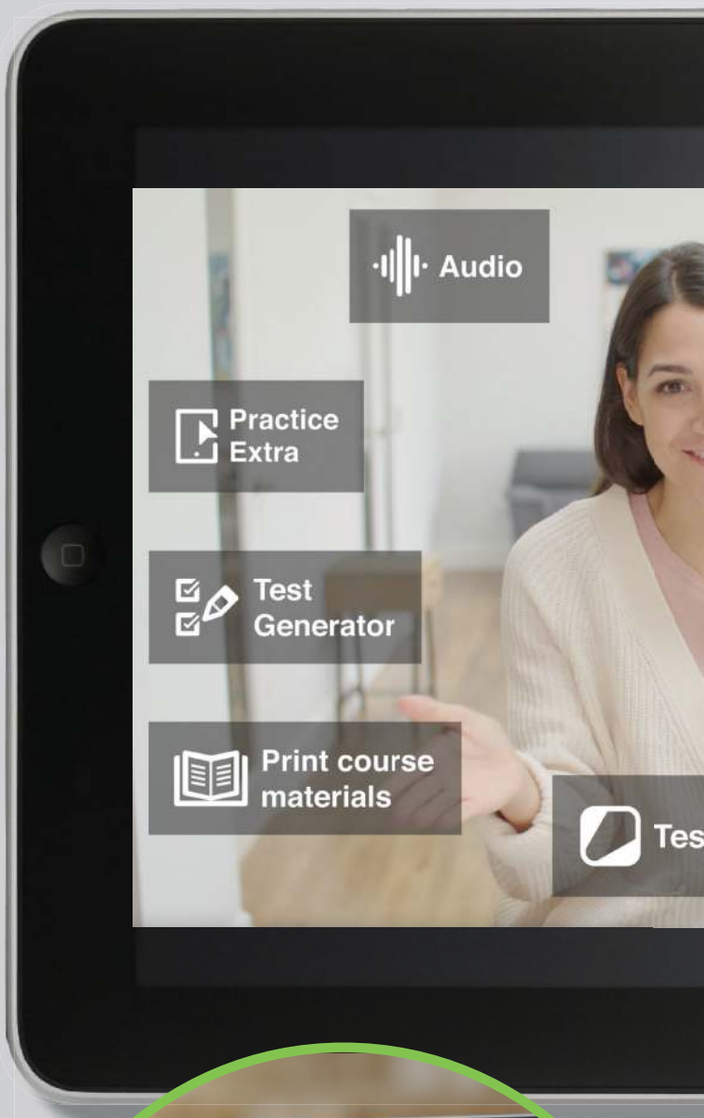
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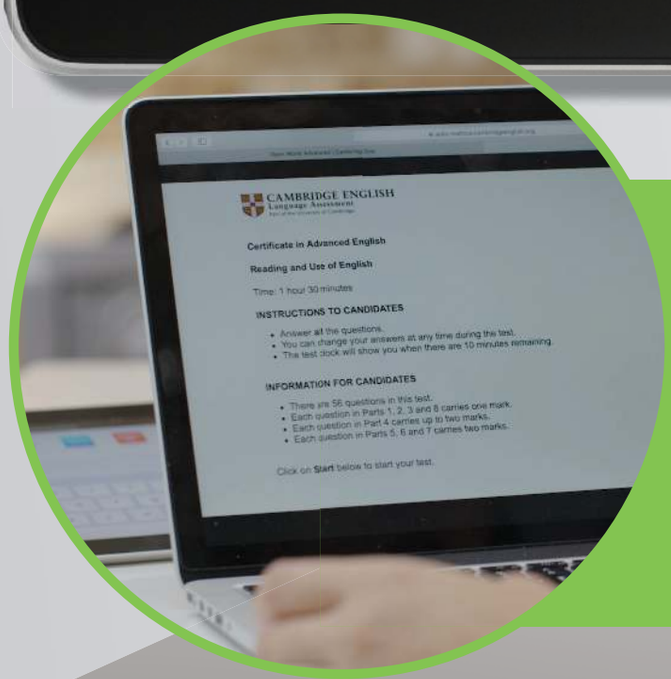
Cambridge One hosts all your teaching tools and gives learners access to grammar, vocabulary, exam practice and tests across a range of digital devices.



Digital Packs on Cambridge One:

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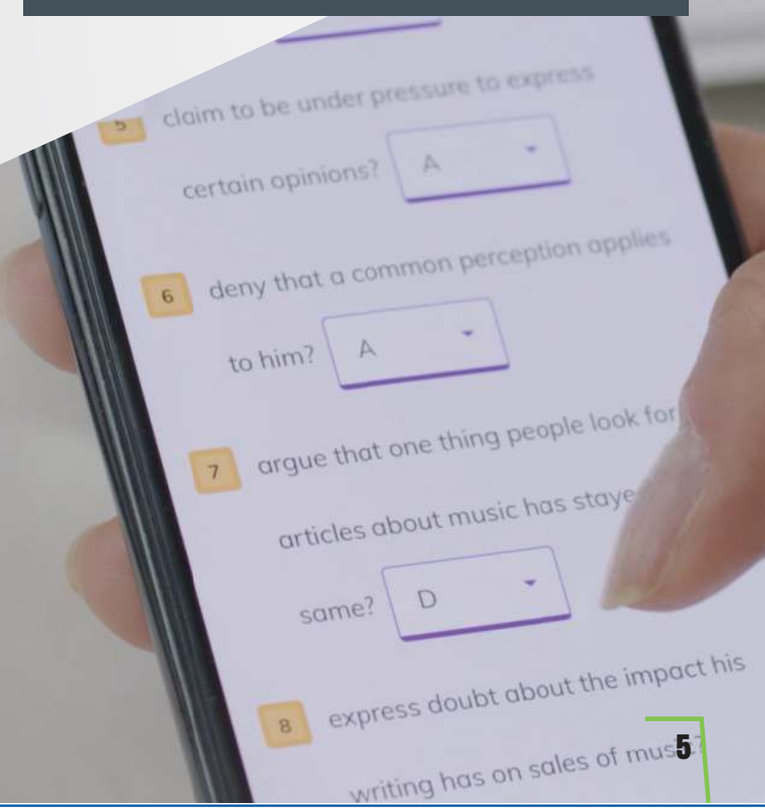


Digital resources all in one place

All the resources you and your students need are in one place: audio, video, worksheets and more.

Practice Extra

Practice Extra makes grammar and vocabulary practice more dynamic with games and exercises your students can use whenever and wherever they want.



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Exam Practice and **Practice Test** gets students ready for exam day.

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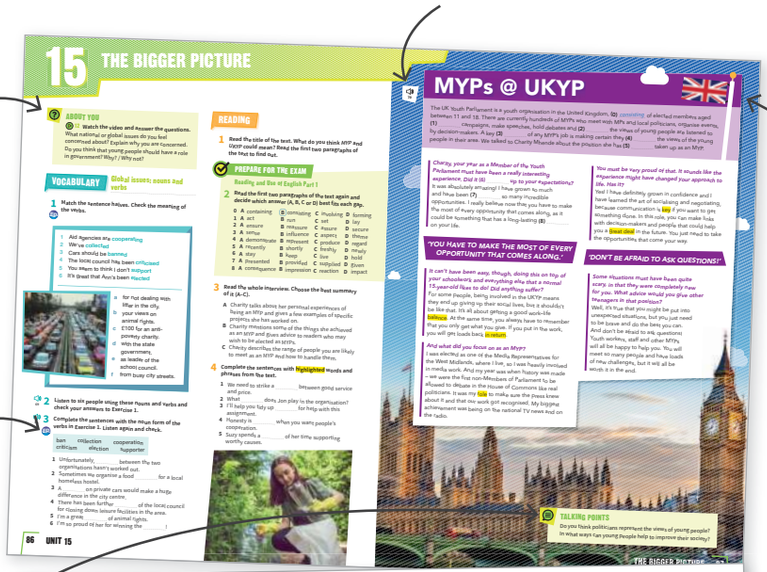
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WELCOME TO PREPARE

STUDENT'S BOOK OVERVIEW

All reading texts are recorded, giving the option to listen and read or listen and check answers where appropriate.

Each unit begins with **About you**, where students can talk about themselves and their lives.

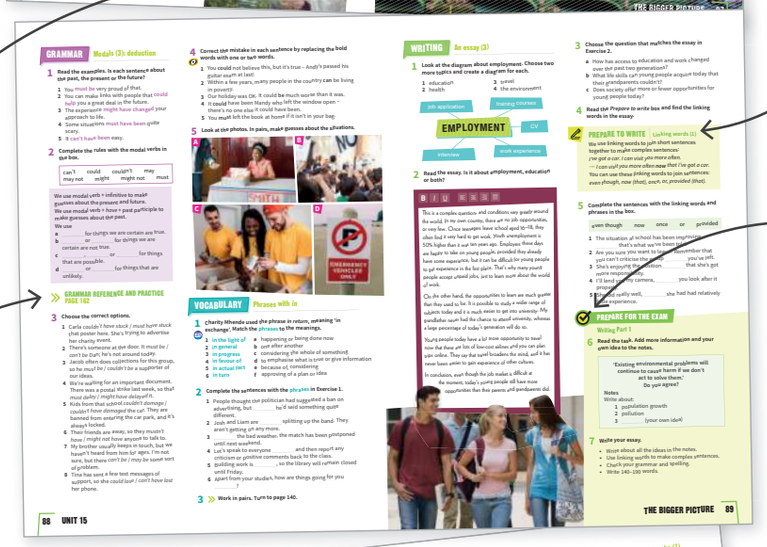


Motivating, topic-based **texts** specifically chosen to engage and inform students.

Vocabulary sets are informed by English Vocabulary Profile to ensure they are appropriate for the level.

Useful tips in **Prepare to write** help students learn to prepare, plan and check their writing.

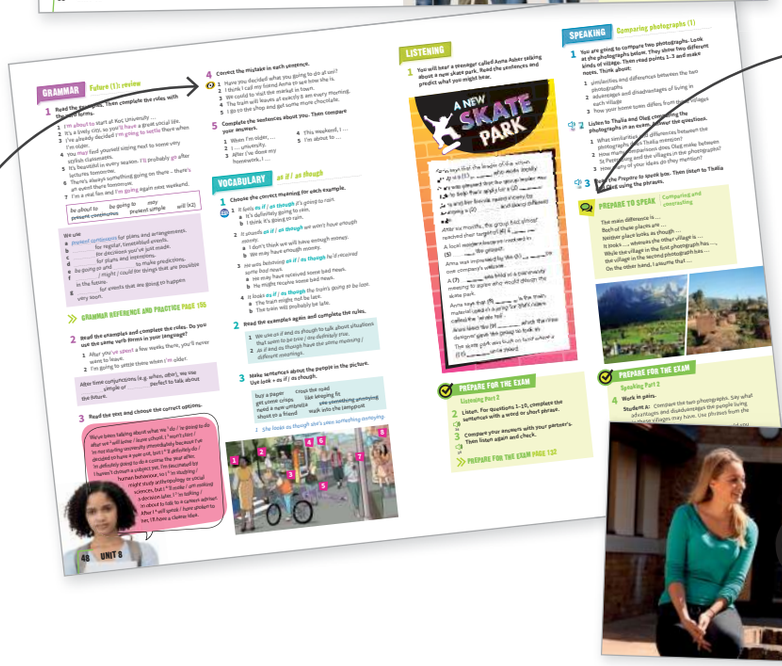
Talking points provides opportunities to personalise language and encourage students to say what they think about the topic of the unit.



Prepare for the exam provides practice of every part of the *B2 First for Schools* exam.

Clear **grammar presentation and practice** is extended in the Grammar reference and practice section at the back of the book.

In **Prepare to speak**, students learn useful words and phrases for effective communication.



Common mistakes relevant to your students' level are identified in grammar activities marked with the **Cambridge Learner Corpus icon**.

Video interviews show real teens giving their opinion on the topic of the unit. Each video comes with a worksheet containing comprehension and discussion questions.



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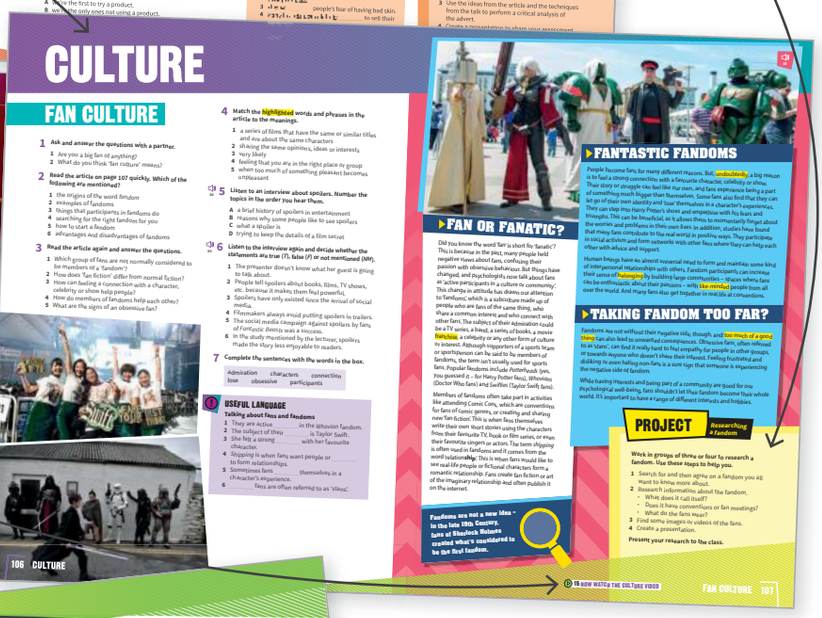
There is a **Life Skills** or **Culture** lesson after every two units. The **Life Skills** lessons help students develop important skills for their everyday lives.



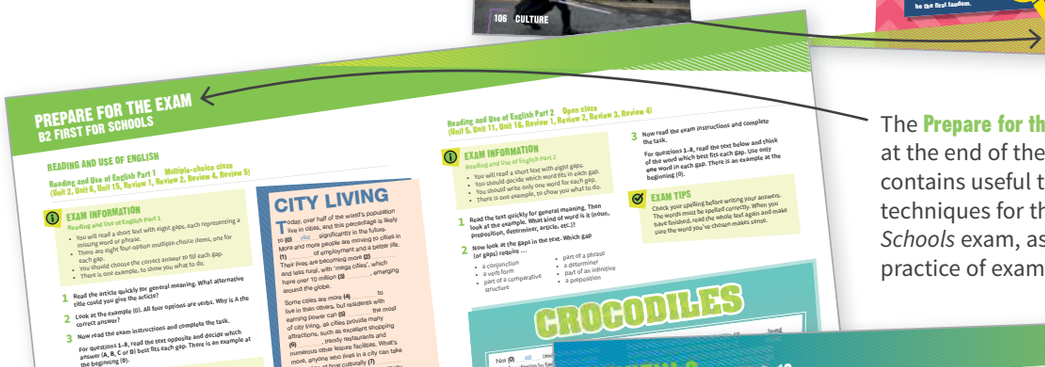
Culture lessons highlight interesting aspects of culture in English-speaking countries.

Projects in the Life Skills and Culture lessons encourage students to work together to create something fun and expand their learning.

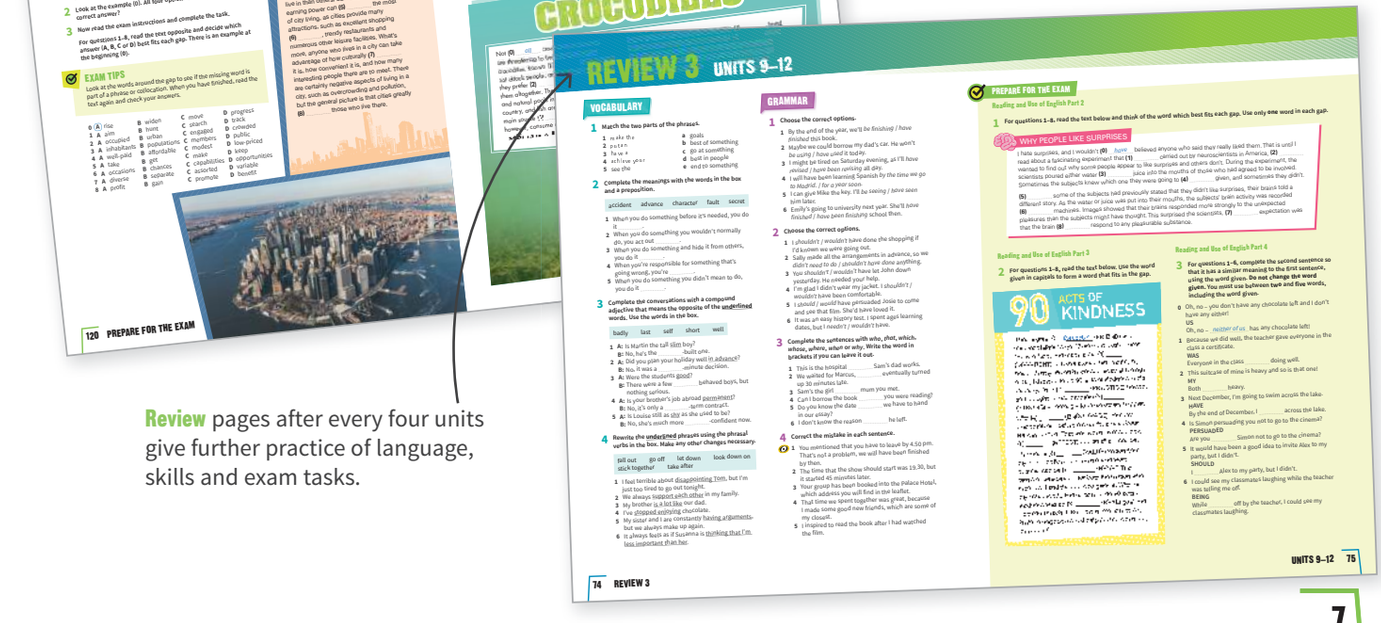




In the **videos** found in each Culture lesson, students can watch interesting documentaries about the Culture topics. Each video comes with a worksheet for students to complete as they watch.



The **Prepare for the exam** section at the end of the Student's Book contains useful tips and teaches techniques for the *B2 First for Schools* exam, as well as providing practice of exam tasks.

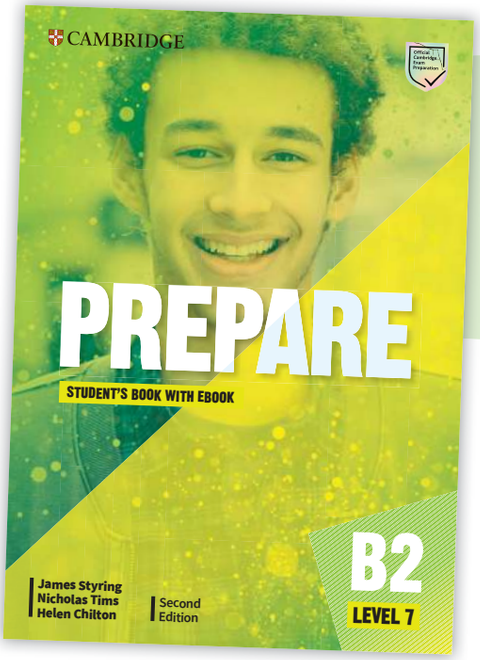


Review pages after every four units give further practice of language, skills and exam tasks.

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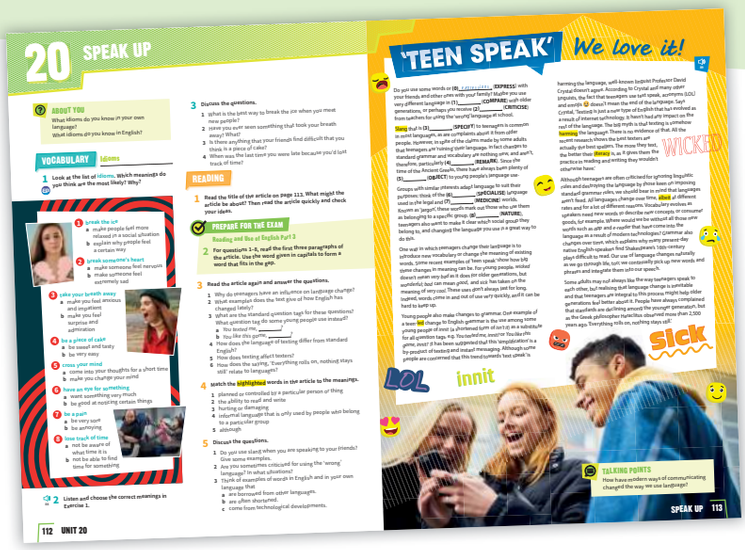
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COMPONENT LINE-UP



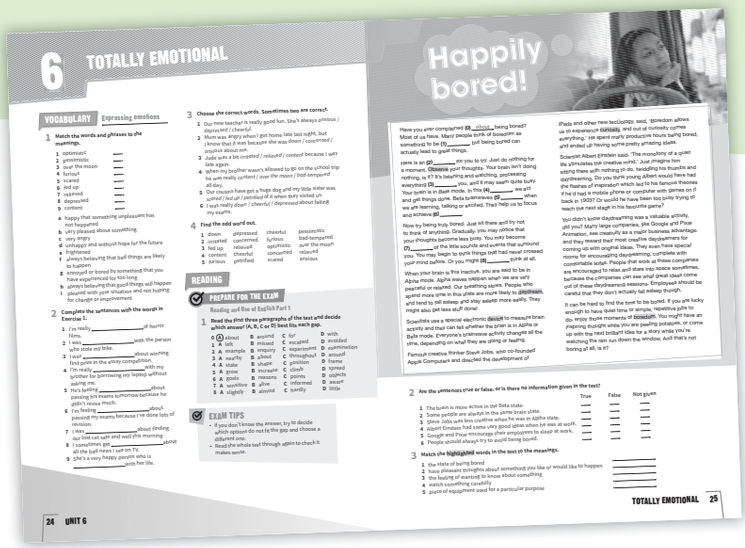
Student's Book with eBook

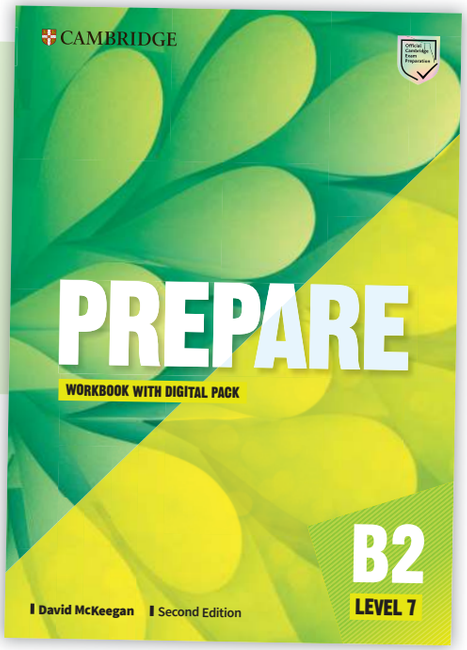
The Student's Book combines teen-appeal topics with preparation for the B2 First for Schools exam. With twenty lively core units, Reviews, Culture and Life Skills sections, a Vocabulary list, and a Grammar reference and practice section, the Student's Book has all the material you need to create interactive, personalised lessons. Full audio and extensive video to accompany the Student's Book is available for teachers online.



Workbook with Digital Pack

The Workbook gives additional practice of all the language from the Student's Book. It also provides students with comprehensive skills development work and further exposure to exam tasks. The Workbook is suitable for use both in the classroom and for homework.





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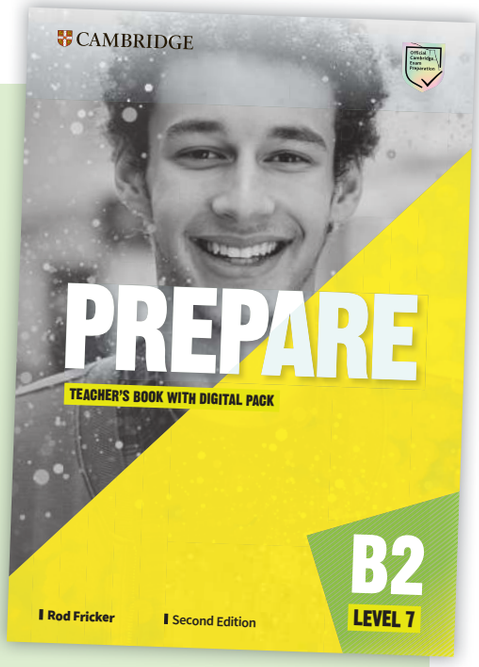
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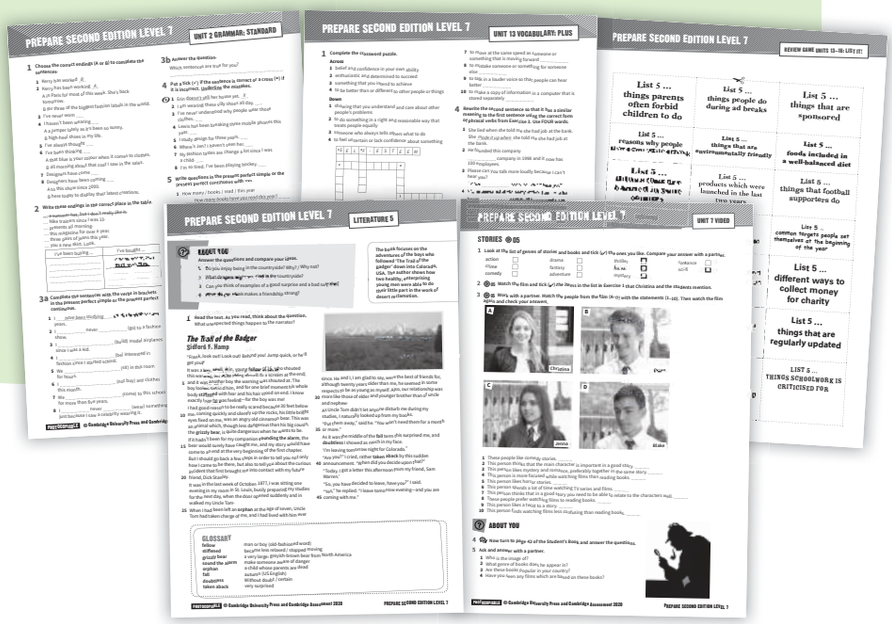
Teacher's Book with Digital Pack

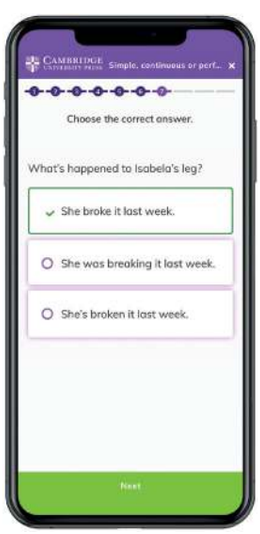
The interleaved Teacher's Book contains complete teaching notes for all of the Student's Book tasks, in addition to answer keys and audioscripts. With a wealth of lesson ideas, warmers, coolers and extension tasks, the Teacher's Book helps you manage mixed-ability classes and work with fast finishers. Information panels include background information about themes, topics and cultural events. Prepare for the exam information boxes provide detailed descriptions of each task found in the B2 First for Schools exam, as well as useful tips on how to approach the tasks. Clear indications direct you to additional resources which support and extend learning.

The Teacher's Book provides access to a wide range of printable worksheets for use in class, including:

- Grammar worksheets (available at two levels of challenge: standard and plus)
- Vocabulary worksheets (available at two levels of challenge: standard and plus)
- Review Games
- Literature worksheets
- Speaking worksheets
- Writing worksheets
- Video worksheets







Learn more about the Prepare Digital Packs





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THE PREPARE EXAM JOURNEY

The *Prepare* Exam Journey combines teen-appeal topics with extensive preparation for Cambridge English Qualifications. Levels 6 and 7 of *Prepare* Second Edition take students on a two-year journey towards the *B2 First for Schools* exam. This approach builds confidence every step of the way from the first experiences of exam tasks to skills development; from language discovery to understanding how English works in the real world.

LEVEL 6

Prepare Level 6 gradually introduces authentic *B2 First for Schools* exam tasks, ensuring students become familiar with every part of the exam.

- Exam tasks are discreetly labelled with the exam icon in **Level 6 Student's Book**.

2 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 My brother isn't like either of my parents. **TAKE**
My brother _____ either of my parents.
2 Lucy isn't talking to her brother because he lost her phone. **FALLEN**

- **Level 6 Workbook** offers further exposure to each part of the exam.

1 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 My brother and I had an argument and now we're not talking.
FELL
I _____ my brother, and now we're not talking.

2 She never understood or shared the feelings of her older sister.
IDENTIFY
She couldn't _____ her older sister.

- Information about each part of the exam is included in **Level 6 Teacher's Book**.

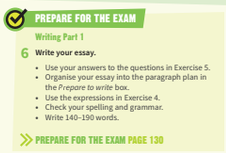
2 B2 First for Schools Reading and Use of English Part 4

In this part, there are six questions plus an example. In each question, there is a sentence, a key word and a second sentence in which only the beginning and ending are given. Students have to complete the second sentence using two to five words, including the key word. They cannot change the form of the key word in any way. The task tests both grammatical and lexical items. There are two marks for each part, so the students can gain a mark even if a part of their answer is incorrect.

LEVEL 7

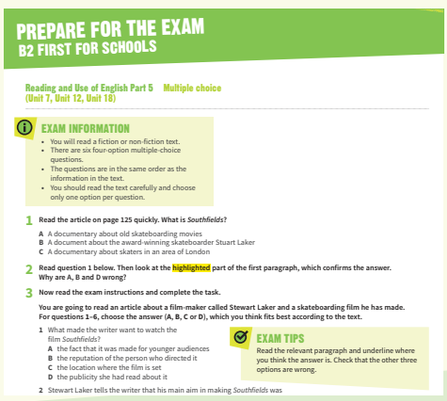
Prepare Level 7 provides complete coverage of the *B2 First for Schools* exam, driving students to exam success.

- Each exam task is highlighted clearly in the *Prepare for the exam* features in **Level 7 Student's Book.**


PREPARE FOR THE EXAM
Writing Part 1
6 Write your essay.
- Use your answers to the questions in Exercise 5.
- Organise your essay into the paragraph plan in the *Prepare to write* box.
- Use the expressions in Exercise 4.
- Check your spelling and grammar.
- Write 140–190 words.

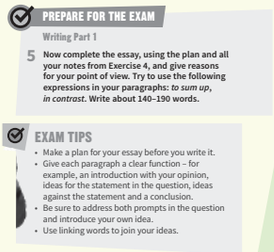
PREPARE FOR THE EXAM PAGE 130

- The *Prepare for the exam* section at the end of **Level 7 Student's Book** includes further guidance and support with practice tasks.

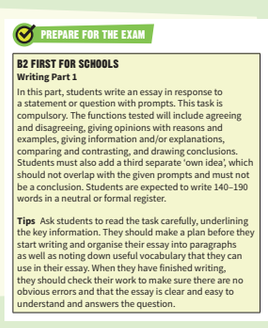

PREPARE FOR THE EXAM
B2 FIRST FOR SCHOOLS
Reading and Use of English Part 5 Multiple choice
(Unit 7, Unit 12, Unit 18)
EXAM INFORMATION
- You will read a fiction or non-fiction text.
- There are six four-option multiple-choice questions.
- The questions are in the same order as the information in the text.
- You should read the text carefully and choose only one option per question.

1 Read the article on page 125 quickly. What is *Southfields*?
A A documentary about old skateboarding movies
B A document about the award-winning skateboarder Stuart Laker
C A documentary about skaters in an area of London
2 Read question 1 below. Then look at the highlighted part of the first paragraph, which confirms the answer. Why are A, B and D wrong?
3 Now read the exam instructions and complete the task.
You are going to read an article about a film-maker called Stewart Laker and a skateboarding film he has made. For questions 1–6, choose the answer (A, B, C or D), which you think fits best according to the text.
1 What made the writer want to watch the film *Southfields*?
A the fact that it was made for younger audiences
B the reputation of the person who directed it
C the location where the film is set
D the publicity she had read about it
2 Stewart Laker tells the writer that his main aim in making *Southfields* was
EXAM TIPS
Read the relevant paragraph and underline where you think the answer is. Check that the other three options are wrong.

- **Level 7 Workbook** consolidates each exam task and includes Exam Tips.


PREPARE FOR THE EXAM
Writing Part 1
5 Now complete the essay, using the plan and all your notes from Exercise 4, and give reasons for your point of view. Try to use the following expressions in your paragraphs: *to sum up*, *in contrast*. Write about 140–190 words.
EXAM TIPS
- Make a plan for your essay before you write it.
- Give each paragraph a clear function – for example, an introduction with your opinion, ideas for the statement in the question, ideas against the statement and a conclusion.
- Be sure to address both prompts in the question and introduce your own idea.
- Use linking words to join your ideas.

- **Level 7 Teacher's Book** details each part of the exam and suggests teaching tips for the classroom.


PREPARE FOR THE EXAM
B2 FIRST FOR SCHOOLS
Writing Part 1
In this part, students write an essay in response to a statement or question with prompts. This task is compulsory. The functions tested will include agreeing and disagreeing, giving opinions with reasons and examples, giving information and/or explanations, comparing and contrasting, and drawing conclusions. Students must also add a third separate 'own idea', which should not overlap with the given prompts and must not be a conclusion. Students are expected to write 140–190 words in a neutral or formal register.
Tips Ask students to read the task carefully, underlining the key information. They should make a plan before they start writing and organise their essay into paragraphs as well as noting down useful vocabulary that they can use in their essay. When they have finished writing, they should check their work to make sure there are no obvious errors and that the essay is clear and easy to understand and answers the question.

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B2 FIRST FOR SCHOOLS EXAM OVERVIEW

PAPER / TIMING	PART	FORMAT AND FOCUS	PRACTICE IN LEVEL 7
Reading and Use of English 1 hour 15 minutes	**Part 1** Eight 4-option multiple-choice cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on vocabulary, e.g. idioms, collocation, phrasal verbs.	Student's Book pages 14–15, 31, 36–37, 53, 86–87, 97, 119, 120 Workbook pages 8–9, 24–25, 60–61
	Part 2 Eight open cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on awareness and control of grammar with some focus on vocabulary.	Student's Book pages 31, 32–33, 53, 64–65, 75, 90–91, 97, 121 Workbook pages 20–21, 44–45, 64–65
	Part 3 Eight word formation questions (8 marks)	A text with eight gaps, each of which corresponds to a word. The stem of the missing word is given and must be changed to form the missing word. The main focus is on vocabulary.	Student's Book pages 53, 56, 75, 98–99, 112–113, 119, 122 Workbook page 38, 68–69, 80–81
	Part 4 Six key word transformation questions (12 marks)	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word. The focus is on grammar, vocabulary and collocation.	Student's Book pages 26, 31, 60, 75, 82, 97, 119, 123 Workbook pages 18, 42, 59
	Part 5 Six 4-option multiple-choice questions (12 marks)	A text followed by six multiple-choice questions. The focus is on detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text organisation features.	Student's Book pages 42–43, 68–69, 102–103, 124–125 Workbook pages 28–29, 48–49, 72–73
	Part 6 Six gapped text questions (12 marks)	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed. The focus is on cohesion, coherence and text structure.	Student's Book pages 20–21, 58–59, 108–109, 126–127 Workbook pages 12–13, 40–41, 76–77
	Part 7 Ten multiple matching questions (10 marks)	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. The focus is on detail, opinion, specific information and implication.	Student's Book pages 10–11, 46–47, 76–77, 128–129 Workbook pages 4–5, 32–33, 52–53
Writing 1 hour 20 minutes	**Part 1** An essay (one compulsory task) 140–190 words	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea. The focus is on giving opinions, reasons, conclusions, etc.	Student's Book pages 13, 57, 89, 111, 130 Workbook pages 7, 39, 63, 79
	Part 2 Choice of four options 140–190 words	A situationally based writing task specified in no more than 70 words. Writing one of the following: an article, an email, a letter, a review or a story. Question 5 is always based on a set reading text and students should not attempt this unless they have read the set text.	Student's Book pages 23, 35, 45, 67, 79, 101, 130 Workbook page 15, 23, 31, 47, 55, 71
Listening 40 minutes approximately	**Part 1** Eight 3-option multiple-choice questions	A series of short unrelated extracts from monologues or exchanges between speakers. There is one multiple-choice question per text. The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	Student's Book pages 39, 115, 131 Workbook pages 27, 83
	Part 2 Ten sentence completion questions	A monologue lasting 3–4 minutes. Candidates are required to complete sentences with information heard on the recording. The focus is on detail, identifying specific information and stated opinion.	Student's Book pages 49, 71, 93, 132 Workbook pages 35, 51, 67
	Part 3 Five multiple matching questions	Five short related monologues. There are five questions, which require the selection of the correct option from a list of eight. The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	Student's Book pages 17, 27, 83, 132 Workbook pages 11, 19, 59
	Part 4 Seven 3-option multiple-choice questions	An interview or exchange between two speakers lasting 3–4 minutes. The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	Student's Book pages 61, 105, 133 Workbook pages 43, 75
Speaking 14 minutes Part 1: 2 minutes Part 2: 4 minutes Part 3: 4 minutes Part 4: 4 minutes	**Part 1** A conversation between the interlocutor and each candidate	Spoken questions. The focus is on general interactional and social language.	Student's Book pages 17, 83, 134
	Part 2 Individual 'long turn'	In turn, the candidates are given a pair of photographs to talk about. The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.	Student's Book pages 49/138, 115/141, 134–135
	Part 3 Discussion task followed by decision-making task	A two-way conversation between the candidates, who are given spoken instructions with written stimuli. The focus is on sustaining an interaction, reaching a decision, etc.	Student's Book pages 71, 93, 136
	Part 4 Discussion task	A discussion on topics related to the previous collaborative task (spoken questions). The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.	Student's Book pages 71, 93, 137

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UNIT	VOCABULARY	READING	GRAMMAR
1 CREATIVE MINDS page 10	Arts and media Creative jobs	The ones to watch Reading and Use of English Part 7	Simple, continuous or perfect
2 ADDICTED TO FASHION page 14	Personality: adjective + preposition Verb + preposition	The big question: Does fashion actually matter? Reading and Use of English Part 1	Present perfect simple and continuous
Culture The British fashion scene page 18			
3 ALL IN THE MIND page 20	Abstract nouns Phrasal verbs: learning and thinking	Humans: the smartest species? Reading and Use of English Part 6	The grammar of phrasal verbs
4 TAKE IT EASY page 24	Stress Phrasal verbs: health	Under pressure?	Modals (1): necessity, obligation, prohibition and advice Reading and Use of English Part 4
Life Skills Learning to learn: Time management page 28			
Review 1 Units 1–4 page 30		Reading and Use of English Part 1, Part 2 and Part 4	
5 PAST TIMES page 32	History Expressing frequency	We used to sleep twice a night … Reading and Use of English Part 2	Present and past habits
6 TOTALLY EMOTIONAL page 36	Expressing emotions Adverbs: type and position	When fear becomes phobia Reading and Use of English Part 1	*be/get used to*
Culture Colours around the world page 40			
7 TELLING STORIES page 42	Verbs of movement and sounds Time phrases	The Bruce-Partington Plans Reading and Use of English Part 5	Narrative tenses
8 A GREAT PLACE TO LIVE page 46	Community *as if / as though*	University recommendations Reading and Use of English Part 7	Future (1): review
Life Skills Creativity and innovation: Creative writing page 50			
Review 2 Units 5–8 page 52		Reading and Use of English Part 1, Part 2 and Part 3	
9 A BRIGHT FUTURE page 54	Collocations Adjective and noun suffixes Reading and Use of English Part 3	2050: A glimpse into the future	Future (2): continuous and perfect
10 SURPRISE! page 58	Phrases with *in*, *out of*, *at*, *by* Extended meanings of words	Flash mob fun Reading and Use of English Part 6	Modals (2): modals in the past Reading and Use of English Part 4
Culture Perceptions of time page 62			

Key to symbols:
B2 First for Schools exam task Video

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LISTENING	SPEAKING	WRITING	VIDEO
		An essay (1) Writing Part 1	Creative minds
Five opinions about wearing a school uniform Listening Part 3	Talking about yourself Speaking Part 1		Fashion
			Influencers
		An informal letter or email Writing Part 2	
Five opinions about stress Listening Part 3	Offering help		
		An article (1) Writing Part 2	
Eight short conversations Listening Part 1	Generalising		
			The meaning of colours
		A story Writing Part 2	Stories
A talk about a new skate park Listening Part 2	Comparing photographs (1) Speaking Part 2		Where we live
		An essay (2) Writing Part 1	
A radio interview about a surprise Listening Part 4	Expressing surprise		Surprises!
			Sensing language

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