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materials for Cambridge English exams



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

SECOND EDITION

Common European Framework of Reference for Languages (CEFR)



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

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

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

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Key to symbols


englishprofile.org


ebook



App



British English



English for Spanish Speakers



Digital Books



Cambridge Learning Management System (see page 4)



Cambridge English Corpus



Presentation Plus – Classroom Presentation Software



American English

The background features several thick, curved, overlapping bands of color. A prominent green band curves from the top left towards the center. A large blue band curves from the top right towards the center. A yellow band curves from the left towards the center. A red band curves from the bottom left towards the center. An orange band curves from the bottom left towards the center. A purple band curves from the bottom right towards the center. The bands are set against a dark grey background.

There's a difference.

Something that sets us apart from the rest.

A difference between learning
and **better learning.**



better learning

Better learning is our system for education where better insights create better content to deliver better results.

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**There is something better.
And it begins with you.**

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Discover the difference at **cambridge.org/betterlearning**

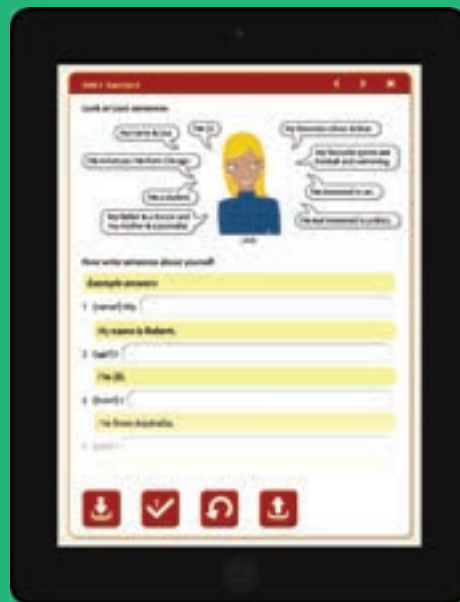
Power up your classroom with our digital tools

Our range of digital components and resources create a stimulating classroom environment and help free up your time to do what you do best – teach!

ebooks

The Cambridge Bookshelf holds a growing range of our popular courses, exams, and Grammar in Use titles in ebook format, with audio, video and interactive content. The ebooks are online but also available to download, so you and your students can study anytime on laptop and desktop computers or tablets.

Visit **bookshelf.cambridge.org** or download the Cambridge Bookshelf app from the App Store or Google Play.



Cambridge Learning Management System

The CLMS is a simple, easy-to-use platform that holds course content, materials and administration in one user-friendly online system. It creates a place where students can interact with content, collaborate with other learners to practise language in a social context, and communicate with their teacher outside the classroom.

What's more, it allows you to easily manage classes and track the progress of your students, highlighting areas of strength and weakness for ongoing performance improvement.

Find out more at **cambridge.org/cambridgeenglish/digital**

Cambridge English Practice Testbank

Validated online practice tests for Cambridge English exams. Find out more on page 63.



Presentation Plus

Presentation Plus is a powerful, easy-to-use interactive classroom presentation tool that helps you plan and deliver more effective and engaging lessons.

Now you can present the complete Student's Book content, play embedded video and audio programs, annotate lessons, and even link to online resources and the Cambridge Learning Management System*.

*Presentation Plus tools and functions may differ from one program to another. Look for specific features listed along with your Cambridge product descriptions.

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Cambridge Conversations is where you can find articles, tips, and discussions written by our esteemed authors and experts on all things ELT. Join the conversation at **cambridge.org/elt/blog**



Apps

Our growing collection of apps for tablet and mobile covers exams, grammar, vocabulary, dictionaries and more. We also provide the only official practice apps for IELTS, plus the new English Grammar in Use app for tablets and mobiles, written by Raymond Murphy.



Cambridge Dictionaries Online

Visit and bookmark **dictionary.cambridge.org** the world's most popular online dictionaries for learners of English.

Cambridge English Placement Test

The Cambridge English Placement Test is an online international test of general English language ability, designed to provide a quick, accurate way of placing students on the right English course. The test provides a percentage score and CEFR band (from pre-A1 to C2 level) for all students. The test only takes 30 minutes to complete and results are instant.

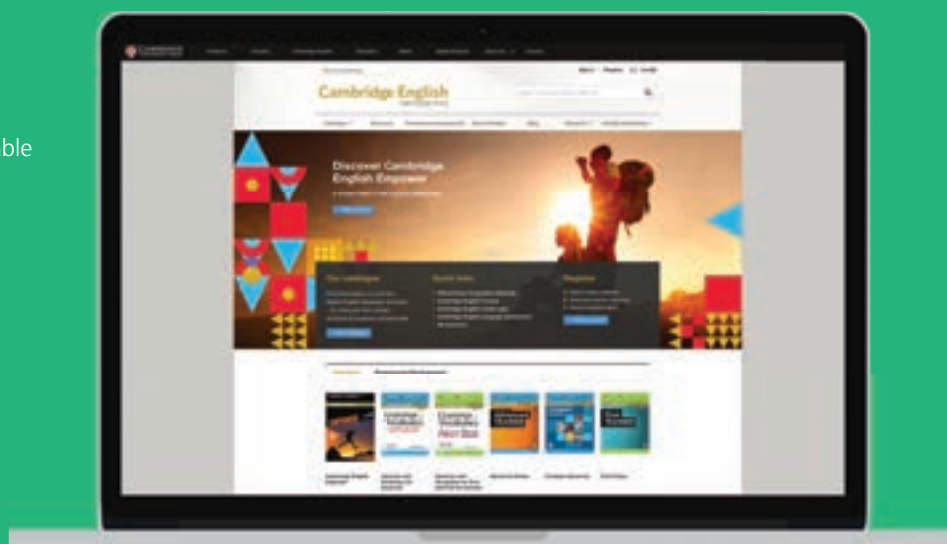
Try it for free!

www.democpt.cambridgetest.org
(token number DEMCPT1)

Online Resources

Visit **cambridge.org/cambridgeenglish** to find our full suite of titles and products, plus a comprehensive (and free!) range of downloadable resources to enhance your teaching.

Fun class activities | Lesson plans | Worksheets | Audio and video materials



Pre-Primary and Primary Courses

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

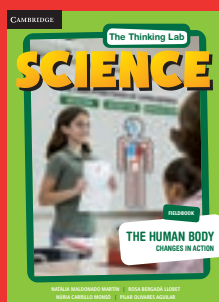
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**Cambridge English:
Young Learners
(YLE) Tests**
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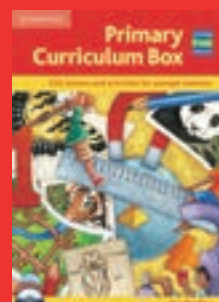
**Fun for Starters,
Movers and Flyers**
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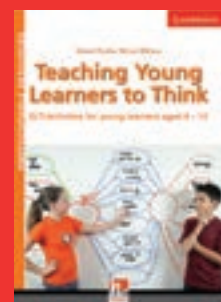
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Science**
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**Primary
i-Dictionary
Primary i-Box**
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Copy Collection:
Younger Learners**
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**Teaching Young
Learners to Think**
Page 18



Join Super Safari for a super start to learning!

Pre-A1

3 levels P+

Super Safari

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER

90 hours extendable to 180

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

- “Becoming smart” approach develops children’s thinking skills, memory, concentration and creativity with varied activities and projects.
- Lovable animal characters and colourful stories introduce children to new language as well as sharing, working together and other social values.

- Children will also love the songs, creative arts and crafts, and TPR activities, which make lessons fun and develop motor-sensory skills.
- Teaching English with phonics gives children the building blocks for fluent reading and spelling skills.
- With engaging CLIL sections young learners discover the fascinating world around them.

NEW Resources for parents

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

cambridge.org/supersafari

Resources for learners

- Songs and fun games in every unit on the Pupil’s Book DVD-ROM to enjoy at home.

Resources for teachers

- Presentation Plus – this powerful tool puts all your student and teaching resources in one place: complete course content, teacher resources, interactive whiteboard tools, and video and audio programs, all on one easy-to-use platform.
- DVD for teachers with animated stories and songs to keep children engaged.



‘Think!’ pages develop thinking skills in preparation for school

Super Safari Pupil’s Book 2



Super Safari Pupil’s Book 2

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

Available in American English



• Super Safari American English

Visit our website or contact your Cambridge University Press representative for details.

cambridge.org/supersafari/ame



Natural learning for Pre-Primary

Pre A1

ESS3 levelsP+APP

Greenman & the Magic Forest

Marilyn Miller, Karen Elliott and Sarah McConnell

COMPLETE BEGINNER

75 hours extendable to 130

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

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

Greenman & the Magic Forest features:

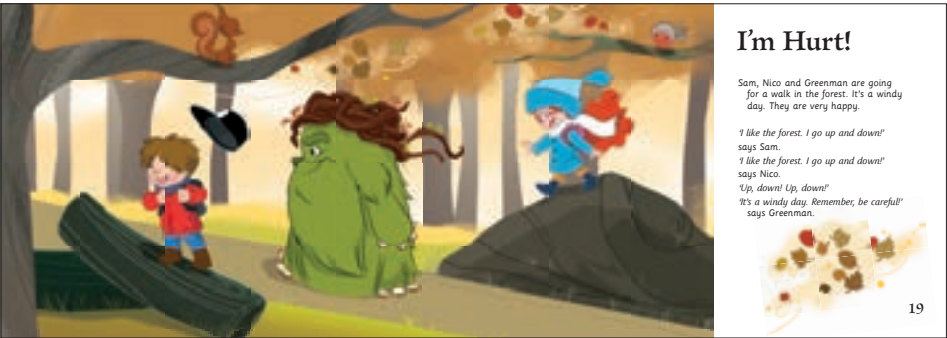
- A whole-child holistic approach to learning.
- A strong routine-based course with the seasons and nature as a central part of the course.
- Stories to combine the magic forest with children in real-life situations – a combination of fantasy and the real world which the children can relate to.
- Catchy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

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

www.greenmanandthemagicforest.es

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

Story text included for teacher reference



Greenman and the Magic Forest Big Book Level A

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

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



Greenman and the Magic Forest Routine Board

ESS English for Spanish Speakers

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

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



Greenman and the Magic Forest Pupil's Book Level A

Perforated worksheets to tear out and take home to show parents

The back of the worksheet provides essential information for the teacher

Extra activities for fast-finners also included



Greenman and the Magic Forest Pupil's Book Level A



Digital Forest Level A

Digital resources for learners

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

Digital resources for teachers

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

Schools: Primary



Empowering the child, empowering the teacher

A1 A1+

ESS 6 levels P+ APP

Quick Minds

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER TO ELEMENTARY

100 teaching hours, extendable to 175

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

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

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

For the teachers

- A full-colour Teacher's Book is available in English and in Spanish.
- The Teacher's Resource Book provides extra worksheets to cater for mixed-ability and term tests at two levels.
- The Flashcards and their corresponding Wordcards cover all the core vocabulary for levels 1 to 4.
- Posters review all the vocabulary and grammar to coincide with the Review sections.
- Digital Minds brings all these resources into one in an incomparable digital package.
- The Test Generator allows teachers to create customisable Tests.

cambridge.org/elt/ess/quickminds

Highly visual vocabulary presentation pages at the beginning of each unit



Treasure hunt activities for pupils to find hidden clues in the unit

Quick Minds Pupil's Book 3

Quick Minds	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Pupil's Book with online interactive activities	978-84-8323-523-2	978-84-8323-528-7	978-84-8323-541-6	978-84-8323-546-1	978-84-8323-559-1	978-84-8323-565-2
Activity Book	978-84-8323-525-6	978-84-8323-531-7	978-84-8323-536-2	978-84-8323-544-7	978-84-8323-549-2	978-84-8323-562-1
Teacher's Book (English)	978-84-8323-409-9	978-84-8323-412-9	978-84-8323-415-0	978-84-8323-417-4	978-84-8323-420-4	978-84-8323-423-5
Teacher's Book (Spanish)	978-84-9036-456-7	978-84-9036-457-4	978-84-9036-458-1	978-84-9036-459-8	978-84-9036-460-4	978-84-9036-461-1
Teacher's Resource Book	978-84-8323-375-7	978-84-8323-378-8	978-84-8323-381-8	978-84-8323-383-2	978-84-8323-386-3	978-84-8323-388-7
Class Audio CDs	978-84-8323-502-7	978-84-8323-504-1	978-84-8323-507-2	978-84-8323-510-2	978-84-8323-512-6	978-84-8323-515-7
Posters	978-84-8323-959-9	978-84-8323-428-0	978-84-8323-430-3	978-84-8323-573-7	978-84-8323-567-6	978-84-8323-633-8
Flashcards	978-84-8323-394-8	978-84-8323-396-2	978-84-8323-402-0	978-84-8323-404-4	—	—
Wordcards	978-84-8323-483-9	978-84-8323-486-0	978-84-8323-491-4	978-84-8323-494-5	—	—
Digital Minds DVD-ROM (IWB Software)*	978-84-9036-398-0	978-84-9036-731-5	978-84-9036-735-3	978-84-9036-739-1	978-84-9036-743-8	978-84-9036-747-6
Test Generator CD-ROM*	978-84-9036-401-7	978-84-9036-733-9	978-84-9036-737-7	978-84-9036-741-4	978-84-9036-745-2	978-84-9036-749-0
Digital Pupil's Book (Enhanced PDF)	978-84-9036-399-7	978-84-9036-403-1	978-84-9036-405-5	978-84-9036-407-9	978-84-9036-409-3	978-84-9036-413-0
Digital Activity Book (Enhanced PDF)	978-84-9036-400-0	978-84-9036-402-4	978-84-9036-404-8	978-84-9036-406-2	978-84-9036-408-6	978-84-9036-412-3
Digital Pupil's Book (SCORM)	—	—	—	—	978-84-9036-411-6	978-84-9036-415-4
Digital Activity Book (SCORM)	—	—	—	—	978-84-9036-410-9	978-84-9036-414-7

*Digital Minds and Test Generator have to be activated online by registering an access code at cambridgegeteacher.es. Contact your local representative for more information.

ESS English for Spanish Speakers

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

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

CLIL pages bring the real world into the classroom

Quick Minds Pupil's Book 3

New language is highlighted in 'Grammar focus' boxes

Quick Minds Pupil's Book 4



Digital Minds 2

Digital resources for learners

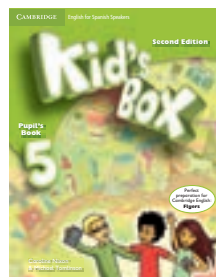
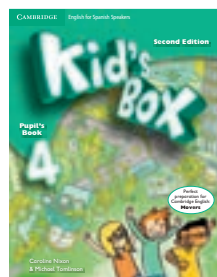
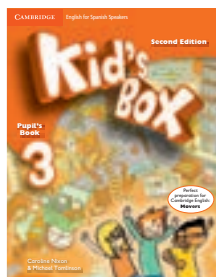
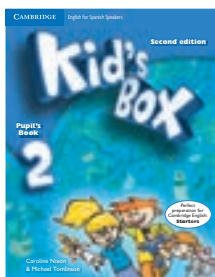
- Digital Pupil's Books and Activity Books available for all levels. These books can be used online and offline and are both multiplatform and multi-device.
- Online interactive activities complement the Pupil's Book and are intended for pupils to use at home. They include animations of the stories in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

Digital resources for teachers

Digital materials available for teachers via **cambridgeteacher.es**:

- Digital Minds is the perfect solution to engage your students, with: Interactive Whiteboard software, with Digital Pupil's Book and Activity Book with answers and interactive activities; integrated audio; animated stories, karaoke versions of the songs, digital flashcards, wordcards, posters and Teacher's notes.
- The Test Generator offers the possibility to create unit and term tests at two levels, Standard and High, and can also be fully customised to meet your needs. It also offers ready-made Cambridge English exam-type tests and Key Competences tests.

Schools: Primary



The fun course for seriously good results!



Kid's Box for Spanish Speakers

Second edition

Caroline Nixon and Michael Tomlinson

COMPLETE BEGINNER TO HIGH ELEMENTARY

Suitable for YLE preparation

100 teaching hours, extendable to 250 hours

Nominated British Council ELTons Awards 2009:
For Interactive DVD

Loved by children and teachers, *Kid's Box for Spanish Speakers* is bursting with bright ideas to inspire you and your pupils. Perfect for general use, it also fully covers the *Cambridge English: Young Learners* syllabus, preparing students for success at Starters, Movers and Flyers.

In the Second edition:

Starter Level:

- The Starter Level, designed for the international edition, gives children a quick start to English before they can read or write.

In the **Pupil's Book**:

- Written words appear in Spanish handwriting font for levels 1 and 2 – vocabulary labels, speech bubbles in the stories and song/chant lyrics.
- Grammar boxes and a Grammar reference have been added.
- Character masks included.
- Phonics sections improve reading, spelling and pronunciation skills.

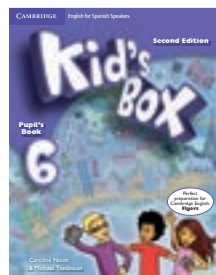
In the **Activity Book**:

- Grammar practice section.
- Exam practice pages.
- Spanish handwriting font throughout.
- Stories summaries with pictograms.

In the **My Home Booklet**:

- 'My Home Booklet', which comes with the Pupil's Book for Levels 1 and 2 and with the Activity Book for levels 3-6, reviews vocabulary and grammar and provides a review of the Key Competences developed by the pupils. It also includes letters to parents.

cambridge.org/ess/kidsbox



Phonics sections improve reading, spelling and pronunciation



Kid's Box for Spanish Speakers Second edition Pupil's Book 4

Kid's Box for Spanish Speakers	Starter**	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Class Book with CD-ROM	978-1-107-65986-5	—	—	—	—	—	—
Pupil's Book*	—	978-84-8323-870-7	978-84-8323-956-8	978-84-9036-428-4	978-84-9036-751-3	978-84-9036-436-9	978-84-9036-763-6
Activity Book with CD-ROM*	—	978-84-8323-862-2	978-84-8323-954-4	978-84-9036-429-1	978-84-9036-752-0	978-84-9036-437-6	978-84-9036-764-3
Teacher's Book	978-1-107-69032-5	978-84-8323-859-2	978-84-8323-951-3	978-84-9036-430-7	978-84-9036-753-7	978-84-9036-440-6	978-84-9036-765-0
Teacher's Resource Book with Audio CD	978-1-107-67220-8	978-84-8323-846-2	978-84-8323-865-3	978-84-9036-431-4	978-84-9036-757-5	978-84-9036-438-3	978-84-9036-767-4
Posters	978-1-107-66603-0	978-84-8323-857-8	978-84-8323-943-8	978-84-9036-432-1	978-84-9036-758-2	978-84-9036-439-0	978-84-9036-772-8
Flashcards	978-1-107-66022-9	978-84-8323-854-7	978-84-8323-880-6	978-84-9036-433-8	978-84-9036-759-9	—	—
Wordcards	—	978-84-8323-849-3	978-84-8323-878-3	978-84-9036-434-5	978-84-9036-760-5	—	—
Class Audio CDs	978-1-107-64373-4	978-84-8323-962-9	978-84-8323-873-8	978-84-9036-435-2	978-84-9036-754-4	978-84-9036-441-3	978-84-9036-766-7
Presentation Plus	978-1-107-67694-7	—	—	—	—	—	—
Interactive DVD with Teacher's Booklet	978-1-107-63114-4	978-1-107-66588-0	978-1-107-63540-1	978-1-107-69691-4	978-1-107-65564-5	978-1-107-66372-5	978-1-107-66995-6
Digital Box DVD-ROM (IWB Software)	—	978-84-9036-463-5	978-84-9036-465-9	978-84-9036-467-3	978-84-9036-755-1	978-84-9036-469-7	978-84-9036-768-1
Digital Pupil's Book (Enhanced PDF)	—	978-84-9036-471-0	978-84-9036-474-1	978-84-9036-472-7	978-84-9036-761-2	978-84-9036-476-5	978-84-9036-770-4
Digital Activity Book (Enhanced PDF)	—	978-84-9036-478-9	978-84-9036-475-8	978-84-9036-473-4	978-84-9036-762-9	978-84-9036-477-2	978-84-9036-771-1
		Levels 1-2	Levels 3-4	Levels 5-6			
Monty's Alphabet Book	978-1-107-65840-0	—	—	—	—	—	—
Tests CD-ROM and Audio CD	978-1-107-65891-2	978-1-107-61806-0	978-1-107-68132-3	—	—	—	—

Digital Box has to be activated online by registering an access code at cambridgeteacher.es. Contact your local representative for more information.

* 'My Home Booklet' packaged with the Pupil's Book in levels 1 and 2 and with the Activity Book in levels 3 to 6. Language Portfolio packaged with the Activity Book for levels 1 and 2.

** Starter Level – international edition.

ESS English for Spanish Speakers

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

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

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

English for Spanish speakers

Get it right!

1 Look and say the answers.

Grammar

- I **can** play the guitar, but I **can't** play the piano. I **can't** play the guitar, but I **can't** play the piano.
- We **must** go to bed early. We **must** go to bed early.
- You **should** see the dentist every year. You **should** see the dentist every year.

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

2 Give your friend advice. Use 'can', 'must' or 'should' and the words in the box.

play football swim do your homework
drink water clean your teeth do exercise
help at home eat fruit skate

You can play football in the playground, but you can't skate.

3 Look and say the answers. Test your friend.

Vocabulary

- The book is **on** the table. The poster is **on** the wall.
- The ball is **in** the box. Madrid is **in** Spain.

1 How do you say these words in your language?
2 Do they mean the same?

I spy with my little eye something beginning with 'b'. It's a book **on** the table.

4 Look and spell. Test your friend.

Spelling

laugh weigh enough although cough through

L-A-U-G-H Laugh! Cartoons make me laugh.

Grammar Modal verbs Vocabulary Prepositions Spelling The silent letters gh

89

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

Grammar and Functions boxes highlight the language taught in the unit

Health matters

1 Look, think and say the answers.

1 What was Simon's temperature?
2 Where was Simon on Thursday?
3 Why were Simon and his mother at the hospital?
4 When was Simon well again?

Functions

What was the matter (with you)?
I was ill.

2 Listen and check.

3 Listen and say the day.

1 The doctor gave him some medicine.
Wednesday.

Grammar

be → was / were go → went
drink → drank have → had
eat → ate take → took
give → gave see → saw

28 Grammar Past simple irregular verbs

Kid's Box for Spanish Speakers Second edition Pupil's Book 4



Digital Box 6

Digital resources for learners

- Pupil's Books and Activity Books for Levels 1 to 6 are also available as digital books. These digital books are both multiplatform and multi-device, allowing for them to be used with computers, tablets, and interactive whiteboards for classroom presentation.
- A fully interactive CD-ROM accompanies the Activity Book with all the songs from the Pupil's Book and stimulating games.

Digital resources for teachers

- Digital Box, available for levels 1 to 6, is the perfect solution to engage your students, with: Interactive Whiteboard software, including the Digital Pupil's Book and Activity Book with answers and interactive activities; integrated audio; animated stories, flashcards, wordcards, posters and teacher's notes. Digital Box is available via cambridgeteacher.es.
- Tests CD-ROMs allow you to prepare your students for Cambridge English: Young Learners and to track their progress. They are available for every two levels and offer general English and YLE-based tests, customisable unit tests, review and end-of-level tests, and answer keys and audio.



Enhances children's thinking skills and creativity



Super Minds

Herbert Puchta, Günter Gerngross and Peter Lewis-Jones

COMPLETE BEGINNER TO PRE-INTERMEDIATE

200 teaching hours, extendable to 320 hours

Nominated British Council ELTons Awards 2013
Excellence in Course Innovation

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

Engaging characters accompany learners on their journey, each with special super powers (Levels 1 and 2). As the students grow, so do the characters, and new faces are introduced every two levels.

- The course methodically enhances your students' thinking skills, training their memory and improving their concentration.
- Lively stories give children the opportunity to explore social values and promote positive behaviour.
- Language is developed creatively through the levels with activities such as role play and project work.
- Two-page CLIL sections encourage students to apply English to the world around them.

Digital resources for learners

- Extra online resources in the Cambridge Learning Management System (levels 1-6) reinforce essential language points.

- The Student's Book DVD-ROM features interactive games and activities including animations of stories from the Student's Book (Starter to Level 4) or documentaries (Levels 5 and 6), video-based activities, lively songs (with karaoke versions), and fun activities focusing on the key vocabulary and grammar of each unit.
- **NEW** interactive ebooks enable learners to access the Student's Books on tablets.

cambridge.org/superminds



"Children love learning with this material. It's practical, funny and challenging. They really enjoy making posters!"

Super Minds review online



Super Minds ebook

Children explore social values with friendly characters and lively stories

Super Minds	Starter	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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Teacher's Resource Book with Audio CD*	978-1-107-64013-9	978-1-107-66604-7	978-1-107-68367-9	978-1-107-63396-4	978-1-107-69376-0	978-1-107-65949-0	978-1-107-67749-4
Class Audio CDs (3)	978-0-521-21434-6	978-0-521-22136-8	978-1-107-67406-6	978-0-521-21973-0	978-0-521-21751-4	978-0-521-21624-1	978-0-521-21587-9
Flashcards (78)**	978-0-521-22163-4	978-0-521-22026-2	978-0-521-21941-9	—	—	—	—
Posters (10)	†978-1-107-42782-2	†978-1-107-42782-2	†978-1-107-42782-2	978-1-107-42982-6	978-1-107-42980-2	978-1-107-42977-2	978-0-521-21472-8
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Digital Workbook (Enhanced PDF)	—	978-84-8323-186-9	978-84-8323-191-3	978-84-8323-204-0	978-84-8323-207-1	978-84-8323-210-1	978-84-8323-212-5
					Levels 1-2	Levels 3-4	Levels 5-6
Tests CD-ROM						978-1-107-42962-8	978-1-107-42964-2

*Teacher's Resource Book Starter Level is not accompanied by an Audio CD

**Flashcards (103) for Levels 1 and 2

†Posters (15) for Starter, Levels 1 and Level 2 (combined)

NEW ebooks are also available. For more information please visit cambridge.org/superminds

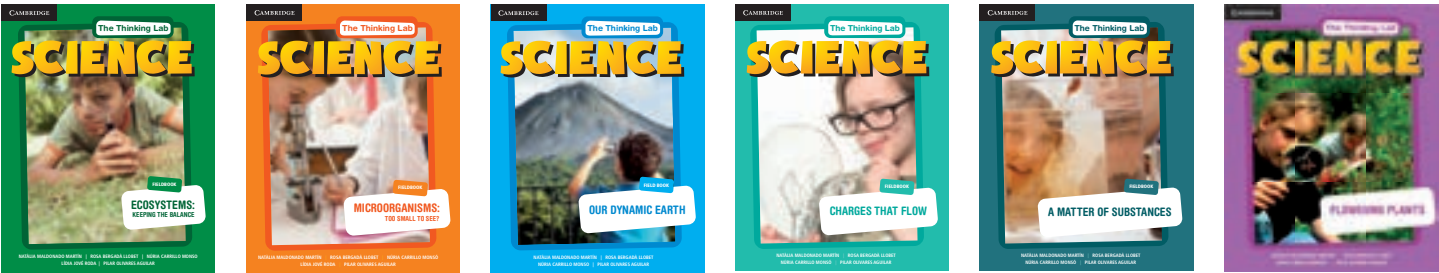
- Develop creativity with visualisation activities



Super Minds Presentation Plus 2

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





The Thinking Lab: Science

Natàlia Maldonado, Rosa Bergadà,
Núria Carrillo, Lúdia Jové and Pilar Olivares

HIGH ELEMENTARY

15-20 teaching hours per module, extendable to 30

The Thinking Lab: Science teaches Science content through English. Pupils discover the world by bringing previous knowledge and real experiences into the classroom. Each module focuses on a unique Science topic which corresponds to the contents of the Spanish curriculum. Pupils will become active and responsible citizens engaged with Science and they will become aware of the relations between nature and society.

- The modules can be used independently or together, allowing teachers full flexibility to develop a tailored programme for their pupils.
- The materials promote the development of critical thinking skills through scientific and creative learning.
- The emphasis is placed on the cognitive development of children in both Science content and language skills.
- The modules encourage interaction through activities that involve both cooperative learning and individual work.
- Different learning styles are catered for through a blended combination of both print and online activities, including presentations, videos, virtual experiments and interactive activities.

cambridge.org/elt/thinkinglab

In the Discovering stage, pupils investigate to build upon their initial knowledge



DISCOVERING 2 CRAZY OBJECTS

Now you know more about waste from plastic objects, but it can come from other materials as well. Let's study them.

Look at the pictures of some imaginary objects. Complete the sentences and match them to the pictures.

1	high heel shoes	2	hammer	3	pencil
	made of glass		made of plasticine		made of iron
4	beam	5	crane for carrying iron	6	radiator
	made of rubber		made of plastic		made of wood

a _____ is not appropriate for _____ because it breaks easily.
b _____ is not appropriate for _____ because it bends* easily.
c _____ it _____ heat to pass through* it.
d _____ it bends _____.
e _____ writing _____ it is too hard.
f _____ it _____ attract iron.

Discuss the sentences. Then complete the gaps with the words below.

objects materials properties use

a Materials are different because they have different _____.
b _____ are made of materials that are appropriate for their _____.
c Properties make _____ different from each other.

A Matter of Substances Fieldbook



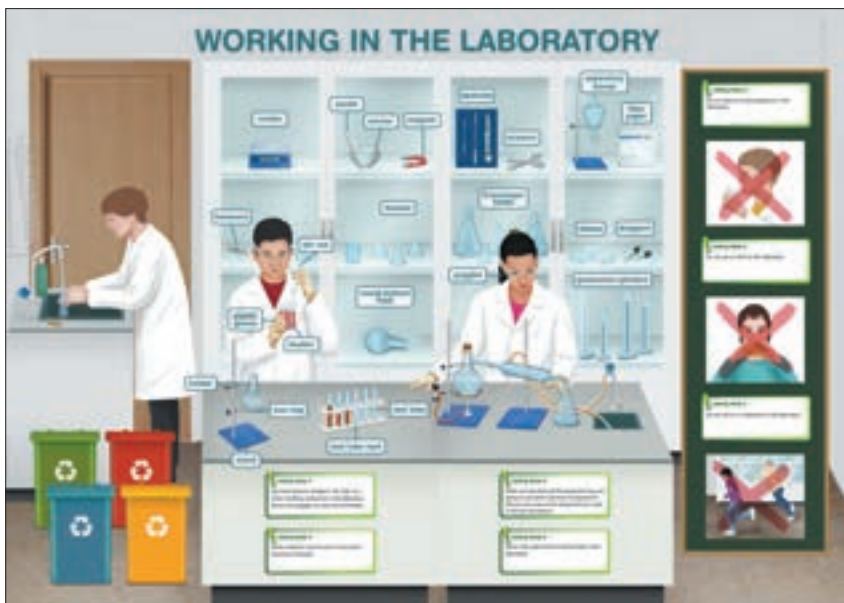
Our Dynamic Earth online activities

Digital resources for learners

- The Online Activities linked to the content of the Fieldbook include presentations, videos, virtual experiments and interactive activities.

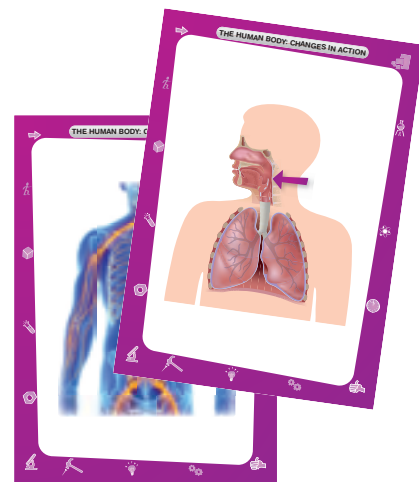
Digital resources for teachers

- All audio files are included in the online activities for each module. Also, the Teacher's Books are available online for download.



A Matter of Substances Poster

Flashcards and posters with real photographs and scientific illustrations provide meaningful and authentic content.



The Human Body: Changes in Action Flashcards

Pupils are asked to summarise and reflect on what they have learned, encouraging learner autonomy

DISCOVERING

4 Look at the pictures. Are they microorganisms? Justify your answers.

bacteria YES: It is a microorganism because _____ NO: It is not a microorganism because _____	mosquito YES: It is a microorganism because _____ NO: It is not a microorganism because _____	green algae YES: It is a microorganism because _____ NO: It is not a microorganism because _____
dust YES: It is a microorganism because _____ NO: It is not a microorganism because _____	yeast YES: It is a microorganism because _____ NO: It is not a microorganism because _____	pollen grain YES: It is a microorganism because _____ NO: It is not a microorganism because _____
bee hummingbird YES: It is a microorganism because _____ NO: It is not a microorganism because _____	sea weed YES: It is a microorganism because _____ NO: It is not a microorganism because _____	

WE HAVE LEARNED THAT...

A microorganism is a _____ which cannot be seen by the _____ . Some examples of microorganisms are _____ , _____ and _____

YOU ARE... DISCOVERING

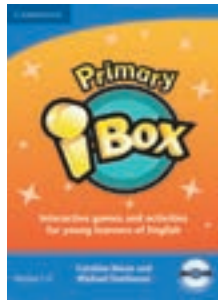
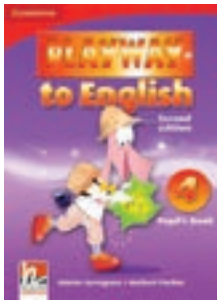
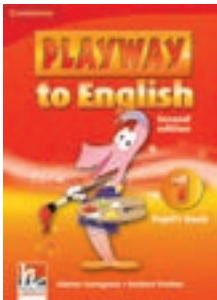
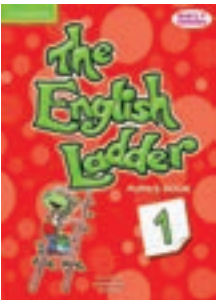
Microorganisms: Too Small to See? Fieldbook

Online authentic videos provide a realistic scientific context



Microorganisms: Too Small to See? online video

The Thinking Lab: Science	Ecosystems: Keeping the balance	Microorganisms: Too Small to See?	Our Dynamic Earth	Charges that Flow	A Matter of Substances	Flowering Plants	Too Much Waste	The Human Body: Changes in Action
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The English Ladder

Susan House, Katharine Scott and Paul House

BEGINNER TO LOW-ELEMENTARY

70 teaching hours, extendable to 150 hours

- Help your pupils take their first steps in English with Freddie the frog and the Fantastic family. Pupils' language skills are developed through lively stories that can be acted out, valuable phonics practice, songs, tongue twisters, games and communication activities.
- The course grows with your pupils, switching from a story-based approach in Levels 1 and 2 to a topic focus in Levels 3 and 4.
 - The stories teach a values syllabus, introducing essential social concepts such as making friends.
 - A CLIL feature in every unit extends pupils' interaction with English.
 - Tests for the end of each unit and each level are available online along with worksheets for every unit, printable puppets and masks.

cambridge.org/englishladder

The English Ladder	Level 1	Level 2	Level 3	Level 4
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Activity Book with Songs Audio CD	978-1-107-40063-4	978-1-107-40069-6	978-1-107-40075-7	978-1-107-40080-1
Teacher's Book	978-1-107-40064-1	978-1-107-40070-2	978-1-107-40076-4	978-1-107-40081-8
Audio CDs (2)*	978-1-107-40065-8	978-1-107-40071-9	978-1-107-40077-1	978-1-107-40082-5
Flashcards (100)**	978-1-107-40066-5	978-1-107-40072-6	978-1-107-40078-8	978-1-107-40083-2
Story Cards (66)†	978-1-107-40067-2	978-1-107-40073-3	–	–

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

Playway to English	Level 1	Level 2	Level 3	Level 4
Pupil's Book	978-0-521-12996-1	978-0-521-12964-0	978-0-521-13117-9	978-0-521-13139-1
Activity Book with CD-ROM	978-0-521-12993-0	978-0-521-13114-8	978-0-521-13120-9	978-0-521-13142-1
Teacher's Book	978-0-521-12990-9	978-0-521-13111-7	978-0-521-13122-3	978-0-521-13145-2
Teacher's Resource Pack with Audio CD	978-0-521-12987-9	978-0-521-13108-7	978-0-521-13125-4	978-0-521-13149-0
Class Audio CDs (3)	978-0-521-12984-8	978-0-521-13106-3	978-0-521-13128-5	978-0-521-13152-0
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Also available

Join Us

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

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Playway to English

Second edition

Günter Gerngross and Herbert Puchta

COMPLETE BEGINNER TO HIGH BEGINNER

80 teaching hours, extendable to 100 hours

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

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Primary i-Dictionary

Anna Wiczorek with Garan Holcombe

LOW BEGINNER TO HIGH ELEMENTARY

Suitable for YLE preparation

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

cambridge.org/primarymultimedia

1 (Starters)	
CD-ROM (Single classroom)	978-1-107-61106-1
CD-ROM (Up to 10 classrooms)	978-1-107-61107-8
Workbook and DVD-ROM Pack**	978-1-107-65647-5
2 (Movers)	
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3 (Flyers)	
CD-ROM (Single classroom)	978-0-521-17587-6
CD-ROM (Up to 10 classrooms)	978-0-521-17588-3
Workbook and DVD-ROM Pack**	978-1-107-68001-2

*not available with the Home user version
**Starter Level is Workbook and CD-ROM Pack

Primary i-Box

Caroline Nixon and Michael Tomlinson

LOW BEGINNER TO HIGH ELEMENTARY

Suitable for YLE preparation

Nominated British Council ELTons Awards 2010

Contains customisable teacher-led games that allow you to select the vocabulary you want to practise. The CD-ROM includes key vocabulary from the Cambridge English: Young Learners (YLE) tests, and spellings and pronunciation in both British and American English.

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

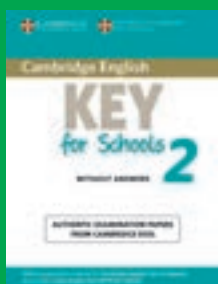
See also

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

Secondary and Bachillerato Courses

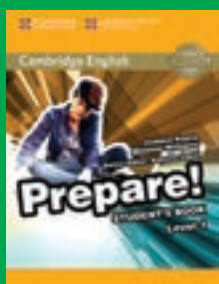
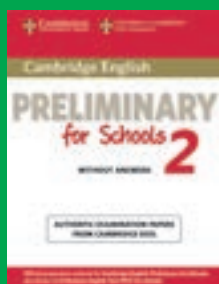
COURSE	PAGE	CEFR LEVEL							CAMBRIDGE EXAMS
Smart Planet	20	—	A1	A2	B1	—	—	—	Key (for Schools) Preliminary (for Schools)
New! Citizen Z	22	—	A1	A2	B1	B1+	B2	C1	Key (for Schools) Preliminary (for Schools) First (for Schools) Advanced
English in Mind for Spanish Speakers Second edition	24	—	A1	A2	B1	B1+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

See also



Exam preparation

Official preparation for Key for Schools, Preliminary for Schools and First for Schools
Page 47



Cambridge English Prepare

A lively general English course with comprehensive Cambridge English exam preparation integrated throughout. *Prepare!* is the only schools course jointly produced with and endorsed by Cambridge English Language Assessment.
Page 50



Cambridge Experience Readers

Page 84



Cambridge Discovery Education™ Interactive Readers
Shortlisted British Council ELTons Awards 2015: Innovation in Learner Resources
Page 82

Schools: Secondary



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



Smart Planet

Ben Goldstein and Ceri Jones

ELEMENTARY TO PRE-INTERMEDIATE

Secondary

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

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

cambridge.org/smartplanet

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



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

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

Smart Planet Student's Book 3



Smart Planet Digital Student's Book 2

Digital resources for learners

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

Digital resources for teachers

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

ESS English for Spanish Speakers

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

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

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

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

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

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

Reading: Culture

5 Five good reasons to visit New Zealand

1. The volcanoes. The islands of New Zealand appeared 23 million years ago as a result of a series of volcanic eruptions. The eruptions created dramatic mountains and more than 3,800 lakes! The largest lake, Lake Taupo, lies in the crater of one of the biggest volcanoes on earth. There are at least 12 active volcanoes, and tourists can go on special volcano tours – an unforgettable experience. With five months of snow in winter, skiing and other winter sports are very popular. You can even ski on a volcano if you want!
2. The forests. More than 30% of New Zealand is forest. Some of the forests have remained unchanged for millions of years. They have made New Zealand a perfect choice for film directors. The forests, lakes and mountains helped recreate the magical worlds of *The Hobbit*, *The Lord of the Rings* and *Narnia*.
3. The beaches. New Zealand has more than 6,000 kilometres of coastline. The beaches are long and sandy, and the conditions are perfect for water sports. Kayaking, diving, surfing and sailing are all popular sports with locals and visitors.
4. The whales and dolphins. Did you know that half of the world's whale and dolphin population lives in the seas around New Zealand? Kaikoura, on the South Island, is one of the best whale watching spots in the world.
5. The culture. Humans have only lived on the islands for about 1,000 years. The first people to arrive were islanders from Eastern Polynesia. Their culture and their customs developed into the Māori way of life – and this has been an important part of New Zealand's identity ever since.

FACT Human population of New Zealand = 4 million. Sheep population = 36 million!

5.2 Australia Strange and Beautiful

Find out about unusual sports in Australia.

Unit 5

40

Vocabulary

Art

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

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

1 sculpture

2 Listen, check and repeat.

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

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

Your Turn

4 Work with a partner. Answer the questions.

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

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

Get it right!

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

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

Reading

5 Work with a partner. Look at the photos and discuss these questions.

- 1 What is graffiti?
- 2 Are all the photos examples of graffiti? If not, what are they?

Unit 4

40

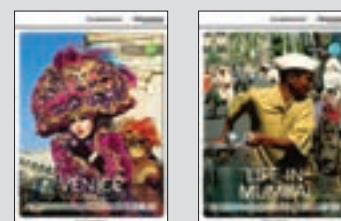
Smart Planet Student's Book 3

Smart Planet	Level 1	Level 2	Level 3	Level 4
Student's Book with DVD-ROM	978-84-8323-917-9	978-84-8323-660-4	978-84-9036-365-2	978-84-9036-780-3
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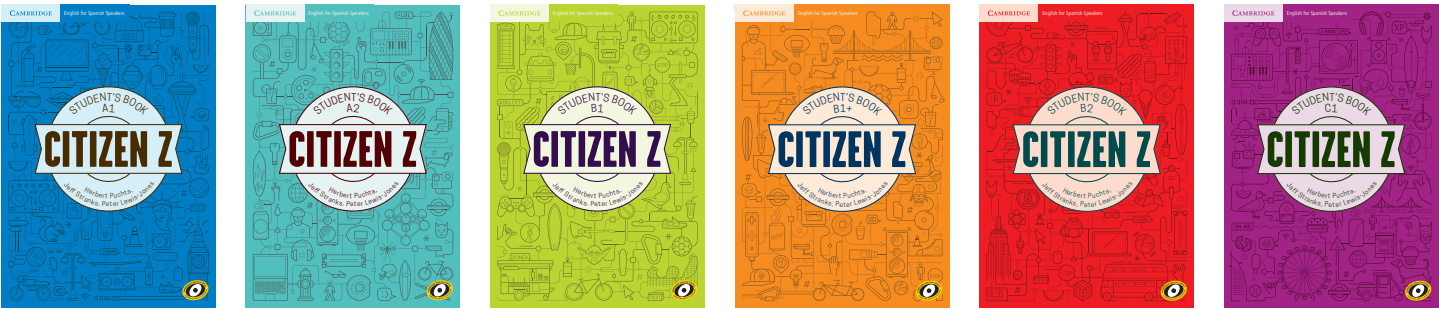
Test Generator and Digital Planet have to be activated online by registering an access code at cambridgegeteacher.es. Contact your local representative for more information.

See also

- Cambridge English Prepare
Page 50
- Cambridge Discovery Education™ Interactive Readers
Page 82



Schools: Secondary



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



A1 A2 B1 B1+ B2 C1



ESS

6 levels

NEW Citizen Z

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

BEGINNER TO ADVANCED

Secondary

80-90 teaching hours, extendable to 180

Levels A2 to B2 available in 2016
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Citizen Z is aimed at the current generation of teenagers, with their own needs, interests and aspirations. Young people are living in a world which requires new skills and preparation so that in the future they can take their places as citizens in the world.

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

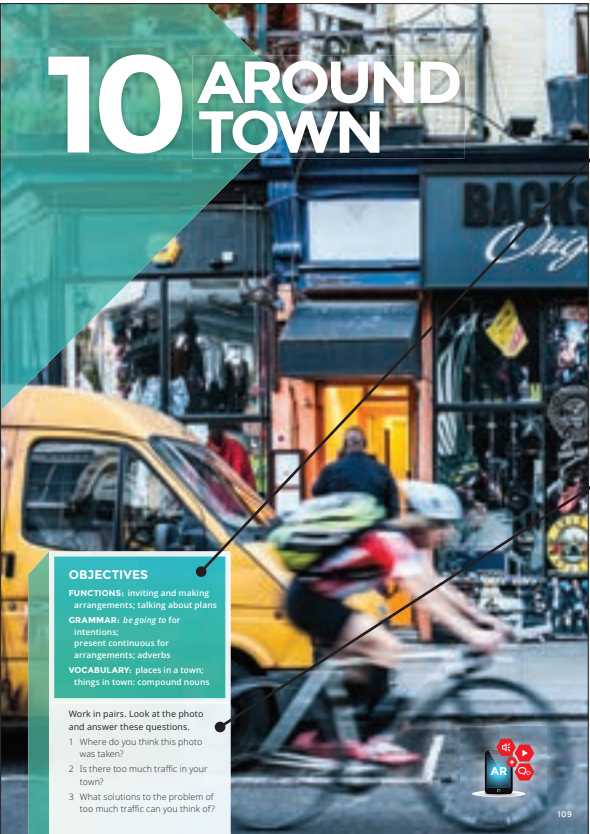
... whether inside or outside the classroom, the course goes beyond building strong language skills to developing the whole learner – with an emphasis on critical thinking, values, self-esteem and life skills – ensuring academic and lifelong success.

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

- ‘Think Exams’ pages and assessment-style activities prepare students for success at Cambridge English: Key, Preliminary, First and Advanced.
- Graded Workbook activities and extra ideas in the Teacher’s Book provide plenty of support for fast-finishers and mixed-ability classes.

cambridge.org/citizenz

Impactful opening pages for every unit engage students right from the start



The unit objectives are clearly set out

A series of short questions get the students to think about the unit topic and find out what they already know

Citizen Z Student’s Book A2

Citizen Z	Level A2*	Level B1*	Level B1+*	Level B2
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Digital Citizen Z and Test Generator have to be activated online by registering an access code at cambridgeteacher.es. Contact your local representative for more information.

*Available May 2016 ± Available October 2016 § Available 2017

ESS English for Spanish Speakers

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

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

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

Students are encouraged to think and talk about culture with personalisation activities to compare it to their own lives

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

'Get it right!' boxes highlight common mistakes made by Spanish-speaking learners

Culture

- Look at the photos. What do you think a ghost town is?
- Read the article quickly. Where are these towns?
- Read the article again and listen. Say if the sentences are T (true) or F (false).
 - Kolmanskop was once a very rich town.
 - The UFO buildings are a popular tourist attraction in Taipei.
 - Fordlândia became a problem because there was nowhere for the factory workers to live.
 - The Ford family sold Fordlândia for \$20 million.
 - They closed Centralia because of an accident.
 - It still isn't safe to visit Centralia today.

Ghost Towns around the World

We build towns for people to live in. But what happens when they don't want to live in them any longer? All over the world there are ghost towns, towns where people don't live any more. Here are a few.

In 1908, many Germans arrived in Luderitz in the southern African country of Namibia. They wanted to look for diamonds and they found a lot. With the money from the diamonds they built the town of Kolmanskop. It had lots of beautiful buildings, a hospital, a school, and even a theatre. But when there weren't any more diamonds, they left the town. These days the only things that visitors to Kolmanskop see are empty buildings and a lot of sand.

In 1978, a building company started building a holiday resort in the Sanzhi District of New Taipei City. For the next two years they built a lot of round buildings. They didn't look like normal houses, but more like spaceships. People called them the 'UFO houses'. In 1980, they stopped building the houses because there wasn't enough money and for 28 years the resort was a ghost town. However, no one can visit this city today because in 2008 they demolished all the buildings. All we can see now are photos of these strange looking houses.

In Northern Brazil, there is the ghost town of Fordlândia. In 1928, Henry Ford – famous for his cars – decided to build a big factory there to make car tyres. He also built houses for the workers and their families. Unfortunately, the weather in the area wasn't good for growing the trees they needed to make tyres. Ford tried to make the city a success but it was difficult. In 1945, his grandson Henry Ford II sold Fordlândia. The company lost \$20 million. The empty buildings of the town are still there today.

About 70 years ago, Centralia was a busy town in Pennsylvania, USA. It had five hotels, seven churches and 19 big stores. In 1962, a fire started under the town at an old mine. They spent millions of dollars trying to stop it but that didn't work. It became too dangerous to live there and everyone had to leave the town. These days a sign across the road to the town tells people to 'stay out'. The fire is still burning today.

Citizen Z Student's Book A2

UNIT 10

READING

- Look at the photos. What problem does each one show?
- Read the letters page and match the problems (1–4) with the photos (A–D).

Our Town:

What's wrong and what can we do about it?

- Our town looks a mess and that's not good for tourism. I hate the litter in our streets. Why can't people put it in the bins? It's not difficult. We need to educate people quickly. We need more litter bins and billboards saying 'Don't drop it – Bin it!' and things like that. We also need to punish people who drop litter. I think they should spend a day picking it up.
Charlie, 14
- People always complain about the kids in our town. They don't like us hanging out in the shopping centre. They say they don't feel safe. But they're wrong. We never cause trouble. We only meet up there because there's nowhere for us to go. It's not easy being a kid. We need more things for young people to do and more places for us to go. A youth club would be great. There are lots of empty buildings in our town centre. They could use one of them.
Mack, 15
- The biggest problem in our town is the cars. There are too many cars on our roads and the drivers don't care about the pedestrians. They drive really fast. Some of them don't even stop at zebra crossings! I ride my bike everywhere and I just don't feel very safe, even when I'm in a cycle lane. We can stop this problem easily. Let's get more speed cameras to catch these fast drivers and then stop them from driving in our town.
Pauline, 15
- People like to complain about the graffiti on the shops in the high street. They think it's ugly. I agree that a lot of it is. But if you look closely some of this art is really good. Some of these people paint really well. Why don't we use them to make the town more attractive? I think we should create graffiti walls where these artists can show off their art. Maybe this will stop the problem of them doing it illegally.
Paris, 13

GET IT RIGHT!

In British English we write
 ✓ centre with -re at the end
 not
 ✗ center with -er which is American English.

- Read the letters page again. Answer the questions.
- What does Charlie think people who drop litter should do?
- What does Mack think young people need in the town?
- What does Pauline want to stop?
- What does Paris think will help stop the graffiti problem?

Citizen Z Student's Book A2



Citizen Z Digital Student's Book A2

Digital resources for learners

- Online Practice offers extra grammar and vocabulary practice, extra reading, the course videos and projects.
- An App allows students to scan pages of the Student's Book with their smartphones for direct access to 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.

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Test Generator and Digital Citizen Z are both available via [cambridge teacher.es](https://www.cambridge teacher.es)

Schools: Secondary



A1 A2 B1 B2 C1

6 levels

P+

English in Mind for Spanish Speakers

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

BEGINNER TO ADVANCED

Secondary

80–90 teaching hours, extendable to 180

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

- Teen photostories introduce ‘Everyday English’ and lead into speaking practice in the form of discussions and improvisation.
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cambridge.org/elt/ess/englishinmind

Fascinating topics engage teenage students and stimulate their minds

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

✱ **Go it!** Read the text again and listen. Answer the questions.

1

Which of these are not mentioned as prizes?

a

money

b

a big house

c

a theatre role

d

a job

e

a restaurant

2

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

a

take flights

b

do puzzles

c

control animals

d

work in teams

e

dance

3

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

a

There are a lot of surprises.

b

Some teams have bad arguments.

c

The team members don't know each other well.

d

The contestants' reactions to problems are realistic.

e

The teams face stressful situations.

Ever fancied being on TV?

The good news is that there's probably a show for you. You could sing and dance to get a part in a musical. You could become an apprentice footballer at a top club or an apprentice business executive. If you can cook, you might win your own restaurant, or you could invent something amazing and get rich. If you don't actually know how to do anything, you could just let viewers watch you live in a big house, and hope you are voted the most popular resident. There are more exciting shows, though. How about a race around the world for \$1 million? In the US show *The Amazing Race*, eleven pairs of contestants race around the world and have to complete different tasks on the way. These include the 'ordinary' (playing volleyball, gathering sheep), the 'personal' (getting tattooed, shaving your head), the 'disgusting' (eating two kilos of meat, drinking blood), and the 'dangerous' (rolling over in a car, bungee jumping). The pairs are allowed to decide how to get to their destinations – by car, train, boat, plane or bus – but they are not allowed to ask for help or use mobile phones. This kind of show is not exactly new, so what makes us keep watching? Well, what is different about *The Amazing Race* is that the participants know each other. There are married couples, dating couples, ex-couples, best friends and family members. Just like in real life, people who are close argue and get frustrated with each other when they are stressed. This is what makes the show successful. The contestants (and sometimes the producers) don't know exactly what's going to happen next. Some pairs really come together in these situations, while others completely fall apart. Which is all a little more real than most 'reality' shows.

contestant = someone who takes part in a competition

shave = cut hair off your face, head or body

fall apart = start having problems

Discussion box

1

What is good and bad about reality shows? Why do you think reality shows have been so popular?

2

Would you like to be a contestant on a reality TV show? Why / Why not?

English in Mind for Spanish Speakers Student's Book 3

The Student's Book DVD-ROM includes:

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

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*Designed for the international edition

ESS English for Spanish Speakers

All levels include content specifically designed for Spanish speakers:

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- '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.

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

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

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 **stolen me the wallet**!).
- ✓ The **murderer** (X **murder**) 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

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

2 could or would?

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

- ✓ I think Fiona **could** (X **would**) be in the library.

Use **would** (often in conditional sentences) to express a possibility in an imaginary situation:

- ✓ Fiona **would** be in the library if she had to study.

Choose the correct word.

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

3 I hope ... I wish ...

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

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

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

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

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

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

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

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

Say it right!

★ /ð/ (though) and /d/ (despite)

a ▶ CD 19 Listen and repeat the sounds and words.

/ð/ → though /d/ → despite

b ▶ CD 110 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.

English in Mind for Spanish Speakers Student's Book 3

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?

A Adolfo Suárez wins the first elections.

B The Law for Political Reform is passed.

C The creation of the Spanish Constitution.

D Attempted military coup by Colonel Tejero.

E 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

English in Mind for Spanish Speakers Student's Book 4



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

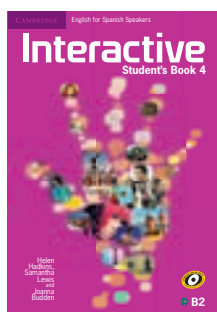
Digital resources for learners

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

Digital resources for teachers

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

Schools: Secondary



A2 B1 B2

ESS 4 levels

Interactive for Spanish Speakers

Helen Hadkins, Samantha Lewis and Joanna Budden

FALSE BEGINNER TO INTERMEDIATE

Secondary

80–90 teaching hours, extendable to 180

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

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

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

Teachers can tailor the course to their own requirements using the wide range of materials such as DVDs, Presentation Plus, Testmaker and other online extras, to make classes get really 'interactive'. The course is correlated to Cambridge English exam task types and topics to help prepare students for future exams.

Inspire confident communication

- 'Interaction' sections prepare students for using English in real-life situations.
- Fold-out classroom language keeps useful phrases for speaking activities to hand.
- 'Check it out!' boxes expose students to real international English from the Cambridge English Corpus, drawing attention to language areas that can cause difficulty.

Think about world culture

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

cambridge.org/elt/ess/interactive

English for Spanish Speakers

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.



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

Interactive for Spanish Speakers Student's Book 4

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

*Designed for the international edition



A1 A2 B1

4 levels P+

More!

Second edition

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

FALSE BEGINNER TO INTERMEDIATE

Lower Secondary

80–90 teaching hours, extendable to 140

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

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

Cyber Homework

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

Presentation Plus DVD-ROM

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

cambridge.org/more



More! Second edition Student's Book 1

See also

- **Grammar Practice**
Page 29
- **CLIL Activities**
Page 95
- **Cambridge School Dictionary**
Page 73
- **Cambridge Discovery Education™ Interactive Readers**
Page 82

Available in American English

- **American More!**
Four level edition, 80–90 teaching hours per level
Combo edition, 40–45 teaching hours
American More! Six-level edition
50–60 hours
cambridge.org/americanmore

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

More! First edition is still available: visit cambridge.org/more for a list of ISBNs



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

Maria Christaki, Institute of Foreign Languages, Kalamata, Greece

A1 A2 B1

3 levels

Your Space

Martyn Hobbs and Julia Starr Keddle

FALSE BEGINNER TO PRE-INTERMEDIATE

Lower Secondary

80–90 teaching hours, extendable to 150

Your Space is a new three-level course with a positive and practical approach to learning English. The course presents language step by step through stimulating contexts, follows up with language analysis and then gives students the ‘space’ to personalise that language by describing their own world. It creates an interface between the familiar world of pre- to early teens and the exciting and challenging experiences of the wider world.

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

Web Zone

- Students gain credits in the Learning Zone by completing fun activities based on the language in the units.
- They can then explore the 3D ‘Your Worlds’ unlocking features and personalising their space with credits earned.
- A ‘Comic Builder’ allows students to create their own stories based on the characters and settings of the graphic story in the Student’s Book.

DVD

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

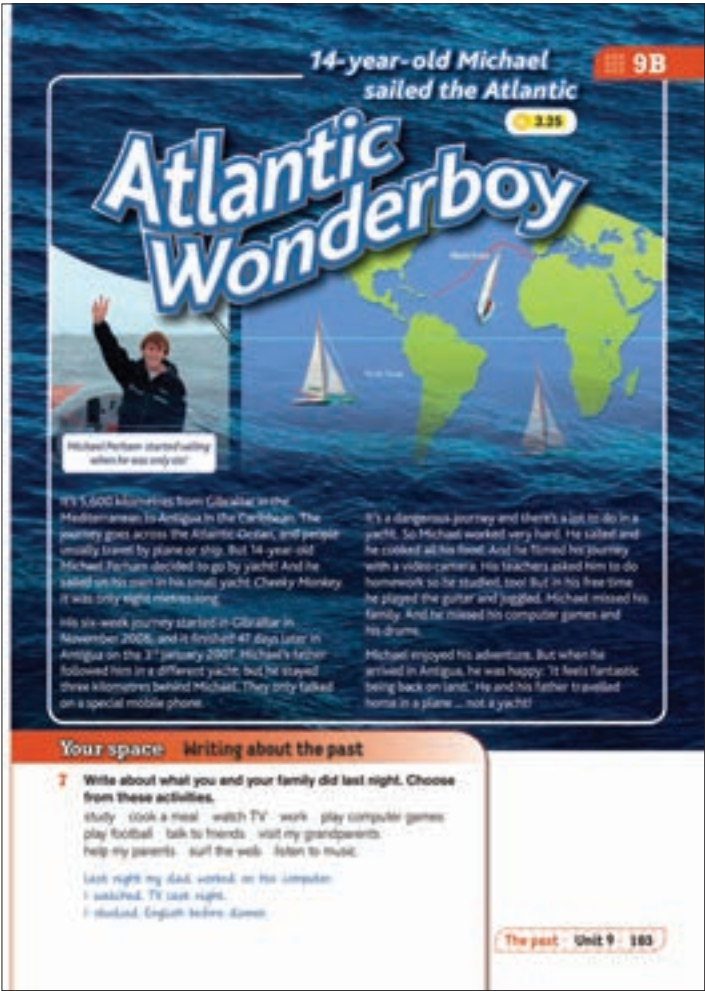
Presentation Plus

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

cambridge.org/yourspace

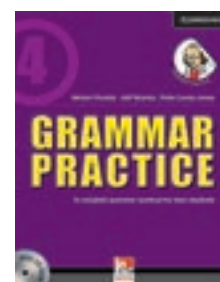
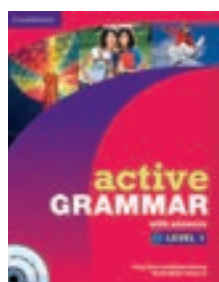
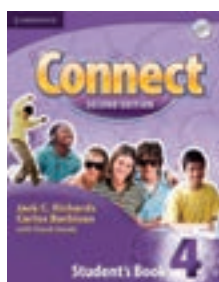
See also

- Key for Schools
 - Preliminary for Schools
 - First for Schools
- Page 47



Your Space Student’s Book

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



A1 A2 B1

4 levels

Connect

Second edition

Jack C. Richards, Carlos Barbisan and Chuck Sandy

BEGINNER TO INTERMEDIATE

Lower secondary

60-80 teaching hours

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

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

cambridge.org/connect2e

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

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

A1 A2 B1 B2 C1 C2

3 levels

Active Grammar

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

ELEMENTARY TO ADVANCED

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

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

Extra review material is featured in MY TEST! sections, review units and on the CD-ROM.

A comprehensive Teacher's Guide is available online.

cambridge.org/activegrammar

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

A1 A2 B1

4 levels

Grammar Practice

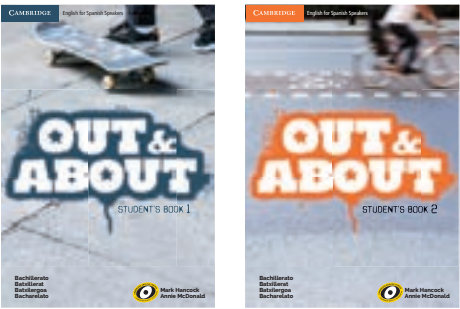
Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

Each level of *Grammar Practice* provides young students with clear grammar overviews and rules and a wide range of receptive and productive grammar exercises. Flash animations facilitate the noticing of grammatical forms, and special 'Listen first' activities anchor in the student's mind in a multi-sensory way.

Grammar Practice	Level 1
Paperback with CD-ROM	978-1-107-67587-2
	Level 2
Paperback with CD-ROM	978-1-107-67761-6
	Level 3
Paperback with CD-ROM	978-1-107-62852-6
	Level 4
Paperback with CD-ROM	978-1-107-67912-2

See also

- **Cambridge English Prepare**
Page 50
- **Key for Schools**
- **Preliminary for Schools**
- **First for Schools**
Page 60
- **Cambridge Copy Collection: Teenagers**
Page 94



For the life they will live



Out & About

Mark Hancock and Annie McDonald

INTERMEDIATE TO UPPER INTERMEDIATE

Bachillerato

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

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

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

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

outandabout.es

An impactful opening page arouses curiosity and engages the students

The unit objectives are clearly set out

Unit 9

Music to our ears

UNIT OBJECTIVES

- find out about music
- read and understand a text on music
- topic words: music
- listen to an interview with a singer
- grammar: relative clauses
- word building: American English vs. British English
- speaking: talking about preferences
- writing: a description of a place
- life skill: giving presentations and nerve control

Look at the photo. Talk to your partner for one minute about what you think the man is doing.

Think about these questions:

- where is he?
- how does he feel?
- how do the people around him feel?

Do you play a musical instrument?

VIDEO 1

VIDEO 2

MUSIC TO OUR EARS UNIT 9 105

Out & About Student's Book 1

Out & About	Level 1	Level 2
Student's Book with 'Common Mistakes at Bachillerato' Booklet	978-84-9036-801-5	978-84-9036-806-0
Workbook with downloadable audio	978-84-9036-802-2	978-84-9036-807-7
Teacher's Book	978-84-9036-803-9	978-84-9036-808-4
Class Audio CDs	978-84-9036-804-6	978-84-9036-809-1
Teacher's Resource Disc	978-84-9036-805-3	978-84-9036-810-7
Digital Student's Book (Enhanced PDF)	-	978-84-9036-956-2
Digital Workbook (Enhanced PDF)	-	978-84-9036-955-5
Digital Student's Book (SCORM)	978-84-9036-145-0	978-84-9036-156-6
Digital Workbook (SCORM)	978-84-9036-516-8	978-84-9036-231-0
Digital Out & About DVD-ROM (IWB Software)*	978-84-9036-321-8	978-84-9036-275-4
Levels 1-2		
Teacher's DVD with Activity Book	978-84-9036-811-4	
Test Generator Online*	978-84-9036-813-8	

* Digital Out & About and Test Generator have to be activated online by registering an access code at cambridgeteacher.es. Contact your local representative for more information.

ESS English for Spanish Speakers

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

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

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

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

'Streetwise' highlights more colloquial use of language

Speaking

Talking about experiences

- Which famous people would you most like to meet? Compare your ideas with a partner.
- Read and listen to the conversation. Why didn't Anne stay with Keith Richards for longer?
Chris: Have you ever met a celebrity?
Anne: Eh, let's see ... Oh yes, I've met Keith Richards. You know, from the Rolling Stones.
Chris: Wow, that's amazing! Where did you meet him?
Anne: It was in Venice, actually, on a boat.
Chris: I don't believe it! Are you serious?
Anne: Yeah, we were on holiday in Venice and saw this motorboat, and Keith Richards was in it.
Chris: So what did you do?
Anne: Well, my friend Henry told me to go and talk to him, so I did.
Chris: What did you say?
Anne: I asked him if I could have my photo taken with him and he said, 'Sure'.

Chris: How long did you stay?
Anne: Not long, his girlfriend arrived and she was really angry, so I had to get off. It's a pity, because I didn't have the chance to have a chat.
Chris: Were there crowds of people looking?
Anne: No, it was a fairly quiet place.
Chris: That's incredible! Have you still got the photo?
Anne: Yeah, but I've never shown it to anybody.
Chris: Why not?
Anne: Because I've got my eyes closed and look terrible!

Find phrases in the conversation for the following functions:

- expressing surprise and disbelief
- beginning a story about an experience
- giving some background context for a story about an experience
- commenting on the speaker's feelings about the story

Life skill

Critical thinking

Identifying the problem

Discuss with a partner.

- What can you see in the picture?
- In what ways could this influence people?

Suggesting a solution

Compare with a partner.

- How can people read between the lines?

What about you?

Tell your partner or the class.

- Have you ever bought something because of an advert?

Critical thinking

Did you know that it's very easy to let emotions take over when we make a decision or argue our opinion? By thinking critically, we can find and present evidence to support our ideas.

Remember: don't always believe everything you see or read, keep an open mind and ask questions.

Useful language

Asking about experiences	Talking about experiences	Expressing surprise and disbelief
Have you ever (been to) ...?	I saw / went / tried ...	Wow, that's amazing / incredible / unbelievable!
So what did you do?	There was / were ...	You must be kidding / joking!
What did he / she say?		That can't be true!
What did you think of ...?		I don't believe you / it. Are you serious?
Did you see / go to / try ...?		

Tip When you're listening to someone telling a story, encourage them to continue by expressing interest and surprise.

Get it right!

We say:

- ✓ What would he think of this if he were alive today?
- ✗ What would he think of this if he were alive today?

Streetwise

It's a matter of ...

We can use *matter* as a countable noun to mean question, problem or issue.

It's only a matter of time before everyone gets bored with this song.

Moved by music

What made the song *Happy*, by Pharrell Williams, such a massive hit? Was it the catchy tune that made people want to dance? Was it the upbeat lyrics, which more or less commanded people to be happy? Whatever it was, it inspired people all over the world to upload videos of themselves dancing to the tune. But creating *Happy* was by no means as effortless as the song sounds. There were nine other versions of it before the one that we know and can sing along to now. Pharrell Williams, who has been at the top of the music business for many years, knew exactly what he was doing in the music studio. He was recording a track to move his audience.

A recent study from Canada has shown that music can release a chemical in the brain which causes people to feel happy. This chemical is called dopamine, and it is normally produced as the body's reward for doing something that is good for survival, such as eating. It's not clear why music is good for survival, but it certainly can stimulate dopamine release. However, not all music can do this. It must be a piece of music that you like – the kind of music that sends shivers down your spine.

However, there are very few songs that everybody likes. Usually, it is a matter of musical taste, and if there's a song that one person loves, somebody else probably hates it. But there are some generalised patterns. For example, there is some music that almost everybody hates, such as the screeching noise made by a neighbour who has just bought a drum kit or taken up the violin.

At the other end of the spectrum, the nearest you will get to a piece of music which is universally popular is perhaps a song like *Happy*.

Music is not only used to make people feel happy, though. It can also be used to alter people's mood in other ways, as movie soundtrack composers know. Compare the kind of music that you hear during the tense moments in a thriller with the music in the funny scenes of a comedy, for instance. Another example is in shops, where music is used in a different way. Supermarkets often play relaxing music when they want people to browse for longer, and research suggests that this can increase sales. Owners of clothes stores, on the other hand, try to fit in with the musical taste of their customers by choosing music that is fashionable.

The use of music to control people's mood and behaviour is not novel. National anthems have been used for centuries to stimulate feelings of patriotism. Rhythm has been used to synchronise the steps of marching soldiers. And more recently, music has been used to control people in a different way – to move them along. Classical music is often played outside shops, stations and other places where youths like to hang out. Store managers have found that there is nothing better than a little Mozart or opera to get rid of young people. It seems that they are quite literally, moved by music! What would Mozart think of this if he were alive today? And who knows – perhaps in 100 years, Pharrell Williams' *Happy* will be used for the same purpose!

Get it right!

We say:

- ✓ What would he think of this if he were alive today?
- ✗ What would he think of this if he were alive today?

Streetwise

It's a matter of ...

We can use *matter* as a countable noun to mean question, problem or issue.

It's only a matter of time before everyone gets bored with this song.

Out & About Student's Book 1

Digital resources for learners

- Fully-interactive digital Student's Books and Workbooks are available both online and offline with interactive activities. These digital books are both multiplatform and multi-device, working on computers, tablets and interactive whiteboard for classroom presentation.
- An Augmented Reality app allows students to scan the book for immediate access to videos and the Student's Book audios.

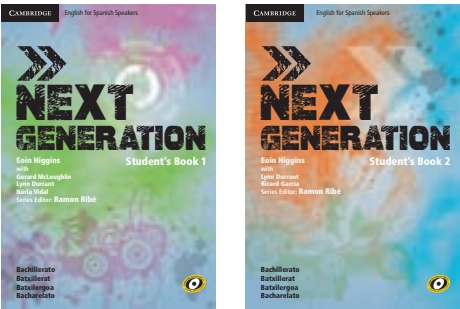
Digital resources for teachers

- Digital Out & About is a powerful presentation tool that includes the Digital Student's Book and Workbook for classroom projection incorporating all the videos, audios and answer keys with special interactive activities for every unit. Available via cambridge teacher.es.
- The Teacher's Resource Disc provides all the additional resources that teachers need, including grammar and vocabulary extra practice; reading, listening, writing and speaking worksheets; unit tests, term tests and end-of-year tests; and exam practice.
- The Online Test Generator allows teachers to produce customized mock University Entrance Exams for their students, including listening and speaking tests for extra practice. Available via cambridge teacher.es.
- Extra reading, speaking and listening practice can be found on the *Out & About* website, which also includes videos and audios. Find out more on outandabout.es.



Out & About Digital Student's Book 1

Schools: Bachillerato



 B1 B2



Next Generation

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

INTERMEDIATE TO UPPER INTERMEDIATE

Bachillerato

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

Next Generation is an exciting course for *Bachillerato*, combining complete preparation for the *Pruebas de Acceso a la Universidad* (PAU) exams with material that helps learners improve their English language skills for life.

Prepare for PAU


- ‘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.
- PAU practice tests are included in the Workbook and Teacher’s Resource pack.
- An online Test Generator allows teachers to produce customised mock PAU exams for their students.

English for life

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

cambridge.org/elt/nextgeneration

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



Buy Nothing Day

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

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

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

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

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

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

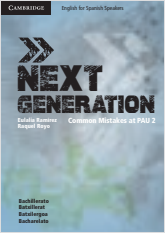


Next Generation Student's Book 2

See also

Avoid common mistakes at PAU!

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



Next Generation	Level 1	Level 2
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ESS English for Spanish Speakers


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

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

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

WRITING

Describing a person



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ERROR ALERT!

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

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

READING

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

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

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

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

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

1 Why shouldn't you sit on a pillow in Asia?
a Because pillows are considered taboo.
b Because someone will use it to put their head on.
c Because pillows are only found in temples.

2 What does the writer recommend about Italy?
a If people push you, you shouldn't just get out of their way.
b If someone pushes you, you should push them back.
c That men should embrace or kiss other men even if they don't know each other.

3 How do good friends greet each other in Morocco?
a They shake hands for ten minutes.
b They touch each other's hearts.
c They shake hands and kiss each other.

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

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

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

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

6 Find words or expressions in the text that mean

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

7 **DISCUSS** Discuss the following questions with a partner.

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

PHRASAL VERBS
send in sth or send sth in
show up sb or show sb up
cover up (sth) or cover (sth) up
stick up
throw out sth/sb or throw sth/sb out
See phrasal verbs on page 160.

Getting Away

Next Generation Student's Book 1



Next Generation Digital Student's Book 1

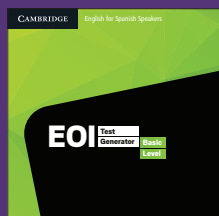
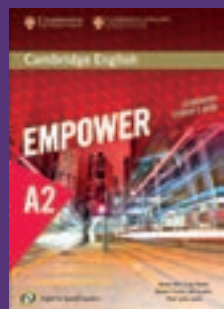
Digital resources for learners and teachers

- The Student's Books and Workbooks of both levels are available as fully-interactive digital books, which can be used online and offline. These digital books are both multiplatform and multi-device, allowing for them to be used in computers, tablets and interactive whiteboards for classroom presentation.
- The Online PAU Test Generator allows teachers to produce customised mock PAU exams for their students.
- Extra online resources are available for each level, including extra grammar, vocabulary, reading, listening and PAU writing practice.

Adult Courses

COURSE	PAGE	CEFR LEVEL								ENGLISH TYPE
New! Cambridge English Empower for Spanish Speakers	36	A1	A2	B1	B1+	B2	C1	—	—	British
face2face for Spanish Speakers	38	A1	A2	B1	B1+	B2	C1	—	—	British
English Unlimited for Spanish Speakers	40	A1	A2	B1	B1+	B2	C1	—	—	British
Touchstone Second edition	42	A1	A2	B1	B1+	—	—	—	—	American
New! Touchstone Second edition Online Course	43	A1	A2	B1	B1+	—	—	—	—	American
Viewpoint	42	—	—	—	—	B2	C1	—	—	American
New! Viewpoint Online Course	43	—	—	—	—	B2	C1	—	—	American
Four Corners	44	A1	A2	B1	B1+	—	—	—	—	American
Interchange Fourth edition	44	A1	A2	B1	B1+	—	—	—	—	American
Passages Third edition	45	—	—	—	B1+	B2	C1	—	—	American
Ventures	45	A1	A2	B1	B1+	—	—	—	—	American
Ventures Transitions	45	—	—	—	B1+	B2	—	—	—	American
Let's Talk	87	A1	A2	B1	B1+	B2	—	—	—	American

New for 2016



Cambridge English Empower now available in an English for Spanish Speakers Edition
Page 36

EOI Test Generator
Page 41

Touchstone Second edition now available as 100% print, 100% online, or anywhere in-between
Page 43

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A1 A2 B1 B1+ B2 C1



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*Levels Starter A1 and Advanced C1: international edition. Starter available on January 2016 and Advanced Available on April 2016.

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§ ISBNs not available at the time of printing this catalogue.

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2E Speaking Plus

How can I help you?

Learn to ask for information in a public place

Intonation: questions

1 LISTENING

a Look at the pictures and answer the questions.

- 1 How are the buses in your town or city different to the ones in the photo?
- 2 Do you prefer to travel by bus or train? Why?
- 3 Where do you prefer to buy tickets, at the station or online? Why?

b Listen to the dialogue. What does Marco buy?

c Listen again. Underline the correct words.

- 1 Marco missed / will be able to get the three o'clock bus.
- 2 The buses go every ten / twenty minutes.
- 3 Marco decides to buy a ticket from the woman / on the bus.
- 4 A period return costs £20 / £22.
- 5 Marco pays by cash / card.
- 6 He wants to buy a cup of tea / magazine.

2 USEFUL LANGUAGE

a Read and complete the dialogue with the question beginnings in the box. Listen again and check.

Can I _____ you tell me where _____ How much _____

How often _____ What time _____ Where can I (x2) _____

Excuse me? Do you work for the bus company?

Yes, I do. How can I help you?

_____ is the next bus to the airport?

Well, you've just missed the three o'clock bus. Oh, no? _____ do the buses leave?

They go every twenty minutes.

Oh, good. So the next one is at 3.20?

That's right.

_____ buy a ticket?

You can get one from me, or you can buy one on the bus from the driver.

_____ pay by card?

3 SPEAKING

a Look at this dialogue map and the useful language in the Phrasebook. Make notes about what you want to say.

Ticket seller

Ask Student B if you can help him/her.

Respond.

Ask Student B if he/she wants a single or return ticket.

Respond. Ask if Student B wants anything else.

Respond.

Customer

Respond. Ask what time the bus to Granada leaves.

Thank Student A. Ask how much a ticket costs.

Respond. Ask if you can pay by card.

Ask where you can buy a drink.

b Work in pairs. Use the dialogue map and your notes to make a conversation in a bus station. Take turns being the ticket seller and the customer.

4 PRONUNCIATION

Intonation: questions

a Listen to the same question said in two different ways. Can you hear how the speaker's voice is flat in question 1 and rises and falls in question 2? Which question sounds more polite and friendly?

- 1 Can I pay by card?
- 2 Can I pay by card?

Tip

Questions sound more polite and friendly if you use intonation that rises and falls.

Gate A1-A30

Departures

Transfer

Arrivals

Baggage

Phrasebook

Asking for information

What time is the next bus?

How often do the buses leave?

Could you tell me where the ticket office is?

How much is a ticket?

Can I pay by card?

Where can I buy a cup of tea?

Asking if people need help

How can I help you?

Is there anything else?

Cambridge English Empower for Spanish Speakers Student's Book B1

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A1 A2 B1 B1+ B2 C1



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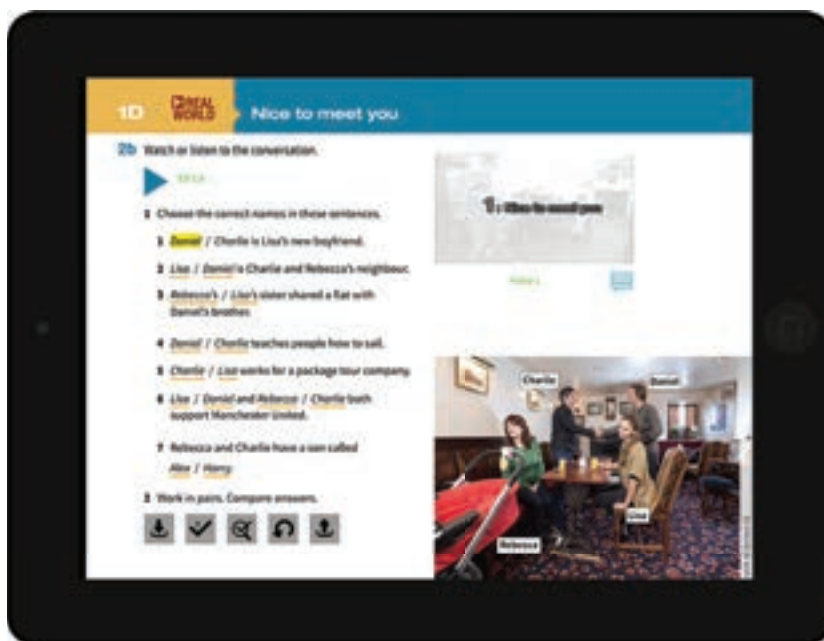
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Presentation Plus DVD-ROM	978-1-107-61475-8	978-1-107-44621-2	978-1-107-44625-0	978-1-107-44629-8	978-1-107-44636-6	978-1-107-65534-8
Testmaker CD-ROM and Audio CD	978-1-107-61473-4	978-1-107-60994-5	978-1-107-60995-2	978-1-107-60996-9	978-1-107-60998-3	978-1-107-64588-2

*Student's Books for levels Elementary to Advanced packaged with the Spanish Speakers Handbook with Audio CD.

NEW Student's ebooks now available. For more information please visit cambridge.org/ebooks.

ESS English for Spanish Speakers

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

For all levels

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

For Levels Elementary to Upper Intermediate:

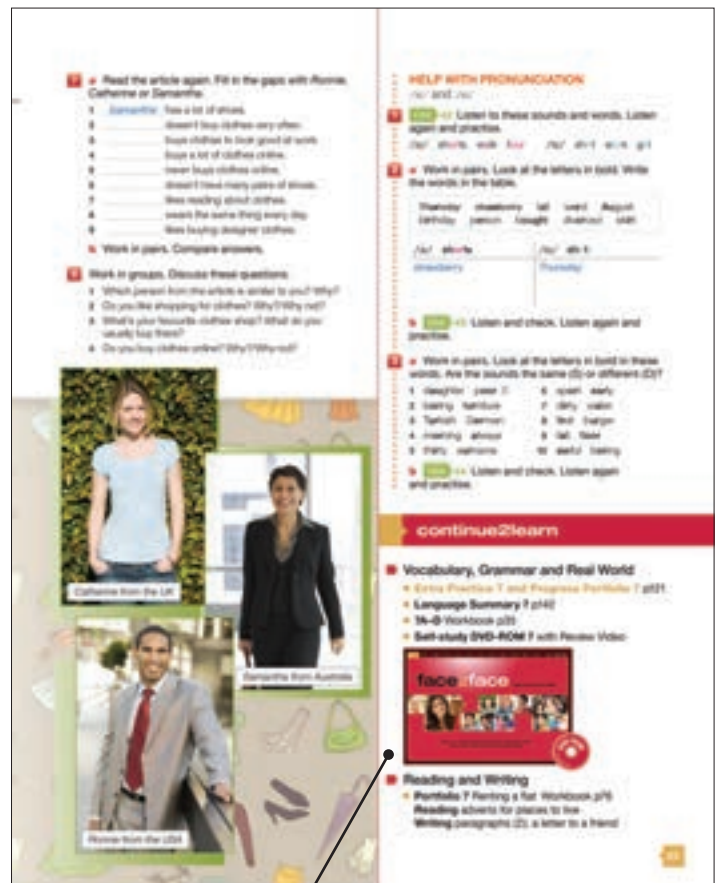
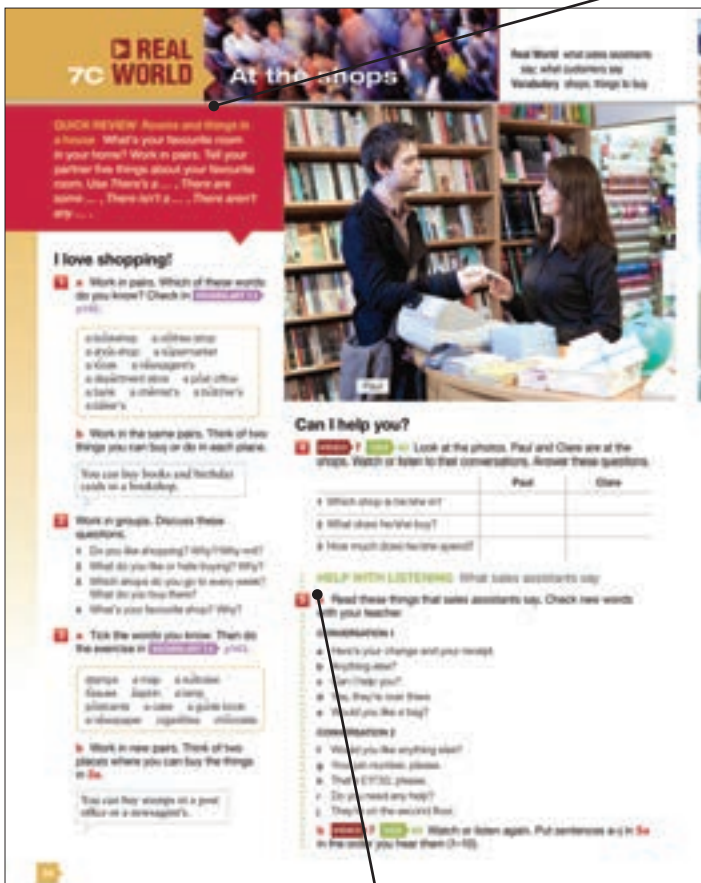
- 'Extra Skills' lessons focus on strategies for approaching reading and listening tasks, as well as providing more opportunities to speak.
- 'Reading and Writing Portfolio Plus' pages offer extra practice in digital correspondence (emails, blog comments, etc.).

At Advanced level:

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

Quick Review recycles previously learned language

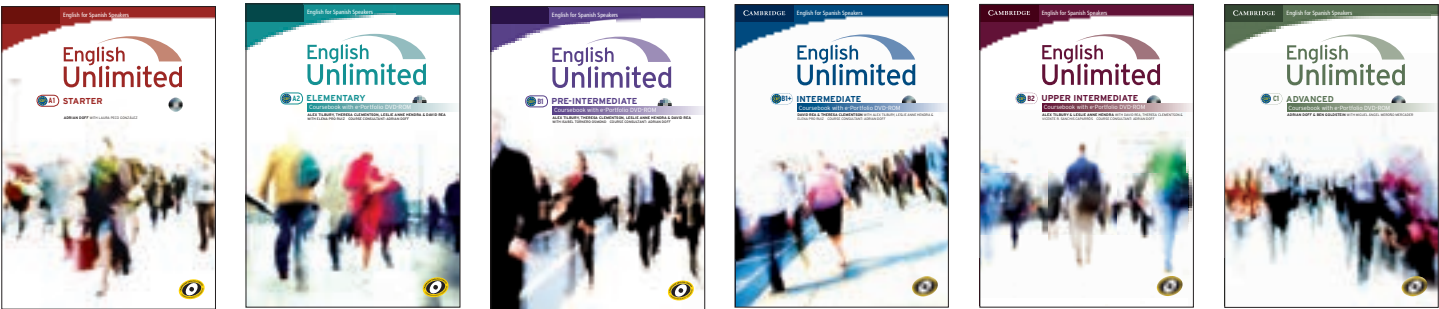
continue2learn shows students where to go next for more practice



face2face Second edition Elementary Student's Book

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

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



EnglishProfile
www.englishprofile.org

A1 A2 B1 B1+ B2 C1



English Unlimited for Spanish Speakers

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

Course consultant: Adrian Doff

STARTER TO ADVANCED

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

Nominated British Council ELTons Awards 2012: Excellence in course innovation

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

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

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

Digital resources for learners

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

Digital resources for teachers

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

cambridge.org/elt/ess/englishunlimited

ESS English for Spanish Speakers

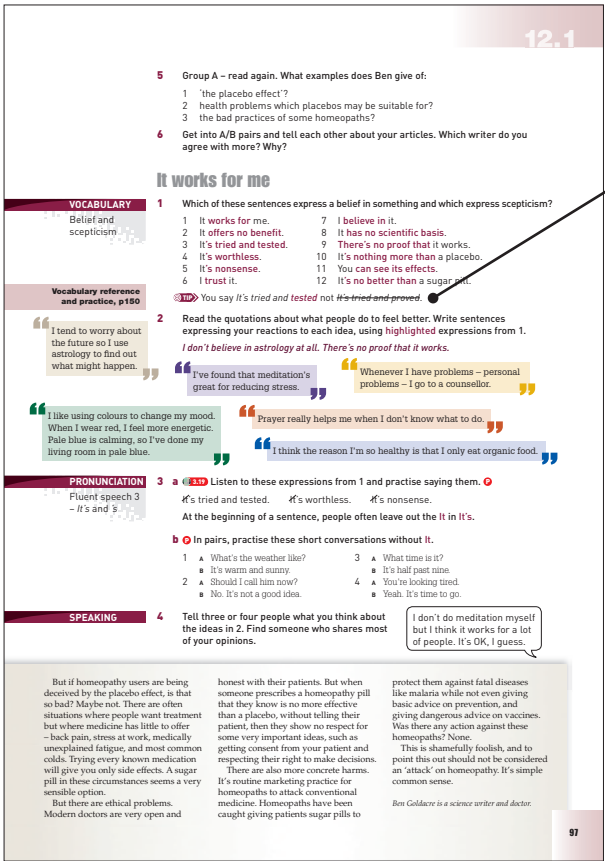
English Unlimited includes extra content specifically designed for Spanish speakers.

For all levels:

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

For levels Intermediate to Advanced:

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

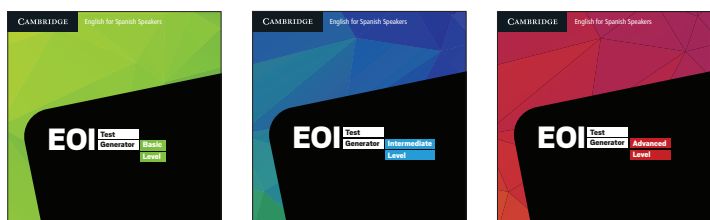


Tips help students avoid common errors made by Spanish-speaking learners

English Unlimited for Spanish Speakers Upper Intermediate Coursebook

English Unlimited for Spanish Speakers	Starter	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Coursebook with e-Portfolio DVD-ROM	978-84-8323-900-1	978-84-8323-706-9	978-84-8323-362-7	978-84-8323-680-2	978-84-8323-690-1	978-84-8323-693-2
Self-study Pack (Workbook with DVD-ROM and Audio CD)	978-84-8323-725-0	978-84-8323-979-7	978-84-8323-734-2	978-84-8323-714-4	978-84-8323-716-8	978-84-8323-718-2
Teacher's Pack (Teacher's Book with DVD-ROM)	978-84-8323-967-4	978-84-8323-687-1	978-84-8323-769-4	978-84-8323-697-0	978-84-8323-698-7	978-84-8323-700-7
Class Audio CDs	978-84-8323-871-4	978-84-8323-912-4	978-84-8323-978-0	978-84-8323-701-4	978-84-8323-703-8	978-84-8323-705-2
Presentation Plus DVD-ROM*	978-0-521-15720-9	978-0-521-15721-6	978-0-521-15722-3	978-0-521-18840-1	978-0-521-18841-8	978-0-521-18842-5
Digital Coursebook	978-84-8323-984-1	978-84-8323-970-4	978-84-8323-639-0	—	—	—
Testmaker CD-ROM and Audio CD*	978-1-107-61222-8	978-1-107-61000-2	978-1-107-60999-0	978-1-107-67640-4	978-1-107-65083-1	978-1-107-66452-4

*Designed for the international edition



A2 B1 B2 C1

3 levels

NEW EOI Test Generator

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

ELEMENTARY TO ADVANCED

Basic level and Intermediate level available in 2016

Advanced level coming in 2017

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

- Reading
- Writing
- Speaking and oral interaction
- Listening

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

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

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

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

	Basic	Intermediate
EOI Test Generator DVD-ROM*	September 2016	September 2016

EOI Test Generator has to be activated online by registering an access code at cambridgeteacher.es. Contact your local representative for more information.

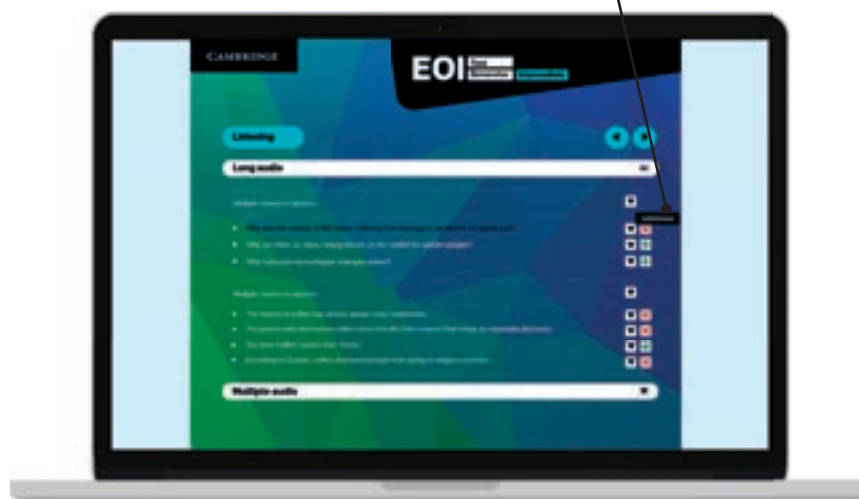
*ISBNs not available at the time of printing this catalogue.

Competence tests for all four skills with an extra video option



EOI Test Generator Intermediate

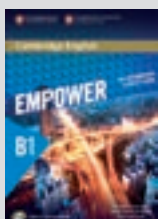
You can customise the tests by choosing the questions you want



EOI Test Generator Intermediate

See also

- **Cambridge English Empower for Spanish Speakers**
Page 36

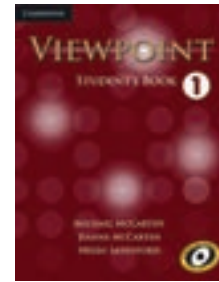


- **face2face for Spanish Speakers**
Page 38



- **English Unlimited for Spanish Speakers**
Page 40





Flexible Learning, Proven Results

A1 A2 B1 B1+



Touchstone

Second edition

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

BEGINNER TO INTERMEDIATE

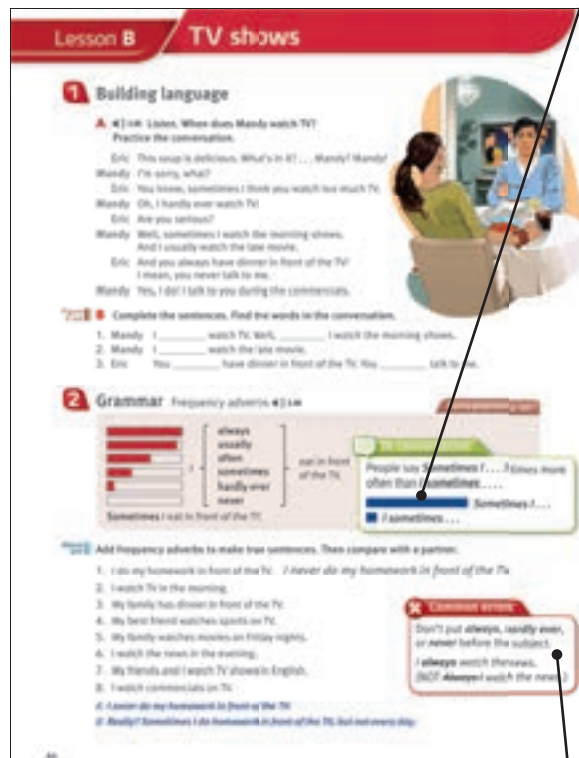
90–120 teaching hours

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

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

cambridge.org/touchstone2

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



Touchstone Second edition Level 1 Student's Book

'Common error' panels provide guidance on typical problem areas

B2 C1



Viewpoint

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

HIGH INTERMEDIATE TO ADVANCED

90–120 teaching hours

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

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

cambridge.org/viewpoint

Touchstone Second edition	Level 1	Level 2	Level 3	Level 4	Viewpoint Level 1	Viewpoint Level 2
Student's Book	978-1-107-67987-0	978-1-107-68173-6	978-1-107-66583-5	978-1-107-68043-2	978-0-521-13186-5	978-0-521-13189-6
Student's Book A	978-1-107-62792-5	978-1-107-68175-0	978-1-107-62875-5	978-1-107-62430-6	978-1-107-60151-2	978-1-107-60154-3
Student's Book B	978-1-107-65345-0	978-1-107-62704-8	978-1-107-69446-0	978-1-107-63748-1	978-1-107-60152-9	978-1-107-60155-0
Workbook	978-1-107-63933-1	978-1-107-69037-0	978-1-107-64271-3	978-1-107-68275-7	978-1-107-60277-9	978-1-107-60631-9
Workbook A	978-1-107-67071-6	978-1-107-64988-0	978-1-107-62082-7	978-1-107-62708-6	978-1-107-60278-6	978-1-107-57205-8
Workbook B	978-1-107-69125-4	978-1-107-61861-9	978-1-107-65147-0	978-1-107-69602-0	978-1-107-60279-3	978-1-107-57213-3
Teacher's Edition with Assessment Audio CD/CD-ROM	978-1-107-64223-2	978-1-107-62402-3	978-1-107-68094-4	978-1-107-68151-4	978-1-107-60153-6	978-1-107-60156-7
Class Audio CDs	978-1-107-61414-7	978-1-107-67757-9	978-1-107-63179-3	978-1-107-61272-3	978-1-107-63988-1	978-1-107-66132-5
Full Contact with DVD*	978-1-107-68330-3	978-1-107-65940-7	978-1-107-62794-9	978-1-107-66152-3	—	—
Full Contact A with DVD*	978-1-107-66769-3	978-1-107-61439-0	978-1-107-63739-9	978-1-107-67936-8	—	—
Full Contact B with DVD*	978-1-107-61366-9	978-1-107-66547-7	978-1-107-63903-4	978-1-107-66763-1	—	—
Presentation Plus DVD-ROM	978-1-107-65796-0	978-1-107-66049-6	978-1-107-66725-9	978-1-107-66349-7	978-1-107-62978-3	978-1-107-67577-3
Video Program DVD	978-0-521-69667-8	978-0-521-69669-2	978-0-521-69722-4	978-0-521-69721-6	978-1-107-64921-7	978-1-107-67990-0
Video Resource Book	978-0-521-71199-9	978-0-521-71200-2	978-0-521-71201-9	978-0-521-71202-6	**	**
Touchstone and Viewpoint Placement Test	Download free from the Resources tab at cambridge.org/touchstone2					

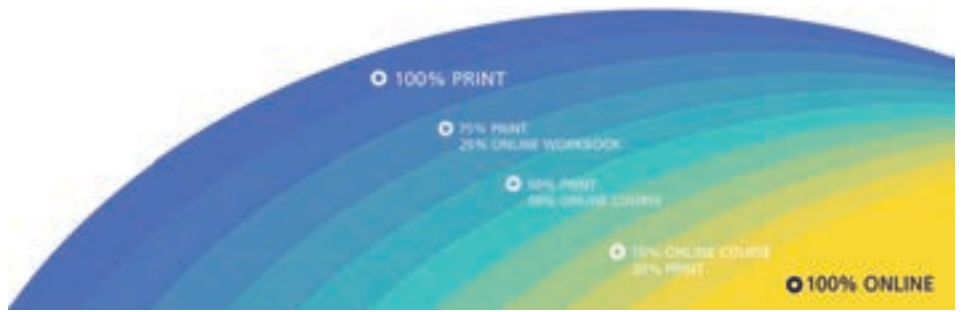
*Full Contact includes Student's Book, Workbook, Video Activity Pages and DVD

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

Fully flexible learning – 100% print, 100% online, or anywhere in-between

Choose the ideal blended course for you and your students

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



NEW Touchstone Online Course

Second edition

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

BEGINNER TO INTERMEDIATE

90–120 teaching hours

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

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

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

Touchstone and Viewpoint Online Workbooks

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

Animated presentations present key language and skills



Touchstone Second edition Online Course

Engaging online games have clear learning outcomes and provide variety in how language is practiced



Touchstone Second edition Online Course

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



Touchstone Second edition Online Course



NEW Viewpoint Online Course

Michael McCarthy, Jeanne McCarten, and Helen Sandiford

HIGH INTERMEDIATE TO ADVANCED

90–120 teaching hours

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

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

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



Viewpoint Online Course

Touchstone Second edition

	Level 1	Level 2	Level 3	Level 4	Viewpoint Level 1	Viewpoint Level 2
Student's Book with Online Workbook	978-1-107-66878-2	978-1-107-65055-8	978-1-107-68455-3	978-1-107-66652-8	978-1-107-56815-0	978-1-107-56841-9
Student's Book A with Online Workbook	978-1-107-65431-0	978-1-107-64446-5	978-1-107-66097-7	978-1-107-68060-9	978-1-107-56826-6	978-1-107-56846-4
Student's Book B with Online Workbook	978-1-107-69848-2	978-1-107-66215-5	978-1-107-68746-2	978-1-107-66091-5	978-1-107-56828-0	978-1-107-56849-5
NEW Student's Book with Online Course and Online Workbook	978-1-107-49861-7	978-1-107-49875-4	978-1-107-49882-2	978-1-107-49892-1	978-1-107-56790-0	978-1-107-56808-2
NEW Student's Book with Online Course and Online Workbook A	978-1-107-49869-3	978-1-107-49876-1	978-1-107-49883-9	978-1-107-49898-3	978-1-107-56796-2	978-1-107-56809-9
NEW Student's Book with Online Course and Online Workbook B	978-1-107-49870-9	978-1-107-49878-5	978-1-107-49884-6	978-1-107-49901-0	978-1-107-56797-9	978-1-107-56810-5
NEW Online Courses	Please contact your local Cambridge University Press representative to talk about the <i>Touchstone</i> and <i>Viewpoint</i> online courses and how we can find the right solution for you					



A1 A2 B1



Four Corners

Jack C. Richards and David Bohlke

BEGINNING TO INTERMEDIATE

90–120 teaching hours per level

Four Corners combines effective communicative methodology, a clear design, and a practical “Can-do” approach to give your students the language and confidence they need to use English accurately and fluently.

Informed by the Common European Framework of Reference (CEFR), this course is structured to develop students’ communicative competence through four connected strands within each unit:

- Accuracy: drawn from program vocabulary and grammar activities.
- Functional Language: focusing on practical functional speaking tasks.

- Skills: using language across the modalities of speaking, listening, reading and writing.
- Fluency: each unit provides students with opportunities to practice fluency.

cambridge.org/fourcorners

Presentation Plus

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

Online Workbook

Provides a variety of interactive practice activities with immediate feedback for students and progress monitoring reporting tools for teachers.

Four Corners	Level 1	Level 2	Level 3	Level 4
Student’s Book with Self-study CD-ROM*	978-0-521-12615-1	978-0-521-12716-5	978-0-521-12755-4	978-0-521-12771-4
Workbook*	978-0-521-12654-0	978-0-521-12701-1	978-0-521-12751-6	978-0-521-12768-4
Online Workbook	978-1-139-06152-0	978-1-139-04008-2	978-1-139-06961-8	978-1-139-04770-8
Student’s Book with Self-study CD-ROM and Online Workbook Pack	978-1-107-64174-7	978-1-107-65176-0	978-1-107-66429-6	978-1-107-64403-8
Teacher’s Edition with Assessment Audio CD/CD-ROM	978-0-521-12646-5	978-0-521-12688-5	978-0-521-12747-9	978-0-521-12765-3
Full Contact with Self-study CD-ROM**	978-0-521-12634-2	978-0-521-12674-8	978-0-521-12736-3	978-0-521-12761-5
Class Audio CDs (3)	978-0-521-12640-3	978-0-521-12681-6	978-0-521-12743-1	978-0-521-12763-9
Presentation Plus DVD-ROM	978-0-521-12619-9	978-0-521-12663-2	978-0-521-12712-7	978-0-521-12756-1
Presentation Plus Site License Pack	978-1-107-67172-0	978-1-107-67172-0	978-1-107-67172-0	978-1-107-67172-0
Video Program DVD	978-0-521-12638-0	978-0-521-12677-9	978-0-521-12740-0	978-0-521-12762-2

*Available in split volume editions.

**Full Contact includes Student’s Book, Workbook, Video Activity Worksheets and Self-study CD-ROM with Full Class Video



A1 A2 B1



Interchange

Fourth edition

Jack C. Richards with Jonathan Hull and Susan Proctor

BEGINNER TO INTERMEDIATE

90–120 teaching hours

Nominated British Council ELTons Awards 2012:
Excellence in course innovation

The underlying philosophy of *Interchange* is that language is best learned when used for meaningful communication. The features that have made *Interchange* the world’s most popular and successful English course continue to be the hallmarks of this fourth edition:

- A trusted communicative methodology and proven approach.
- Greater flexibility for use in any teaching situation.
- A wealth of resources for teacher training and professional development.

Presentation Plus

Provides complete course content, including audio and video material, interactive activities, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere.

Online Workbook: Complete Interactive Practice

Accessible from a computer or iPad, the Online Workbook provides extensive practice activities with immediate feedback, automated class reports, including activity scores and time-on-task, and free teacher access.

Interchange Fourth edition	Intro	Level 1	Level 2	Level 3
Student’s Book with Self-study DVD-ROM*	978-1-107-64866-1	978-1-107-64867-8	978-1-107-64869-2	978-1-107-64870-8
Workbook*	978-1-107-64871-5	978-1-107-64872-2	978-1-107-64873-9	978-1-107-64874-6
Online Workbook Standalone for students*	978-1-139-44867-3	978-1-139-43954-1	978-1-139-44355-5	978-1-139-44785-0
Online Workbook Institutional*	978-1-139-45372-1	978-1-139-59363-2	978-1-139-55230-1	978-1-139-54006-3
Student’s Book with Self-study DVD-ROM and Online Workbook Pack*	978-1-107-67383-0	978-1-107-68555-0	978-1-107-67471-4	978-1-107-66770-9
Teacher’s Edition with Assessment Audio CD/CD-ROM	978-1-107-64011-5	978-1-107-69917-5	978-1-107-62527-3	978-1-107-61506-9
Class Audio CDs (3)	978-1-107-61034-7	978-1-107-64725-1	978-1-107-62941-7	978-1-107-66870-6
Full Contact with Self-study DVD-ROM*	978-1-107-61495-6	978-1-107-67993-1	978-1-107-62500-6	978-1-107-66684-9
DVD	978-1-107-65708-3	978-1-107-62524-2	978-1-107-66521-7	978-1-107-62067-4
Video Resource Book	978-1-107-69753-9	978-1-107-64367-3	978-1-107-65180-7	978-1-107-63693-4
Presentation Plus (Single Classroom)	978-1-107-67132-4	978-1-107-64198-3	978-1-107-66251-3	978-1-107-69001-1

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

*Available in split volume editions

Full Contact includes Student’s Book, Workbook, Video Activity Pages, and Self-study DVD-ROM with Full Class Video

cambridge.org/interchange4
cambridge.org/interchange4



B2 C1



Passages

Third edition

Jack C. Richards and Chuck Sandy

UPPER INTERMEDIATE TO LOW-ADVANCED

90–120 teaching hours

Passages Third edition is the perfect follow-up to any four-skills program and is designed to seamlessly follow *Interchange* Fourth edition or *Four Corners*

Passages Third edition is a two-level course that helps students take their English to a whole new level.

This fully updated edition of one of the world's most successful upper-level American English series will open the door for students to communicate with greater fluency and proficiency.

- A fresh new design, new images, and new and updated content to reflect contemporary English usage
- More vocabulary support and practice with the new Vocabulary Plus section in the back of the student's book
- A Video Program and accompanying Video Activity Worksheets reinforce target language through compelling, real-world videos linked to unit topics
- A fully revised Teacher's Edition, now with Assessment Audio CD/CD-ROM that features both ready-to-print and customizable quizzes and tests
- Digital resources support teaching and enhance learning inside and outside of the classroom
- Presentation Plus provides complete course content, including audio and video material, interactive activities, annotation tools, links to online resources and the ability to save your customized lessons to any computer anywhere

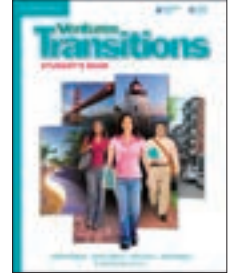
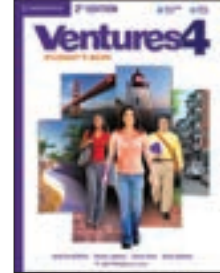
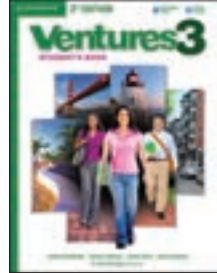
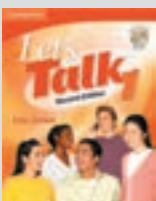
cambridge.org/passages

Passages Third edition	Level 1	Level 2
Student's Book with Online Vocabulary Practice*	978-1-107-62705-5	978-1-107-62707-9
Student's Book with Online Workbook*	978-1-107-44700-4	978-1-107-44709-7
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*Available in Split Volume and Full Contact editions

See also

- **Let's Talk**
Page 87



A1 A2 B1



Ventures

Second edition

Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez
Series Editor: K. Lynn Savage

COMPLETE BEGINNER TO UPPER INTERMEDIATE

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Cambridge English



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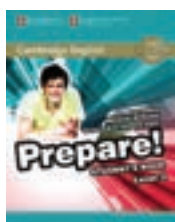
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➔ See **page 63** for information

What's available for each exam?

CAMBRIDGE ENGLISH EXAM	CEFR LEVEL	COURSES	PAGE	PRACTICE TESTS P60-61	TRAINER P62	TESTBANK (ONLINE) P63	SUPPLEMENTARY P64
Young Learners (YLE)	up to A2	Fun for Storyfun	49 49	Yes	—	—	—
Key (KET) for Schools	A2	Compact Complete Prepare!	56 52 50	Yes	Yes	Yes	—
Key (KET)	A2	Objective	54	Yes	—	Yes	Yes
Preliminary (PET) for Schools	B1	Compact Prepare!	56 50	Yes	Yes	Yes	—
Preliminary (PET)	B1	Complete Objective	52 54	Yes	—	Yes	Yes
First (FCE) for Schools	B2	Compact Complete Prepare!	56 52 50	Yes	Yes	Yes	Yes
First (FCE)	B2	Compact Complete Objective	56 52 54	Yes	Yes	Yes	Yes
Advanced (CAE)	C1	Compact Complete Objective	56 52 54	Yes	Yes	Yes	Yes
Proficiency (CPE)	C2	Objective	54	Yes	—	—	Yes
New! IELTS Life Skills	A1–B1	IELTS Life Skills Official Cambridge Test Practice	59	Yes	—	—	—
IELTS: Academic	up to C2	Complete Objective IELTS Blended Insight The Official Cambridge Guide to IELTS	52 54 58 58 58	Yes	Yes	Yes	Yes
IELTS: General Training	up to C2	Objective IELTS Blended Insight The Official Cambridge Guide to IELTS	54 58 58 58	Yes	Yes	Yes	Yes
Business Certificates (BEC)	B1– C1	Business Benchmark	57	Yes	—	—	—
BULATS	up to C2	BULATS Blended Business Benchmark Essential BULATS	57 57 57	—	—	—	—
TKT	—	The TKT Course	96	—	—	—	—
CELTA	—	The CELTA Course	96	—	—	—	—

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- Flexible to use alongside a general English course and where not all students are taking *Cambridge English: Young Learners*.

Interactive Fun

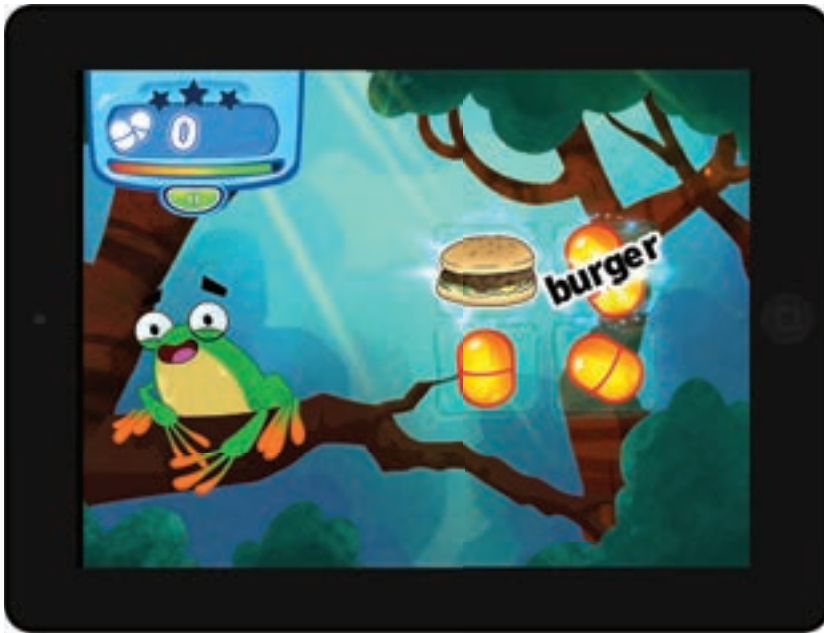
- Grammar and vocabulary activities get students practising in their own time in the online LMS via an access code in the Student's Book.
- Word Fun World app gets students practising vocabulary in their own time.

Supplementary app available



cambridge.org/funfor

Vocabulary game app motivates students to learn



Word Fun World App

Fun for Starters, Movers and Flyers Third edition	Starters	Movers	Flyers
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Karen Saxby

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Starters

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Teacher's Book with Audio CD*	978-0-521-17023-9

Flyers

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*Audio CDs (2) for Movers and Flyers

Exams



Where English meets Exams



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Joanna Kosta, Melanie Williams, James Styring,
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Series editor: Annette Capel

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Student's Book and Online Workbook	978-1-107-49715-3	978-1-107-49720-7	978-1-107-49740-5	978-1-107-49785-6	978-1-107-49793-1	978-1-107-49797-9	978-1-107-49801-3
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NEW Digital Student's Book (Enhanced PDF)	—	978-84-9036-322-5	978-84-9036-291-4	978-84-9036-556-4	978-84-9036-208-2	978-84-9036-349-2	978-84-9036-078-1

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Presentation Plus

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

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Cambridge English Prepare! Level 3 Presentation Plus



See also

- Cambridge English Practice Testbank
Page 63



2 The natural world

The world is changing

VOCABULARY AND READING

1 Which of these things can you see in the pictures? Name one or more examples of each.

desert forest hill island lake mountain river sea valley volcano

2 Discuss these questions with your partner. Then read the article and check your ideas.

1 How old is the Earth?
2 What changes are happening on Earth at the moment?

THE EARTH: A changing planet

Scientists believe the Earth is 4.5 billion years old. However, the mountains, valleys, rivers, deserts and forests we see today are much younger than that. For example, Mount Everest is about 10 million years old and the Amazon rainforest is only 10 million years old. The youngest sea in the world is the Baltic Sea, about 11,000 years old.

The Earth is always changing because of volcanoes, earthquakes and, of course, wind and rain. Some of these changes are very slow and others are quick. Water and ice can make very big changes to the planet. For example, glaciers rivers of ice can cut through mountains and make deep valleys.

It's normal for our planet to change, but at the moment scientists think it's changing faster than usual. They don't understand everything that is happening, but they know that temperatures are rising. The weather is getting wetter in some places and drier in others, and there are more big storms.

However, these changes are not bad for everyone. Because the Arctic is getting warmer, some people in Greenland now run businesses that grow and sell vegetables. That wasn't possible 50 years ago, because in Greenland the fire was weather and hope it will continue.

3 Read the article again and choose the best heading for each paragraph.

A Good news in one part of the world
B Problems for the planet at the moment
C The age of the Earth
D How the planet changes

4 Find words with these meanings in the article.

1 how hot or cold something is
2 with more rain than before
3 with less rain than before
4 bad weather with lots of wind and rain
5 someone who grows food
6 in between hot and cold

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GRAMMAR Verbs we don't usually use in the continuous

5 Find and underline these verbs in the text. What tense are they in?

believe hope know like
own think understand

The verbs above are about thinking, feeling and wanting things. We don't usually use them in the continuous form.

Which of the words in the box below are also about thinking, feeling and wanting things?

belong to buy climb have have
love need run sing wait work

→ Grammar reference page 168

6 Put the verbs into the correct tense, present simple or present continuous.

1 Can you turn the TV off? I _____ (watch) that programme!
2 Mr Jones _____ (want) to talk to you. Are you here now?
3 Why _____ (you sing)? I _____ (need) to study!
4 That book _____ (belong) to me. It's not my friend's.
5 I _____ (love) this T-shirt. Can I buy it, Mum?
6 I can't talk now, sorry. I _____ (run).

Corpus Challenge

Can you correct the mistake in this sentence? There are things in my bag that I'm reading at the moment.

PRONUNCIATION the 0 and 1

8 0:18 Listen to the sounds 0 and 1. Look at the words and think about the sounds. Put the words into the right column.

north other south there
these thing think this

0 Earth 1 weather

9 1:06 Listen and check. Then repeat.

SPEAKING

9 Prepare a talk with a partner:

- Draw or download a map of your country.
- Describe the geography of your country.
- Include some interesting facts.
- Describe the weather and say how it is changing.

10 In groups of four, listen to each other's talks. Tick the things the other pair speak about.

- mountains
- volcanoes
- islands
- rivers
- seas
- forests
- the weather
- others

LISTENING

7 0:18 You are going to hear to a boy talking about the UK. Look at the map and the notes. Can you guess the missing words? Listen to check your ideas. Then listen again and complete the notes.

The United Kingdom
Is one of the biggest islands in the UK. (1)
Is one in Britain less far from the (2) _____ in the UK.
There are more hills than (3) _____ in the UK.
The longest river in the UK is the (4) _____.
The UK doesn't have great (5) _____.
How the weather is changing.
Winters are getting (6) _____.
Summers are getting (7) _____.

The natural world

Exam profile 5

Reading Part 1 Notices and messages

What is Part 1?

- Five very short texts, a mix of public notices and personal messages
- Tests understanding of the main content or purpose

1 Look at texts 1 and 2. What is the purpose of each one?

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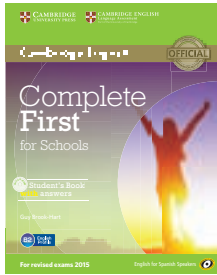
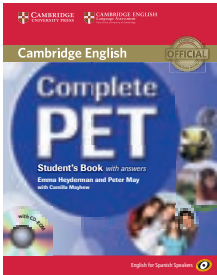
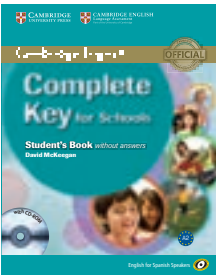
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A2 B1 B2 C1 C2



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Stimulating, age-appropriate topics engage and motivate students

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

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?

Speaking extra

Units 3 & 4

Speaking Part 2

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

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

What are the people enjoying about these occasions?

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

although because contrast especially more the other hand whereas while

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

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

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

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

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

3 **120** Order the extracts a-e in Exercise 2. Then listen to check your answers.

SPEAKING TIP

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

4 Which of the extracts from Exercise 2 ...

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

Complete First for Schools for Spanish Speakers Student's Book



Complete PET for Spanish Speakers Digital Student's Book

Digital resources for learners and teachers:

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- Teachers can create and manage groups, keeping track of students' progress. The results of individual students are recorded, when the students have done the activity and even how long they have spent on each activity.



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ESS P+ CLMS

Objective

Annette Capel, Wendy Sharp, Louise Hashemi, Barbara Thomas, Felicity O'Dell, Annie Broadhead, Erica Whettem, Peter Sunderland, Susan Kingsley, Michael Black

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- A Pronunciation Folder focuses on common pronunciation problems.
- Vocabulary Folders in the Workbook will help your students with common problem areas, such as phrasal verbs, false friends, etc.

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

Units 13–18 Get it Right!

Focus on nouns

1 Choose the correct words to complete the text.

Why I'm giving up meat to save the planet

Some people become vegetarians because they're against animal cruelty. (1) *Some / Someone* may decide to eat less meat for health reasons. I'm giving up meat because it's bad for the (2) *nature / environment*. Let me explain ...

Around 40% of (3) *the world's land / the land of the world* is used for food production. And the vast majority of that land is used not to grow (4) *fruit / fruits* and vegetables which we eat directly, but to support livestock, the chickens, pigs and cows that eventually become the meat on our plates. (5) *Million / Millions* of people work in livestock production globally and it uses a lot of the world's fresh water. So there's probably no (6) *other / another* human activity that has a bigger impact on the environment.

Most production uses more resources and produces more (7) *pollution / pollutions* than any other type of farming. Not only do you need (8) *place / space* to farm the animals, but you need to grow the crops to feed them too. Farm animals consume around 1.3 billion tons of grain each year. That's a huge (9) *amount / quantity* of land, water, fuel and potential pollution just to produce a steak! Apparently if (10) *a / the* family of four chooses not to eat steak one day a week for a year, it's the same as taking their car off the road for three months!

We sometimes worry about eating (11) *a / the* healthy diet, but (12) *most / most of* people don't consider the carbon footprint of their food. Statistics like these really make you stop and think about how the food you eat influences the health of the planet.

Be careful with these common nouns – the Cambridge Learner Corpus shows that Spanish-speaking exam candidates often make mistakes with verb agreement after these nouns. Remember:

- people is a plural noun, followed by a plural verb form
- Many people **don't know** how to cook fresh food. NOT Many people **doesn't know** how to cook fresh food.
- everyone, everybody, everything and nobody are followed by a singular verb form
- If everyone **drives** to work, the traffic just gets worse. NOT If everyone **drive** to work, the traffic just gets worse.

2 Choose the correct form of the verbs to complete the sentences.

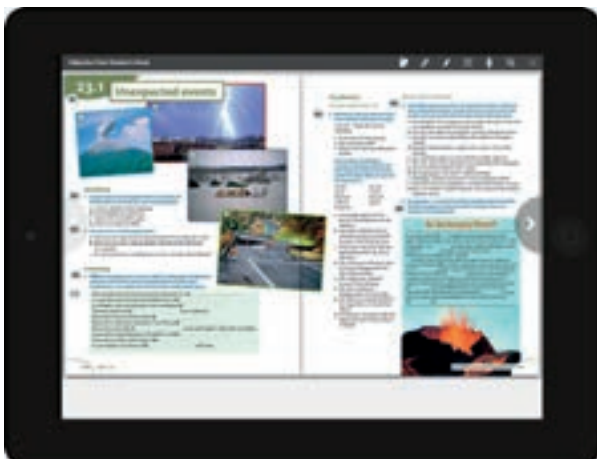
- A lot of people *has / have* started to work at home via the Internet.
- Everybody *know / knows* that a healthy diet includes fresh fruit and vegetables.
- When we arrived for the wedding, everything *was / were* perfect.
- Nobody *want / wants* to take responsibility for reducing waste.
- There *was / were* over 5,000 people at the demonstration.
- People who live in the city *want / wants* to spend their vacation in the country.

3 Find and correct the mistakes candidates have made with articles (a, an, the) in the sentences.

- I think that in a near future, water shortages will be a real issue in Spain.
- There are only a few thousand tigers left living in wild.
- I've loved walking in the countryside since I was child.
- Last year, she spent the summer working as assistant in a bookshop.
- As soon as I'd sent the message, I realised I'd made a wrong decision.
- I queued for about one hour to get tickets.
- If you work at a desk, you're sitting down all the day, so you don't get much exercise.
- When he was young, he got in trouble with police.

132 UNITS 13–18

Objective First for Spanish Speakers Student's Book



Objective First for Spanish Speakers Digital Student's Book

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

17.1 Collectors and creators

Speaking

Exam spot

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

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

Student A

Compare the pictures, describing the possible benefits and problems of collecting the things shown.

Shells – beautiful, many different kinds. Free! Need access to good beaches.

Football badges – lots available. You can wear them. Don't take up a lot of space. Old ones may be expensive.

Student B

When Student A has finished, say which hobby you would find more interesting, and why.

Now carry out the speaking task. Student A should try to keep talking for about a minute and then Student B should talk for a maximum of 20 seconds. Time yourselves.

2 Look at the second pair of photographs and change roles. Student A should listen carefully to what Student B says. Remember to keep talking for up to a minute.

Student B

Compare the pictures, describing the main differences between these two hobbies. (about 1 minute)

Student A

Say which hobby appeals to you more, and why. (20 seconds)

Did Student B manage to talk for a full minute? Suggest other ideas if necessary.

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

118 UNIT 17

Digital resources for learners and teachers:

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Sue Elliot, Amanda Thomas, Barbara Thomas,
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B1 B2 C1

3 levels

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Guy Brook-Hart and Norman Whitby

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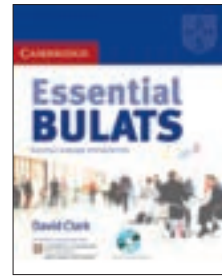
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B1 B2 C1

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David Clark

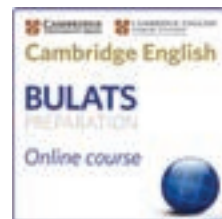
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B1 B2 C1

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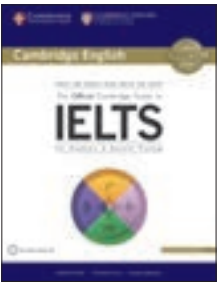
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Business Benchmark Upper Intermediate Business Vantage Student's Book



A2 B1 B2 C1 C2



The Official Cambridge Guide to IELTS

Pauline Cullen, Amanda French and Vanessa Jakeman

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The Official Cambridge Guide to IELTS is the definitive guide to IELTS from the organisation that produces the test, Cambridge English Language Assessment. The most thorough and authoritative preparation available for this life-changing exam, it includes language and skills development, with a focus on test-taking strategy, to help students maximise their band-score.

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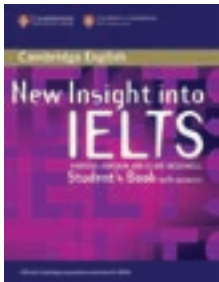
The Official Cambridge Guide to IELTS Student's Book



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See also

- **Objective IELTS**
Page 54
- **Complete IELTS**
Page 52
- **Cambridge English Practice Testbank**
Page 63



B2



New Insight into IELTS

Vanessa Jakeman and Clare McDowell

UPPER INTERMEDIATE

50 teaching hours, extendable to 90

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B1 B2 C1

IELTS Blended Learning Course

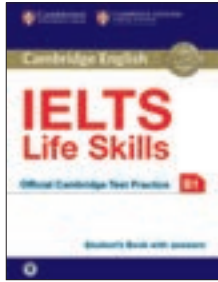
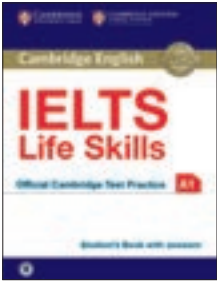
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Up to 100 hours

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A1 A2 B1

2 levels

B1 B2 C1 C2

A1 A2 B1 B2 C1 C2



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Available February 2016

See also

- **Practice Tests for Cambridge English exams**
Pages 60-61
- **Cambridge English Practice Testbank**
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- **IELTS Trainer**
Page 62
- **Grammar for IELTS**
Page 64
- **Vocabulary for IELTS**
Page 64

Official IELTS Practice Materials

INTERMEDIATE TO PROFICIENCY

Contains complete samples of the Reading, Listening, Writing and Speaking tests, together with sample answers for candidates to test themselves. It is suitable for students preparing for Academic or General Training modules.

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Cambridge IELTS Academic 11 and *Cambridge IELTS General Training 11* are also available online in *Cambridge English Practice Testbank* as *Testbank IELTS Academic Tests 1-4* and *Testbank IELTS General Training Tests 1-4*.
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Cambridge IELTS Practice Tests

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Official range of authentic practice tests for IELTS. Each set contains four tests to help prepare for test day, and contains a helpful overview of the exam to familiarise students with its format.

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Practice Tests

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- Each set contains a helpful overview of the exam to familiarise you with its format.
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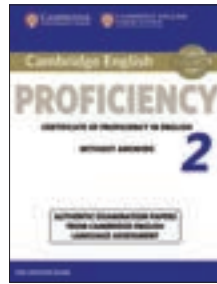
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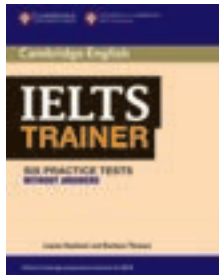
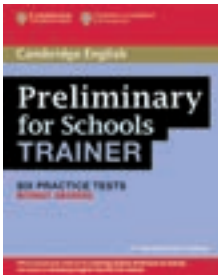
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See also

- **IELTS Practice Tests**
page 59
- **Cambridge English Practice Testbank**
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A2 B1 B2 C1 C2



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Test 1 Training

Reading and Use of English • Part 4

In this part you:

- read six sentences
- rewrite the sentences using the word in capital letters so that your answers have a similar meaning

Useful language -ing and to + infinitive

1 Some verbs are followed by -ing and some are followed by to + infinitive. Others can be followed by both -ing and to + infinitive with no change in meaning. Write these verbs under the correct heading.

intend	like	mean	offer	refuse	continue	promise	consider	suggest
finish	pretend	start	begin	decide	enjoy	try	stop	remember
deny	risk	fail	start	practice	afford			

verbs + -ing	verbs + to + infinitive	verbs + -ing and to + infinitive (no change in meaning)
mind		

2 Some verbs can be followed by either -ing or to + infinitive, but there is a change in meaning. Look at sentences 1–5 and try to work out the difference in meaning in each pair: a and b.

1 a Jack did some homework and then stopped to watch his favourite TV programme.
b Jack stopped watching his favourite TV programme because he needed to do his homework.

2 a Even though Maria's lesson had finished, her teacher went on talking.
b Maria's teacher told them all about their new project, and then went on to talk about their homework.

3 a Why don't you try taking lesson and honey for your cough?
b I tried not to cough during the film, but it didn't work!

4 a I need to ask more to make an appointment at the hairdresser's for a haircut.
b My hair really needs cutting – it's too long!

5 a I remembered to take my project to school with me yesterday.
b I can clearly remember going to the seaside for the first time. It was wonderful!

3 Underline the correct alternative in *italics* in each sentence.

1 I look forward to *hear* / *to hearing* from you.

2 I can't wait to *meet* / *to meeting* you.

3 I am interested to *apply* / *in applying* for the IT web design course.

4 Thank you for giving me the chance to *suggest* / *of suggesting* new ideas.

5 The money will be used in *improving* / *to improve* our customer services department.

6 I am writing this letter to *asking* / *to ask* for more information.

First for Schools Trainer Student's Book

Testbank

A2 B1 B2 C1 C2



Cambridge English Practice Testbank

Authentic Practice Tests now online

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Cambridge English test experience

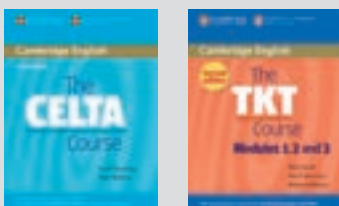
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See also

- **Cambridge English Prepare!**
Page 50
- **Complete**
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- **Compact**
Page 56
- **Objective**
Page 54
- **TKT and CELTA preparation materials**
Page 96



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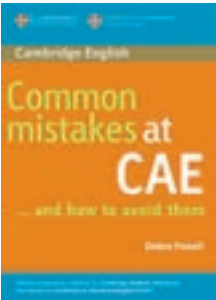
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A2 B1 B2 C1 C2

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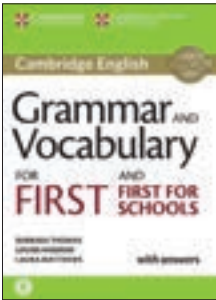
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B1 B2 C1 C2

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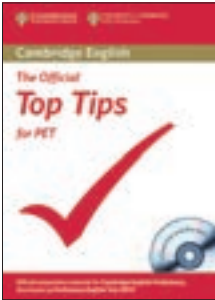
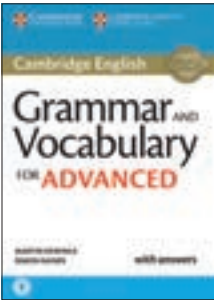
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See also

- **Business Benchmark Second edition**
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B2 C1

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B1 B2 C1 C2

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B1 B2

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A1 A2

2 levels

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B1 B2

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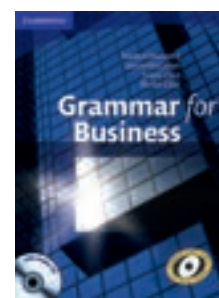
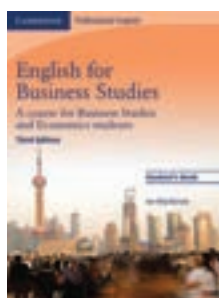
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B2 C1

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B1 B2

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B1 B2

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B1 B2

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A1 A2 B1

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B1 B2

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3 levels

A2 B1 B2 C1

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B1 B2

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A2 B1

3 levels

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- **Professional English in Use Law**
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Page 69
- **Cambridge Business English Dictionary**
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B1

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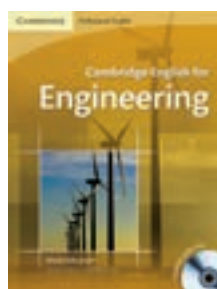
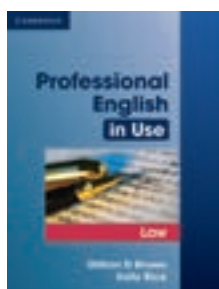
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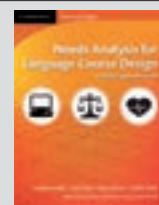
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A2 B1

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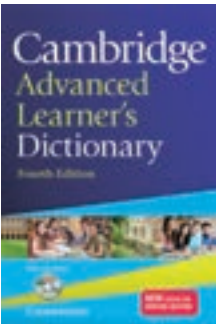
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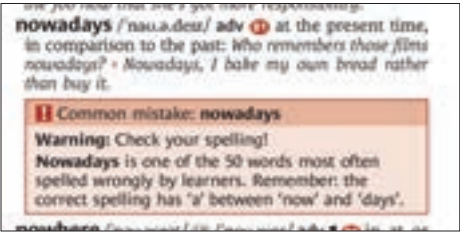
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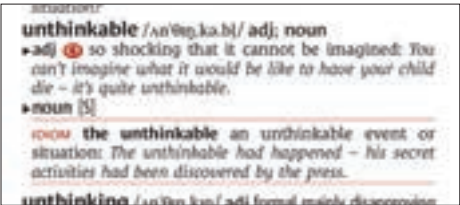
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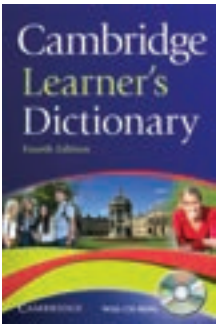


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A1 A2 B1

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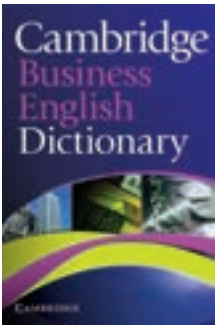
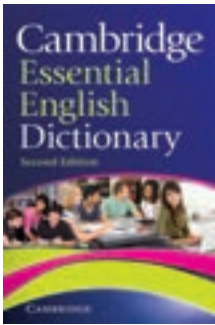
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A1 A2 B1 B2 C1 C2



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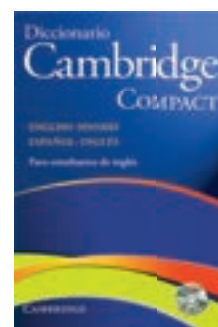
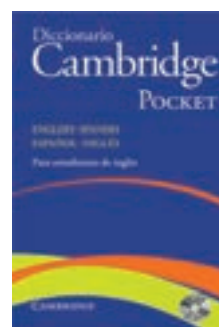
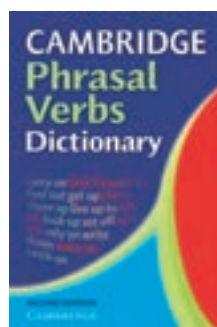
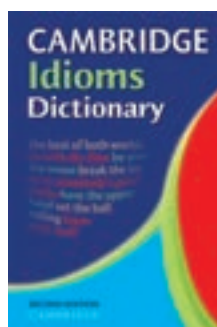
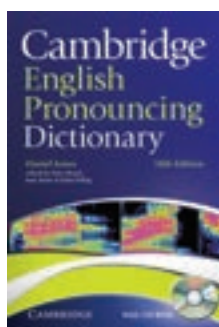
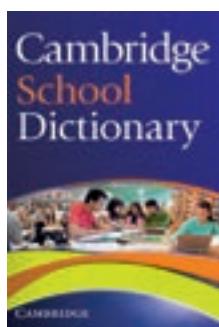
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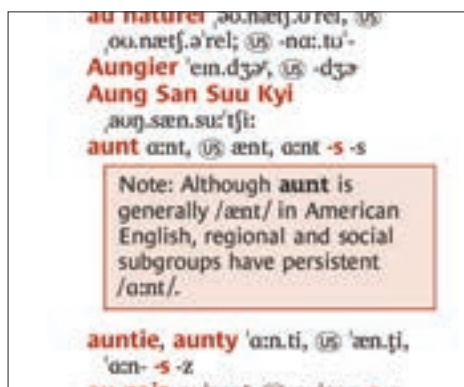
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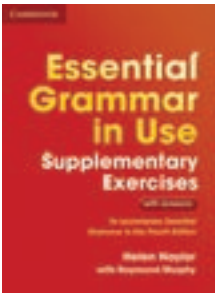
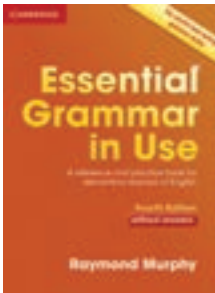
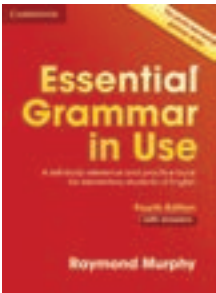
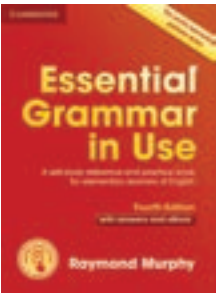
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Unit 13

I was doing (past continuous)

A

4 o'clock

now (6 o'clock)

It is 6 o'clock now.
Paul **is** at home.
He **is watching** TV.

At 4 o'clock he **wasn't** at home.
He **was** at the sports club.
He **was swimming** in the pool.
He **wasn't watching** TV.

3.30

4.00

4.15

he started swimming

he **was swimming**

he finished swimming

B

was/were + -ing is the past continuous:

positive	negative	question																																																															
<table><tr><td>I</td><td>was</td><td>doing</td></tr><tr><td>he</td><td>was</td><td>watching</td></tr><tr><td>she</td><td></td><td>playing</td></tr><tr><td>it</td><td></td><td>swimming</td></tr><tr><td>we</td><td>were</td><td>living</td></tr><tr><td>you</td><td></td><td></td></tr><tr><td>they</td><td></td><td>etc.</td></tr></table>	I	was	doing	he	was	watching	she		playing	it		swimming	we	were	living	you			they		etc.	<table><tr><td>I</td><td>was not (wasn't)</td><td>doing</td></tr><tr><td>he</td><td>was not (wasn't)</td><td>watching</td></tr><tr><td>she</td><td></td><td>playing</td></tr><tr><td>it</td><td></td><td>swimming</td></tr><tr><td>we</td><td>were not (weren't)</td><td>living</td></tr><tr><td>you</td><td></td><td></td></tr><tr><td>they</td><td></td><td>etc.</td></tr></table>	I	was not (wasn't)	doing	he	was not (wasn't)	watching	she		playing	it		swimming	we	were not (weren't)	living	you			they		etc.	<table><tr><td>was</td><td>I</td><td>doing?</td></tr><tr><td>was</td><td>he</td><td>watching?</td></tr><tr><td>was</td><td>she</td><td>playing?</td></tr><tr><td>was</td><td>it</td><td>swimming?</td></tr><tr><td>were</td><td>we</td><td>living?</td></tr><tr><td>were</td><td>you</td><td></td></tr><tr><td>were</td><td>they</td><td>etc.</td></tr></table>	was	I	doing?	was	he	watching?	was	she	playing?	was	it	swimming?	were	we	living?	were	you		were	they	etc.
I	was	doing																																																															
he	was	watching																																																															
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were	they	etc.																																																															

- What **were** you **doing** at 11.30 yesterday? **Were** you **working**?
- 'What did he say?' 'I don't know. I **wasn't listening**'
- It **was raining** so we didn't go out.
- In 2009 we **were living** in Canada.
- Today she's wearing a skirt, but yesterday she **was wearing** trousers.
- I woke up early yesterday. It was a beautiful morning. The sun **was shining** and the birds **were singing**.

Spelling (live → living / run → running / lie → lying etc.) → Appendix 5

C

am/is/are + -ing (present) → was/were + -ing (past):

present	past
<ul style="list-style-type: none">○ I'm working (now).○ It isn't raining (now).○ What are you doing (now)?	<ul style="list-style-type: none">○ I was working at 10.30 last night.○ It wasn't raining when we went out.○ What were you doing at 3 o'clock?

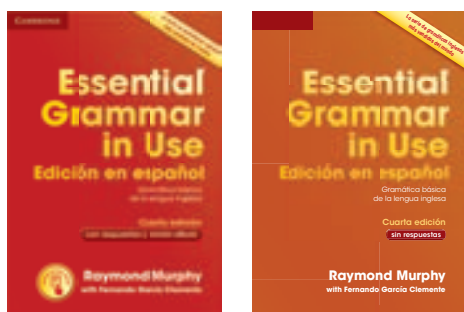
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was/were → Unit 10 I was doing and I did (past continuous and simple) → Unit 14

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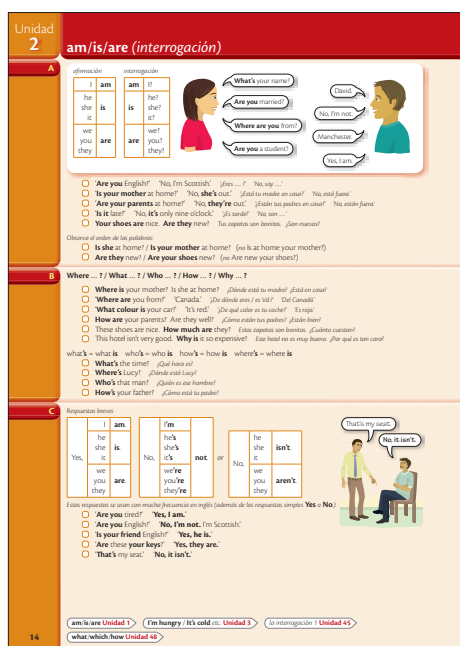


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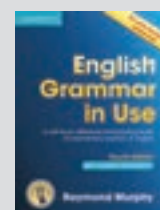
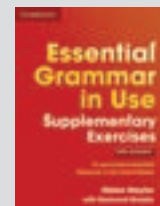
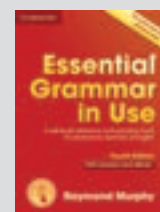
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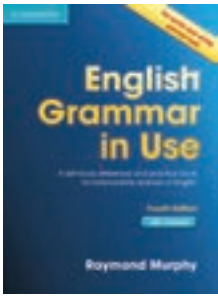
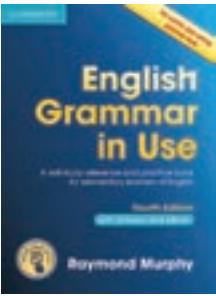
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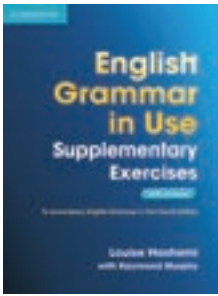
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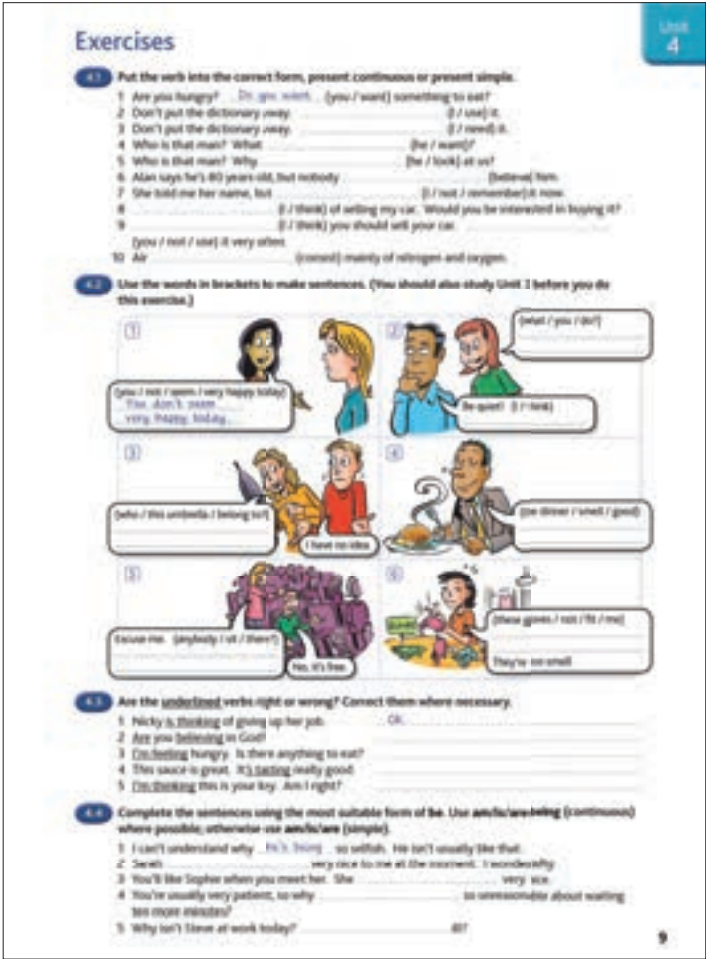
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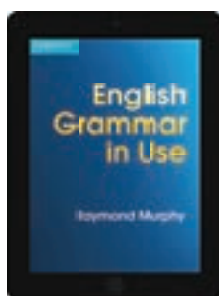
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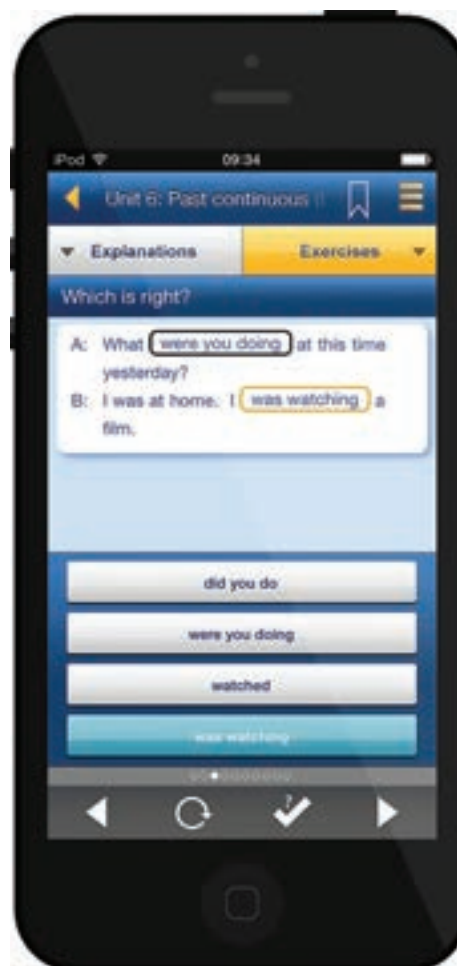
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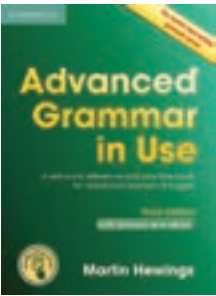
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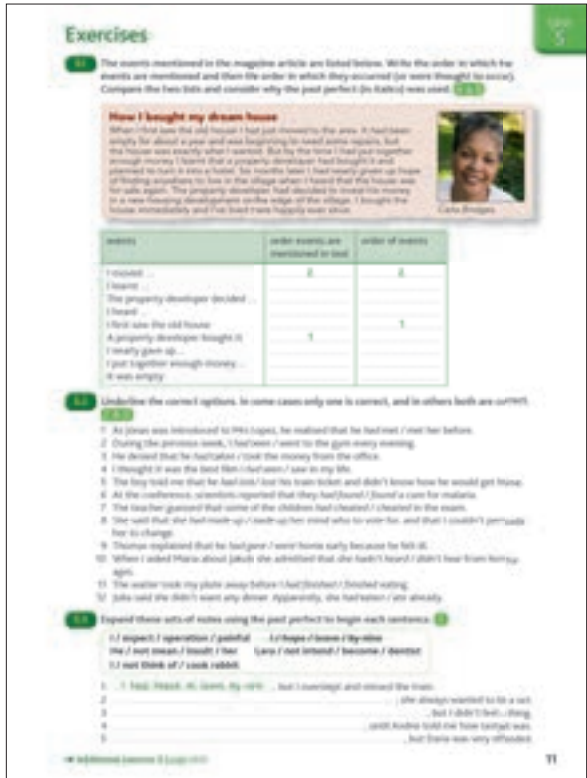
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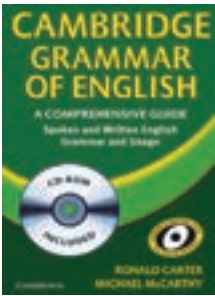
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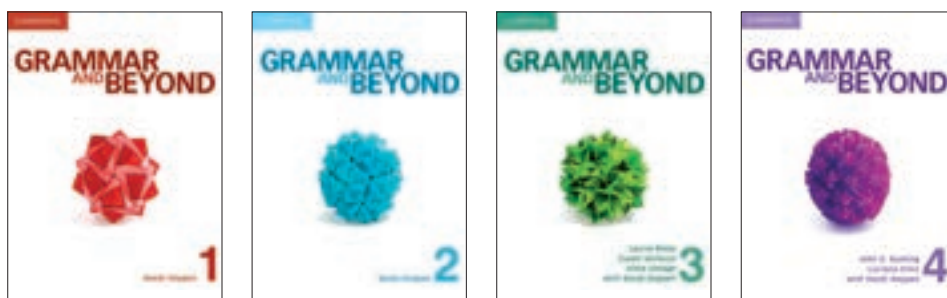
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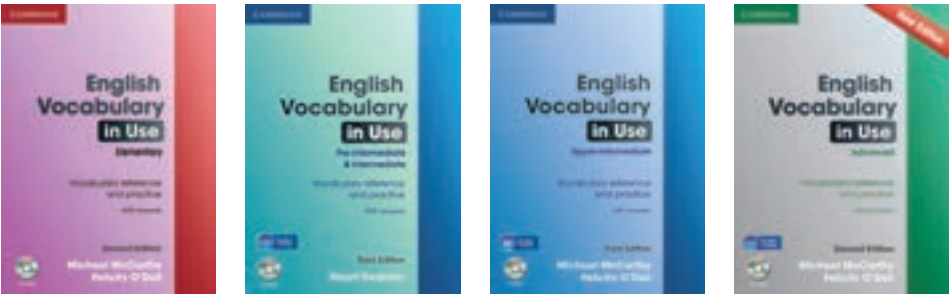
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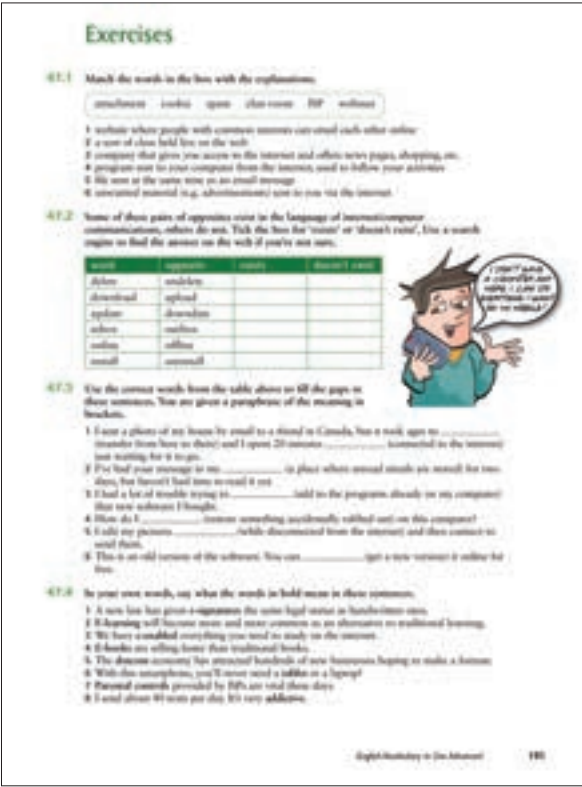
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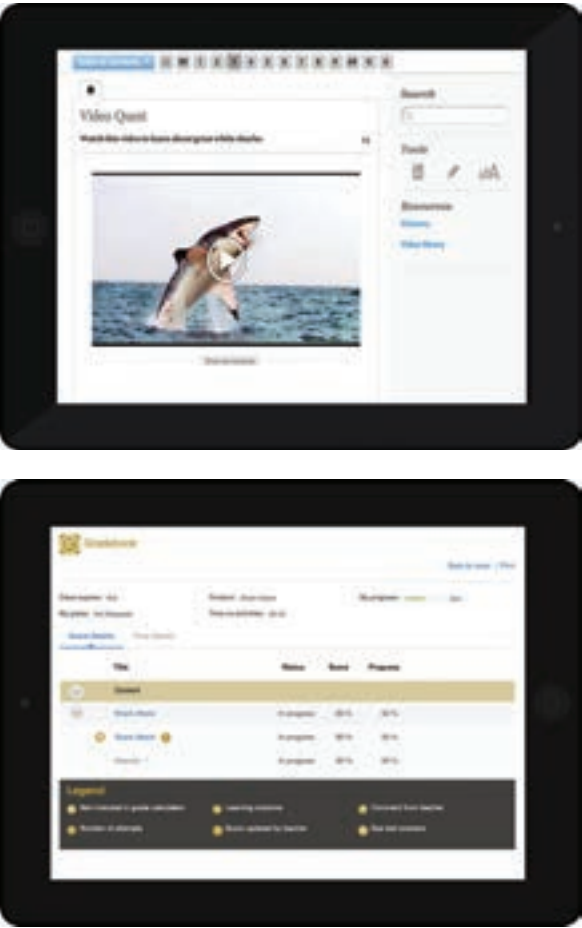
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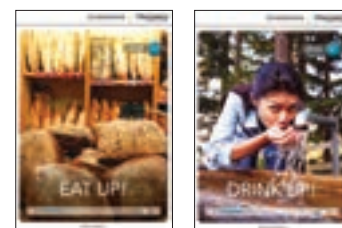
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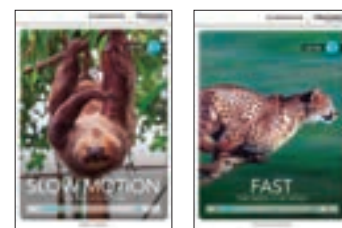
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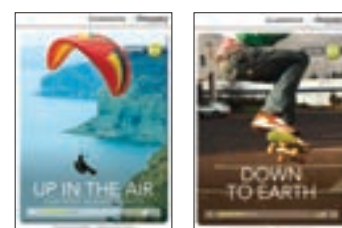
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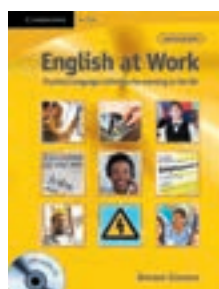
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- Organised around the themes of 'Work and Study' and 'Social and Travel', the series builds confidence through activities based on everyday situations.
- Learning tips throughout the book help students develop the skills they need to understand and be understood.
- Students are encouraged to take their learning off the page and into daily life with 'Extra practice' tasks.
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B1 B2

English at Work

Anthony Cosgrove

INTERMEDIATE TO UPPER INTERMEDIATE

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B2 C1



English Skills for Independent Learners

Jim Lawley and Inmaculada Senra

UPPER INTERMEDIATE TO ADVANCED

English Skills for Independent Learners is a title included in the series *Aprendiendo Inglés* by the Universidad Nacional de Educación a Distancia (UNED). It has been specially written for UNED students, but it will also prove useful to any self-study learner of English who wants to progress from level B2 to level C1 of the Common European Framework.

- Can-do statements at the beginning of every unit offer students purposeful goals from the start.
- Units are clearly organised, making it ideal for self-study.
- Exercises to practice all four language skills – reading, writing, listening and speaking –.
- Includes information on the 4,000 most frequent English words.

Level 1
Paperback with Audio CD 978-84-8323-613-0

Level 2
Paperback with Audio CD 978-84-8323-614-7

B1 B2

3 levels



Strategic Reading

Second edition

Jack C. Richards and Samuela Eckstut-Didier

LOW INTERMEDIATE TO HIGH INTERMEDIATE

Strategic Reading helps students develop reading fluency by focusing on reading speed and key skills as they read authentic (and adapted) texts.

- Readings are adapted from authentic sources so students can be prepared for reading outside the classroom.
- Pre-reading tasks build students' schema on the topic of the reading and teach them to skim and scan the text before reading in depth.
- Key vocabulary is practiced throughout, building students' reading readiness.
- Instruction on one reading strategy per reading facilitates student learning.
- Expanded post-reading activities help students develop essential critical thinking skills.

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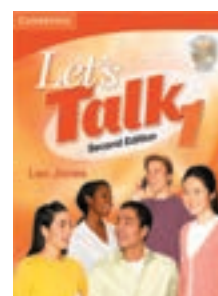
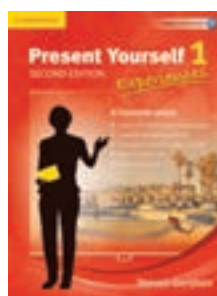
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 - Writing for Advanced Learners of English
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A2 B1

3 levels

B1 B2

2 levels

A1 A2 B1 B2

3 levels

Active Listening

Second edition

Steven Brown, Dorolyn Smith

HIGH BEGINNING TO INTERMEDIATE

Active Listening Second edition is a popular listening series for adult and young-adult learners of English. Each level offers students 16 engaging, task-based units, each built around a topic, function, or grammatical theme. Grounded in the theory that learners are more successful listeners when they activate their prior knowledge of a topic, the series gives students a frame of reference to make predictions about what they will hear.

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Level 3

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Present Yourself

Second edition

Steven Gershon

LOW INTERMEDIATE TO INTERMEDIATE

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

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

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Level 2, Viewpoints

Student's Book	978-1-107-43578-0
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Let's Talk

Second edition

Leo Jones

HIGH BEGINNER TO HIGH INTERMEDIATE

30-45 teaching hours

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

Student's Book

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

Teacher's Manual

- Detailed notes give teaching steps, tips, key vocabulary, and answers.
- Language objectives for every activity highlight learning expectations.
- A program of tests and quizzes allows for assessment flexibility.
- Model Conversations provide additional language support.
- A separate section for audio scripts allows for easy photocopying.

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Level 1

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Level 2

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Level 3

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*Available as a split edition

See also

- **NEW** Final Draft
Page 92

Academic Skills



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A1 A2 B1 B2



Unlock

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STARTER TO UPPER INTERMEDIATE

60 hours per level, extendable to 90

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

- Videos from Discovery Education™ are included in every unit throughout the course to introduce topics, promote discussion and motivate learners.
- Critical thinking sections equip students with the skills they need to formulate their own opinions and express themselves effectively.
- Unique research using the Cambridge English Corpus and official Cambridge English exam papers focuses the language in *Unlock* on the areas that students find most challenging. The English Vocabulary Profile is used to further guarantee that students are learning the right language at the right CEFR level.
- The topics and exercise types in *Unlock* provide practice and key language for IELTS test candidates.

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The *Unlock* Student’s Books are also available as ebooks with Discovery Education™ videos embedded. The ebooks provide a great alternative to the print materials.

The Online Workbooks, accessed via activation codes with the Student’s Books, provide interactive activities and further language and skills practice in an engaging and modern learning environment. Teachers can assign homework, monitor student progress and save valuable time thanks to automatic marking.



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For further information about the Student’s ebooks please visit cambridge.org/ebooks
Mid and End of Level tests are available from your local Cambridge University Press representative

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This motivates students and makes learning more memorable.

UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

1. Is it better to see animals in a zoo or in the wild? Why?
2. Are there more wild animals in your country now or were there more in the past? Why?
3. Why do people keep domestic animals in their homes?
4. What things do we need animals for?
5. Which animals do you think are going to die out in the near future?
6. Can we live without animals?

The Critical Thinking sections give students the tools they need to generate their own ideas and opinions.

These sections are based on Benjamin Bloom's classification of learning objectives (Bloom's Taxonomy) and ensure learners develop their lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding to in-depth evaluation.

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

CRITICAL THINKING

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

Describe your education.

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

Name	A	B
1. What?	An artist	Student. Researcher
2. How?	Practical. Internally	Studied. Internally
3. When?	Self-taught online, downloaded sites	Online. Library, work in an office
4. Where?	At his university, online, his room, his desk, his phone	Study with friends
5. Why?	Wherever I went	Studying in public
6. How often?	Regularly. I study it	Because I want to learn my own company in the future

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

How? When? Why? Where? Who? Where?

Using a wh- chart to generate ideas

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

Language Development sections provide vocabulary and grammar building tasks that are further practised in the **UNLOCK ONLINE** Workbook.

Unique corpus research helps students avoid the most common errors and provides the academic language needed to succeed in their studies.

The glossary (mapped to English Profile) and end-of-unit wordlists provide definitions, CEFR levels and handy summaries of all key vocabulary.

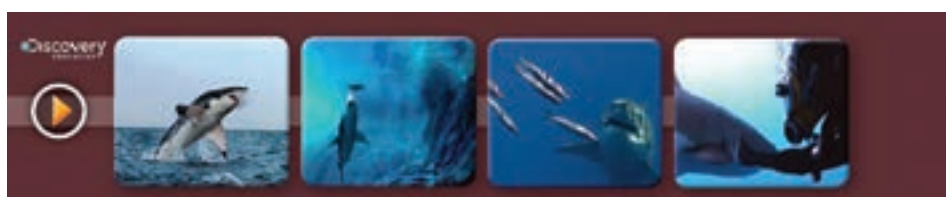
LANGUAGE DEVELOPMENT

Word families

You can develop your academic vocabulary by working on word families. When you record a new word in your notebook, make sure to write down any other forms from its word family.

1. Complete the table below. Sometimes there is more than one possible answer. Use a dictionary to help you.

noun	verb	adjective	adverb
		abandoned	
	abuse		
analysis	analyse	analytical	analytically
			beneficially
communication			
	debate		
			domestically
environment			
		involved	
survivor / survival			
		treatable / treated	



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

Presentation Plus

This powerful interface puts all your student and teaching resources in one place: complete course content, teacher resources, interactive whiteboard tools, video and audio programs, and access to the Cambridge Learning Management System, all on one easy-to-use platform.

See also

- **Cambridge Discovery Education™ Interactive Readers**
Page 82

English for Academic Purposes



B1+ B2 C1



Cambridge Academic English

An integrated skills course for EAP

Martin Hewings, Craig Thaine
Course consultant: Michael McCarthy

INTERMEDIATE TO ADVANCED

120–140 teaching hours per level

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

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

cambridge.org/elt/lectures

cambridge.org/academicenglish

Lecture skills A

Preparing for lectures

- Lecturing styles
- Revising basic information

Listening

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

Language focus

- Repetition and rephrasing

Follow-up

- Taking notes: annotating slides 2
- Reviewing your notes

1 Lecturing styles

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

1.2 a In pairs, discuss the following questions.

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

2 Revising basic information

Study tip A lecturer will assume that you already know certain information and build on this in the lecture. It is helpful to prepare for a lecture by making sure you understand key terms and concepts that your lecturer may use.

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

• DNA = material inside the core (= nucleus) of each cell in the body; it carries genetic information in genes (= sections of the DNA)

• genetic information controls the cell's chemistry → gives the body its characteristics & influences how the body works

• genetic variation = differences between individuals that are inherited (e.g. eye colour is inherited from parents)

• genome = total set of genetic information of a living thing (human, plant, etc.); located in chromosomes (in centre of cells; control what living thing is like)

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

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

DNA genetic information genetic variation genome

Cambridge Academic English Student's Book B2 Upper Intermediate

Cambridge Academic English	B1+ Intermediate	B2 Upper Intermediate	C1 Advanced
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Class Audio CD and DVD Pack	978-1-107-60713-2	978-1-107-60714-9	978-1-107-60715-6

For further information about the Student's ebooks please visit cambridge.org/ebooks



A1 A2 B1 B2 C1



In Focus

A vocabulary, reading and critical thinking skills course

Charles Browne, Brent Culligan and Joseph Phillips

PRE-INTERMEDIATE TO HIGH INTERMEDIATE

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

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

- Effective, efficient vocabulary training.
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Teacher's Manual	978-1-107-62945-5
Level 3	
Student's Book with Online Resources	978-1-107-68007-4
Teacher's Manual	978-1-107-68523-9



Academic Encounters

Second edition

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

PRE-INTERMEDIATE TO ADVANCED

Academic Encounters prepares students for university study by replicating the texts and tasks that they will encounter in different academic disciplines. The series helps students develop their listening, note-taking and discussion skills in response to authentic interviews and classroom lectures.

cambridge.org/academicencounters

Academic Encounters Second edition	Natural World Level 1	American Studies Level 2	Life in Society Level 3	Human Behavior Level 4
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Teacher's Manual - Reading and Writing	978-1-107-69450-7	978-1-107-62722-2	978-1-107-63137-3	978-1-107-60300-4
Teacher's Manual - Listening and Speaking	978-1-107-64492-2	978-1-107-68883-4	978-1-107-62547-1	978-1-107-60301-1
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B1+ B2 C1

3 levels

Skills and Language for Study

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

INTERMEDIATE TO ADVANCED

40–80 teaching hours per level

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

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

cambridge.org/elt/forstudy

	Level 1	Level 2	Level 3
Skills for Study Student's Book with Downloadable Audio	978-1-107-63544-9	978-1-107-61129-0	978-1-107-68614-4
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Cambridge Academic Writing Collection

UPPER INTERMEDIATE TO ADVANCED

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A Writer's Workbook

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

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Student's Book

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Teacher's Manual

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New Directions

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

Student's Book

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Teacher's Manual

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Guidelines

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Ruth Spack

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

Student's Book

978-0-521-61301-9

Teacher's Manual

978-0-521-61302-6

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English for Academic Purposes



A1 A2 B1 B2

4 levels

A2 B1 B2 C1

4 levels

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BEGINNING TO ADVANCED

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Student's Book	978-1-107-61353-9
Level 3	
Student's Book	978-1-107-61356-0
Level 4	
Student's Book	978-1-107-61357-7
Answer Key	cambridge.org/skillsforeffectivewriting

See also

- **Writing Skills Interactive**
Page 87
- **Grammar and Beyond**
Page 79

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A communication skills course for tutors, lecturers and PhD students
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Series Editor: Jeanne Lambert

LOW INTERMEDIATE TO ADVANCED

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A1 A2 B1 B2 C1



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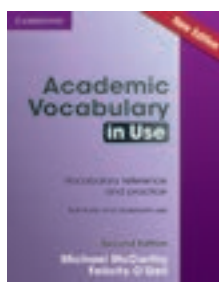
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A1 A2 B1

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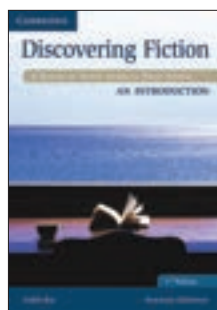
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A1 A2 B1 B2 C1 C2

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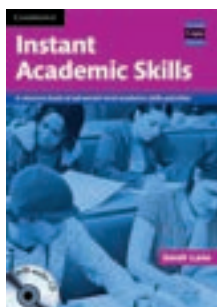
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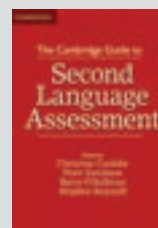
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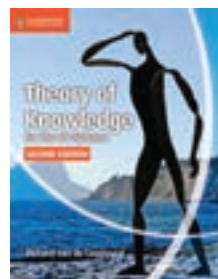
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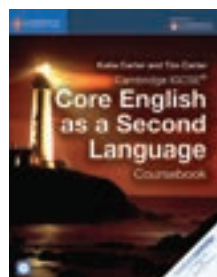
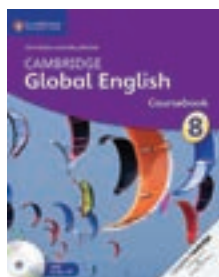
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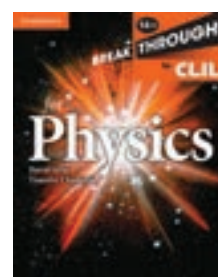
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