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# Cambridge English



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# Prepare!

TEACHER'S BOOK

Level 6

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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.

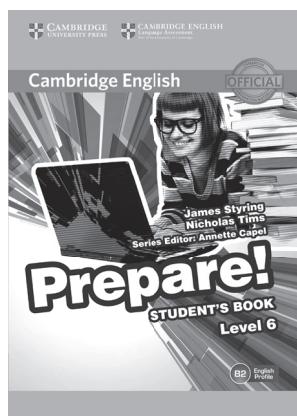
*Prepare!* is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

## 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.

Level 3, Level 5 and Level 7 have five exam lessons. These pages give detailed information about the parts of the exam, as well as a clear guide on how to approach the task provided. These lessons also include useful tips and activities to familiarise students with exam tasks and to ensure they know exactly what to expect on exam day.

The tasks can be used as focused exam training after the main lesson has been done, or alternatively towards the end of the year when students want 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](http://www.englishprofile.org)



## The Cambridge Learner Corpus

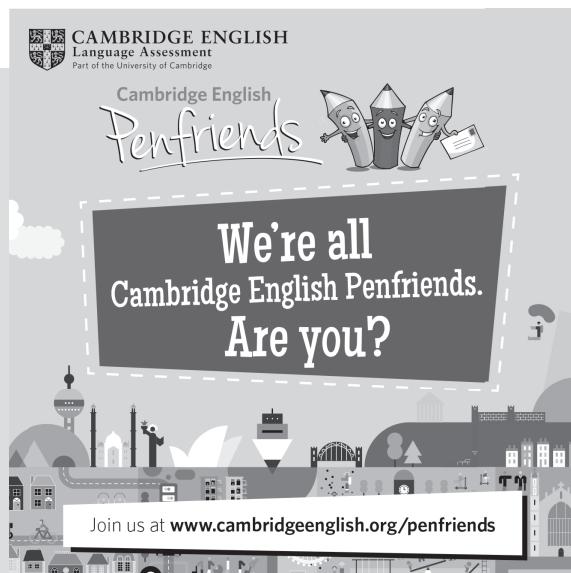
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbooks of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly 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. The accompanying audio is provided as downloadable MP3 files and is available from [www.cambridge.org/PrepareAudio](http://www.cambridge.org/PrepareAudio)

**20 Places to hang out**

**VOCABULARY** Places and feelings

1 Match the words from the box to the descriptions.

**Glossary** **convenience** something that makes life easier; **shelter** a roof or wall that protects you from bad weather; **relaxed** not worried or nervous; **atmosphere** the way that a place makes you feel.

1 This is a small modern building that you find in the mountains, for example.  
2 This is anywhere you can go to escape from the rain, for example while you're waiting for a bus.  
3 This is a very hard material used in building. It is strong and able to support lots of weight.  
4 This is a room where you can sit and relax, for example in a shop or in a cinema.  
5 You use this for making clothes, sheets, curtains and so on.  
6 This is a place where you can go to have a break from work.

2 Complete the beat words in the box.

**buzzing** **deserted** **magical** **passionate** **quiet** **warm**

1 I'm not at all happy with the game of tennis I just played. I'm feeling .....  
2 Somebody just said something very strange to me. It was a ..... thing to say.  
3 The shop was ..... because it was about to close.  
4 Dan feels ..... about his favourite football team. He's ..... about them.  
5 When you're a child, the world can seem beautiful and exciting. It's a ..... time.  
6 In the evenings, there's ..... time when we eat out in America. It's a ..... atmosphere.

3 Choose the correct answers.

READING

1 Quickly read the text about teenagers and shopping malls. Choose the best title.

a The perfect teen hangout b A revolution in shopping c The problem of teens in shopping malls

2 Quickly read the text again and underline the main ideas.

1 The author thinks teenagers are ..... going to places.  
a by clothes  
b to hang out with their family  
c to meet their friends.  
d to work.  
2 Young teenagers hang out in shopping malls more than older teens because.....  
a they like to go there.  
b they have nowhere else to go.  
c they have free time.  
d they have less free time.  
3 What does the psychology professor think about teens' hangout behaviour?  
a concerned that it is slowing their development  
b worried that they are not learning enough about society  
c happy that there is a safe place for them to go  
d optimistic about the academic benefits

4 What is the author's source of information?  
a the freedom from adult control  
b the need to be part of a group  
c the safety of the environment  
d the availability of good shops

**Amy & Blog**

**Photo 2 Open**

**The role of the mall in teen life**

I went to the mall at the weekend and started to think about what it means for us... You know what it's like. You ask your mum to drive you down to the shopping mall: 'We can do some shopping together!' And you're thinking, 'I don't want to go to the mall!'. But then you get there and you're like, 'It's not so bad.' I mean, I've been there before, because she knows I'm fairly responsible. If you tell me that you and your friends are going to the mall, I'm like, 'That sounds nice.' If you're well behaved, nobody will mind you hanging around the place much!'

Teenagers go to the mall for lots of different reasons. Some teenagers go there to hang out with their friends. Some teenagers go there to go shopping. And some teenagers go there to socialise. Shopping malls are very popular with teenagers. They are very popular with teenagers because they are safe spaces. They are also very popular with teenagers because they are a shopping mall is a safe place to meet, to talk, and to deal with the complicated issues of getting along with other people.

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She's right. I don't need any money to go to the shopping mall. I can just go there with my friends and have fun. I can buy things for myself, but I can also buy things for my friends. It costs money – and, as you can imagine, money's really expensive for kids to get. My mother doesn't really care too much about me, I ignore you!

**Word grid 20**

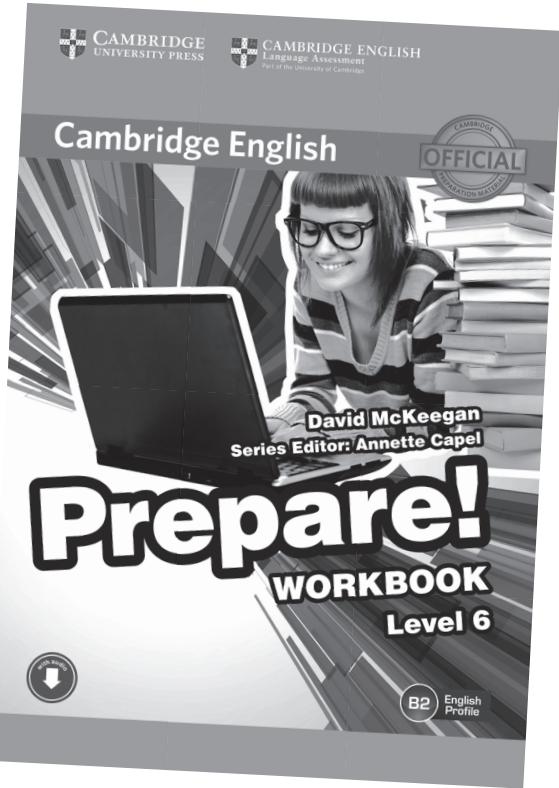
Complete the sentences with the words in the box.

**damage** **good** **hang up** **without**

1 It's still you! ... if you aren't careful.  
2 I'm going to do ... my bedroom with the money I got from working this summer.  
3 ... I have nothing to do with my life. I'm bored.  
4 You can complain if you want, but I won't do any ...  
5 You're going to help with the school play, aren't you? We can't do ... without you!  
6 I did some really bad ... to my bike when I left the house.

**Photo 1 Open**

**Photo 2 Open**



## Online workbook

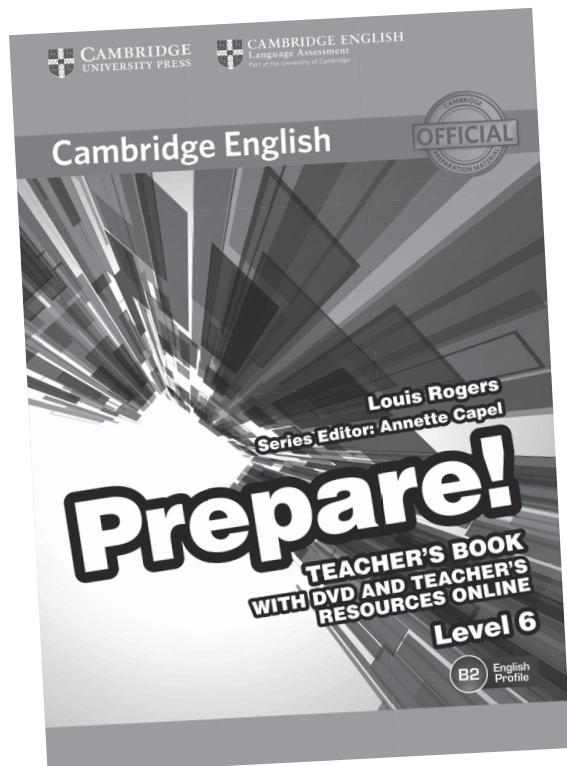
The **Prepare!** online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

## 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.

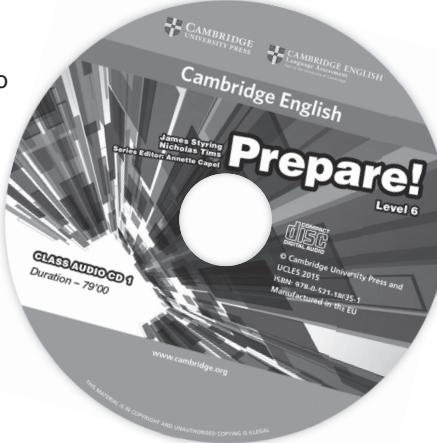
The **DVD** includes 10 video extra films.



## 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](http://www.cambridge.org/prepareresources)

**Corpus tasks**

**UNIT 5 Relative clauses**

① Cross out the wrong words in each sentence. Write the correct words.

1 Now when I have a computer at home, by buying a lot of programs, I can see how the hardware will look in my new computer.

2 The aero which it is situated is quite central.

3 Because of a girl which could keep this secret, the teacher had to change the exam.

4 Suddenly you have a lot of friends how don't know who we are.

5 I wanted to visit your restaurant, that was not possible because it was closed.

6 We made a promise which we were going to keep in touch.

**UNIT 6 Present perfect and past simple**

② Underline the correct words in each sentence.

1 My grandfather only ever gather / ate the things they could eat or he doesn't eat, and the things that he turned to eat.

2 A indoor dish with the most delicious supper / ever have / ever eaten.

3 I have already made an arrangement / plan / to go to the beach, just because I already made / have / have ever eaten.

4 We have gone / went three hours less when we arrived / arrived last week.

5 We work everywhere. I'll not / I'll never forget that marvelous beach we've gone / went to. Even in my dream I haven't seen that beach.

6 We yet / did have some things to think about.

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**Progress test 4 (Units 7 and 8)**

**GRAMMAR**

1 Choose the correct answer: a, b, c or d.

1 I might ..... to see you tomorrow.  
a can      b must      c am able      d be able  
2 I'm not sure yet, but ..... , we're going to Paul's party.  
a probably    b definitely    c certainly    d usually  
3 According to the news, when ..... , there will be a car.  
a does      b will      c do      d might  
4 I'm so excited yesterday ..... , get tickets for the Wimbledon men's final.  
a has      b had      c have      d had  
5 Clare ..... to have a gap year after she finishes school.  
a is going    b was going    c is a    d might  
6 I'm trying you ..... what's on the menu, only you know.  
a enjoy      b are showing    c trying    d could enjoy

2 Complete the text with one suitable word in each gap.

(1) ..... , read before I went to school and I was (2) ..... , to write quite well by the time I was 7. I've always wanted to be a published author and I enjoy writing stories for my family and friends. I've never written anything else, but I (4) ..... to change my mind and do something else instead. I've still got time to decide but one thing for sure I'm (5) ..... to make it and one day my first novel (6) ..... be on Amazon!

**VOCABULARY**

3 Complete the sentences with one suitable word in each gap.

1 I've always been interested ..... geography.  
a star    b science    c a star    d history  
2 I was furiously ..... when I left for my holiday without asking.  
a angry    b angry    c angry    d angry  
3 Don't worry, they don't have to eat a lot. We'll see you ..... the airport.  
a much    b a lot    c a lot    d hold  
4 I'm afraid you can't check ..... until two hours before your flight.  
a in    b into    c off    d out  
5 I've never been motivated ..... money.  
a in    b for    c to    d with  
6 As soon as I ..... , I'll go to bed.  
a sleep    b sleep    c only    d best

Total \_\_\_\_\_

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**Pronunciation**

**UNIT 7**  
Instruction and prepositional relative clauses

① Read the sentences in your book. Which sentences have a pause in them? Does the intonation go up or down at the end? Listen and check.

1 People who play for hours on end can have problems, especially when they're playing video games.

2 We all like playing video games that you can get from playing video games.

3 Fitness games, which are very popular, allow you to play sports activities.

4 People like sports games that are often available to them in real life.

5 It takes you from getting enough exercise, which is important for health.

6 Some players can begin to prefer their "virtual" lives, where they are always in control.

**UNIT 6**  
Weak and strong forms in present perfect

② Circle the weak forms /ɪ/ or /ə/ and the strong forms /aɪ/ or /əʊ/. Then listen and check. When is the /ə/ or /əʊ/ sound said?

1 Since my Janice never made more than 20 cooking programmes.

2 A Has he written any cookbooks?  
b He's written lots.

3 I'm really keen ..... historical fiction.

4 This story's a bit like ..... children's adult S and up.

5 I'm not a big fan of ..... me for borrowing her new jeans.

6 My brother is addicted ..... playing video games.

7 I got annoyed ..... people playing music on their phones.

**UNIT 8**  
Minimal pairs /ɪ/ and /dʒ/

③ Listen and tick (✓) the sounds you hear in the words.

1 chail out	/ɪ/ <input type="checkbox"/>
2 jingle	/ɪ/ <input type="checkbox"/>
3 charge	/ɪ/ <input type="checkbox"/>
4 angry	/ɪ/ <input type="checkbox"/>
5 jet ski	/ɪ/ <input type="checkbox"/>
6 November	/ɪ/ <input type="checkbox"/>

**Video extra Unit 8**

**Dream holidays**

1 Work with a partner. Look at the two dream destinations below. Where do you think they are and what do you think the students want to do there? Make a list.

Dream destination?  
(1) .....  
Why? To join in the big carnival

Dream destination?  
(2) .....  
Why? To go to the pyramids

2 Watch the first part of the film and tick (✓) the things on your list that the students mention. Add any additional ones to your list.

3 Watch with a partner. Complete the profiles with information from the film. Then watch the first part again and check your answers.

Dream destination?  
(3) .....  
Why? To go to the big carnival

Dream destination?  
(4) .....  
Why? To go to the pyramids

Dream destination?  
(5) .....  
Why? To go to the pyramids

Dream destination?  
(6) .....  
Why? Drive across the USA

4 Watch the last part of the film. Tick (✓) the things that the students talk about in answer to the question, What can you learn from travelling to other countries?

1 be in a different climate   
2 experience different ways of life   
3 learn about the political system of the country   
4 learn about different cultures   
5 learn about the film industry   
6 meet new people   
7 see different kinds of places   
8 see all the new fashions and trends   
9 speak another language   
10 try different food

## 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.

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7

# **Student's Book overview**

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

**VOCABULARY** Education: phrasal verbs

**Your profile**  
What are your aims and ambitions at school this year?  
Which subjects do you like the most?

**1** Look at the phrasal verbs in the quiz. Match them to the meanings below.

**BACK-2-SCHOOL**

Are you the type of person who's little else changes, and new opportunity? Or do you take a more independent, chilled-out approach to life?

Do our quiz and find out!

**Q** say the words of a text loud **read out**  
**1** remain in a place when others leave it **stay behind**  
**2** give someone a gift or present **give away**  
**3** distribute something to a number of people **hand out**  
**4** do something because you like it **enjoy**  
**5** go somewhere with a teacher **go along**  
**6** decide to do something later **postpone**

**2** **O** Listen to Ryan and Mike talking about the quiz. Answer the questions.


1 Where first day of school ever difficult?  
 2 Who's been to school the longest?  
 3 What is Ryan and Mike relationship?

**3** **O** Listen again. Note down Ryan and Mike's answers to the following questions:  
 1 Ryan: Mi... Ma.  
 2 Do the quiz. Compare your answers in pairs.  
 5 Turn to page 120 and check your results. Who feels optimistic / negative about the new year? Why?

**7** **O** It's the start of the school year. You have a choice of what you want to do with the next holiday. **had optimism** – you think you'll get a well deserved break this year.

**8** **O** Your teacher wants lots of information about an exam. **gather details** – you can either write down all the information in one place or copy it straight onto a sheet of paper. **put together** – you can either write down all the information in one place or copy it straight onto a sheet of paper.

**9** **O** You're a **potter**, making people join the school band. **recruit** – you know you won't get everyone to join, so you have to be **persuasive**. **persuade** – it's to get someone to do something. **convince** – it's to have with someone personal information. **introduce**:  
 a promise and promise you'll believe it is true.  
**10** **O** Your teacher gives out information about clubs and societies. **inform**:  
 a) you can join or not join after school activities.  
 b) you can't join or not join anything.  
 c) you never join anything.  
**11** **O** At the right time – you need to think this.  
**12** **O** There's plenty of time later in the week to do this.

**7** **O** Classmate analysis of the end of term:  
 a) make progress  
 b) write something so you remember it  
 c) make a poster  
 d) have a class discussion  
 e) have a group or team  
 f) try to get or achieve something  
 g) have a light sleep

**8** **O** Classmate analysis of the end of term:  
 a) make progress  
 b) write something so you remember it  
 c) make a poster  
 d) have a class discussion  
 e) have a group or team  
 f) try to get or achieve something  
 g) have a light sleep

**READING**

**1** **O** Listen to the introduction. What is 'enrichment'?

**2** Read the whole text and answer the questions.

Whose enrichment choices  
 a) are focused on future studies?  
 b) are focused on past studies?  
 c) could have a global impact?  
 d) are aimed at the local area?

**3** Match the questions to gaps a–d in the text.

1 Did you do it last year?  
 2 What's the best group spot?  
 3 What enrichment activities did you do last year?  
 4 Were you involved with the same group last year?  
 5 Who do you help?  
 6 Who do you help?

**4** Discuss your ideal enrichment activities in pairs.

**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

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

<b>GRAMMAR</b> Third conditional <b>1</b> Read the examples and answer the questions. 1. <i>Phiona wouldn't have gone there if she hadn't been invited.</i> 2. <i>If the family had moved to Somalia, they could never have seen the pyramids.</i> 3. <i>Did you go to the chess club?</i> 4. <i>Was she very hungry?</i> 5. <i>What would you do in Somalia?</i> 6. <i>Was it safe in Somalia?</i> <b>2</b> Complete the rules with the words in the box. <div style="border: 1px solid black; padding: 5px; display: inline-block;">         could have / must / perfect / would     </div> <p>We use the third conditional to talk about the imagined results of past situations or actions.</p> <ol style="list-style-type: none"> <li><i>We use <b>could have</b> + past verb → could have + past verb</i></li> <li><i>or <b>we can also use the modal verbs</b> → could + past verb → could have + past participle.</i></li> </ol> <p>→ Grammar reference page 105</p> <b>3</b> Listen to the story and answer the questions. 1. I hadn't got my phone. 2. If you had stayed for a coffee, you would have met your old friend. 3. If you had invited me to the party, these people would have come. 4. If we had moved to another town, we might have found better friends. 5. might have regrown their hair. 6. would have missed the bus. 7. would have been in one place. 8. could have been over 100 people. <b>4</b> Complete the third conditional sentences with the correct form of the verbs in brackets. <ol style="list-style-type: none"> <li>I <b>wouldn't</b> have known how difficult the course was.</li> <li>I <b>shouldn't</b> have chosen a different university.</li> <li>If <b>you</b> <b>hadn't</b> come to the party at the weekend, he <b>wouldn't</b> have known you from <b>far</b>.</li> <li>You <b>couldn't</b> <b>have</b> <b>been</b> <b>too</b> <b>bored</b>. → You <b>hadn't</b> <b>been</b> <b>bored</b>.</li> <li>The team <b>shouldn't</b> <b>have</b> <b>lost</b> <b>the</b> <b>final</b> <b>if</b> <b>they</b> <b>hadn't</b> <b>missed</b> <b>a</b> <b>penalty</b>.</li> <li>If Jerry <b>hadn't</b> <b>got</b> <b>to</b> <b>work</b> <b>earlier</b>, I <b>wouldn't</b> <b>have</b> <b>met</b> <b>him</b>.</li> <li>Everyone <b>shouldn't</b> <b>have</b> <b>left</b> <b>London</b> <b>without</b> <b>taking</b> <b>an</b> <b>umbrella</b>.</li> </ol> <p>→ Corpus challenge</p> <p>Find and correct the mistakes in each of the following sentences.</p> <ol style="list-style-type: none"> <li>It wouldn't have been arriving if we had to leave.</li> <li>I hope you have learned more of these words. Have been faster people.</li> </ol>	1 2 3 4 5 6
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**Video** interviews with teenagers show target language being used in authentic situations

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

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

**practice is**

**the section at**

**students'**

**the**

**meaningful**

**provide**

**uses for**

**GRAMMAR Past horse review**

1 I **saw** the examples to the rules.  
2 He **fixed** the bicycle yesterday.  
3 The next day, I **was riding** my bike down a hill.  
4 Once I **reached** the bottom of the hill, I **hit** out hard and fell.  
5 A **few** days later, we **were** staying at a ranch during break.  
6 I **met** my new horse, **Andy**, and **got** to ride him.  
7 I **had** to **feed** him water and **clean** his stable.

**Use the past simple:**

a) **use** for actions in the past.  
b) **use** for states in the past.  
**Use the past continuous:**

c) **use** for actions in the past.  
d) **to talk about events that happened over a period of time.**  
When you **were** doing something, you **were** doing it for a long time.  
When you **had** done something, you **had** done it before another event happened.  
e) **use** about past habits.  
f) **use** the past perfect!  
I **had** just **eaten** when I **realized** that I **had** forgotten my **umbrella**.

**► Grammar references page 140**

**2 Read the text and choose the correct verb forms.**

Both Andy Murray and his brother Jamie **were** / **had been** good at tennis from a young age, but when they **were** / **had been** playing together, they **hit** / **were hitting** each other. Jamie **is** / **was** always winning and **had** / **was** really good at tennis. In the tournament for under 12s, Andy **finally** / **had** won a medal. He **was** / **had been** really pleased. He **was playing** / **played** tennis every day, but he **never** / **had never** won a game. When he **got** / **had got** to move house from the match that he **had** / **was** playing, he **missed** / **had missed** his tennis players and Andy **is** / **was** one of the best in the world. However, he **will** / **had** still be a star with his finger from that **light**!

**3 Complete the verbs.**

One day, **I** **was** **driving** to work when **I** **noticed** a **dog** **running** in the **middle** **of** **the** **road**. **I** **had** **to** **stop** **my** **car** **quickly**. **I** **had** **been** **driving** **carefully** because **I** **had** **been** **thinking** **about** **work**. **Then**, **I** **realized** **I** **had** **been** **driving** **carelessly** because **I** **had** **been** **thinking** **about** **my** **hobbies**. **Once** **I** **had** **realized** **I** **had** **been** **driving** **carelessly**, **I** **had** **been** **driving** **carefully** again. **That** **was** **the** **end** **of** **my** **problem**.

**► Curse words page 140**

**VOCABULARY**

**1 Read the headings.**

**10 Picture words**

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**WRITING** An apology email

1 Discuss the situation

- What was the last thing you apologized for?
- Who did you apologize to? Did all they react?

2 Read the emails. How do you think Calie knows Past Tense? What is Calie going to say?

**Emails**

From: Calie To: Paul Text

Hi Mr. Text,

I'm emailing to apologize for drawing your community center logo on my shirt. It was my fault and you shouldn't blame me.

I was trying to reach the top of the hill when I saw a group of people. They were arts books up there. It was a cold day. I was worried so I tried to be careful, but I didn't notice where I was walking. I slipped and fell. I was able to stop a few seconds before, but you're right. I'm sorry.

\* Spots the damage to the camera's my fault. I'll probably pay you back for the repair. My parents have agreed to lend me the money.

\* Once again, I'm very sorry Mr. Text. This will never happen again.

Calie

From: Paul Text To: Calie

Prom, I'm sorry. I respect you.

I thought I was doing the right thing. I probably wrote you an apology email to my son's teacher because I wanted him to be good. But I was wrong. You and Mr. Hod don't like me. I'm sure you were both lucky that I didn't break your phone.

I hope you can come over, but don't worry about me owing them again or anything. I'll pay them these days. I had a birthday party recently and I respect it. I see you're still here. I hope you're well.

Paul Text

3 Read the Prepare box. Then match functions a-to-e with a paragraph 1-6 of Calie's email.

**Prepare to write -道歉信的构成要素**

在一篇道歉信中，  
• 组织你的信件以 paragraphs。  
• 为你的道歉信提供一个主题句。  
• 做一个offer to 澄清误会。  
• 使用道歉语句来解释原因  
• 为你的道歉信提供一个结束语，etc.

a 完成并发送给你的老师或家长。

b 在道歉信中表达你的歉意。

c 为所发生的事情道歉。

d 表达你对发生事情的反应。

e 为你的道歉信提供一个结束语。

4 Look at the highlighted phrases for explaining reasons in the brackets. What type of word do we use after **Because of**?

5 Reading the sentences to give reasons. Use the words in the box.

a I decided to buy a new car because I wanted to travel more.

b As it was getting late, I decided not to drive home. (because)

c The traffic was terrible. I was an hour late. (because of)

d We can't come tomorrow. The reason is we will be (because)

e The service was slow. So they gave us a free dessert. (because)

6 You are going to write an email to apologize for something you did at school or at a friend's house. You will need to include a subject and make notes.

• Who is your email to?  
• What happened?  
• Why did it happen?  
• Who can help you fix it?  
• How are you offering to make the situation better?  
• Is there an apology email?  
• Where is the envelope in the Prepositional box.  
• Who is the envelope for?  
• Does your name appear on the envelope?  
• Does your name and spelling.

7 Give your email to another student and write a short reply.

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

# Chemistry

## Fossil fuels

**1** Read the text. What are fossil fuels? Why is burning them bad for the environment?

### Fossil fuels

Fossil fuels like coal, oil and natural gas, are called hydrocarbons because they contain hydrogen and carbon atoms. We can burn these hydrocarbons to produce heat and energy. However, we must be careful. Fossil fuel supplies are limited and will run out one day, so we must manage them responsibly. Secondly, fossil fuels cause pollution and damage the environment.

#### How they formed

Fossil fuels are remains of plants or animals that lived and died a long time ago. Layers of mud and sand covered these plant and animal remains and, over millions of years, turned them into fossil fuels. At the same time, the plant and animal material sank between the layers of rock.

#### How we extract and use them

We can extract hydrocarbons from the ground in several ways. Coal is mined from underground. It is brought to the surface on the Earth's surface. When we have extracted the coal, we can burn it as a source of heat or use it to generate electricity. Oil is drilled from the ground. We can dig deep into the ground, so that it rises to the surface or be pumped out. After extracting oil, we can refine it to make many products such as petrol, diesel and other products. Similarly, we can process natural gas and use it as a fuel for homes and industry.

#### Environmental concerns

Using hydrocarbons has a number of serious effects on the natural environment.

When hydrocarbons burn, they react with oxygen in the air to produce water and carbon dioxide:

$$\text{C}_6\text{H}_{12} + 9 \text{O}_2 \rightarrow 6 \text{CO}_2 + 6 \text{H}_2\text{O}$$

This carbon dioxide contributes to the greenhouse effect and climate change. Burning hydrocarbons produces other toxic chemicals that are dangerous for our health.

Chemicals in the air react with water in the air and lead to acid rain. This can damage plants and the soil.

Digging for oil and gas can damage the land and damage plant and animal life.

When oil is transported around the world, there is a danger that it will spill. The pollution it causes can harm birds and animals.

#### Glossary

depth → to make a deeper hole in something

refine → to make something better or cleaner

greenhouse effect → an increase in Earth's temperature caused by CO<sub>2</sub> and other greenhouse gases

**2** Complete the sentences with words from the box.

carbon	carbon dioxide	climate change	energy	fossil fuels	pollution
--------	----------------	----------------	--------	--------------	-----------

- Coal, oil and natural gas are ...
- We use fossil fuels to provide ..... for homes and businesses.
- Fossil fuels are hydrocarbons, which means that they contain hydrogen and ...
- Too much carbon dioxide in the air can cause .....
- Hydrocarbons produce other toxic chemicals when they burn, which cause .....

**3** Listen in part A. Explain how the use of fossil fuels causes:

- desertification of the landscape
- damage to the soil
- damage to our health
- harm to other animals

**4** Listen to a radio programme about alternative energy. Number the topics in the order that you hear them.

- Renewable power
- Solar power
- Wind power

**5** Listen again. Are the sentences true or false?

- About 81% of our energy comes from renewable sources.
- Wind turbines are very noisy.
- Wind turbines can be located on land or off-shore.
- Hydroelectric turbines are only installed in rivers.
- Burning wood is an example of biofuel technology.

#### Project

Find information about one form of alternative energy. Make a poster. You need to include 4 or 5 points of information about the energy. Then answer the questions below and write a report on it.

- What type of energy is it?
- How does it work?
- What are the advantages of this energy?
- Does it have any important disadvantages?
- Can this energy solve all our energy problems?
- Could you use this alternative energy at home?

94 Chemistry

Fossil fuels

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 5**

**Units 17-20**

### VOCABULARY

**1 Complete the sentences with the correct nouns.**

bravery commitment inspiration  
motivation potential spirit

1 Our players always show great **teamwork** – even when they lose.

2 The teenager was awarded a medal for his **achievements** in running the child.

3 Exceptional **musicians** often reach their full potential at a young age.

4 Many 19th-century artists **discovered** their individual style.

5 How can teachers increase their students' **motivation** to do well?

6 **Admission** to the play was free, so it became a success.

**2 Complete the text with suitable crime words.**  
The first letter of each word is given.

**Failed to** **lie** **in** Florida

In Florida, USA, it's **illegal** to **enter** into a bank hoping to **steal** some money. He gave his **handwritten** note to a bank employee, informing her that he was a bank **robber**. She **believed** him and **paid** him over \$100,000. But she refused to give him anything so the man left with nothing. Unfortunately for him, she also left his **notebook** behind. He had written down his **plan** to **steal** his identity. It was written on the back of a job application containing his personal details. Police also found the **notebook** on the note he had brought a **few** days earlier. He was **arrested** and **sentenced** to **six** months in prison.

**3 Make compound adjectives using a word from each box, and use them to complete the phrases.**

a **cost** b **eye** c **heart** d **life** e **record** f **time**

g **breaking** h **catching** i **consuming**  
j **destroying** k **threatening** l **warming**

1 your **disease**  
2 your **designer** outfit  
3 her **Other** run  
4 a **story** of romance  
5 a **hobby**  
6 several **measures**

**4 Use the prefixes in the box to make negative adjectives related to the nouns below.**

dis- im- in- un-

1 possibility      5 popularity  
2 honesty      6 accuracy  
3 kindness      7 politeness  
4 organization      8 experience

**5 Complete the sentences with the correct form of present verbs with get.**

1 I really hope I **can get** my first choice of university.  
2 The **team** **haven't** **scored** any goals before they **have** caught.  
3 My cousin **never** **has** **had** any revision and did badly **because** he **was** **too** **busy** **to** **do** it.  
4 I **was** **hoping** to **get** sports practice and go home early.  
5 The gallery **managed** to **get** several paintings that **had** **been** **stolen**.  
6 Have you **ever** **had** all your school exams **ok**?

**6 Match the adjectives to the definitions. There are two adjectives you don't need.**

adhesive bizarre classic complex  
impressive massive massive unique

1 very strange      4 made in a traditional way  
2 difficult to understand      5 extremely big  
3 the only one of its kind      6 extremely big

**GRAMMAR**

**7 Choose the correct modal verbs.**

1 Jude **could** / **must** be well this weekend.  
2 That **answer** **mustn't** / **can't** be correct.  
3 You **should** / **must** **try** to shut your door.  
4 **Couldn't** / **Can't** you **please** catch a bus home?  
5 The boys **may** / **can** have **brought** the new house themselves.  
6 I **might** / **must** have taken you long to do that!

**8 Complete the sentences with the correct form of the verbs.**

1 I **wish** I **had** **been** (you) were going into town.  
2 Why **aren't** you **feeling** better? You were free yesterday.  
3 Peter **handed** his **homework** in **before** I **had** **left** the park.  
4 If only we **had** **told** (about) this **before** we **left** earlier.  
5 Do you **ever** wish you **had** **known** (the boy) in a different class?

6 I **missed** my station last night – if only I **hadn't** **asleep**!

**9 Rewrite the sentences using the third conditional.**

1 The window was open, so the burglar got into the apartment. If the window **hadn't** **been** open, the burglar **wouldn't** **have** got into the apartment.

2 Sally spent too much time on the first question, so she didn't finish the test. If Sally **hadn't** **spent** so much time on the first question, she **would** **have** finished the test.

3 I bought a leather jacket last month, so I haven't got any money now. If I **hadn't** **bought** the jacket, I **would** **have** got some money now.

4 Ben forgot his sports bag, so he couldn't play football. If Ben **hadn't** **forgotten** his sports bag, he **would** **have** been able to play football.

5 It was raining, so we couldn't hang out in the park. If it **hadn't** **rained**, we **would** **have** hung out in the park.

6 I don't know about the competition, so I **didn't** apply. If I **had** **applied**, I **would** **have** known about the competition.

**10 Complete the sentences with the -ing form of the verbs in the box.**

find begin miss visit win

1 I hate **art** galleries with my parents.  
2 On **our** out the truth. Elle blamed her sister.  
3 The **prize** was the best thing that had ever happened to me.  
4 I don't mind **the** first band tonight. They're not bad.  
5 **Her** new secret was different for Jo.  
6 Fergie is interested in **documentary**.

**Comprehension**

**11 Read the text. Answer the questions without mistakes. Correct the mistakes in the other sentences.**

1 I think it can be a good idea.  
2 This is not true!  
3 We would get there quicker if we had taken the plane.  
4 If you had come with us, you would have had a good time.  
5 He might had a good time because he looks happy.  
6 I am surprised to see you here.  
7 Thank you for calling me yesterday.  
8 Sometimes, go to school can be difficult because of the traffic.

**12 Read the text and decide which answer (A, B, C or D) best fits each gap.**



Designed by the architect Renzo Piano, the Shard became the tallest building in Europe when construction (B) was completed in 2012. There are 87 storeys in (1) and these viewing areas high above the City of London are (2) for a meal or for an evening tea. The main building (3) is a glass cube and glass, with 11,000 individual (4) of glass placed in the best position to (5) the sunlight and the sky. This clever use of the appearance of the Shard is very according to the weather and the season.

Several people have (7) to attempt to climb the Shard, including a few brave German volunteers, all experienced climbers. After a year or two-hour climb, the women arrested by police, who claimed they had (8) a crime in being on the property without permission.

A work	B task	C job	D duty
A amount	B number	C total	D quantity
A available	B accessible	C obtainable	D visible
A materials	B masters	C stones	D casts
A kilos	B layers	C sheets	D bars
A climbing	B climbing	C climbing	D climbing
A creates	B produces	C grows	D blinks
A taken	B done	C kept	D happens
A invited	B committed	C performed	D engaged

Grammar activities target and revise typical errors made at the students' level

**Answers to quiz on page 9**

- Answers to quizz on page 3

UNIT	VOCABULARY 1	READING	GRAMMAR
1 New year, new challenge page 10	Education: phrasal verbs, e.g. <i>break up, stay behind</i>	Sixth Form stories <b>Word profile use</b>	Question forms Subject and object questions
2 Live music page 14	Music, e.g. <i>the charts, performance</i>	Music requests: riders <b>Word profile on</b>	Present tense review
<b>Culture</b> Education page 18			
3 Family matters page 20	Verbs of communication, e.g. <i>confess, warn</i>	Brothers and sisters <b>Word profile once</b>	Past tense review
4 Forces of nature page 24	Natural disasters: verbs, e.g. <i>collapse, knock over</i>	Asteroid attack <b>Word profile term</b>	Making comparisons
<b>Geography</b> Climate zones page 28			
5 Virtual action page 32	Video games: verbs, e.g. <i>chase, reverse</i>	Video games <b>Word profile catch</b>	Relative clauses
6 Creative eating page 36	Food and drink: phrasal verbs, e.g. <i>eat out, go off</i>	Stefan Gates: food adventurer! <b>Word profile live</b>	Present perfect and past simple
<b>Culture</b> Typical food page 40			
7 Teen fiction page 42	Fiction: adjectives and nouns, e.g. <i>moving tale, predictable plot</i>	Malorie Blackman: children's laureate <b>Word profile story</b>	Modals: ability, possibility and <i>managed to</i>
8 Getting away from it all page 46	Holidays, e.g. <i>get a tan, wander around</i>	Pack and GO! <b>Word profile last</b>	Future (1): plans and intentions
<b>Language</b> Travel writing page 50			
9 Spend or save? page 54	Money, e.g. <i>budget, cashpoint</i>	Money matters <b>Word profile account</b>	Future (2): predictions
10 Give me a hand page 58	Household tasks, e.g. <i>load the dishwasher, wipe the surfaces</i>	Chores: it's a family affair <b>Word profile hand</b>	The passive
<b>Culture</b> Saving money page 62			

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Education: <i>-ion</i> nouns, e.g. <i>application, education</i>	A profile of a person Punctuation		
Verbs + infinitive / <i>-ing</i> with a change in meaning, e.g. <i>remember, forget</i>		<b>Listening</b> Favourite music <b>Speaking</b> Describing a favourite song	Live music
Phrasal verbs: relationships, e.g. <i>pick on, fall out</i>	An apology email		
too, so and such		<b>Listening</b> Sinkholes <b>Speaking</b> Discussing options	Extreme weather
Nouns: <i>-ness</i> and <i>-ment</i> , e.g. <i>arrangement, weakness</i>	A review		
Forming adverbs		<b>Listening</b> Teenage Top Chef <b>Speaking</b> Asking for and giving advice Making recommendations	Weird food
Adjective + preposition, e.g. <i>disappointed in, furious with</i>	A story		
Phrasal verbs: travel, e.g. <i>look around, stop over</i>		<b>Listening</b> Working holidays <b>Speaking</b> Discussing a problem Making suggestions	Dream holidays
a / the number of	An article (1)		Money
make, let and be allowed to		<b>Listening</b> The Internet of Things <b>Speaking</b> Asking for and giving permission	

UNIT	VOCABULARY 1	READING	GRAMMAR
<b>11 The digital age</b> Page 64	Technological advances, e.g. <i>interactive whiteboard, virtual classroom</i>	<i>Want it? Need it? Print it!</i> <b>Word profile end</b>	Present perfect continuous
<b>12 My circle of friends</b> page 68	Personality adjectives, e.g. <i>bad-tempered, thoughtful</i>	Friends – how many is too many? <b>Word profile touch</b>	Zero and first conditionals
ICT App design page 72		<b>Review 3</b> Units 9–12 page 74	
<b>13 Sports stars</b> page 76	Nouns in reporting, e.g. <i>confession, rumour</i>	Making the transition to professional sports person <b>Word profile shape</b>	Reported statements
<b>14 Accident and emergency</b> page 80	Accidents and emergencies, e.g. <i>bump your head, pass out</i>	It's an emergency! Or is it? <b>Word profile call</b>	Reported questions and requests
Culture Emergency services page 84			
<b>15 Telling the truth</b> page 86	Facial expressions, e.g. <i>blush, stare at someone</i>	The truth about lying <b>Word profile matter</b>	<i>have/get something done; get someone to do something</i>
<b>16 Who cares?</b> page 90	Climate change, e.g. <i>conservation, wind farms</i>	Fact or fiction? <b>Word profile set</b>	Second conditional: <i>would, could and might</i> <i>I wish and if only</i>
Chemistry Fossil fuels page 94		<b>Review 4</b> Units 13–16 page 96	
<b>17 Art is fun!</b> page 98	Adjectives describing art, e.g. <i>abstract, impressive</i>	Art installations <b>Word profile scale</b>	Modals of deduction: present
<b>18 Challenging fate</b> page 102	Nouns: personal qualities, e.g. <i>bravery, honesty</i>	Tales of courage: four stories of teenage success <b>Word profile face</b>	Third conditional <i>wish + past perfect</i>
Culture Iconic designs page 106			
<b>19 Against the law</b> page 108	Crime and criminals, e.g. <i>court, victim</i>	We asked the police to arrest our son <b>Word profile back</b>	Modals of deduction: past
<b>20 Places to hang out</b> page 112	Places and feelings, e.g. <i>breathhtaking, shelter</i>	A place of your own <b>Word profile do</b>	-ing forms Participle clauses
Citizenship Youth justice page 116		<b>Review 5</b> Units 17–20 page 118	
			<b>Pairwork</b> page 120

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Adjective suffixes	A persuasive email		
Adjective and noun suffixes		<b>Listening</b> Best friends <b>Speaking</b> Being polite Indirect questions	
Reporting verbs, e.g. <i>declare</i> , <i>propose</i>	A sports report		Sport
<i>have</i> , <i>make</i> and <i>give</i> + noun, e.g. <i>have a fall</i> , <i>make a call</i>		<b>Listening</b> Emergencies <b>Speaking</b> Describing photos Keeping talking	
-self, -selves for emphasis	A story (2) Getting ideas for a story		
Conditional phrases, e.g. <i>as long as</i> , <i>even if</i>		<b>Listening</b> An eco-house <b>Speaking</b> Arguing for and against something	Climate change
Verbs often used in the passive, e.g. <i>be awarded</i> , <i>be regarded</i>	An essay		Art
Phrasal verbs with <i>get</i> , e.g. <i>get back</i> , <i>get through</i>		<b>Listening</b> Understanding conversations <b>Speaking</b> Discussing ideas Reacting to ideas	
Negative prefixes	A news article		
Compound adjectives ending in -ing, e.g. <i>eye-catching</i> , <i>record-breaking</i>		<b>Listening</b> Favourite places <b>Speaking</b> Talking about yourself Giving long answers	Favourite hangouts

Word profiles page 122

Vocabulary list page 129

Grammar reference page 138