English for life

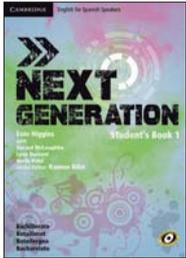
- 'Speaking' and 'Listening' sections in each unit give learners the opportunity to develop their language skills beyond the exam syllabus.
- Authentic texts give students practice in reading and understanding real English.
- 'Get Started' sections in Level 1 help students develop the strategies they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



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

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

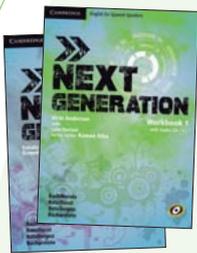
For students



Student's Book

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

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



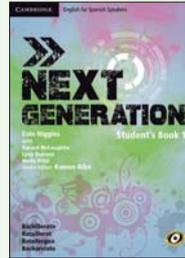
Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet)

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

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

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

For teachers



Teacher's Resource Book with Class Audio CDs

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



Next Generation Digital



Digital resources for learners

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

Digital resources for teachers

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

Next Generation

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

READING

1 With a partner, make predictions about the text on the opposite page. What do you think it's going to be about?

2 **Pre-reading questions**
To get an idea of what a text is about before you read it, look at the title, any sub-headings and photos or pictures, then read the first paragraph.

3 Read the text quickly. Were your predictions right?

4 **10** Read the text again and listen. Say whether the following statements are true or false. Copy the evidence from the text to support your answer.

1 *False. The writer thinks it's amazing that Facebook and MySpace were only set up in 2004 and still exist and still have so many users.*
2 It appears that young people don't differentiate between the real and online worlds.
3 Young people go to community centres to use social networks.
4 Most adults depend on the internet for their social lives.
5 Daily internet use for social networking has increased among American teenagers.
6 Olga is a devoted follower of the actor Heath Ledger.
7 She used the web to find out about Heath Ledger.
8 Olga didn't get a very good response to her Heath Ledger fan page.

5 Answer the following questions in your own words.

1 What two things do we learn from the text about the use of the internet among young people?
2 How have social networks helped Olga?

6 Find words in the text for the following synonyms or definitions.

1 make the difference between two things less clear → a piece of work
2 rise very quickly to a high level → most recent → comfort

7 Complete the sentences using the correct words.

in the infancy • face-to-face • surfing the net • as a result of • login • upload

1 Christopher Columbus sailed across the Atlantic Ocean _____ a shorter route to India.
2 I don't think you should apologise to Diana by teasing her. It's better if you _____ it.
3 Have a look at my Facebook page. I've just _____ some new photos.
4 Although a book is very old _____ many experts think they are the future of books.
5 Stop _____ and turn off your computer. You spend too much time online.
6 I wonder if Larry has sent me that mail. I'll _____ go into my mail and check.

8 Make a list of the different things you can do on social networks. Compare with a partner.

PHRASAL VERBS
Read each verb in the box. Put the verb in the correct form. Use the phrasal verb in the box to complete the sentences. Write the correct form of the verb in the box. Use the phrasal verb in the box to complete the sentences. Write the correct form of the verb in the box.

PHRASAL VERBS
Read each verb in the box. Put the verb in the correct form. Use the phrasal verb in the box to complete the sentences. Write the correct form of the verb in the box.

Technological Lives

PHRASAL VERBS

find out sth or find sth out
log on (log onto sth)
turn off sth or turn sth off
tap into sth
link up (sth / sb) or link (sth / sb) up
hang out
get back to sth
get into sth
turn to sb
fill in sth or fill sth in

See phrasal verbs on page 148.

ERROR ALERT!

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

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

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

GRAMMAR

Review of conditionals

1 Match the two parts of the sentences.

1 If I start right. A I think it would be much more enjoyable.
2 If I weren't so commercial. B we wouldn't have known about Occupy Wall Street.
3 If we hadn't read the advert in *Autobus*. C then we will really see the young people of the world stand up and be counted.

2 Complete the conditional sentences with the correct form of the verbs in brackets.

1 Let's go shopping on Thursday if we _____ (wait) until the weekend, the shops _____ (be) really crowded.
2 The bill came to €70? Well, if you _____ (choose) the vegetarian dish instead of the steak, it _____ (not be) so expensive.
3 I'm not sure about going clothes shopping if I _____ (be) sure of finding some good bargains. I _____ (go). But everything's usually so expensive.
4 Oh no, we're going to be late. If we _____ (take) a taxi, we _____ (get) there faster.
5 I was here on Saturday evening. If she _____ (invite) me to the party, I _____ (go).

3 Rewrite the sentences using conditionals. Use the words in brackets to help you.

1 He puts the alarm, you need to study a lot.
2 If I don't study a lot / not pass the exam.
3 I want to learn Chinese, but I don't have time.
4 I'm busy time / I'm in class.
5 I can't tell you the answer because I can't figure it out either.
6 I figure out the answer / I tell you.
7 How to go to school tomorrow, so I can't go out tonight.
8 I don't have to go to school tomorrow / go out tonight.
9 You're not going out and you tidy up your bedroom.
10 I don't tidy up my bedroom / not go out.
11 Sandra bought the book because I lent her the money.
12 I don't lend her the money / Sandra not buy the book.

4 Complete the conditional sentences with your own ideas.

1 If I go shopping later, _____
2 I would have bought some clothes ...
3 If Christmas was in summer, _____
4 If I been late for school today, ...
5 If I had more time, ...
6 I'll lend you my mobile phone ...

5 Compare your sentences from Exercise 3a with a partner.

FREE! SECOND AND THIRD CONDITIONALS
See Language Reference, Box 34.

CAUTION ALERT!
Don't use *will* or *would* in the *if* clause. Let's go out for dinner, we'll spend a lot of money. If I will go out for dinner, we'll spend a lot of money. If I would go for dinner, we'll spend a lot of money. If I would have enough money, we'd go on holiday. If I would have enough money, we'd go on holiday.

The Global Economy

WRITING

A discussion essay

1 Read the essay task, then, with a partner, make a list of ideas to support both sides of the argument. What are the advantages and disadvantages of being a teenager in Spain today?

2 Read an essay in response to the task by a student called Jordi. Were any of your ideas from Exercise 1a the same as his? (There are some mistakes with vocabulary in the essay, but don't worry about these now – you will correct them in Exercise 4.)

3 Many people say that the life of teenagers in Spain is better than before. In many ways, life is not as bad as it used to be. On the one hand, life is easier for teenagers nowadays. For example, you don't have to work like previous generations. Teenagers in their country can go to school and get a good education if they want. Moreover, at present most young people have the protection of their families and have a relatively comfortable life, both at school or university. On the other hand, the future for today's teenagers is very uncertain. It will be more difficult for them to find jobs in the future. In addition, we have to think about the possibility of university fees and other expenses, and we will have to work for many years afterwards. Furthermore, at the moment it is very difficult for young people to buy a house and start a family because it's so expensive. In conclusion, I think that on balance there are more disadvantages than advantages. While life for us has improved, our future is very uncertain.

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

TIP: Organisation
Notice how you can organise a discussion essay. Paragraph 1 is an introduction to the question. Paragraph 2 is the advantages or arguments for. Paragraph 3 is the disadvantages or arguments against. Paragraph 4 is a summary of the question and your opinion.

5 How many points does Jordi make to argue the advantages and disadvantages?

6 Find words or phrases in Jordi's essay which have the following functions. Sometimes there is more than one example.

1 To introduce each side of the argument. 2 To add another idea. 3 To give an example. 4 To introduce the final part of the essay.

TIP: Useful words and phrases for a discussion essay
Notice how you can use them to introduce two sides of an argument. For example to give an example, what's more, in addition and furthermore to add another idea. An conclusion to introduce the final part of the essay.

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

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

PHRASAL VERBS
Use the phrasal verbs in the box to complete the sentences. Write the correct form of the verb in the box.

MAKE IT BETTER

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

TIP: Checking vocabulary – easily confused words and false friends
Check that you haven't used the wrong form of a word, e.g. depressed instead of depressing.
Underline one word for another, e.g. instead of than.
Use any false friends, i.e. a word in English that looks the same as a word in your own language but which has a different meaning, e.g. actually when what you mean to say is necessary or today.

5 Correct the mistakes in Jordi's essay.

NEXT STEPS

1 Read the task, then follow the steps below to write it.

2 You think life will be easier or more difficult for your generation in the future? Write about 150 words.

Step 1 Brainstorm ideas for what to write about and make notes in a mind map. Think about: how life will be easier for your generation in the future. how life will be more difficult for your generation in the future.

Step 2 Choose the best ideas from your notes and organise them into paragraphs. Write a brief introduction to the question. Write the advantages or arguments for the disadvantages or arguments against. Write a summary of the question and your opinion.

Step 3 Write your essay using your notes from Step 2. Use the useful words and phrases from Exercise 3 where appropriate, introducing the two sides of the argument: on the one hand, on the other hand, giving an example for example, in addition, furthermore, adding another idea, what's more, in addition, furthermore, introducing the final part of the essay – in conclusion.

Step 4 Check that you haven't used the wrong form of a word, e.g. instead of than. Use any false friends, i.e. a word in English that looks the same as a word in your own language but which has a different meaning, e.g. actually when what you mean to say is necessary or today.

Step 5 When you have finished, check that you have organised the paragraphs of your essay according to the plan in Step 2.

I COULD LOSE MY JOB FOR HAVING A VOICE

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

READING

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

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

TIP REVIEW: Working out the meaning of words

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

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

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

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

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

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

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

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

EXAM TIP: Finding synonyms in the text

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

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

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

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

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

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

3 to stop something from happening (paragraph 3)

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

4 susceptible (paragraph 5)

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

PHRASAL VERBS

go back
bring on sth or bring sth on
draw in
wake up sb or wake sb up
come on
take away sth or take sth away
let up sth
See phrasal verbs on page 126.

6 Discuss the following questions with a partner.

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

Body and Mind

Exam tips focus on specific skills that students will need for the reading section of the University Entrance Exam

EXAM TIP: Finding synonyms in the text

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

Innovative design and topics that appeal to Bachillerato students

Buy Nothing Day

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

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

Lasn, an Estonian-born, former high-flyer in the advertising industry, now pushing 70, started Adbusters as an antidote to corporate greed, and what he saw as an 10 aggressive pro-consumerist message that was being rammed down our throats. "We felt back then that there was a dark side to consumerism but no one ever talked about it," he says. Adbusters started out as a humble newsletter in 1989. It was born out of an epiphany Lasn had after seeing an advert on TV for the Canadian 15 forestry industry. "The advert was hugely misleading," he says. "They basically said, "Hey you people of Canada, we are doing a fantastic job of managing your forests, you have nothing to worry about, you will have forests forever." Lasn – who had left advertising to make documentaries – decided to make his own 30-second advert to tell the other side of the story: the dangers of deforestation. However, when he took his advert to the TV station, they refused, point blank, to sell him airtime. "That was a devastating moment for me," he says. "In my home country of Estonia, you weren't allowed to speak up against the government. Fifty years later, I found myself in the heart of the democratic world suddenly totally unable to speak out because of one company's advertising money."

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

It was also Lasn who, in an issue of Adbusters, ran a one-page poster which simply read 'Occupy Wall Street, September 17th, bring text. What happened next sparked one of the most successful protest movements of recent times, one that went on to dominate the global news agenda for weeks. That one small page was 35 responsible for hordes of disgruntled people congregating at Wall Street's Zuccotti Park and London's St Paul's Cathedral to express their fury at the world's extreme economic inequality.

Finally then, after more than 20 years plugging away with the Adbusters message, Lasn is allowing himself a moment 40 of gratification. "Of course it feels good that after all this time people are finally starting to get it. But there is also a darkness underpinning that good feeling. It sounds apocalyptic, but I have a horrible feeling in the pit of my stomach that the economic pain people are going through is just the beginning. If that's right, then 45 we will really see the young people of the world stand up and be counted in a way that is many times bigger than they have up until now. I wish we could find ways to capture the imagination of the rest of the world. If we can do that, then I believe this movement may well pull off some incredible radical transformation that 50 needs to happen to make the future of our planet work."

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




Photocopiable Resource Books

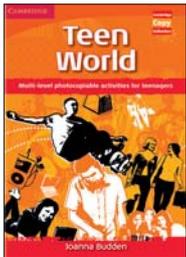
Cambridge Copy Collection



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

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

www.cambridge.es/secondary/cc



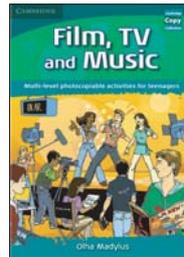
Teen World

Multi-level activities for teenagers



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.



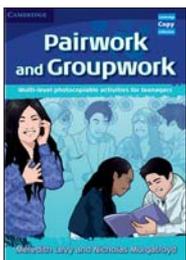
Film, TV and Music

Multi-level activities for teenagers



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

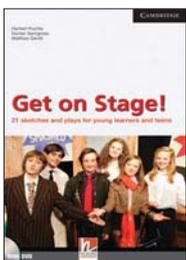
Multi-level activities for teenagers



Meredith Levy and Nicholas Murgatroyd
ELEMENTARY TO UPPER INTERMEDIATE

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

See Also...



Get on Stage!



Herbert Puchta, Matthew Devitt and Günter Gerngross
BEGINNER TO PRE-INTERMEDIATE

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



Grammar Songs and Raps



Herbert Puchta, Matthew Devitt and Günter Gerngross
BEGINNER TO PRE-INTERMEDIATE

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

Readers

Cambridge Experience Readers



Series Editor: Nicholas Tims

STARTER TO ADVANCED

www.cambridge.es/experiencereaders

Get your students hooked on reading with Cambridge Experience Readers!

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

- Audio recordings available for download at: 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 Loadé

HUMAN INTEREST

- Harry's Holiday
by Antoinette Moses



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

- Spider Boy
by Margaret Johnson

LEVEL 2

Elementary/Lower-intermediate
Headwords 800

A2

ORIGINAL FICTION: ADVENTURE

- A Little Trouble in Amsterdam
by Richard MacAndrew

ORIGINAL FICTION: COMEDY

- Grandad's Magic Gadgets
by Helen Everett-Camplin

ORIGINAL FICTION: FANTASY

- As Others See Us
by Nicola Prentis

ORIGINAL FICTION: HORROR

- Killer Bees
by Jane Rollason

ORIGINAL FICTION: HUMAN INTEREST

- Ask Alice
by Margaret Johnson



ADAPTED FICTION: SHORT STORIES

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

FACTBOOKS

- New Zealand
by Margaret Johnson
- London
by Jane Rollason

LEVEL 3

Lower-intermediate
Headwords 1300

B1

ORIGINAL FICTION: ADVENTURE

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

ORIGINAL FICTION: FANTASY

- The Mind Map
by David Morrison



ORIGINAL FICTION: HISTORICAL FICTION

- Alone!
by Jane Rollason

ADAPTED FICTION: HORROR

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

FACTBOOKS

- Scotland
by Richard MacAndrew

LEVEL 4

Intermediate
Headwords 1900

B1

ORIGINAL FICTION: ADVENTURE

- Bullring Kid and Country Cowboy
by Louise Clover

ORIGINAL FICTION: HUMAN INTEREST

- Two Worlds
by Helen Everett-Camplin



ORIGINAL FICTION: SHORT STORIES

- Tasty Tales
by Frank Brennan

ADAPTED FICTION: ADVENTURE

- Robinson Crusoe by Daniel Defoe
Retold by Nicholas Murgatroyd

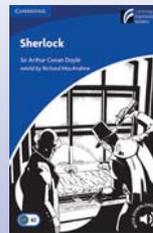
LEVEL 5

Upper Intermediate
Headwords 2800

B2

ADAPTED FICTION: DRAMA

- Sherlock
by Richard MacAndrew



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

LEVEL 6

Advanced
Headwords 3800

C1

ORIGINAL FICTION: HISTORICAL FICTION

- Freddie's War
by Jane Rollason

Readers

Cambridge Discovery Education™ Interactive Readers



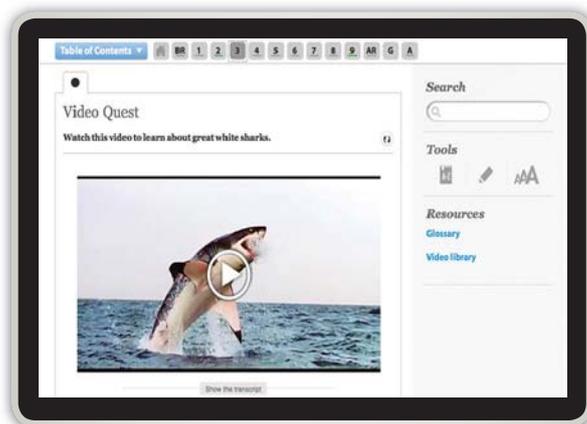
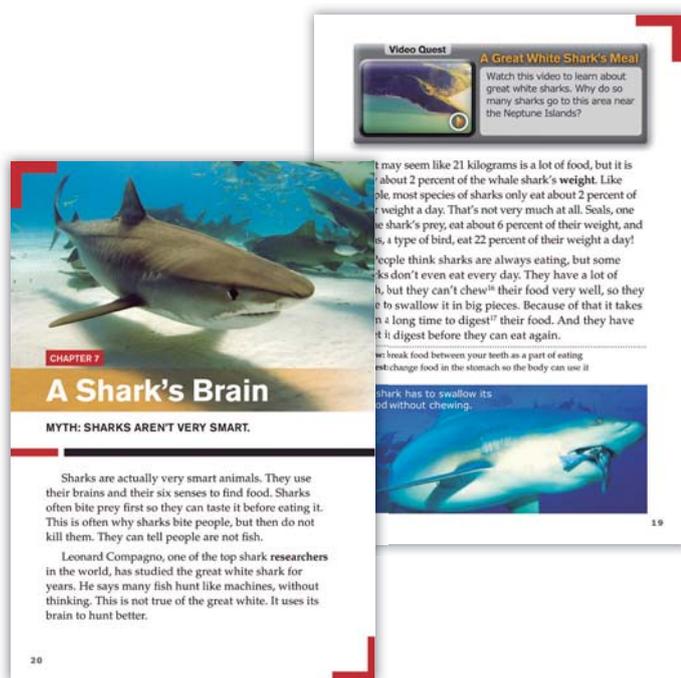
www.cambridge.es/discoveryreaders

BEGINNER TO UPPER INTERMEDIATE

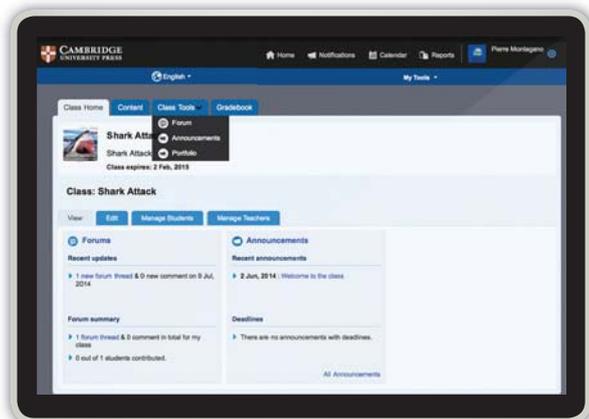
Mummies, Blizzards, Sharks, and Sports: with 96 readers to choose from, these readers will spark your students' curiosity, whatever their interests and language level.

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

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



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



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

LEVEL A1

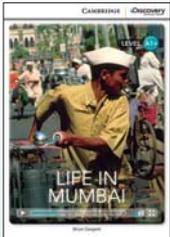
Headwords: 400

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

LEVEL A1+

Headwords: 450

- Life in Mumbai



- Young and Amazing: Teens at the Top



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

LEVEL A2

Headwords: 700

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

LEVEL A2+

Headwords: 900

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

LEVEL B1

Headwords: 1,200

- Venice: The Floating City



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

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

LEVEL B1+

Headwords: 1,400

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

LEVEL B2

Headwords: 1,800

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

LEVEL B2+

Headwords: 2,000

- Avalanche!



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

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



Digital

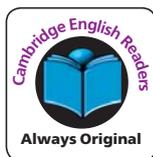
Also available completely online as interactive eBooks through the Cambridge LMS. Contact your Cambridge University Press representative for more information.

Readers

Cambridge English Readers

Series Editor: Philip Prowse

STARTER TO ADVANCED



www.cambridge.es/englishreaders

Award-winning original fiction for learners of English

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

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

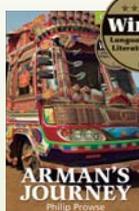
- Fresh, natural up-to-date language helps develop fluency
- Online support, including lesson plans and worksheets, helps teachers and students get the best from extensive reading
- eBooks also available from Amazon, ebooks.com and others

STARTER LEVEL

Starter/Beginner
Headwords 250

ROMANCE

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



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

HUMAN INTEREST

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



COMEDY

- What a Lottery!
by Colin Campbell

GHOST STORY

- The Girl at the Window
by Antoinette Moses

MURDER MYSTERY

- A Death in Oxford
by Richard MacAndrew

SCIENCE FICTION/HORROR

- Let Me Out!
by Antoinette Moses



THRILLER

- Dirty Money
by Sue Leather

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

LEVEL 1

Beginner/Elementary
Headwords 400

A1

COMEDY

- Help!
by Philip Prowse

MURDER MYSTERY

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



ROMANCE

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

SHORT STORIES

- Three Tomorrows
by Frank Brennan

THRILLER

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



LEVEL 2

Elementary/Lower-intermediate
Headwords 800

A2

HUMAN INTEREST

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



MURDER MYSTERY

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



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

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

ROMANCE

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



SCIENCE FICTION

- Superbird
by Brian Tomlinson

THRILLER

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



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



ADVENTURE

- Apollo's Gold
by Antoinette Moses

SHORT STORIES

- Circle Games
by Frank Brennan

LEVEL 3

Lower-intermediate
Headwords 1300

B1

ROMANCE

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



COMEDY

- The Ironing Man
by Colin Campbell

GHOST STORY

- How I Met Myself
by David A. Hill

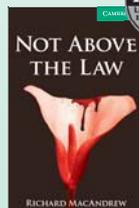
HORROR

- The Beast
by Carolyn Walker



MURDER MYSTERY

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



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

- Strong Medicine
by Richard MacAndrew



SHORT STORIES

- Tales of the Supernatural
by Frank Brennan



THRILLER

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



LEVEL 4

Intermediate
Headwords 1900

B1

ROMANCE

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



ADVENTURE

- Nothing but the Truth
by George Kershaw

GHOST STORY

- The Lady in White
by Colin Campbell

MURDER MYSTERY

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



SHORT STORIES

- The Fruitcake Special and other stories
by Frank Brennan

THRILLER

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



HUMAN INTEREST

- When Summer Comes
by Helen Naylor



LEVEL 5

Upper Intermediate
Headwords 2800

B2

MURDER MYSTERY

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



ADVENTURE

- The Sugar Glider
by Rod Neilsen

FUTURE THRILLER

- Dolphin Music
by Antoinette Moses

HUMAN INTEREST

- Dragons' Eggs
by J. M. Newsome



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

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

ROMANCE

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

SHORT STORIES

- Windows of the Mind
by Frank Brennan

THRILLER

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



LEVEL 6

Advanced
Headwords 3800

C1

HUMAN INTEREST

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



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

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



ROMANCE

- A Love for Life
by Penny Hancock

MURDER MYSTERY

- Deadly Harvest
by Carolyn Walker

SHORT STORIES

- The Way Home
by Sue Leather



THRILLER

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



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

Grammar

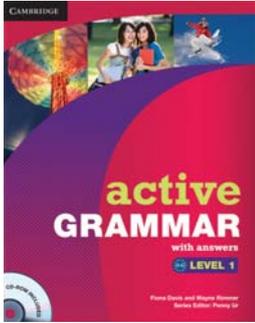
Active Grammar

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

ELEMENTARY TO ADVANCED



www.cambridge.es/activegrammar



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

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

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

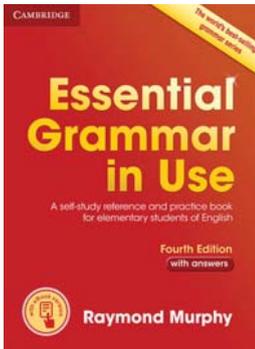
Essential Grammar in Use

Fourth edition

Raymond Murphy

ELEMENTARY TO PRE-INTERMEDIATE

www.cambridge.es/essentialgrammarinuse



Essential Grammar in Use Fourth edition retains all the key features of clarity and ease-of-use that have made the book so popular with learners and teachers alike. 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 both print and digital content, the interactive ebook with audio can be purchased with the printed book. It works on tablets and computers, and is available for individual or institutional use through the Cambridge Bookshelf app.

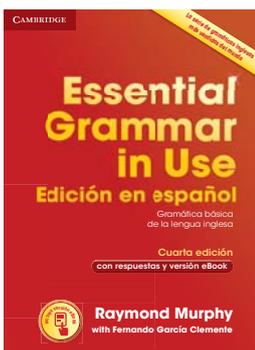
Essential Grammar in Use: Spanish Edition

Fourth edition

Raymond Murphy with Fernando García Clemente

ELEMENTARY TO PRE-INTERMEDIATE

www.cambridge.es/essentialgrammarinusespanish



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.

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

Grammar

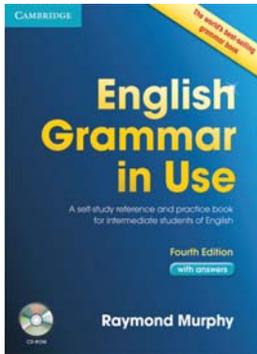
English Grammar in Use

Fourth edition

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/englishgrammarinuse



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

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

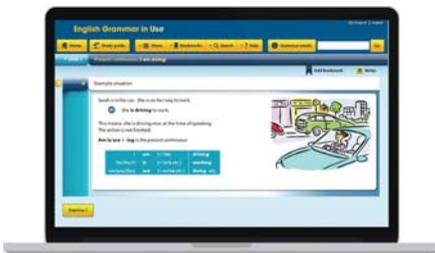
- Interactive ebook with the same grammar explanations and exercises found in the printed book. It includes the audio to help with listening and pronunciation, and options to save answers and check against an answer key, bookmark pages, highlight text and add notes. Available for individual or institutional purchase through the Cambridge Bookshelf app.

English Grammar in Use Online with LMS

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/eguonline



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

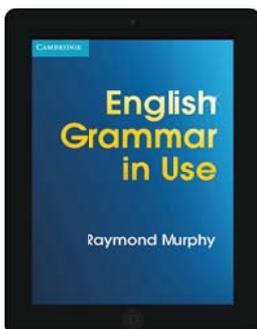
teachers to track the progress of their students, set homework and run reports. Compatible with iPads and computers. View demo: cambridge.es/insidegrammar.

English Grammar in Use App

Raymond Murphy

INTERMEDIATE TO UPPER INTERMEDIATE

www.cambridge.es/eguapp



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

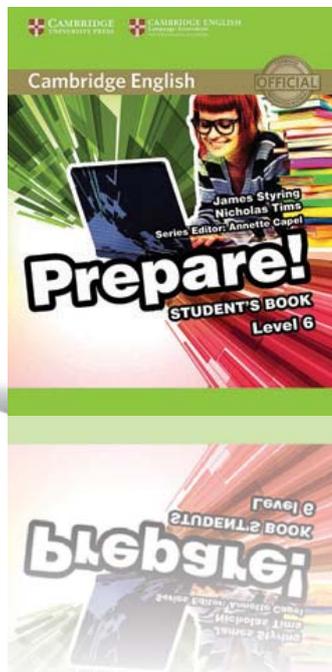
With explanations and interactive exercises, a study guide, integrated audio and automatic checking of answers, it is the only grammar app that an intermediate learner of English will ever need.



Cambridge English Prepare!

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

BEGINNER TO UPPER INTERMEDIATE



Where English meets Exams

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

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

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

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

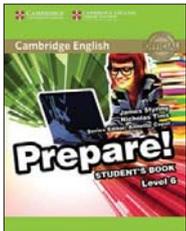
Everything for General English

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

Everything for Exam Preparation

- Exam style tasks written and edited by exam experts.
- Speaking test videos provide an insight into this part of the exam.
- Gradual exposure to exam tasks means students are fully prepared for the exam.
- 'Corpus challenge' exercises help to identify and avoid common grammar mistakes.

For students

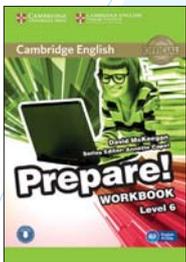


Student's Book

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

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

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



Workbook with Audio

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

For teachers



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

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

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

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



Class Audio CDs

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



Presentation Plus

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



Test Generator

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



Cambridge English Prepare! Digital



Digital resources for learners

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

Digital resources for teachers

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

Cambridge English Prepare!

18 Start-up

VOCABULARY The world of work

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

1 Jobs have different qualities. Can you think of a job for each of the qualities below?
 a doing something creative
 b having opportunities for foreign travel
 c being able to take lots of time off
 d doing something that is personally rewarding
 e having flexible working hours
 f being very well-paid
 g being your own boss
 h working shifts
 i working in a professional job
 j doing manual work

2 Look at the pictures. Which qualities in exercise 1 apply to these jobs?

3 **3.10** Listen to Sara, Dan and Emma. Make notes on their future career plans. Which area of work would be most appropriate for each? Why?

4 **3.10** Listen again. What aspects of work does each person mention?
Sara: being her own boss

5 Which person is most like you? What will be important to you in your future job?

READING

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

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

2 In a rare moment, 'making it' means ...
 A becoming successful in a chosen field.
 B being discovered at a very young age.
 C deciding to follow up on a hidden talent.
 D having the chance to earn some money.

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

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

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

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

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

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

READING

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

1 From the first paragraph we understand that Thelma ...
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 C that she avoids the mistakes they both made
 D that she finds something she is enthusiastic about.

Exam Profile sections familiarise students with the exam format

Cambridge English First for Schools

Exam profile 1

Paper 1: Reading and Use of English Multiple matching

What is Part 7?
 • One text divided into sections or several short texts
 • Ten questions

1 Look at questions 1 and 2. Which is asking about an opinion? How do you know? Identify the answers by reading the highlighted parts of texts A and B below.

Which teenager
 1 arranges additional matches as part of his fitness plan?
 2 disagrees of an aspect of his fellow players' behaviour?
 3 is confident that he can overcome a weakness in his performance?
 4 admits that a chosen form of physical exercise could be risky?
 5 praises the advice and support he has been given on diet?

2 In this exam task, some 'distraction' for each question will appear in another text. Underline the distraction for question 1. Which words are used in both the question and text?

Reading and Use of English Part 7 Now you try
 • Read the questions first and underline important words.
 • Scan the texts quickly to find the information you need.

3 Look at questions 3–5 and find the answers. Highlight the parts of the texts that give you the answers.

Teenage tennis players and their fitness

A Mats
 Being part of the top college team means I have to stay in great shape, so however hard I'm studying, not a day goes by without some form of exercise, although I might only actually hit a ball in practice three times a week. Swimming and long-distance running suit me better than arranging extra matches, allowing me to build up my strength. These activities also provide useful thinking time for essays, so my brain gets a proper workout. Our fitness trainer keeps an eye on general food intake and comes up with really smart suggestions about what to eat when. Not all the guys listen to him though, which shows little respect for what he's contributing to the team effort. That's poor. Then again, I tend to ignore advice on sleep patterns, while the others are pretty good at observing the early nights rule, so I maybe shouldn't criticise them.

B Tomas
 Our team practices are scheduled after classes and focus on movement around the court and general technique. I also set up regular sessions on court with friends, so there's no shortage of tennis! Some players do other sports to keep fit but that's not my thing. I do lift weights but my body's still growing so I need to watch out there, even though it's evidently good preparation for long matches. Up to a point, taking in high-energy products on court controls this lack of stamina, but I can't deny that as time goes on, it's tough to close things effectively and get the win. I'm doing extra workouts right now to tackle the matter, and I expect to see some benefit from that soon. Maybe I should seek advice on eating a balanced diet too. We don't get much official support on that, which is odd as it could make all the difference in big matches.

Paper 1: Reading and Use of English Key word transformations

What is Part 4?
 • Six separate questions each with a first and incomplete second sentence
 • A key word in bold which you must use to complete the second sentence

1 Read the instructions for this part and then answer question 1, using four words including the word given. Use a phrasal verb and a modal.

1 Medical research recommends reducing the amount of salt you consume
DOWN
 According to medical research, you _____ the amount of salt you consume.
 2 A majority of students selected Jackie as the best singer in the school's talent competition.
NOTED
 More students _____ singer in the school's talent competition.
 3 I'll only phone next week if it is absolutely necessary.
REALLY
 Next week, I won't phone _____ to.

Reading and Use of English Part 4 Now you try
 • Make sure the second sentence means the same as the first.
 • Check your spelling and grammar.

2 Answer questions 2 and 3. Which one tests a collocation?

Paper 3: Listening Part 3 Multiple matching

What is Part 3?
 • Five individual speakers, talking about a common theme
 • Five questions, to be matched to eight options A-H (three options aren't used)

1 **02.00** Read options A and B. One of them matches what Speaker 1 says. Listen and choose A or B.

A It gave me particular satisfaction to enable an injured animal to survive.
 B The working hours were unreasonable so I was too exhausted to enjoy the experience.
 C I was responsible for providing accurate daily estimates for the research team.
 D I made an effort to gain adequate knowledge in preparation for my trip.
 E I felt I needed to get away from the jungle so I spent weekends at the coast.
 F It didn't live up to my expectations, though there were benefits at the end.
 G I was lucky to get close to these rare animals in their natural surroundings.
 H It was life-changing and I'm definitely going to work there again in the future.

2 Now skim the recording script for Speaker 1. Identify the part that confirms the answer.

I was working in a rescue centre in South Africa for a month, looking after animals and birds that were hurt or young that had been found wandering alone – mainly monkeys. It was quite demanding work, with long days, but it was very rewarding all the same, especially when I realised that my effort had actually saved the life of a wounded animal. Tiring, though. Luckily we all slept on site so we didn't have far to crawl to our shared accommodation at the end of the day.

Listening Part 3 Now you try
 • Read the options carefully and underline key words.
 • Be careful. Sometimes an option seems possible, but it isn't an exact match.
 • Listen a second time to check your answers.

3 **02.00** Listen to Speakers 2–5 and choose the correct options.

28 **29**

OFFICIAL

Biology

The heart

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

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

YOUR CIRCULATORY SYSTEM

Heart structure and function

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

The right atrium receives blood from your body. This blood is deoxygenated – it does not carry very much oxygen (O₂). First, the right atrium pumps the blood to the right ventricle. Then the right ventricle pumps it to the lungs where it picks up new oxygen from the air that you breathe.

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

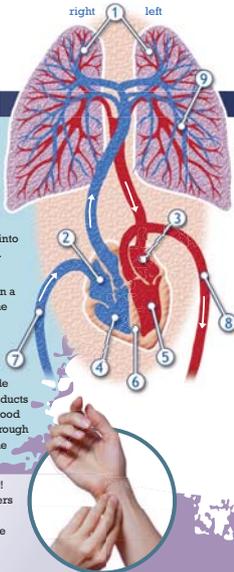
Arteries, capillaries and veins

Blood circulates through your body in a closed system of tubes called arteries and veins. The arteries carry blood away from the heart and divide into branches of smaller tubes.

The smallest tubes, called capillaries, are thinner than a human hair. The walls of the capillaries are so thin that oxygen can pass through them and into the cells of your body. Your cells also release carbon dioxide (CO₂) and other waste products into the blood. Then the blood flows back to your heart through the veins carrying away the waste products.

Check your pulse

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



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

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

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

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

Glossary

atrium an upper chamber of the heart (plural *atria*)
carbon dioxide (CO₂) a waste gas that your body produces
cell the smallest living part of your body
oxygen (O₂) a gas that your body needs to live
release let something go out or away
ventricle a lower chamber of the heart

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

Do you ♥ your heart?

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



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

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

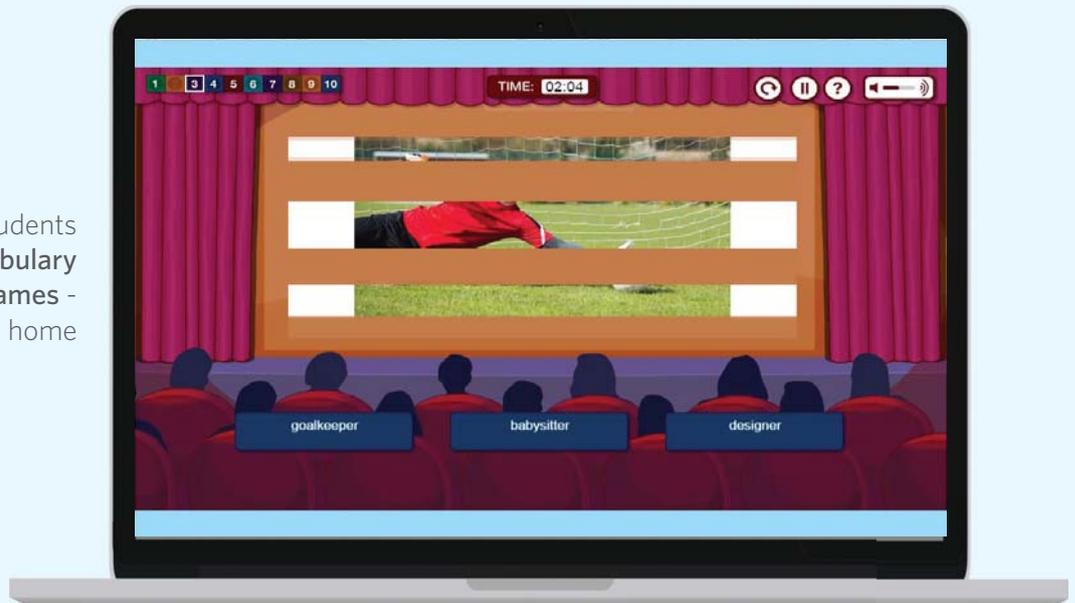
6 1.14 Listen to an interview. Make notes on what Karen eats and how much exercise she does. What does the dietician say about Karen's diet and lifestyle?

Project

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

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

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



Compact Key for Schools

Emma Heyderman with Frances Treloar
ELEMENTARY



- 50-60 teaching hours

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

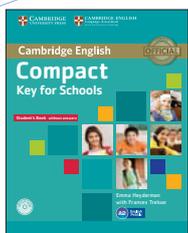
The course is designed to maximise the performance of school-age learners, and covers the core Key for Schools topics, language and skills. It is ideal for shorter courses or to use in conjunction with a general English course.

Key Features:

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

- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- Targeted vocabulary, based on English Profile, means students are permanently 'on level'.
- Grammar, vocabulary and error-correction exercises train students to avoid common exam mistakes.
- Teachers have access to two practice tests with audio.

For students

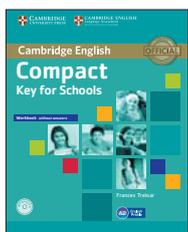


Student's Book without answers with CD-ROM

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

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

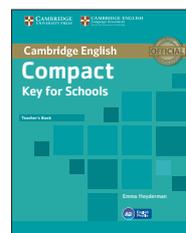
Also available is the **Student's Pack**, which includes the Student's Book and the Workbook in one package.



Workbook without answers with Audio CD

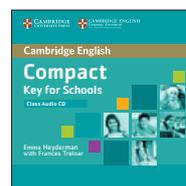
The Workbook provides further practice of language introduced in the Student's Book with a six-page section focusing specifically on vocabulary. It also includes an Audio CD with extra listening material for practice at home.

For teachers



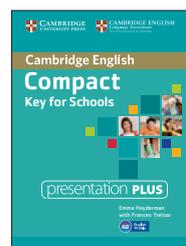
Teacher's Book

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



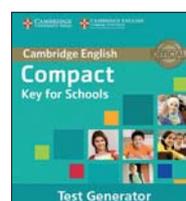
Class Audio CDs

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



Presentation Plus

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



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.

6 READING

Part 3b

Vocabulary – Directions

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

Game of the Week!

City Taxi ★★★★★ (143 customer reviews)

You're a taxi driver. You have to drive through a busy town and collect famous passengers. Go over bridges, park in the car park, wait for the traffic lights and look out for those dangerous drivers!

This game comes with complete instructions and several help screens.

Help!

| | |
|-------------------|---|
| 1 traffic lights | 4 |
| 2 | 5 |
| 3 | 6 |

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

| | | |
|----------------|--------|------------|
| traffic lights | bridge | roundabout |
| crossing | square | car park |

3 Match the conversations with the pictures.

1 **Mum:** Meet me in the car park at 5.00 p.m.
Boy: Where's that?
Mum: It's behind the (1) supermarket, near the (2) _____.

2 **Girl:** Is that your school?
Boy: No, my school is over the (3) _____, opposite the (4) _____ and next to the (5) _____.

3 **Girl:** Is the train station near here?
Man: Yes, it is. Go over the (6) _____, turn right at the (7) _____, cross the road at the (8) _____ and it's on your left.

4 Complete the conversations in Exercise 3.

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

| | | |
|---------------|-------------|------|
| town square | library | park |
| sports centre | supermarket | |

38 UNIT 6 READING

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

6 SPEAKING

Part 2

S Page 90

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

Helicopter Tour

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

2 Write complete questions about the helicopter tour.

- 1 where? *Where is the helicopter tour?*
- 2 price?
- 3 every day?
- 4 what / seen?
- 5 more information / ()?

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

Exam tip

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

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

- 2 Is it expensive?
- 3 _____
- 5 _____

Boat Tours
Bangkok, Thailand

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

James Hall Transport Museum
Johannesburg, South Africa

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

Exam tip

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

'Exam tips' help students perform better at the exam

Compact Key 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.

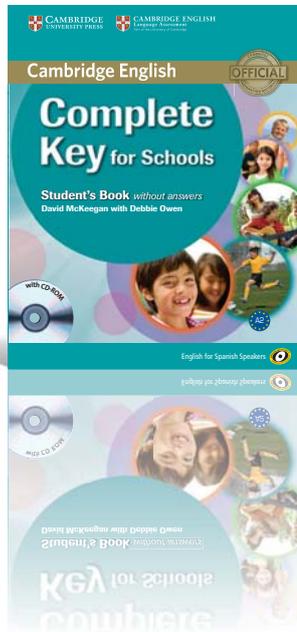
- Digital resources for teachers**
- **Presentation Plus** provides complete course content, including audio and video, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.
 - The **Test Generator** allows teachers to create and customise 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.

Complete Key for Schools

English for Spanish Speakers Edition

David McKeegan with Debbie Owen

ELEMENTARY



- 80-120 teaching hours

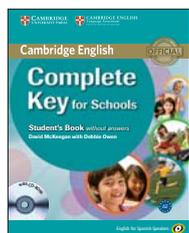
Complete Key for Schools is official preparation for the Cambridge English: Key for Schools exam. It combines the very best in contemporary classroom practice with stimulating topics aimed at the 11-14 age range.

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

Key Features:

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

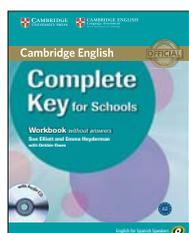
For students



Student's Book without answers with CD-ROM

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

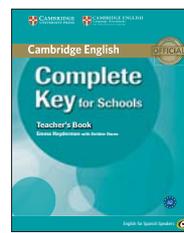
Also available is a **Student's Pack**, which includes the Student's Book without answers and the Workbook without answers.



Workbook without answers with Audio CD

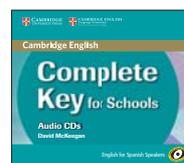
The **Workbook** provides further practice in the grammar and vocabulary taught in the Student's Book. The Audio CD contains all the listening material for the Workbook.

For teachers



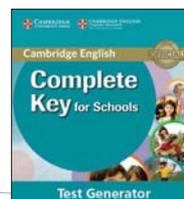
Teacher's Book

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



Class Audio CDs

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



Test Generator

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



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

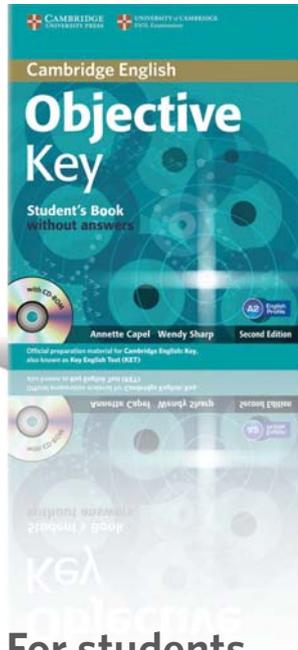
- **Speaking Tips** and the **'Spelling and Sounds'** section in the Student's Book help Spanish speakers perform better in the Speaking exam and with their pronunciation.
- **Question Corner** provides engaging practice of the language skills needed for successful interaction in Part 2 of the Speaking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

Objective Key

Second edition

Annete Capel and Wendy Sharp

ELEMENTARY



- 70 teaching hours, extendable to 120

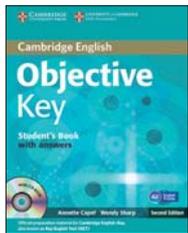
Objective Key offers students complete, official preparation for Cambridge English: Key and Key for Schools.

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

Key Features:

- 'Key words' sections informed by English Profile highlight the words and meanings students require to communicate at A2 level.
- 'Key speaking' sections focus on useful phrases for the Speaking Paper.
- Regular Exam Folders provide systematic exam preparation and practice, covering each paper in detail.

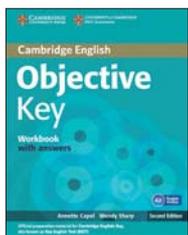
For students



Student's Book with CD-ROM

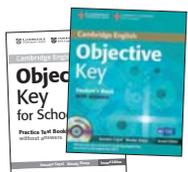
The Student's Book is available with or without answers. Both versions include a free CD-ROM with activities and games for practice of the target language.

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



Workbook

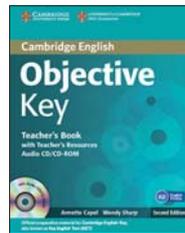
The Workbook, available with or without answers, provides the opportunity for further practice of new language and exam skills either at home or in the classroom.



For Schools Pack without answers

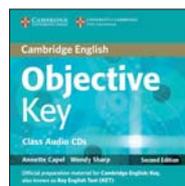
This special pack is ideal for young students preparing for the exam, and includes the Student's Book without answers and CD-ROM and a Schools Practice Test Booklet (without answers) with two Key for Schools tests.

For teachers



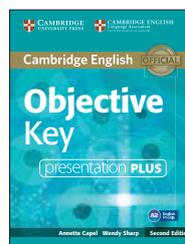
Teacher's Book with Teacher's Resources Audio CD/CD-ROM

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



Class Audio CDs

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



Presentation Plus DVD-ROM

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

11.1 Living for sport



1 surfing



2 baseball



3 snowboarding



4 tennis



4 basketball



5 volleyball

Vocabulary

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

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

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

3 Listen to six teenagers talking about the sports in the photos. Say what each sport is. Do they play/do the sport or watch it?

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

Key words ▶ page 151

Pronunciation

4 Listen and repeat.

| | | | |
|------------|--------|---------|------------|
| basketball | bigger | boots | bought |
| vegetable | video | village | volleyball |






1 Bob plays basketball.
 2 Bianca bought some new boots.
 3 I live in a very small village.
 4 There's a very good video on volleyball.
 5 Bill eats bread and vegetables before he plays volleyball.

5 Write a sentence using as many words beginning with **b** and **v** as you can. It can be as funny as you like! Read your sentence to your classmates.

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

Grammar

Conjunctions

1 Look at the conditional sentence in paragraph 4 and 5 in the article about the polar bear. These words are called **conjunctions**. Then complete the grammar explanation.

• We use **if/when** to say 'why' things happen.
 1 We use _____ when there is a choice or an alternative idea.
 2 We use _____ when we want to add an idea.
 3 We use _____ when there is a contrast.

Exercise

4 Read the article again and fill the spaces with A, B or C.

| | | |
|-------------|-----------|-----------|
| 1 A but | B because | C or |
| 2 A and | B or | C because |
| 3 A or | B but | C because |
| 4 A but | B because | C and |
| 5 A or | B but | C because |
| 6 A or | B because | C but |
| 7 A because | B but | C or |

5 Below are some sentences about Paul, a zoo keeper (a person who looks after the animals in a zoo), and the sentences together using **and**, **but** or **because**. There is sometimes more than one answer.

1 Paul looks after the elephants at a zoo. He also helps with the monkey sometimes.
 2 Paul studied in the evenings. He needed to learn about animals.
 3 He takes the elephants for a walk every day. He never rides them.
 4 Sometimes the elephants play with each other. Sometimes they like to lie up in the sun.
 5 Paul takes the elephants to the lake. The elephants like swimming there.

Write an article ▶ Write about a visit you made to a zoo.
 Say:
 • where the zoo is
 • who you went with
 • which animal you liked best.

Practise writing

6 **Match** the sentences to the zoo keeper, saying which animals he likes to look after. Write your name and date. Use the sentences. Practise doing this when you do the Activity below.

I like lions, monkeys and elephants.
 And I like horses, dogs and cats.

Activity

Write a poem

Play this game. Use the poem says I want to lie and you are here.
 The next poem continues I want to see and you are here and so on.

Continue, using an animal each time.

UNIT 5 ANIMALS 25

Spelling spot

they, there, they're

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

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

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

I have two dogs, called Wolfie and Sammy.

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

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

Objective Key Digital

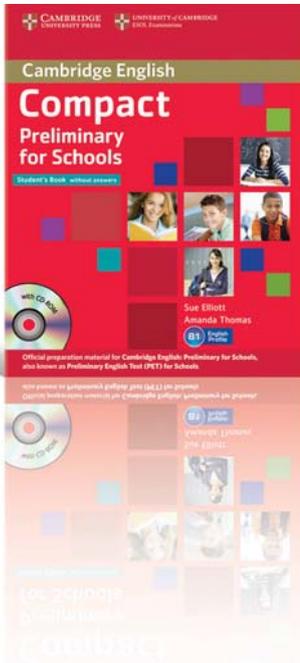


Digital resources for learners
 The Student's CD-ROM provides activities and games for learners to practice the target language.

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.

Compact Preliminary for Schools

Sue Elliott and Amanda Thomas
INTERMEDIATE



- 50-60 teaching hours

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

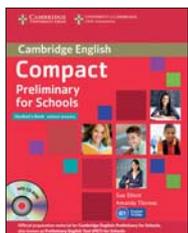
Choose an official Cambridge English course for the most authoritative exam preparation available!

Key Features:

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

- Two teen-inspired topics per unit ensure the entire exam syllabus is covered, and can also act as a basis for CLIL-based extension activities and projects.
- Organised by exam skill, each unit focuses on one part of each exam paper and provides tips and advice.
- A complete practice test is included in the Student's Book, with exclusive access to a further test and audio online.

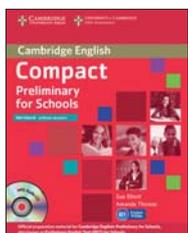
For students



Student's Book without answers with CD-ROM

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

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



Workbook without answers with Audio CD

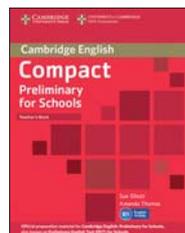
The Workbook provides further practice of language and vocabulary introduced in the Student's Book with a section focusing specifically on vocabulary. The accompanying Audio CD contains extra listening material for practice at home including exam-style tasks.



Student's Pack

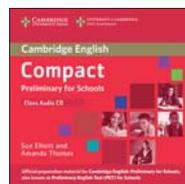
The Student's Pack includes the Student's Book without answers with CD-ROM and Workbook without answers.

For teachers



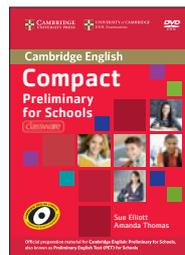
Teacher's Book

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



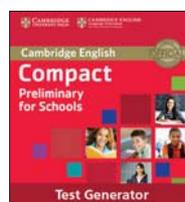
Class Audio CD

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



Interactive Whiteboard Software

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



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.

8 SPEAKING

Part 4 Page 127

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




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

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

- I prefer to
- I like more than
- I don't really enjoy as much as
- is much better than

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

Exam tip

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

Exam task

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

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

SPEAKING UNIT 8 67

3 WRITING

Part 3 Page 88

Exam tip

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

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

traditional smart casual fashionable stylish comfortable

Exam tip

Pronouns are useful because they help you to avoid repeating the same words.

4 Look at the pronouns in bold that Monika uses. Answer the questions.

- What does **them** refer to?
 - clothes
 - bright colours
- What does **They** refer to?
 - denim shorts
 - T-shirts
- What does **He** refer to?
 - Monika's brother
 - her brother's friends

5 Replace the underlined words in the text with these pronouns.

she them it has they there his that we he us




2 Discuss these questions.

- How would you describe the way you and your friends dress?
- What's the latest fashion in clothes in your country right now?

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

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

28 UNIT 3 WRITING

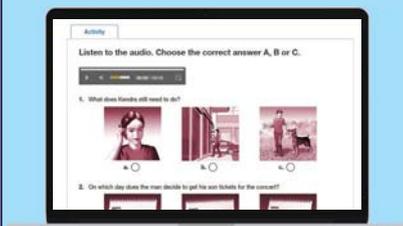
Organised by exam skill, each unit deals with one part of each exam paper

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

Exam tip

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

Compact Preliminary for Schools Digital



Digital resources for learners

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

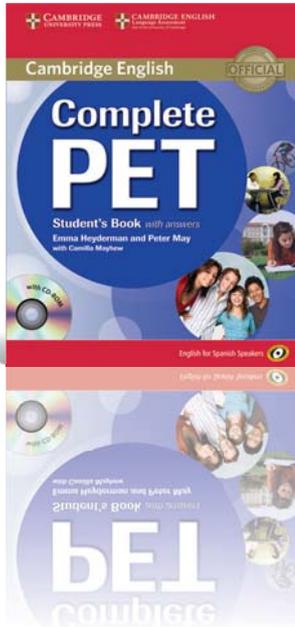
Digital resources for teachers

- The IWB presentation software available for this course provides immediate access to the Student's Book content, including audio, annotation tools and links to online resources.
- 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 thecambridge teacher.es.

Complete PET for Spanish Speakers

Emma Heyderman and Peter May

INTERMEDIATE



Comprehensive exam preparation

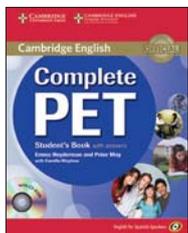
- Also suitable for Cambridge English: Preliminary for Schools
- 70 teaching hours, extendable to 120

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

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

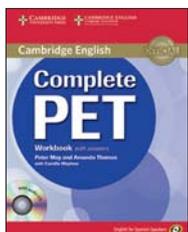
Two complete practice tests are included in the Student's Book, one for Cambridge English: Preliminary and another for Cambridge English: Preliminary for Schools, to help your students prepare for the exam.

For students



Student's Book with CD-ROM

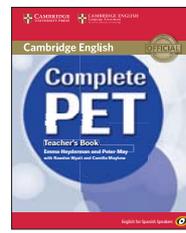
The Student's Book is available with or without answers. Both versions include a CD-ROM with additional practice for self-study, and official practice tests for Cambridge English: Preliminary and Preliminary for Schools.



Workbook with Audio CD

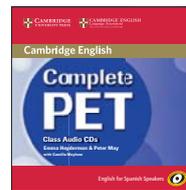
The Workbook is available with or without answers, and offers extra vocabulary, grammar, and skills practice, including listening material. The Vocabulary Extra section contains twelve pages of further practice and revision of the vocabulary in the Student's Book.

For teachers



Teacher's Book

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



Class Audio CDs

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



Test Generator

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



Complete PET contains material specifically designed to help Spanish speakers:

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

Vocabulary
Earn, have, make, spend and take
 Spanish-speaking PET candidates often make mistakes with verb + noun combinations. Use the verbs from the box to complete questions 1-5 correctly.

earn have make spend take

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

- can you have fun?
- can you friends?
- must you your time to do things carefully?
- do you most of your time helping people?
- can you a good wage?

Speaking Part 4
 Work in small groups. Discuss these questions:

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

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



Spelling and sounds
 Look at the sentence and notice the words ending in -er. Then choose the correct options, a or b. Listen to find out which is correct.

- The er in prefer ... a stressed b unstressed
- The er in prefer ... a /ɜ:/ b /ə/
- The er in prefer ... a /ɜ:/ b /ə/
- The er in prefer ... a /ɜ:/ b /ə/

Spelling and sounds
 Look at the words ending in -er in sentences 1-6. Underline the stressed syllable in these words. Is the -er ending stressed? Listen to check.

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

Work in small groups. Listen and practise saying the tongue twisters.
 My older brother is a taxi driver and my sister would prefer to be a dancer.
 My other brother is a better singer than my sister.



Spelling and sounds
 Look at the sentence and notice the words ending in -er. Then choose the correct options, a or b. Listen to find out which is correct.

- The er in prefer is ... a stressed b unstressed
- The sound of er in prefer is ... a /ɜ:/ b /ə/
- The er in river is ... a stressed b unstressed
- The sound of er in river is ... a /ɜ:/ b /ə/

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

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

- Look at the words ending in -er in sentences 1-6. Underline the stressed syllable in these words. Is the -er ending stressed? Listen to check.
 - It gets so hot on the metro in summer.
 - It's usually cheaper to go by bus.
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 - must you your time to do things carefully?
 - do you most of your time helping people?
 - can you a good wage?

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

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

Complete PET for Spanish Speakers Digital



Digital resources for learners

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

Digital resources for teachers on The Cambridge Teacher

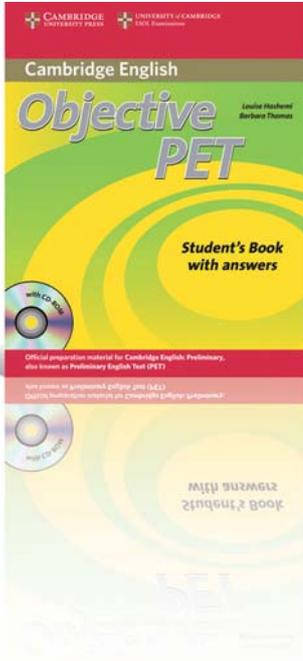
The Test Generator allows teachers to create and customise tests to suit their specific needs, with the possibility to create unit, term and final tests at two levels of difficulty. Available on thecambridgeteacher.es.

Objective PET

Second edition

Louise Hashemi and Barbara Thomas

INTERMEDIATE



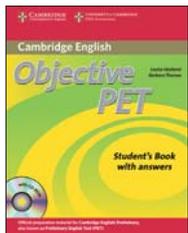
- Also suitable for Cambridge English: Preliminary for Schools
- Suitable for exam preparation and general English courses
- 90 teaching hours, extendable to 120

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

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

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

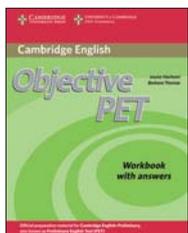
For students



Student's Book with CD-ROM

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

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



Workbook

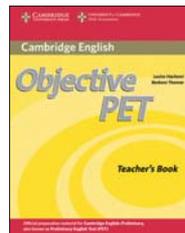
The Workbook, available with or without answers, provides further practice of language and vocabulary introduced in the Student's Book.



For Schools Pack without answers

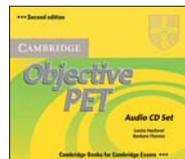
This special pack is ideal for students preparing for the Preliminary for Schools exam in class, and includes the 'without answers' versions of the Student's Book and the PET for Schools Practice Test Booklet, with two complete practice tests.

For teachers



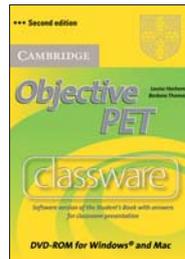
Teacher's Book

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



Class Audio CDs

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



Interactive Whiteboard Software

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

25 Shop till you drop

Grammar reported questions; verbs + two objects; too much/too many; not enough
Vocabulary shops and shopping
Revision reported speech; clothes



Introduction

- Look at the photographs. What do they show?
- Work with a partner. Look at one of the photographs. Check this list of advantages and disadvantages. Which are correct for your picture? Are there any other advantages or disadvantages of shopping this way? You can do this at any time. You have to go out in bad weather. It's a good place to meet friends. These shops are often expensive. You meet local people. You know the people who sell things to you. You have to give information about yourself to people you don't know. You can buy things without leaving your home. You can touch and try the things before you buy. You have to wait for days or weeks before you get what you've bought.
- Compare your list with some other students.
- Discuss which ways of shopping are most suitable for the following people and give reasons why.
 - busy parents
 - teenagers
 - people who live a long way from a city
 - old people

Listening

3 Listen to Andy phoning his older brother Darren. Decide whether these statements are true or false.

- Andy wants Darren to collect him from the city centre. *true*
- Darren complains that Andy spends too much money on clothes.
- Andy saw some shirts he liked in the market.
- A woman spoke to Andy when he was leaving a store called Tempo.
- The manager thought that Andy had stolen a pullover.
- Andy was questioned by a police officer.
- The shop assistant agreed with Andy's story.
- Andy apologised to the manager for the trouble he had caused.

162 UNIT 25

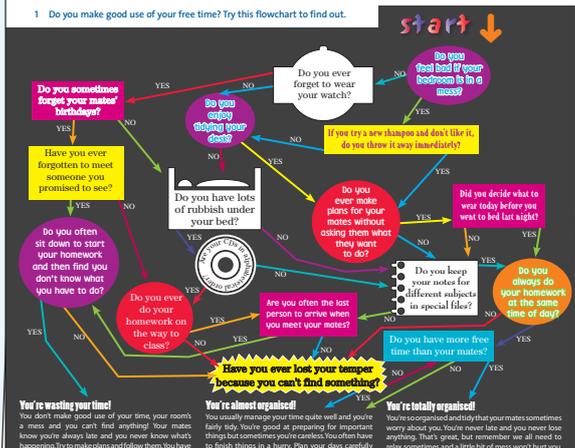
Thirty short units offer a **fun, fast-paced approach** to learning

16 Free time

Grammar going to; present after when, until and after
Vocabulary study/leisure; the time; making arrangements
Revision invitations; present continuous for plans

Introduction

1 Do you make good use of your free time? Try this flowchart to find out.



2 Do you agree with the result? Tell other people your result. Do they agree?

3 Look at the pictures. These students have an English test tomorrow. What are they doing now? Are these good ways to use your time the day before an English test?

Corpus spot

Which verb do we use with homework?

Complete these PET students' sentences.

a We _____ some homework for an hour, then we went out.

b My room has a nice chair and a table where I _____ my homework.

What other noun + verb pairs can you remember? (Look back to Unit 8.)

104

'Corpus spots' use examples from the Cambridge English Corpus to target areas that cause difficulties at this level

Corpus spot

Which verb do we use with *homework*? Complete these PET students' sentences.

a We _____ some homework for an hour, then we went out.

b My room has a nice chair and a table where I _____ my homework.

What other noun + verb pairs can you remember? (Look back to Unit 8.)

Objective PET Digital



Digital resources for learners
 The Student's CD-ROM provides further practice activities as well as a complete practice test, making it ideal for self-study.

Digital resources for teachers
 The IWB presentation software available for this course provides immediate access to the Student's Book content, including audio, annotation tools and links to online resources.

Compact First for Schools

Second edition

Barbara Thomas and Laura Matthews

UPPER INTERMEDIATE



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

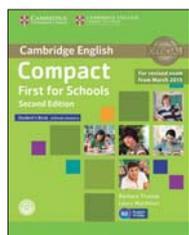
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The course is designed to maximise the performance of school-age learners, and covers the core topics, language and skills needed for the exam.

- 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.

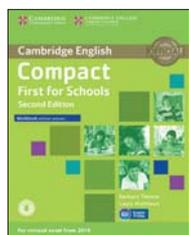
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Workbook with downloadable audio

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

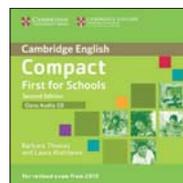
The Student's Pack includes the Student's Book without answers with CD-ROM and Workbook without answers.

For teachers



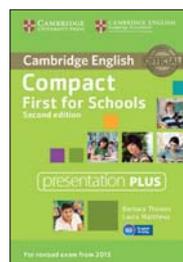
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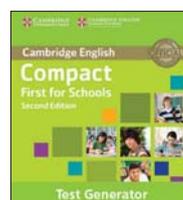
Class Audio CD

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?*

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

6 SPEAKING

Part 3

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

- what you would do in your school
- how successful it might be

growing plants using less water
 saving electricity using less plastic
 recycling

Part 4

2 In Speaking Part 3, the examiner gives you a task with a question and some suggestions. You have a discussion about the suggestions and then you are asked to make a decision. Here are some useful expressions. Write A, D, C or E next to each one for Agree, Disagree, make a Comment, make a Suggestion.

- 1 I don't really think that's a good idea.
- 2 Absolutely.
- 3 We all know we shouldn't do things like that.
- 4 We should tell everyone to turn off their computers at the end of the lesson.
- 5 I don't think turning the heating down would go down well with students here.
- 6 Well, with you to back...
- 7 That's not what I think. The school...
- 8 What about getting recycling bins in the canteen?

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

5 Learning

READING AND USE OF ENGLISH

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

2 Look at these photos. Which jobs are shown?

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

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

Exam task

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

Exam tip

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

Which person combined two interests into a possible career?

wants to offer support to others in a similar situation?

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

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

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

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

admires others because of their characteristics rather than their achievements?

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

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

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

1

2

3

4

5

6

7

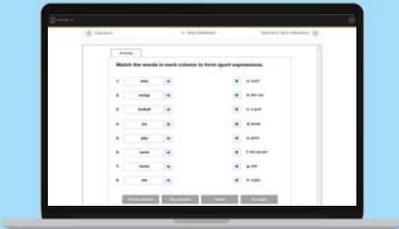
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38 UNIT 5 READING AND USE OF ENGLISH

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.

Compact First

Second edition

Peter May

UPPER INTERMEDIATE



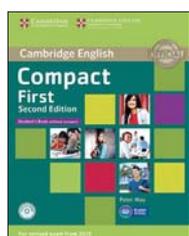
Up-to-date preparation for the 2015 revised exam
- 50-60 teaching hours

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

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

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

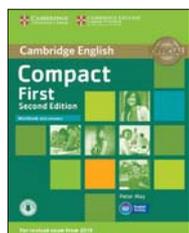
For students



Student's Book with CD-ROM

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

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



Workbook with downloadable audio

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



Student's Pack without answers

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

For teachers



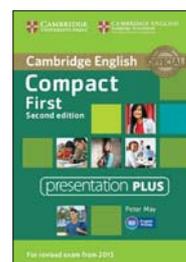
Teacher's Book

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



Class Audio CDs

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.

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) **different** in age, about 18, unlike the family.
 d One (4) **difference** between the pictures is that (5) **they** show people eating together in the (6) **same** place: at home.
 e And in (7) **the** pictures it looks as if they're enjoying their meal.
 f But in some ways the situation in the two pictures is completely (8) **different**.
 g The biggest (9) **difference** between them is that this one shows people talking and laughing together, but in the (10) **other** one they're looking at the TV, not at each other.

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

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

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

Quick steps to Speaking Part 2

- Think about what you are going to say before you start speaking.
- Mention as many similarities and differences as you can.
- When your partner is speaking, listen to what they say 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?



6 Change roles and repeat the exam task.

Exam tip

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

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

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.

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.

5 READING AND USE OF ENGLISH

Part 7



3 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.

Exam tip

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

Quick steps to Reading and Use of English Part 7

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

Exam task

You are going to read an article in which four people talk about their careers. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person

did not go to university? **1**

has heard the company might be bought by a bigger organisation? **2**

was pleasantly surprised by the working conditions? **3**

says that enthusiasm and determination will bring great success for the employee? **4**

found it difficult at first to complete work on time? **5**

is confident they will be able to carry out their extra duties? **6**

says the way they are paid makes financial planning simpler? **7**

liked their job as soon as they started it? **8**

had to understand a lot of new things very quickly? **9**

is unsure exactly how much they will earn in the future? **10**

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 Schools

English for Spanish Speakers Edition

Guy Brook-Hart
UPPER INTERMEDIATE



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

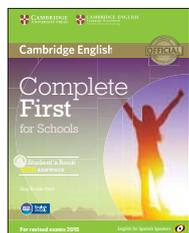
The English for Spanish Speakers edition of **Complete First for Schools** provides thorough preparation for the Cambridge English: First for Schools exam. This topic-based course covers every part of the exam in detail, ensuring that Spanish-speaking students are fully equipped to tackle each part of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

Key Features:

- Vocabulary selection informed by English Profile.

- Exercises help students avoid repeating the typical mistakes that real exam candidates make, as revealed by the Cambridge Learner Corpus.
- Exam information and advice is offered throughout, culminating in Exam round-up sections.
- Teachers have online access to official practice tests.

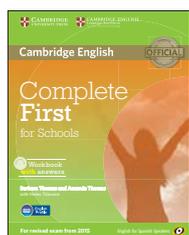
For students



Student's Book with CD-ROM

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

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



Workbook with Audio CD

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

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



Student's Pack

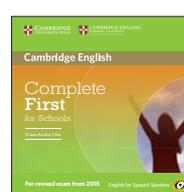
The Student's Pack is available in two versions, with and without answers. It combines the Student's Book and the Workbook in one package.

For teachers



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

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



Class Audio CDs

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Test Generator

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



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

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

7 High adventure

Starting off

1 Match these adventure sports with the photos.
 canoeing/kayaking mountain biking parasailing rock climbing snowboarding windsurfing

2 Work in groups.
 1 Which of these activities looks the most fun? Why?
 2 Which do you think would be the easiest / most difficult to learn? Why?
 3 Are there any activities you wouldn't like to do? Why not?

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

Speaking extra

Units 3 & 4

Speaking Part 2

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

2 Read these extracts from Maite and Pedro doing the speaking task in Exercise 1. Complete each extract by writing a word or phrase from the box in each gap. In some cases, more than one answer may be possible.

although because contrast especially more the other hand whereas while

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

What are the people enjoying about these occasions?

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

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

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

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

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

3 Listen Order the extracts a-e in Exercise 2. Then listen to check your answers.

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

Thank you. And Pedro, which event do you think you would enjoy more?

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

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

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

Complete First for Schools Digital



Digital resources for learners

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

Digital resources for teachers on The Cambridge Teacher
 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.

Complete First for Spanish Speakers

Second Edition

Guy Brook-Hart
UPPER INTERMEDIATE



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

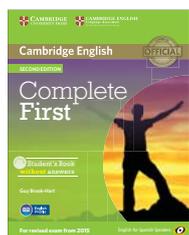
Complete First for Spanish Speakers 2nd edition provides thorough preparation for the Cambridge English: First exam. It combines the very best in contemporary classroom practice with first-hand knowledge of the challenges Spanish-speaking learners face.

Key Features:

- Exercises help students avoid repeating the typical mistakes that real

- exam candidates make, as revealed by the Cambridge Learner Corpus.
- Exam information and advice is offered throughout, culminating in Exam round-up sections.
- Vocabulary selection informed by English Profile.
- Teachers have online access to official practice tests.

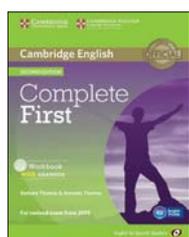
For students



Student's Book with CD-ROM

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Workbook with Audio CD

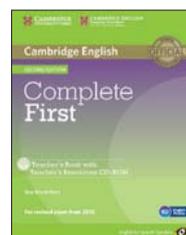
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Complete First for Spanish Speakers includes content to target areas that Spanish speakers find most challenging:

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- **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 90 again. Which words and phrases do they use to introduce their opinions?

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

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

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

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

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

athletic competitive marathon opponent professional represent spectator set a record

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

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

Spelling and sounds
for Spanish speakers

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

- prefer a /ɜ:/ b /ə/ a. • b. •
- younger a /ɜ:/ b /ə/ a. • b. •

8 Listen to check your answers.

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

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

| | |
|-------------|-------------|
| /ɜ:/ prefer | /ə/ younger |
| | braver |

10 Look at the underlined letters in the words. They can also combine to represent the sound /ɜ:/.

a garth b surface c gid

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

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

Speaking extra Units 1 & 2

Speaking | Part 1

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

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

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

have hold look forward meet spend take part

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

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

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

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

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

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

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

- waiting for someone or something to happen
- believing something will happen or someone will do something
- thinking someone should behave in a particular way or do something
- thinking something is likely to be true
- wanting something to happen or to be true

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

Spelling and sounds

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

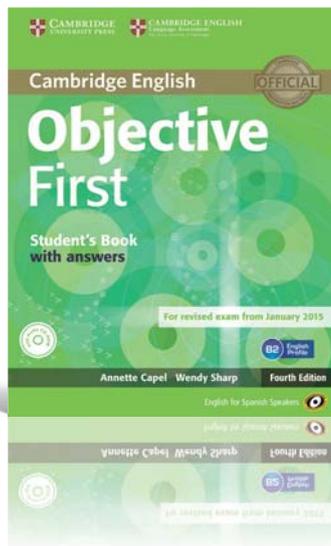
Complete First for Spanish Speakers Digital



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- The **interactive CD-ROM** that accompanies the Student's Book lets students tackle areas of difficulty at their own pace.

Objective First for Spanish Speakers

Annette Capel and Wendy Sharp
UPPER INTERMEDIATE



Up-to-date preparation for the 2015 revised exam

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

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

Key features:

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

- Authentic and up-to-date English, as revealed by the Cambridge English Corpus.
- 'Corpus Spots' highlight common learner errors.
- The CD-ROM provides optional extra language and vocabulary practice and familiarisation with the exam format.

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

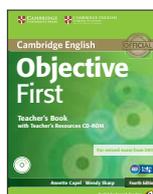
The Workbook provides practice of the language covered in the Student's Book. The accompanying audio CD provides exam-style listening practice. There is also a 'without answers' version of the Workbook, which also includes the audio CD.



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

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

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

Exam spot

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

17-1 Collectors and creators

Speaking

Exam spot

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

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

Student A
Compare the pictures, describing the possible benefits and problems of collecting the things shown.

Student B
Compare the pictures, describing the possible benefits and problems of collecting the things shown.

Student A
Compare the pictures, describing the possible benefits and problems of collecting the things shown.

Student B
Compare the pictures, describing the possible benefits and problems of collecting the things shown.

2 Look at the second pair of photographs and change roles. Student A should listen carefully to what Student B says. Remember to keep talking for up to 20 seconds.

Student A
Compare the pictures, describing the main differences between these two hobbies. (about 1 minute)

Student B
Say which hobby appeals to you more, and why (20 seconds)

Student A
Did Student B manage to talk for a full minute? Suggest other ideas if necessary.

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

Units 7–12 Get it Right!

Focus on verbs

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

Anyone for tennis?



My family used to ^{live} 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.

Remember to use an infinitive of purpose to say why you do 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.

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 Wed 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



- The digital Student's Book and Workbook can be used online and offline, and they integrate the book with the class audio, answers for each exercise, and the corresponding units of the Teacher's Book. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets and interactive whiteboards.
- The interactive CD-ROM included with the Student's Book offers further language and exam practice.

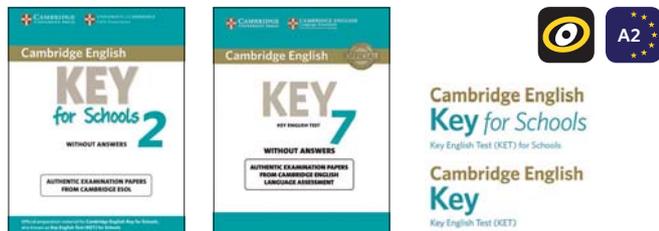
Exam Practice Materials

Practice Tests

www.cambridge.es/practicetests

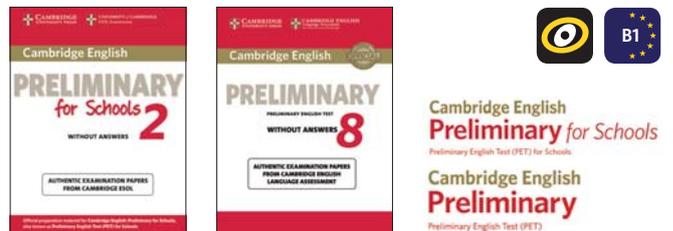
Cambridge English / ELEMENTARY TO UPPER INTERMEDIATE

Key and Key for Schools



There are currently **two collections** of tests for Key for Schools and **eight collections** for Key. Each contains four complete official practice tests to help your students prepare for test day.

Preliminary and Preliminary for Schools



There are currently **two collections** of tests for Preliminary for Schools and **eight collections** for Preliminary, each with four complete official practice tests to help your students prepare for the exam.

First and First for Schools



For 2018 there will be **three collections** of tests for First for Schools and **three collections** for First, each with four complete official practice tests to help your students prepare for the exam.

Please note that **First for Schools 2** and **First 2** are also available online as **Testbank: First for Schools 5-8** and **Testbank: First 5-8** (see page 65).

Trainers

ELEMENTARY TO UPPER INTERMEDIATE

www.cambridge.es/trainers



Six full practice tests per book with guidance and tips

- Available for: Key for Schools, Preliminary for Schools, First for Schools and First.

For 2018 there will be **two collections** of the **Trainers** for Key for Schools, Preliminary for Schools, First for Schools and First.

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

Exam Practice Materials

Cambridge English Practice Testbank

Cambridge English / ELEMENTARY TO UPPER INTERMEDIATE



www.cambridge.es/testbank

Testbank

Authentic Practice Tests online

Cambridge English authentic practice tests are now available online using test material from the organisation that produces the exams. Tests **replicate the computer-based (CB) exams** and are managed online in a simple Learning Management System.

- Four tests are included for each exam.
- Your students can take a timed test (Test mode) or practise without pressure (Practice mode).
- Reading and Listening are auto-marked with instant reporting.
- A detailed gradebook allows teachers to see individual student answers.
- Video Speaking Practice allows students to take a recorded Speaking Test simulation.

Cambridge English test experience

- **Testbank** offers the most realistic computer-based test experience available.
- Test mode familiarises students with test conditions.
- Video questions from a real examiner provide practice in the Speaking Test question and answer format.

Improve confidence

- Practice mode allows students multiple attempts (up to 3) to enhance learning.
- Instant reporting allows students to target areas of difficulty and try again.
- Flexible approach makes **Testbank** suitable for all stages of exam preparation.

How it works

- Students access **Testbank** with their individual codes and join their class.
- The teacher assigns tests or parts of a test and chooses the mode.
- The teacher reviews results and can identify areas of weakness.
- **Testbank** may be purchased alone or in combination with some of our exam courses. Contact your local sales office for details.

Cambridge English: Key for Schools Tests 1-4

Cambridge English: Key Tests 1-4

Cambridge English: Preliminary for Schools Tests 1-4

Cambridge English: Preliminary Tests 1-4

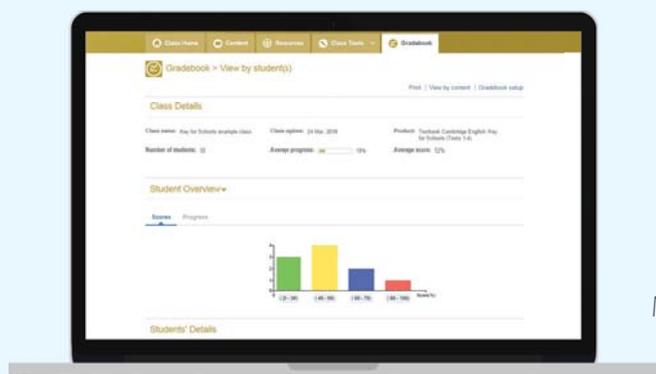
Cambridge English: First for Schools Tests 1-4

Cambridge English: First for Schools 5-8*

Cambridge English: First Tests 1-4

Cambridge English: First 5-8*

* Also available as print tests (**Cambridge English First for Schools 2** and **Cambridge English First 2**)



Train with real test questions in a computer-based environment

Manage students' work online in a simple LMS

Full ISBN listing on page 78

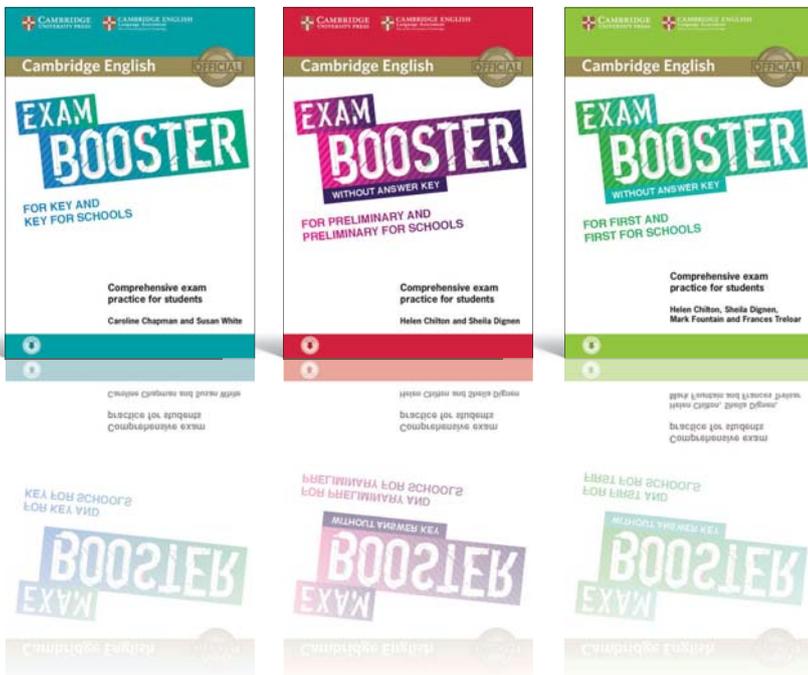
Exams Supplementary Materials

Cambridge English Exam Boosters

www.cambridge.es/boosters



Caroline Chapman, Helen Chilton, Sheila Dignen, Mark Fountain, Frances Treloar and Susan White
ELEMENTARY TO UPPER INTERMEDIATE



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



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 Tayfoor
UPPER INTERMEDIATE

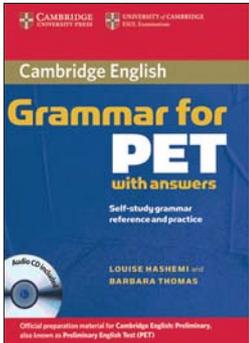
Exams Supplementary Materials

Cambridge Grammar for PET

www.cambridge.es/cambridgegrammarfor



Louise Hashemi and Barbara Thomas
INTERMEDIATE



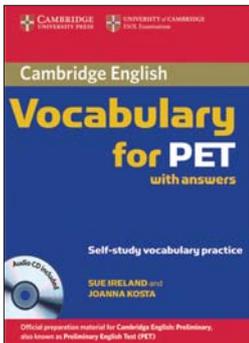
This popular title provides clear explanations and extensive practice of the grammar needed at this level. Grammar is presented through listening material, allowing learners to develop their listening skills while they study. It also practises the full range of Cambridge English: Preliminary (PET) exam tasks from the Reading, Writing, Speaking and Listening papers.

Cambridge Vocabulary for PET

www.cambridge.es/cambridgevocabularyfor



Sue Ireland and Joanna Kostas
INTERMEDIATE



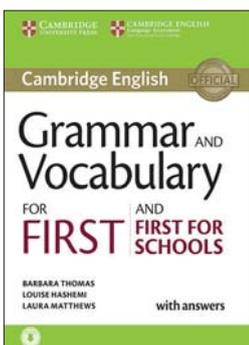
Covering all the vocabulary needed for the Cambridge English: Preliminary (PET) exam, this handy practice book offers useful tips on vocabulary learning and tackling exam tasks. Vocabulary is presented in realistic contexts and typical learner errors are highlighted to help candidates avoid classic pitfalls. It also gives extensive practice of exam tasks from the range of papers.

Grammar and Vocabulary for First and First for Schools

www.cambridge.es/cambridgegrammarfor



Louise Hashemi, Barbara Thomas and Laura Matthews
UPPER INTERMEDIATE



This title provides complete coverage of the grammar and vocabulary needed for the Cambridge English: First and Cambridge English: First for Schools exams, and develops listening skills at the same time. It provides students with practice of exam tasks from 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.



All you need
to teach
outside the box,
is inside

Secondary

BOX

The all-in-one ELT resource website for Secondary
and Bachillerato teachers brought to you by Cambridge.

Box it!

www.thesecondarybox.org

ISBN Listing

ISBN Listing

SECONDARY / Courses

Smart Planet / pages 6-9

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- Workbook (English) 978-84-8323-974-2
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- Digital Workbook (Enhanced PDF) 978-84-9036-798-8
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- Digital Workbook (SCORM) 978-84-9036-796-4

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 - Test Generator
 - Teacher's Resource Bank
- Available at thecambridgeteacher.es.

SECONDARY / Courses

Citizen Z / pages 10-13

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- Class Audio CDs 978-84-9036-630-1
- Digital Student's Book (SCORM) 978-84-9036-866-4
- Digital Workbook with Online Practice (SCORM) 978-84-9036-540-3

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- Digital Student's Book (SCORM) 978-84-9036-281-5
- Digital Workbook (SCORM) 978-84-9036-669-1

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- Digital Student's Book (SCORM) 978-84-9036-239-6
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- Video DVD 978-84-9036-241-9
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- Digital Student's Book (SCORM) 978-84-9036-101-6
- Digital Workbook (SCORM) 978-84-9036-972-2

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- Digital Workbook with Online Practice (SCORM) 978-84-9036-677-6

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 - Teacher's Resource Bank
- Available at thecambridgeteacher.es.

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English in Mind for Spanish Speakers / pages 14-17

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- Interactive Whiteboard Software 978-0-521-12232-0
- Testmaker Audio CD/CD-ROM 978-0-521-17286-8
- Digital Student's Book (Enhanced PDF) 978-84-8323-352-8
- Digital Workbook (Enhanced PDF) 978-84-8323-339-9
- Digital Student's Book (SCORM) 978-84-8323-777-9
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- Testmaker Audio CD/CD-ROM 978-0-521-14035-5
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- Digital Workbook (Enhanced PDF) 978-84-8323-341-2
- Digital Student's Book (SCORM) 978-84-8323-850-9
- Digital Workbook (SCORM) 978-84-8323-610-9

Level 2

- Student's Book with DVD-ROM 978-84-8323-963-6
- Workbook with Audio CD 978-84-8323-841-7
- Teacher's Resource Book with Audio 978-84-8323-788-5
- DVD 978-0-521-15932-6
- Interactive Whiteboard Software 978-0-521-12353-2
- Testmaker Audio CD/CD-ROM 978-0-521-13684-6
- Digital Student's Book (Enhanced PDF) 978-84-8323-609-3
- Digital Workbook (Enhanced PDF) 978-84-8323-344-3
- Digital Student's Book (SCORM) 978-84-8323-855-4
- Digital Workbook (SCORM) 978-84-8323-611-6

Level 3

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- DVD 978-0-521-15586-1
- Interactive Whiteboard Software 978-0-521-17483-1
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- Digital Student's Book (SCORM) 978-84-8323-780-9
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- Interactive Whiteboard Software 978-0-521-18460-1
- Testmaker Audio CD/CD-ROM 978-0-521-18461-8

SECONDARY / Courses

Interactive for Spanish Speakers / pages 18-21

Level 1

- Student's Book 978-84-8323-621-5
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- 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

Level 2

- Student's Book 978-84-8323-623-9
- Workbook with Audio CD 978-84-8323-624-6
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- Testmaker CD-ROM and Audio CD 978-0-521-27963-5
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- Workbook with Audio CD 978-84-8323-948-3
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- Digital Workbook (Enhanced PDF) 978-84-9036-455-0

ISBN Listing

BACHILLERATO / Courses

Out & About / pages 22-25

Level 1

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- Workbook with downloadable audio 978-84-9036-802-2
- Teacher's Book 978-84-9036-803-9
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- Digital Workbook 978-84-9036-516-8

Level 2

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- 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
- Digital Student's Book 978-84-9036-156-6
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Levels 1 and 2

- Teacher's DVD with Activity Book 978-84-9036-811-4

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 - Teacher's Resource Bank
- Available at thecambridgeteacher.es.

Next Generation / pages 26-29

Level 1

- Student's Book 978-84-8323-808-0
- Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet) 978-84-8323-816-5
- Teacher's Resource Book with Class Audio CDs 978-84-8323-818-9
- Digital Student's Book 978-84-8323-918-6
- Digital Workbook 978-84-8323-919-3

Level 2

- Student's Book 978-84-8323-811-0
- Workbook Pack (Workbook with Audio CD and Common Mistakes at PAU Booklet) 978-84-8323-827-1
- Teacher's Resource Book with Class Audio CDs 978-84-8323-830-1
- Digital Student's Book 978-84-8323-934-6
- Digital Workbook 978-84-8323-942-1

SECONDARY & BACHILLERATO / Supplementary Materials

Photocopiable Resource Books / page 30

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 31

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
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- Amazing Young Sports People 978-84-8323-572-0
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- Parties and Presents: three short stories 978-84-8323-836-3
- London 978-1-107-61521-2
- New Zealand 978-84-8323-488-4

Level 3

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- Running Wild 978-84-8323-501-0
- The Mind Map 978-84-8323-537-9
- Alone! 978-84-8323-682-6
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- Tasty Tales 978-84-8323-542-3
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Level 5

- Sherlock 978-1-107-62186-2
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Level 6

- Freddie's War 978-84-8323-909-4

ISBN Listing

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Cambridge Discovery Education™

Interactive Readers / pages 32-33

A1

- Blizzards: Killer Snowstorms 978-1-107-62164-0
- Wild Australia! 978-1-107-62165-7
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A1+

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A2

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- Medicine: Old and New 978-1-107-65866-0
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- What Are the Odds? From Shark Attack
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- Rescued: The Chilean Mining Accident 978-1-107-65519-5
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Cambridge English Readers / pages 34-35

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| • Ten Long Years | 978-1-107-62178-7 |

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Active Grammar / page 36

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| • Test Generator CD-ROM | 978-84-9036-184-9 |

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Compact Key for Schools / pages 42-43

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| • Workbook without answers with Audio CD | 978-1-107-61880-0 |
| • Online Workbook | 978-1-107-59501-9 |
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| • Class Audio CD | 978-1-107-61868-8 |
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English for Spanish Speakers edition / pages 44-45

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Objective Key / pages 46-47

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| • Student's Book with answers with CD-ROM | 978-1-107-62724-6 |
| • Workbook without answers | 978-1-107-69921-2 |
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| • Presentation Plus DVD-ROM | 978-1-107-67776-0 |

ISBN Listing

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- Student's Book without answers with CD-ROM 978-1-107-69409-5
- Workbook without answers with Audio CD 978-1-107-63539-5
- Online Workbook 978-1-316-50160-3
- Student's Pack (Student's Book without answers with CD-ROM, Workbook without answers with Audio CD) 978-1-107-66714-3
- Teacher's Book 978-1-107-61027-9
- Class Audio CD 978-1-107-63262-2
- Presentation Plus DVD-ROM 978-1-107-69233-6

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- For Schools Pack without answers (Student's Book and PET for Schools Practice Test Booklet) 978-0-521-16827-4
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Compact First for Schools / pages 54-55

- Student's Book without answers with CD-ROM 978-1-107-41556-0
- Student's Book with answers with CD-ROM 978-1-107-41560-7
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- Class Audio CD 978-1-107-41574-4
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- Workbook with answers with Audio 978-1-107-41572-0
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EXAMS / Courses

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- Student's Book with answers with CD-ROM 978-1-107-42844-7
- Teacher's Book 978-1-107-42857-7
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ISBN Listing

EXAMS / Supplementary Materials

Practice Tests / page 64

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- Student's Book without answers 978-0-521-17682-8
- Student's Book with answers 978-0-521-13992-2
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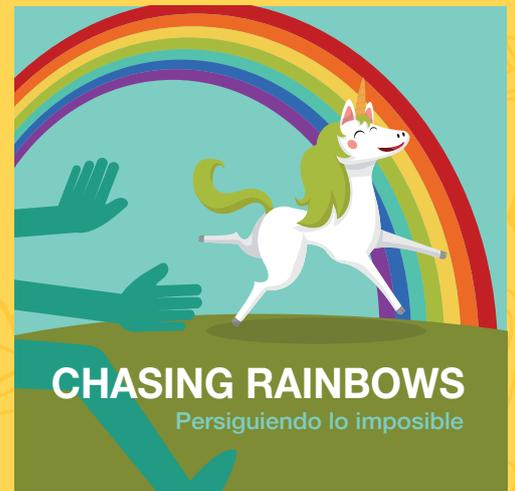
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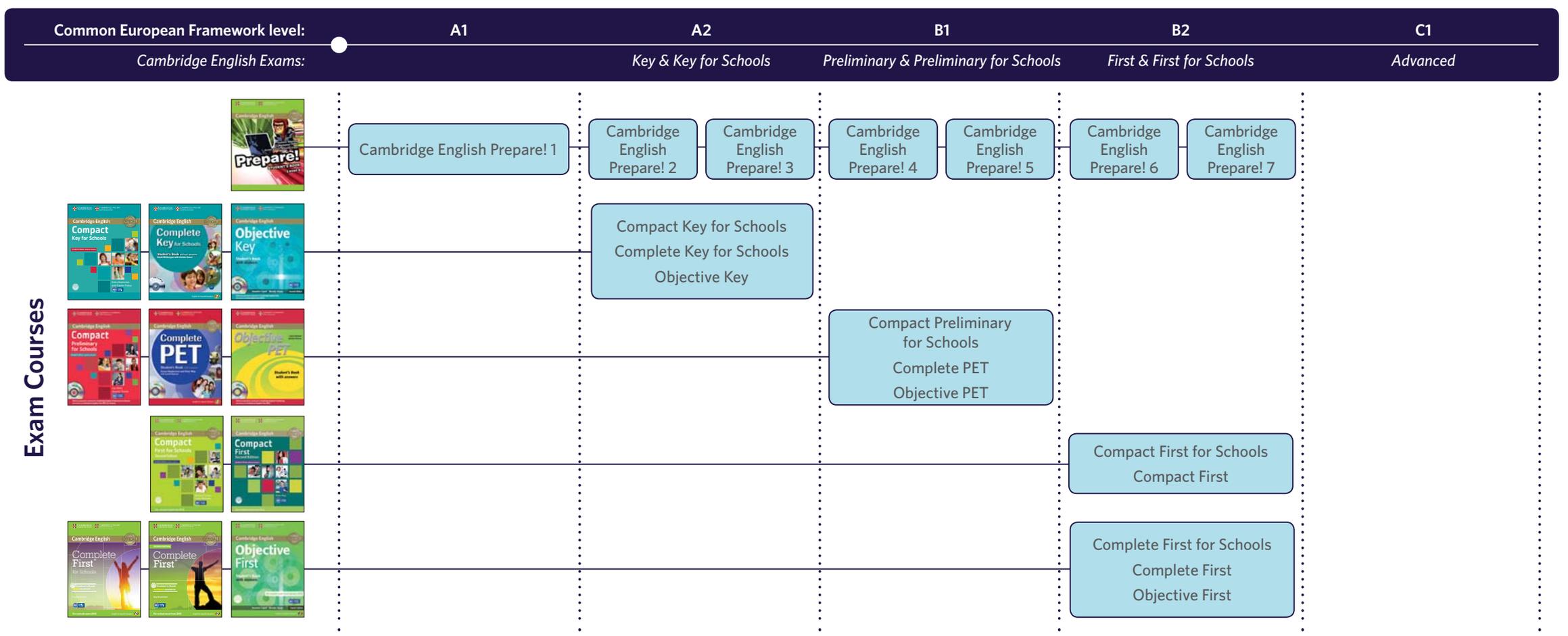
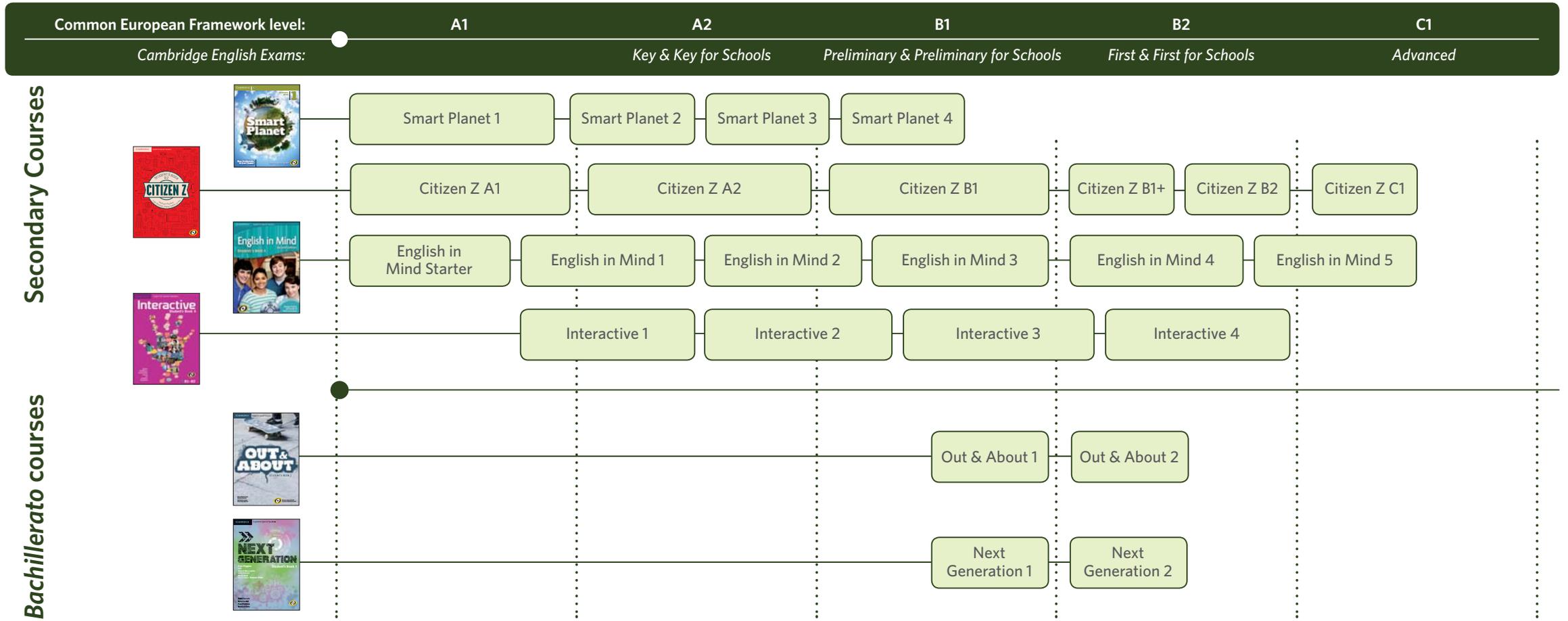
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