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# Cambridge English



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Series Editor: Annette Capel

# Prepare!

TEACHER'S BOOK

Level 5

**Cambridge University Press**  
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**Cambridge English Language Assessment**  
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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.

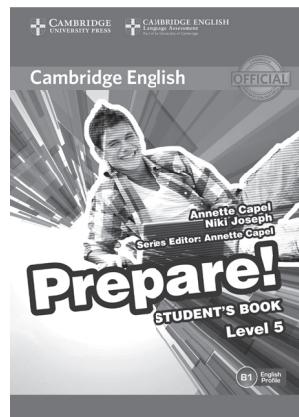
*Prepare!* is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

## 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 pronunciation and definitions.



## 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, and how you can access it, as well as ways to get involved in the English Profile programme, visit [www.englishprofile.org](http://www.englishprofile.org)



## The Cambridge Learner Corpus

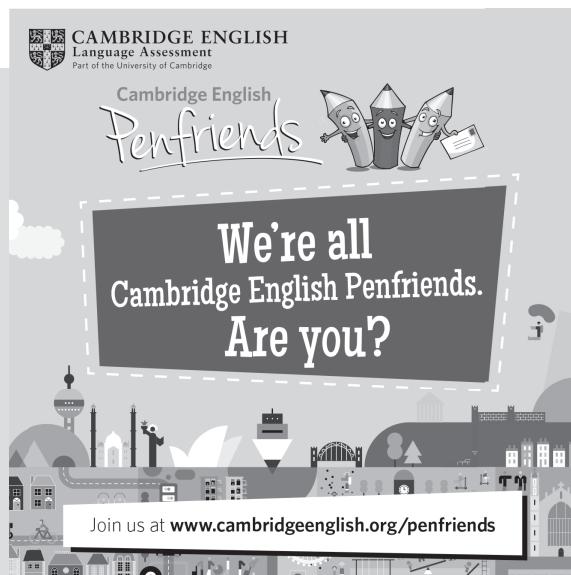
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbooks of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly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

## Cambridge English Resources

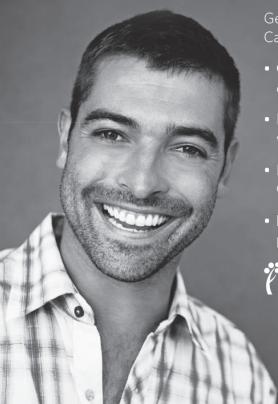
Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering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

Register at [www.cambridgeenglish.org/penfriends](http://www.cambridgeenglish.org/penfriends)



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# 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. In Levels 3, 5 and 7, exam tips provide students with advice on how to prepare for and do the exam as well as further exam tasks which provide further practice of the exam tasks encountered in the Student's Book. The accompanying audio is provided as downloadable MP3 files and is available from [www.cambridge.org/PrepareAudio](http://www.cambridge.org/PrepareAudio).

**7 Sound checks**

**VOCABULARY Music:**

1 Match the words to their meanings:  
1 concert hall  
2 DJ  
3 celebrity  
4 musician  
5 guitar  
6 studio  
7 festival  
8 use  
9 music channel  
10 sound technician  
11 producer  
12 video clip

2 Choose the correct answer:  
1 I wake up at night because I ...  
2 I think the most ... channel / like music is the best thing in the world.  
3 Do you want to come to the ...? It's a festival starting next week.  
4 My ... is in the city centre.  
5 My grandparents never watch music ... / sound technicians.  
6 I have a ... job in a music shop. I sell CDs and ... vinyl records.  
7 There's a beautiful old concert ... / production in the city centre.  
8 To be a ... is to record / source sounds; you have to understand how sound works.

3 Complete the text with the words in the box.  
celebrity DJ festival guitarist musician production sound technician studio

**READING**

1 Read the text and tick (✓) the ideas that are mentioned:  
1 why some people like recording studios are important  
2 why some people don't like recording studios  
3 how to use your bedroom as a studio  
4 how to make a good recording

2 Read what Anna and Alan say about recording studios. Which sentence is correct?  
1 Anna and Alan have the same opinions.  
2 Anna and Alan have different opinions.  
3 Anna and Alan agree on some points but not all.

3 Read the rest of the text and think of what kind of word fits each space. e.g. interests, hobbies, preferences.  
0 ... interests  
1 ... hobbies  
2 ... interests  
3 ... interests  
4 ... interests  
5 ... interests

**READING TIPS**

Reading Part 1  
1 Read the text quickly to get a good idea of what it is about.  
2 Read the text again and choose your answers.  
3 Listen to the recording again and check your answers.

4 Listen again and choose the correct word for each space.  
0 A around B through C made D beyond  
1 A famous B famous C famous D famous  
2 A gained B meant C allowed D let  
3 A seems B spends C changes D cost  
4 A makes B creates C creates D creates  
5 A moment B opportunities C periods D occasions  
6 A record B record C record D record  
7 A sliding B giving C creating D aiming  
8 A turn B get C make D set  
9 A remain B wait C leave D happen

**Work profile test**

Work just as the correct place.  
1 We have a holiday today – I ...  
2 I'm ... a holiday. I ...  
3 Jonathan got ... the bus ... in time.  
4 I ... some ... about my ...  
5 I ... about my ...  
6 I ... last ... about grammar.  
7 Have you heard the news about Terri? ...  
8 I ... is ... useful!  
9 I've ... got my ... results. I'm so excited!

**Jobs in the music industry**

Many young people love music and want to work in music when they leave school. Would you like to work in music? If so, there are lots of jobs you could do. You can play your favourite music for a job! Or perhaps you'd like to play the guitar in a school and have someone else pay you for it? Of course, the people in the industry are not all musicians. There are lots of other jobs in the industry. There is the ...  
1 teacher who teaches music  
2 manager who organises things  
3 person who checks the quality of sound available  
4 person who plays the guitar  
5 person who checks the quality of sound available  
6 person who plays the guitar  
7 person who plays the guitar  
8 person who plays the guitar  
9 person who plays the guitar  
10 person who plays the guitar  
11 person who plays the guitar  
12 person who plays the guitar

**4 Complete the dialogue with words from exercise 3.**

A: You know the band Gitarren? ... do you admire most?  
B: I really like Joe Ding. The new ...  
A: I agree! Did you see the new ... on the internet last night? Amazing!  
B: Yes, it was great! ... the new ...  
A: And did you see that the band is going to be at the music ...? ... in town in a few weeks?  
B: I know! And they're playing outside the town ... just before the festival – and Joachim and I have tickets!  
A: Oh, you don't? I'm so jealous!

**5 Unit 7**

## 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.

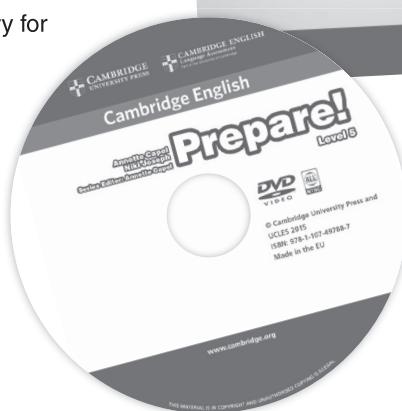
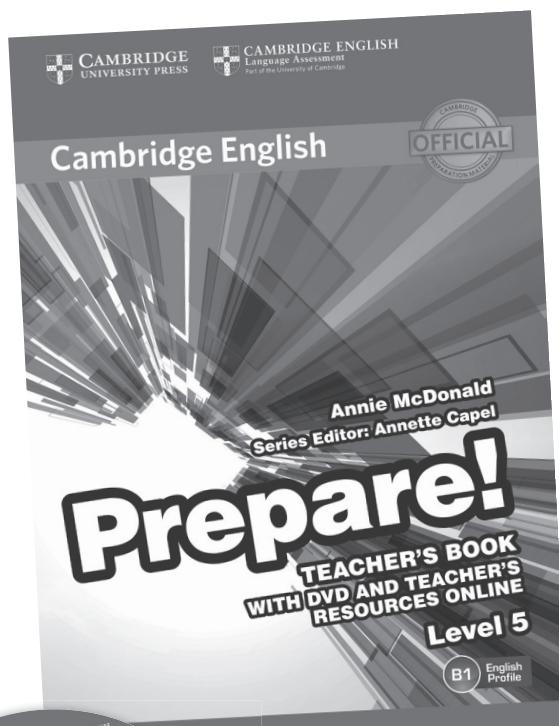
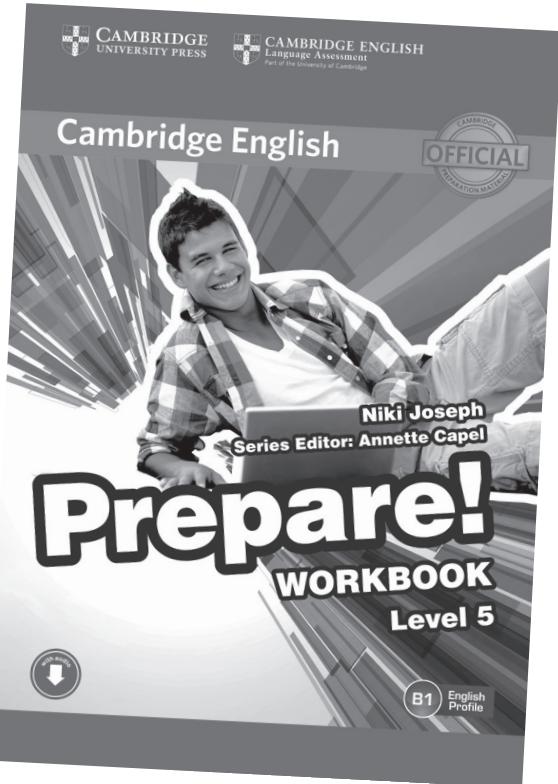
## Teacher's Book with DVD

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.

Exam descriptions, exam tips, explanatory keys, model answers and underlined scripts provide guidance to the teacher and students on how to excel at the exam.

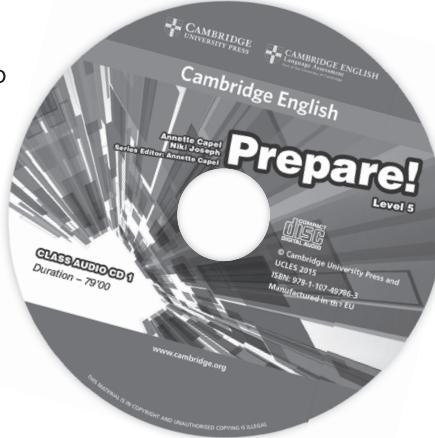
The **DVD** includes 10 video extra films and two Preliminary for Schools speaking test videos.



## 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:

- Preliminary for Schools speaking test video worksheets
- Video extra worksheets
- Progress tests
- Achievement tests
- Corpus tasks
- Corpus tasks
- Pronunciation

These are available from [www.cambridge.org/prepareresources](http://www.cambridge.org/prepareresources)

## 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.

## Cambridge English Practice Testbank

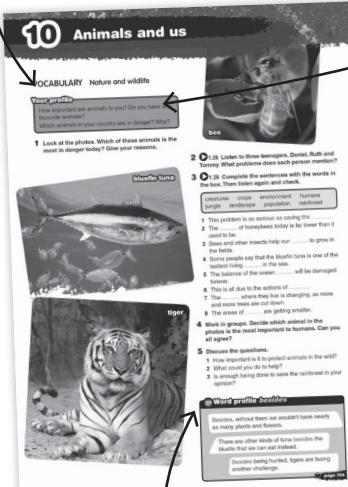
**Prepare!** Level 5 Student's Book with Online Workbook and Testbank contains an access code to four individual practice tests in **Testbank** Cambridge English: Preliminary for Schools. **Testbank** provides authentic exam practice in an online simulation of the Cambridge English test environment.

How **Testbank** works:

- 'Practice mode' allows up to three attempts at each answer
- 'Test mode' provides timed test practice and only one attempt
- Teacher can set students a whole test or by part
- Instant marking and comprehensive gradebook

# Student's Book overview

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

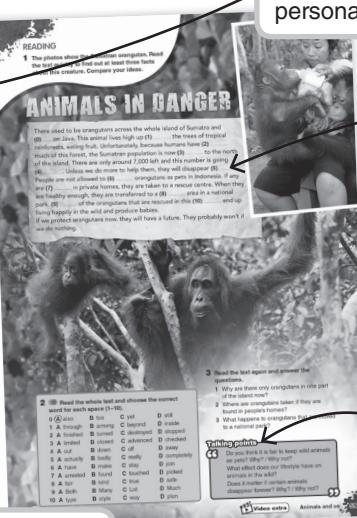


The **Word profile** feature focuses on the different meanings of important words and phrases which are specifically chosen to be relevant to your students' level

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

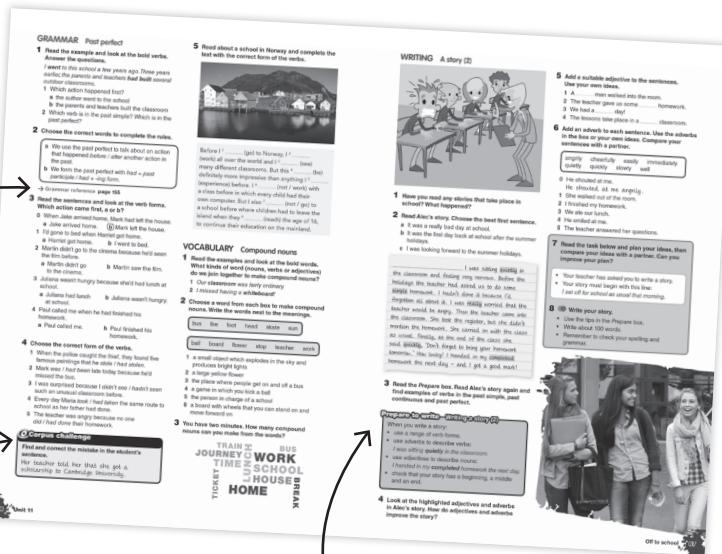
Common mistakes relevant to your students' level are identified and practised in the **Corpus challenge** to ensure meaningful learning

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

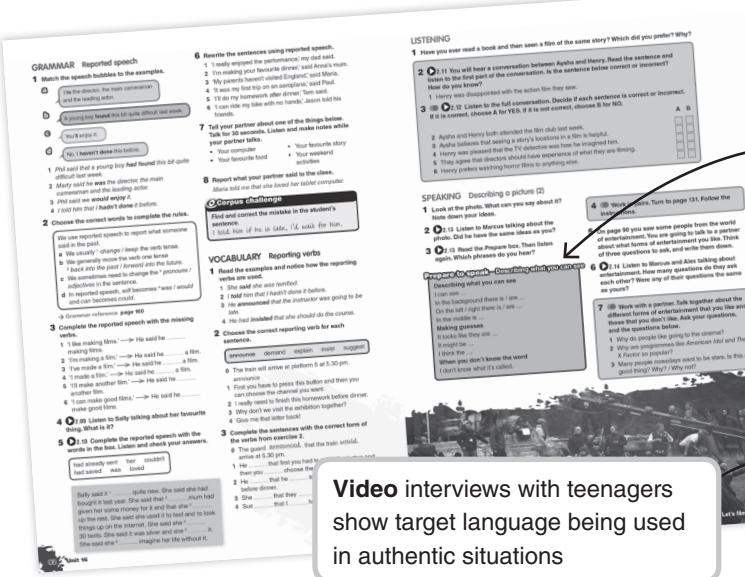


Motivating, topic-based **texts** specifically chosen to engage and inform students

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



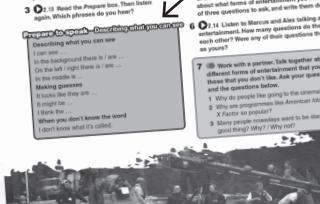
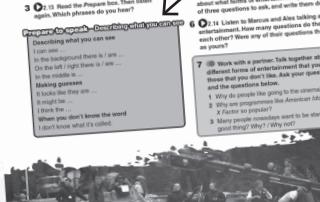
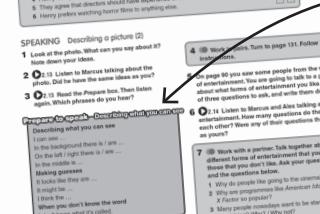
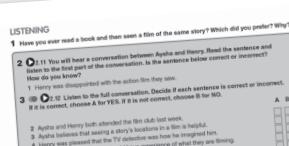
The stages in **Prepare to write** give students helpful advice to help them plan and check their writing



**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





| UNIT  | VOCABULARY 1   | READING   | GRAMMAR                                | VOCABULARY 2   |
|---|--|---|--|--|
| 1 Going shopping<br>page 10   | Shopping, e.g. <i>discount, receipt</i>  | No teens allowed<br> Word profile <i>thing</i>                             | Determiners                            | <i>any, e.g. anyone, anything</i>                                |
| 2 Friends forever<br>page 14  | Personality adjectives, e.g. <i>confident, easygoing</i>   | Eva's class blog<br> Word profile <i>close</i>                             | -ing forms                             | Prefixes: <i>un- and dis-</i>                                    |
| <b>Culture Shopping around the world page 18</b>                    |  |   |  |  |
| 3 Fun and games<br>page 20  | Sports phrases, e.g. <i>beat a team, score a goal</i>  | BuddyBall<br> Word profile <i>give</i>                                     | Present simple and continuous          | Strong adjectives and adverbs, e.g. <i>exhausted, extremely</i>  |
| 4 From fire to snow<br>page 24                                      | Extreme weather, e.g. <i>flood, lightning</i><br> Word profile <i>case</i>                | Fire tornado  | Past simple and <i>used to</i>         | Phrasal verbs, e.g. <i>blow away, burn down</i>                  |
| <b>Geography Glaciers page 28</b> <b>Review 1</b> Units 1–4 page 30 |  |   |  |  |
| 5 You made it!<br>page 32   | Verbs for making things, e.g. <i>create, decorate</i>  | From hobby to job<br> Word profile <i>look</i>                             | Past simple and continuous             | Time adverbs   |
| 6 Take good care of yourself<br>page 36                             | Health, e.g. <i>bleed, injure</i>  | He's allergic to modern life!<br> Word profile <i>only</i>               | Modals (1): Obligation and necessity   | Pronouns with <i>some, any, every and no</i>                     |
| <b>Culture National sports page 40</b>                              |  |   |  |  |
| 7 Sound checks<br>page 42   | Music, e.g. <i>festival, musicians</i>   | Allan's studio course<br> Word profile <i>just</i>                       | Present perfect and past simple        | Word families e.g. <i>entertain, entertaining, entertainment</i> |
| 8 Amazing architecture<br>page 46                                   | Describing buildings, e.g. <i>historic, modern</i>   | Unusual homes around the world<br> Word profile <i>last</i>              | Comparative and superlative adjectives | Prepositional phrases for location, e.g. <i>above, beside</i>    |
| <b>Biology Hearing page 50</b> <b>Review 2</b> Units 5–8 page 52    |  |   |  |  |
| 9 The future is now<br>page 54                                      | Technology: nouns, e.g. <i>access, connection</i>  | The car that uses social media for fuel<br> Word profile <i>actually</i> | Future forms<br>Future continuous      | <i>enough, too, very</i>   |
| 10 Animals and us<br>page 58  | Nature and wildlife, e.g. <i>creatures, environment</i><br> Word profile <i>besides</i> | Animals in danger   | Conditionals: zero, first and second   | Phrases with <i>at</i><br>e.g. <i>at all, at first</i>           |
| <b>Culture Animals as national symbols page 62</b>                  |  |   |  |  |

| WRITING                                       | LISTENING AND SPEAKING  | EXAM TASKS  | VIDEO                |
|---|---|---|----------------------|
| A short text<br>Completing a task             |   | Reading part 3  |                      |
|   | <b>Listening</b> Homework project<br><b>Speaking</b> Talking about yourself   | Writing part 1<br>Listening part 3<br>Speaking part 1                   | Friends forever      |
| An online comment<br>Suggestions and comments |   |   | Fun and games        |
|   | <b>Listening</b> Lost on a mountain<br><b>Speaking</b> Talking about past experiences<br>Answering questions (1)          | Reading part 5<br>Listening part 2<br>Speaking part 1                   |                      |
| A story (1)                                   |   | Reading part 3<br>Writing part 3  | You made it!         |
|   | <b>Listening</b> Matching extracts and pictures<br><b>Speaking</b> Discussing options (1)<br>Expressing opinions          | Listening part 1<br>Speaking part 2                                     |                      |
| An informal letter or email (1)               |   | Writing part 3  |                      |
|   | <b>Listening</b> Moving to another city<br><b>Speaking</b> Describing a picture (1)<br>When you don't know the right word | Reading part 2<br>Writing part 1<br>Listening part 4<br>Speaking part 3 | Amazing architecture |
| A short message (1)<br>Checking your writing  |   | Reading part 4<br>Writing part 2  |                      |
|   | <b>Listening</b> A race with teams of dogs<br><b>Speaking</b> Discussing a topic (1)<br>Taking part in a discussion       | Reading part 5<br>Speaking part 4                                       | Animals and us       |

| UNIT   | VOCABULARY 1  | READING  | GRAMMAR                                       | VOCABULARY 2  |
|--|---|--|---|---|
| <b>11 Off to school</b><br>page 64   | School, e.g. <i>degree, qualifications</i>              | Classrooms around the world<br><b>Word profile by</b>              | Past perfect                                  | Compound nouns,<br>e.g. <i>bus stop, whiteboard</i>                 |
| <b>12 Getting around</b><br>page 68  | Travel, e.g. <i>abroad, tourism</i>                     | Elena's post about travelling alone<br><b>Word profile check</b>   | Modals (2): Obligation and advice             | Phrases with <i>on</i> ,<br>e.g. <i>on board, on foot</i>           |
| <b>Maths</b> Speed calculations page 72 <b>Review 3</b> Units 9–12 page 74 |   |  |   |   |
| <b>13 Perfect or real?</b><br>page 76                                      | Photography and advertising, e.g. <i>advert, image</i>  | Creating the perfect image<br><b>Word profile result</b>           | The passive<br>Modal passives                 | Phrases with <i>in</i> ,<br>e.g. <i>in advance, in detail</i>       |
| <b>14 Ready to cook</b><br>page 80   | Verbs for cooking, e.g. <i>boil, stir</i>               | American teen chef<br><b>Word profile keep</b>                     | Non-defining relative clauses                 | Nouns often in the plural,<br>e.g. <i>arrangements, ingredients</i> |
| <b>Culture</b> Advertising and you! page 84                                |   |  |   |   |
| <b>15 City and countryside</b><br>page 86                                  | City and natural world, e.g. <i>pollution, valley</i>   | Teentalk ... down under<br><b>Word profile all</b>                 | Articles: <i>a / an, the</i> and zero article | Phrasal verbs,<br>e.g. <i>catch up with, end up</i>                 |
| <b>16 Let's film that!</b><br>page 90                                      | Film, e.g. <i>appeared, directed</i>                    | Marty's blog about film-making<br><b>Word profile direct</b>       | Reported speech                               | Reporting verbs,<br>e.g. <i>announce, demand</i>                    |
| <b>Language</b> Film reviews page 94 <b>Reviews 4</b> Units 13–16 page 96  |   |  |   |   |
| <b>17 Getting the message</b><br>page 98                                   | Verbs of communication, e.g. <i>apologise, complain</i> | Message in a bottle; personal messages<br><b>Word profile know</b> | Reported questions                            | Adverbs of degree: <i>fairly, pretty, quite, reasonably</i>         |
| <b>18 We love the celebs!</b><br>page 102                                  | Feelings and qualities, e.g. <i>annoyed, charming</i>   | What are stars without their fans?<br><b>Word profile quality</b>  | <i>have something done</i>                    | Prepositions,<br>e.g. <i>according to, because of</i>               |
| <b>Culture</b> Fan culture and social media page 106                       |   |  |   |   |
| <b>19 The world of work</b><br>page 108                                    | Work tasks, e.g. <i>arrange, calculate</i>              | Work experience<br><b>Word profile order</b>                       | Different types of clause                     | as and <i>like</i>  |
| <b>20 Making plans</b><br>page 112   | Hopes and dreams, e.g. <i>achieve, choose</i>           | Bonnie's snowboard success<br><b>Word profile place</b>            | Verbs with two objects                        | Phrasal verbs,<br>e.g. <i>believe in, go for</i>                    |
| <b>ICT</b> Internet safety page 116  |   | <b>Review 5</b> Units 17–20 page 118                               | <b>Exam profiles</b> 1–5 page 120             | <b>Pairwork</b> page 130  |

| WRITING   | LISTENING AND SPEAKING   | EXAM TASKS  | VIDEO               |
|---|--|---|---------------------|
| A story (2)                                       |  | Writing part 3  | Off to school       |
|   | <b>Listening</b> Announcements<br><b>Speaking</b> Talking about homes, family and school<br>Answering questions (2)          | Listening part 3<br>Speaking part 1                   |                     |
| An online review                                  |  | Reading part 3  | Perfect or real?    |
|   | <b>Listening</b> Choices and decisions<br><b>Speaking</b> Discussing options (2)<br>Suggestions and decisions                | Reading part 4<br>Listening part 1<br>Speaking part 2 |                     |
| An informal letter or email (2)                   |  | Writing part 3  |                     |
|   | <b>Listening</b> Discussing a film<br><b>Speaking</b> Describing a picture (2)<br>Describing what you can see                | Listening part 4<br>Speaking part 3                   | Let's film that!    |
| A short message (2)<br>Phrases for short messages |  | Reading part 1<br>Writing part 2                      | Getting the message |
|   | <b>Listening</b> An interview with a journalist<br><b>Speaking</b> Discussing a topic (2)<br>Keeping the conversation going  | Listening part 2<br>Speaking part 4                   | The celebs          |
| An informal letter or email (3)                   |  | Reading part 2<br>Writing part 3                      |                     |
|   | <b>Listening</b> Friends talk about their achievements<br><b>Speaking</b> Discussing options (3)<br>Agreeing and disagreeing | Speaking part 2                                       |                     |

Word profiles page 132

Vocabulary list page 138

Grammar reference page 145

List of irregular verbs page 165