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Prepare!

TEACHER'S BOOK

Level 4

Cambridge University Press
www.cambridge.org/elt

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Introduction to *Prepare!*

Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, *Prepare!* has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, *Prepare!* is a course you can rely on and trust.

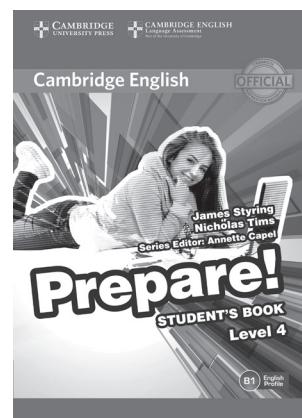
Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book

The Student's Book includes 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with its pronunciation.



Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and Levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

In addition to regular practice of each exam task in the main units, Level 3, Level 5 and Level 7 have five additional Exam profile sections, which are located at the back of the Student's Book. These pages focus on each part of each paper, giving detailed information about the exam task, as well as practical guidance on how to approach each task, with useful tips and training to familiarise students with the whole exam and prepare them thoroughly for examination day.

The Exam profiles can be used as focused training after first exposure to an exam task in the main units, or alternatively towards the end of the year when students require more intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.



English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of **Prepare!** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than ‘concrete’ topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of **Prepare!** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, how you can access it, as well as ways to get involved in the English Profile programme, visit www.englishprofile.org



The Cambridge Learner Corpus

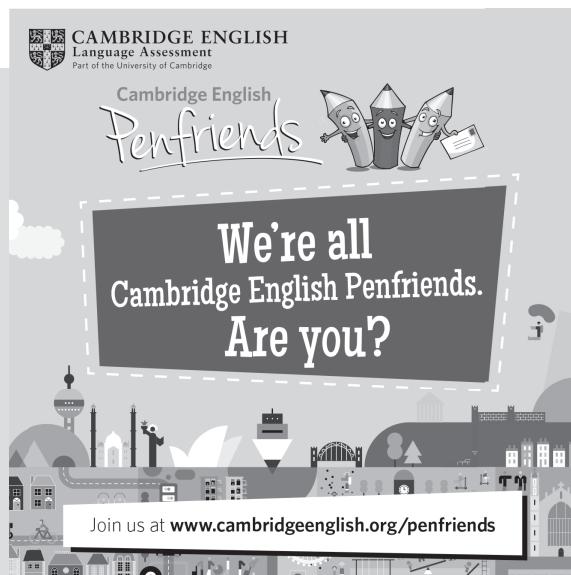
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbooks of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

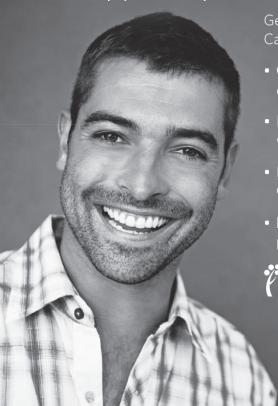
Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn't joined Cambridge English Penfriends yet, what are you waiting for?

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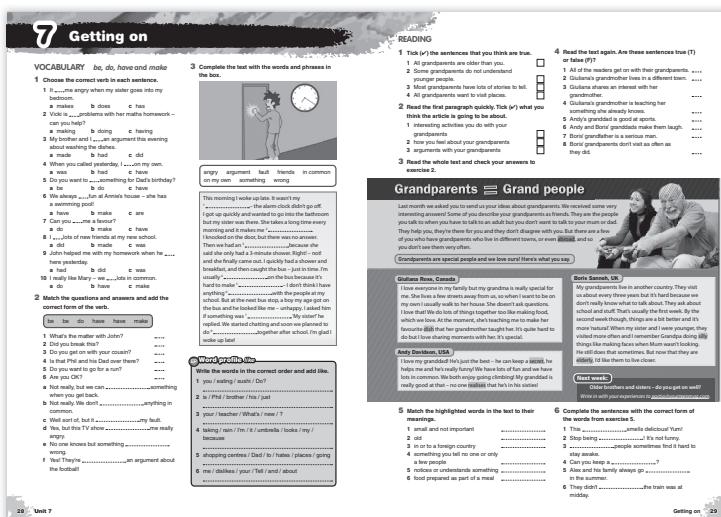
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Language Assessment

For more teacher support, including thousands of free downloadable resources, lesson plans, classroom activities, advice, teaching tips and discussion forums, please visit www.cambridgeenglish.org/teachers

Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. The accompanying audio is provided as downloadable MP3 files and is available from www.cambridge.org/PrepareAudio



Online Workbook

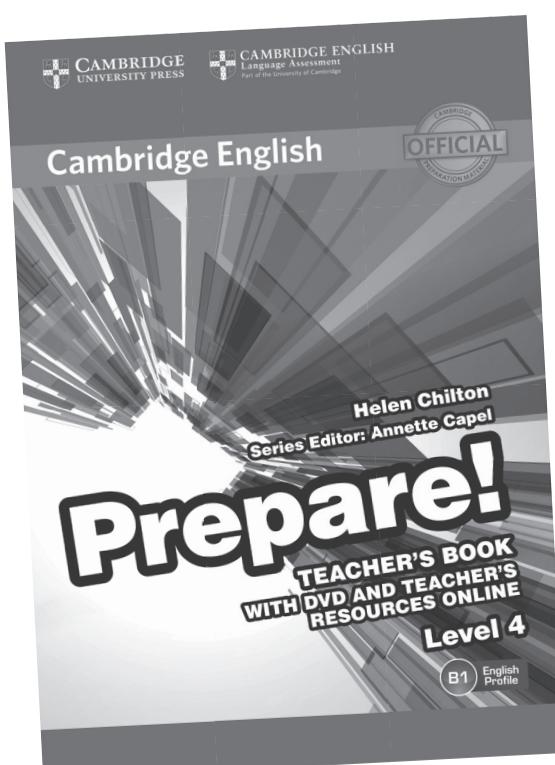
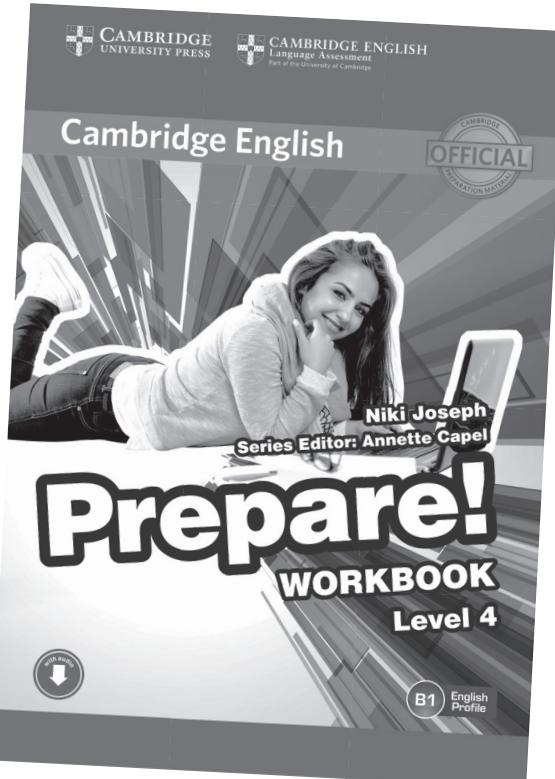
The **Prepare!** online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks as well as keys and audioscripts. The audioscripts include underlined answers.

The teacher's books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.

The **DVD** includes 10 video extra films.



Class Audio CDs

The **Class Audio CDs** contain all of the audio material from the Student's Book.

 The audio icon in the Student's Book clearly shows the CD number and the track number.



Teacher's resources online – Downloadable materials

Complete suite of downloadable teacher's resources to use in class including

- Video extra worksheets
 - Progress tests
 - Achievement tests
 - Corpus tasks
 - Pronunciation

These are available from www.cambridge.org/prepareresources

Corpus tasks	UNIT 3 Comparatives and superlatives
UNIT 1 Present simple: end conversations	UNIT 3 Comparatives and superlatives
① <i>Calls to the correct words in each sentence.</i>	① <i>Great! The word would be bold. Were the envelopes the same size?</i>
1 Peppa usually drives a small red car .	1 I ought to write was longer and I copied the envelopes. That was a little inset .
2 I had two old shirts and I bought one with a light jacket over it.	2 It was good that the black sofa were so soft and big .
3 There is no such thing as honesty . I think it's kind of you .	3 I other people but not the countrykids are the most honest children .
4 When we go together we never play chess or checkers . We just read each other and have a few lunches .	4 Everyone in the country is more friendly than in the city .
5 We haven't had any rain today . Why not ? We go out on Saturday .	5 The country is much better for you to buy things you can't find in the city .
6 I talked to her and she meeped . I was making out best squeaking .	6 In the country , the hamster will be more fast .
UNIT 2 Past simple	
② <i>Underline the correct words in each sentence.</i>	
1 Last week I was spending an awful time with my friends , so I realised I hadn't got any new clothes .	UNIT 4 Past continuous and simple past
2 The guitar she played was so bad she didn't have the confidence to keep it .	① <i>Get the correct words in each sentence.</i>
3 I ate the whole salad because I hadn't got any other food .	1 I was programmed to believe that she was about figures and books .
4 I hated the TV show so badly that I chose not to watch it .	2 I was going to attend the first test .
5 I hated the way she spoke and my friend said that it really sounded funny .	3 I was surprised when she came into the room and smiled at me .
6 The weather was very nice and we decided to play a lot of games outside .	4 I was really surprised when she came into the room and smiled at me .

Progress test 1 (Units 1 and 2)

GRAMMAR

1 Complete the sentences with the correct form of the present simple or the past simple.

- © What do you usually do (usually / do) at the weekend?
- 2 Mia (study) for a test at the moment.
- 3 I (not go) to school because I'm ill.
- 4 I (see) my friend Eva later.
- 5 Tom always (try) (try) (understand) what the teacher is saying?
- 6 Tony always (get up) (get up) (have) (watch) TV on Saturday mornings.
- 7 My mum (work) (work) (watch) TV in the evenings - she's too busy.

2 Circle the correct answer.

- 1 I (am / was) ill yesterday.
- 2 Els went (wasn't / wasn't) swimming because it was too cold.
- 3 Dad gave her (jacket / jackets) new clothes yesterday.
- 4 Sam (is / was) late for school because he got up very early yesterday.
- 5 I didn't buy (this / that). My parents gave it to me.
- 6 They (are / were) in the shop when the bell rang.
- 7 Rob ride (now) his new bike all weekend.
- 8 Sarah wanted to go shopping, but she didn't have / any money.

VOCABULARY

3 Choose the correct answer: a or b.

- 1 Maria is always really happy. She's never
 - a calm
 - b angry
 - c unfriendly
- 2 No-one really likes Laura because he's
 - a kind
 - b friendly
 - c unfriendly
- 3 Jen is quite
 - a curly
 - b fair
 - c tall
- 4 Lucy gets lots of compliments because he's very
 - a handsome
 - b good-looking
 - c rude
- 5 Marcus very ... and likes making everyone laugh.
 - a funny
 - b unfriendly
 - c kind
- 6 My little sister is sometimes and quiet when she meets new people.
 - a shy
 - b friendly
 - c unfriendly

4 Complete the sentences with the words in the box. There are more words than you need.

wall	surprise	medicines	headache	sunglasses	harmless	jumper	suncream
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- 1 I always put on my to protect my eyes when it's a sunny day
- 2 You should take your There are dark clouds in the sky
- 3 Sam got a new He was wearing it doing sports
- 4 It didn't rain yesterday, so I to work.
- 5 It's too hot for boots today! I wear my walking around town.

Total: 25

Preparatory Level 4

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Pronunciation

UNIT 1

Word stress in adjectives describing people
Listen and repeat. Then write the words in the table according to their word stress.

attractive	brave	careful	cheerful
serious	unfriendly	cautious	polite
good-looking	friendly	measurable	happy
anxious	confident	responsible	content

UNIT 2

Past simple -ed endings

Listen and match the past simple regular nouns to their 'ed' endings are pronounced.

listened	wanted	showed	walked	wanted
listened	wanted	showed	walked	wanted
wanted	listened	walked	wanted	showed
wanted	listened	walked	wanted	showed
wanted	listened	walked	wanted	showed

UNIT 3

Week Farms

Listen and repeat. Then complete the pronunciation.

1 Listen and read.

2 Listen and repeat.

3 Listen and repeat.

4 Listen and repeat.

5 Listen and repeat.

6 Listen and repeat.

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Video extra Unit 13

Presentation Plus

Presentation Plus is the next generation planning and presentation tool for teachers

Perfect for creating engaging lessons it includes:

- Interactive whiteboard tools
 - Student's Book and Workbook with interactive exercises
 - Access to teachers' resources

Ideal to use with a computer and a projector or with an interactive whiteboard

Student's Book overview

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

Each unit starts with **Your profile**. This gives students the opportunity to discuss the topic area through a personalised speaking task.

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

The **Word profile** feature focuses on the different meanings of important words and phrases and are specifically chosen to be relevant to your students' level

Common mistakes relevant to your students' level are identified and practised in the **Corpus challenge** to ensure meaningful learning

The **Talking points** feature after the reading text gives students the opportunity to give their opinion on the text

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

The stages in **Prepare to write** give students helpful advice to help them plan and check their writing



Video interviews with teenagers show target language being used in authentic situations

The stages in **Prepare to speak** provide students with useful words and phrases for effective communication

Biology

The eye

1 Do you know the names of any parts of the eye?

2 In pairs, do the quiz.

Eye didn't know that!

3 **12.34 Listen and check your answers.**

4 **12.34 Can you remember? Answer the questions. Then listen again and check.**

1 How is the eye different from other parts of the body?

2 How many planks should humans be able to see at once?

3 How many blind people are there in the world?

4 What is the most rapidly invented?

5 What vitamin keeps your eyes healthy?

6 How often do cats blink?

5 Read the text on page 117 and answer the questions.

Which part of the eye ...

1 clears the eyes?

2 makes the eye feel itchy called mattering?

3 is where tears are made?

4 helps to stop getting into your eye?

5 is joined to the eyelid?

6 sometimes looks a different colour in photos?

1 How much does an eye weigh?

A It's grown.
B 85 grams
C about 100 grams

2 If you look at the sky on a clear night, how far can the human eye see?

A about 25 kilometres
B about 2500 kilometres
C about 25 billion kilometres

3 What percentage of the world's population is blind?

A about 0.9%
B about 1.6%
C about 2.5%

4 Is it more common for teenagers to be short-sighted or long-sighted?

A short-sighted
B long-sighted
C both

5 When were glasses first used?

A in the 10th century
B in the tenth century
C in the 10th century

6 Which of these foods can improve your sight?

A beef
B bread
C cheese

7 How many times do people blink in a minute?

A 5
B 10
C 25

8 Which group blinks the most often?

A children
B adults
C cats

Our eyes are always moving, collecting light from our surroundings to the brain. We use them whenever we are thinking. When we are looking at other people and objects, we are creating a picture in our brain. Even when we are sleeping, we dream!

EYE BROWNS
stop sweat from our forehead to the brow. Under the eyebrows is the brow. Under the eyebrows is the brow. It produces tears. The corner of the brow is where the nose is. What happens to your eyes when you cry?

EYELIDS
protect the eye from bright light, dirt and dust. They also protect our eyes when we sleep. Cover the eye to the corner of the eye.

EYE CHOO!
All mammals blink when they see a bright light. But you don't have to be a mammal. In a dark room to a very bright light, like a camera flash, do this, but we don't know why.

BLUE-EYED BABIES
The colour of your eyes is decided by your parents' genes. However, babies have often got blue eyes. This is because eye colour comes from MELANIN melanin. Babies are born, they haven't got much melanin.

THE PUPIL
is a hole in the eye. This is where light goes into the eye. The pupil is very large. When light, your pupils are larger. This lets more light through. When it is dark, the pupil is small. If it is light, your pupils are smaller. Have you noticed this?

EYELASHES
protect the eye from light, dirt and dust. They also protect 100 eyelashes at the top of your eye and about 80 eyelashes at the bottom.

RED EYE
Do you know that people sometimes get red eyes? This is because when a photo is taken, the eyes see the very bright light of the camera flash, but the pupil has not yet contracted. So the lot of light from the flash goes into the eye. The result is that we are photographed as actually blood-red eye.

Project

Find out why eyes in photos turn red. Use these questions and your own ideas. Then design a wispage with the results of your research. Use charts and graphs if you like.

How many students ...

1 have got brown eyes, to blue eyes,
2 green eyes, or, do eyes of another colour?
3 have had a bad eye test at an optician?
4 wear glasses or contact lenses?
5 sneeze when they suddenly see bright light?
6 can think less than five times in a minute?
7 can think more than ten seconds a week?

Key words

sweat the oily liquid that comes through your skin when you are hot, nervous or excited.

gland the part of the body that makes liquids.

sinus when you sneeze, air suddenly comes out of your nose and mouth. You cannot control this.

tear the liquid that comes from your eye when you cry melanin a chemical which controls the colour of our eyes and skin

A culture or cross-curricular lesson after every two units encourages students to learn about the world around them and learn about other subject areas through English

Review pages after every four units give further practice on language and skills

Review 1

Units 1–4

VOCABULARY

1 Write the opposite adjectives.

- What's wrong? You look miserable. You're usually very **cheerful** on Fridays.
- Diana's very polite. She's never **rude**.
- The bus stopped. It's quite **far**.
- It was useless for you to lose your phone. You need to be more **careful** with your things.
- Miles is really friendly today. He can sometimes be quite **shy**.

2 Find the words (\sim) and complete the lists.

c l i m b i n g e t j u d g e	d e j c d p c m g n r f n a	i a a a a j r a l o a n t	f c s r m m h s h c e s	a q u k o s l d i k u w b	i e a e t j o n p c a h j	r t l a a o o a l s i u m	y v e g g c z j g a o o m	m w v e g g y m g n a s p	s b s d c u r l y i v e	t e e n a t g h t h r n g	g y m n a s t i c s q g
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Describing someone's hair Clothes nouns
o a d a a a
Clothes: **adjectives** Sports a a a a

3 Choose two correct words for each verb.

- play table tennis volleyball cycling surfing
- get boat married university a degree
- go home swimming squash
- leave home children married school
- have children teenage confident high hair

GRAMMAR

4 Complete the conversations. Use the present simple or continuous, or the past simple.

- I **am** (work) a lot of time on homework at the moment.
- We **were** last term, we **were** (not have) as much fun as now.
- You **had** (you / have) food at your party **but** I **didn't**.
- Of course, my mum always **buys** (make) some stuff. Everyone **loves** (like) cake cooking.
- I **thought** your brother's cap was cool yesterday. When **did** (he / buy) it?
- What? My brother **wasn't** (not wear) a cap yesterday. That was **last** week.
- I **met** (my) friend that **last** night. **He** **was** too. But **he** was so sad. My sister and I **were** (not) **there** at the end.
- Was** (you / go) swimming **near** Saturday?
- No, **we** **were** (not go) swimming **on** Saturdays, but **we** **were** (be) closed at the moment.
- A **no**, **we** **were** (not) **there** last night. **No**, sorry. I **watched** (watch) a movie **at** evening. **It** **was** really good.

5 Complete the second sentence so that it means the same as the first. Use no more than three words.

- It's cheaper to buy fashionable clothes these days.
These days, **the** **fashionable** clothes **aren't** **worn** **in** **the** **past**.
- These shoes are too small for me.
These **small** **shoes** **aren't** **big** **enough** **for** **me**.
- I isn't warm enough for a barbecue.
It's **too** **cold** **for** **a** **barbecue**.
- These jeans are lighter than the other pair.
The other **jeans** **are** **heavier** **than** **these** **ones**.
- I haven't got a warmer jacket for skiing.
This **jacket** **isn't** **warm** **enough** **for** **skiing**.
- The shoes in the shop aren't as good as in the shop next door.
The **shoes** **in** **the** **shop** **next** **door** **aren't** **as** **good** **as** **in** **this** **shop**.
- The other tools on this website aren't as expensive as these ones.
These **tools** **are** **more** **expensive** **than** **those** **on** **this** **website**.
- I need a warmer coat than this one.
This coat **isn't** **warm** **enough** **for** **me**.

Corpus challenge

6 Tick the two sentences without mistakes. Correct the mistakes in the other sentences.

- I'm writing to tell you about one of my friends.
- We are having fun when we are together.
- I go to the cinema with friends last weekend.
- We choosed to go to the cinema.
- He is my old brother.
- We play football together but we're not as good as him.
- We were going to go to the beach every day.
- We couldn't go to school because a tree blocked the road.

7 Read the text and choose the correct word for each space.

Claudia Fragapane, GYMNASTICS GOLD

The tiny gymnastics star Claudia Fragapane is **a** **13**-year-old girl. But this **16**-year-old **had** **aimed** **high**! In 2014, she **the** **first** English **woman** **in** **84** years **to** **win** **gold** **medals** **at** **the** **Commonwealth Games**. This was just her **second** competition **at** **senior** **level**, so **her** **successes** **were** **amazing**.

The **Commonwealth Games**, Claudia's **parents** **had** **a** **surprise** **party** **for** **her**, and around 300 people **were** **invited** **to** **the** **celebration**. There was **a** **big** **cake**, but Claudia didn't **have** **time** **to** **eat** **any** **because** **she** **was** **busy** **talking** **to** **everyone** **else**.

She is **now** **preparing** **for** **future** **gymnastics** **events**, **but** **she** **wants** **to** **help** **children** **in** **her** **local** **gym** **as** **well**. She **wants** **to** **teach** **children** **from** **the** **west** **of** **England** **and** **she** **lives**. She has two **older** **sisters**, Helen Peiffer and Lucy Weavers, who are both **very** **talented** **athletes**.

0 A only B even C also D less
1 A curly B clear C confident D central
2 A started B began C happened D began
3 A buy B play C make D make
4 A matches B points C events D results
5 A Once B After C Past D Between
6 A come B arrived C reached D reached
7 A too B several C all D enough
8 A for B so C but D if
9 A what B where C which D when
10 A coaches B teams C captains D members

Grammar activities

target and revise typical errors made at the students' level

Answers to quiz on page 9

- 1 Skills and talents 2 Unit 16 3 Unit 8 4 Unit 14 5 Neymar – page 14

UNIT	VOCABULARY 1	READING	GRAMMAR
1 Personal profile page 10	Describing people, e.g. <i>bald, teenage</i>	Three friends and their profiles  Word profile right	Present simple and continuous
2 In fashion page 14	Things to wear, e.g. <i>jacket, unfashionable</i>	Fashion and music  Word profile kind	Past simple
Culture Homes around the world page 18			
3 My way of life page 20	Life events, e.g. <i>get a driving licence, get married</i>	Teenage life  Word profile get	Comparatives and superlatives <i>not as ... as</i>
4 Champions page 24	Sports, e.g. <i>athletics, gymnastics, do, go and play + sport</i>	Jess's blog  Word profile way	Past continuous
PE Sports training page 28		Review 1 Units 1–4 page 30	
5 Take a good look page 32	People and action verbs, e.g. <i>catch, clap</i>  Word profile take	Caught on camera...	Past simple and continuous
6 Modern life page 36	City life, e.g. <i>pollution, public transport</i>	Eco heroes  Word profile light	<i>some/any, much/many, a lot of, a few/a little</i>
Culture Meeting and greeting page 40			
7 Getting on page 42	<i>be, do, have and make</i>  Word profile like	Troublespot	<i>have to and must should</i>
8 Going away page 46	Travel, e.g. <i>baggage hall, departure gate</i>	A cool city!  Word profile around	Future: <i>be going to</i> and present continuous
Geography Our world page 50		Review 2 Units 5–8 page 52	
9 Shop till you drop page 54	Money and shopping, e.g. <i>change, checkout</i>	Help! I just can't stop shopping!  Word profile change	Present perfect
10 Taste this! page 58	Food and drink adjectives, e.g. <i>disgusting, juicy</i>  Word profile really	Ollie, don't eat that!	Present perfect and past simple, <i>How long?</i> and <i>for/since</i>
Culture What I eat page 62			

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Verbs, e.g. <i>want, know</i>	An online profile		
Adverbs, e.g. <i>quickly, fast</i>		Listening A discussion about the past Speaking Talking about yourself	In fashion
<i>too, not enough</i>	An informal letter or email (1)		Life events
Words with different meanings, e.g. <i>coach, point</i>		Listening Photo of the week Speaking Describing a past event	
<i>myself, yourself, each other</i>	A story (1)		Take a look!
Compounds: noun + noun, e.g. <i>speed limit, tourist information</i>		Listening An interview Speaking Agreeing and disagreeing	Modern life
Phrasal verbs: friendships, e.g. <i>fall out, hang out</i>	An informal letter or email (2)		
Phrasal verbs: travel, e.g. <i>check in, set off</i>		Listening Travel writing competition Speaking Making suggestions	
<i>been and gone</i>	A story (2)		
<i>look, taste, smell</i>		Listening Food and cooking Speaking Ordering fast food	Taste this

UNIT	VOCABULARY 1	READING	GRAMMAR
11 A healthy future page 64	Health and illness, e.g. <i>ankle, earache</i>	We will live for 1,000 years Word profile for	<i>will</i> and <i>be going to</i>
12 Incredible wildlife page 68	Animals, e.g. <i>ant, penguin</i>	Animals: interesting, unusual and imagined Word profile still	Modals of probability, e.g. <i>might, could</i>
Science Ecosystems page 72		Review 3 Units 9–12 page 74	
13 Moods and feelings page 76	Adjectives: feelings, e.g. <i>confused, stressed</i>	The worst day of the week Word profile time	<i>just, already and yet</i>
14 Watch it, read it page 80	TV, films and literature, e.g. <i>action film, historical drama</i>	Matt's blog Word profile hope	Relative clauses
Culture World cinema page 84			
15 Digital life page 86	Computing phrases, e.g. <i>download podcasts, share links</i>	Choosing an app Word profile turn	Present simple passive
16 Wish me luck! page 90	Verb + noun, e.g. <i>blow out candles, break a mirror</i>	Just luck? Word profile luck	Zero and first conditional
Maths Units page 94		Review 4 Units 13–16 page 96	
17 Skills and talents page 98	Creative lives: nouns, e.g. <i>sculpture, studio</i>	Who are the <i>real</i> artists? Word profile own	Reported commands
18 The world of work page 102	Work, e.g. <i>firefighter, journalist</i>	I'm in charge Word profile go	Second conditional
Culture Special training schools page 106			
19 The written word page 108	Magazines, e.g. <i>article, headline</i>	Has it been a good year for you? Word profile mean	Reported speech
20 Puzzles and tricks page 112	Puzzles, e.g. <i>mystery, solve</i> Word profile mind	Tricks of the eye	Past simple passive
Biology The eye page 116		Review 5 Units 17–20 page 118	
			Pairwork page 120

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Illnesses and injuries: verbs, e.g. <i>catch a cold, feel sick</i>	An online comment		Healthy future
Adverbs of probability, e.g. <i>definitely, probably</i>		Listening Podcast about animals at work Speaking Describing a picture (1)	
Adjectives: <i>-ed</i> or <i>-ing</i> , e.g. <i>disappointed, surprising</i>	Notes and messages		Moods and feelings
Easily confused words, e.g. <i>accept/except</i>		Listening Going to the cinema Speaking Reaching agreement	
Phrasal verbs: technology, e.g. <i>switch on, turn off</i>	An informal letter or email (3)		
<i>if</i> and <i>unless</i>		Listening Interview – Why do we believe in luck? Speaking Describing a picture (2)	Luck
Adjectives: <i>-al</i> and <i>-ful</i> , e.g. <i>natural, successful</i>	A biography		Talented
Suffixes: <i>-er, -or, -ist, -ian</i> , e.g. <i>director, journalist</i>		Listening Understanding problems Speaking Discussing options	Jobs
<i>say, speak, talk</i> and <i>tell</i>	An online review		
<i>make</i> and <i>let</i>		Listening People talking about favourite possessions Speaking Talking about a special object	

Word profiles page 122

Vocabulary list page 129

Grammar reference page 138

List of irregular verbs page 158