



CAMBRIDGE

Official
Cambridge
Exam
Preparation

PREPARE

WHERE ENGLISH MEETS EXAMS

PREPARE Second Edition

Where English meets Exams

→ **Prepare Second Edition** is 100% based on teachers' feedback and now includes an enhanced grammar and vocabulary syllabus, Life Skills and Culture, more multimedia, more resources and more official exam practice from Cambridge.



C1 Advanced

B2 First for Schools

B1 Preliminary for Schools



Schools

A2 Key for Schools

A1

PREPARE



For school-aged students



*General English mixed
with exam preparation*



*70-160 hours:
a two-book approach
to each exam level*



20 units



9 levels: A1 to C1 Advanced

LET'S TAKE A LOOK INSIDE...

The Exam Journey

→ The 'towards the exam level' books: levels 2, 4, 6 & 8, help build students' confidence, developing their English and gradually introducing them to the test format and real exam tasks.

4 Read the descriptions of the apps (A-H). Decide which app would be the most suitable for each teenager in Exercise 3.

READING

1 Emre wants an app to help him learn English. Read the descriptions and notice the key underlined information a-c.

1 Emre often ^a finds language apps easy and ^b wants some difficult practice. He ^c would like to improve his listening skills and he ^d intends to use the app on his short bus journey to and from school.

2 Read the descriptions of the first three apps (A-C). Find two apps that do these things:

- 1 mention difficult practice B, C
- 2 practise listening skills
- 3 are suitable for use on short journeys

Which app is best for Emre?

English vocabulary and grammar. She is bored of traditional exercises and is looking for an app with activities that are quick to complete.

3 Luis would like to get better at understanding movies and TV shows in English. He expects apps to look good and is prepared to spend money on the right one.

4 Evie's interested in developing and revising her vocabulary. She likes fun activities and she really enjoys competing against friends.

5 Filipe is an advanced level student and he would like an app to help him revise grammar. He doesn't want to pay for an app.

4 Read the descriptions of the apps (A-H). Decide which app would be the most suitable for each teenager in Exercise 3.

A **WordPowr** is all about learning words – nouns, verbs, everything. There are eight games, which are very enjoyable, but the best part is that you can also play online against other users. At less than the price of a coffee, the app is great value for money. Games last just a few minutes, so it's perfect for a bus ride. Turn down the annoying music, though!

B Although **EnglishScene** is expensive, the app is often given awesome reviews by its users. As soon as you use it, you can understand why. Everything about this app is professional, from the high-quality and interesting video stories, with challenging activities to support students in understanding them, to the simple, but attractive design.

C **Newscast** is a professional-looking app that helps you understand the news in English. You listen to and read stories, do some typical exercises about new words, even a little grammar, and then answer the questions. Each activity takes between five and ten minutes and is surprisingly hard.

D Practise the 3000 most frequent words in English with **PassWords3000**. This app is for low-level students working by themselves and includes a very common range of activity types. It's free, so sometimes you have to watch video advertisements to continue using it. New questions are added every month.

E **LanguageLab** costs nothing and has a limited interest to anyone who is a language learner. The grammar exercises in each topic is full of important details and the feedback that follows is fairly typical. The app is great to compare your progress with friends.

F The design of **VidEnglish** isn't too fancy and it seems to be mainly links to very high-level video clips from documentaries. The clips aren't downloaded with the app, so it's best to use when you have free wi-fi. There is a basic dictionary and the app is completely free, with no advertisements.

G The first thing you notice with **GrammarWise** is its professional-looking design. Everything about this app is easy to use. There are fun, animated grammar presentations and a huge choice of practice activities, with over 50 different grammar topics per level. You can try one topic for free but it costs to get access to the whole app.

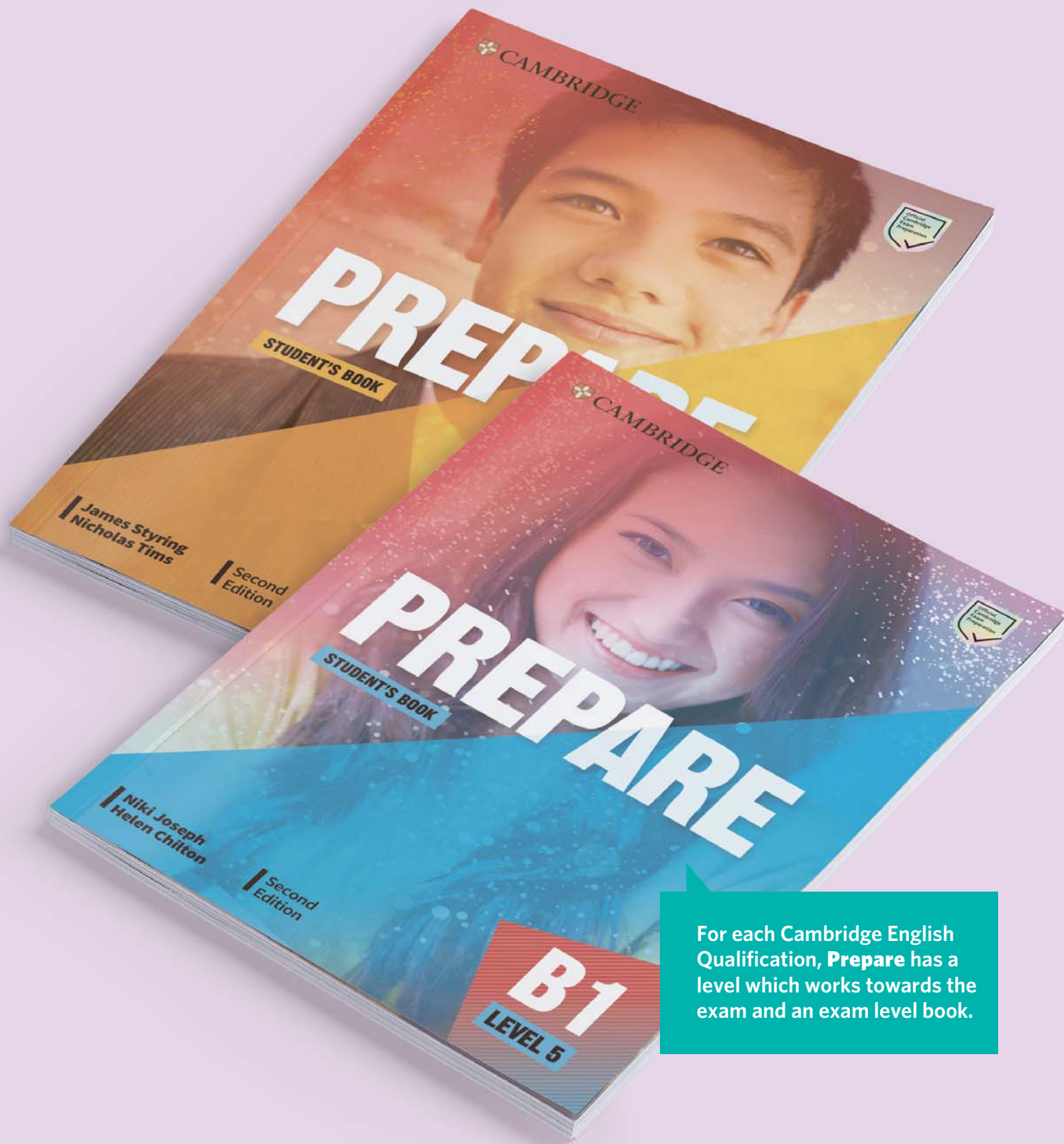
H **Themex** is a fresh and unusual app. It uses games to teach grammar and vocabulary through topics like science and history. The app is perfect for when you only have a few minutes to practise, but at the moment you can only play by yourself.



TALKING POINTS

What apps do you use to help you with studying? Do you mind paying for apps?

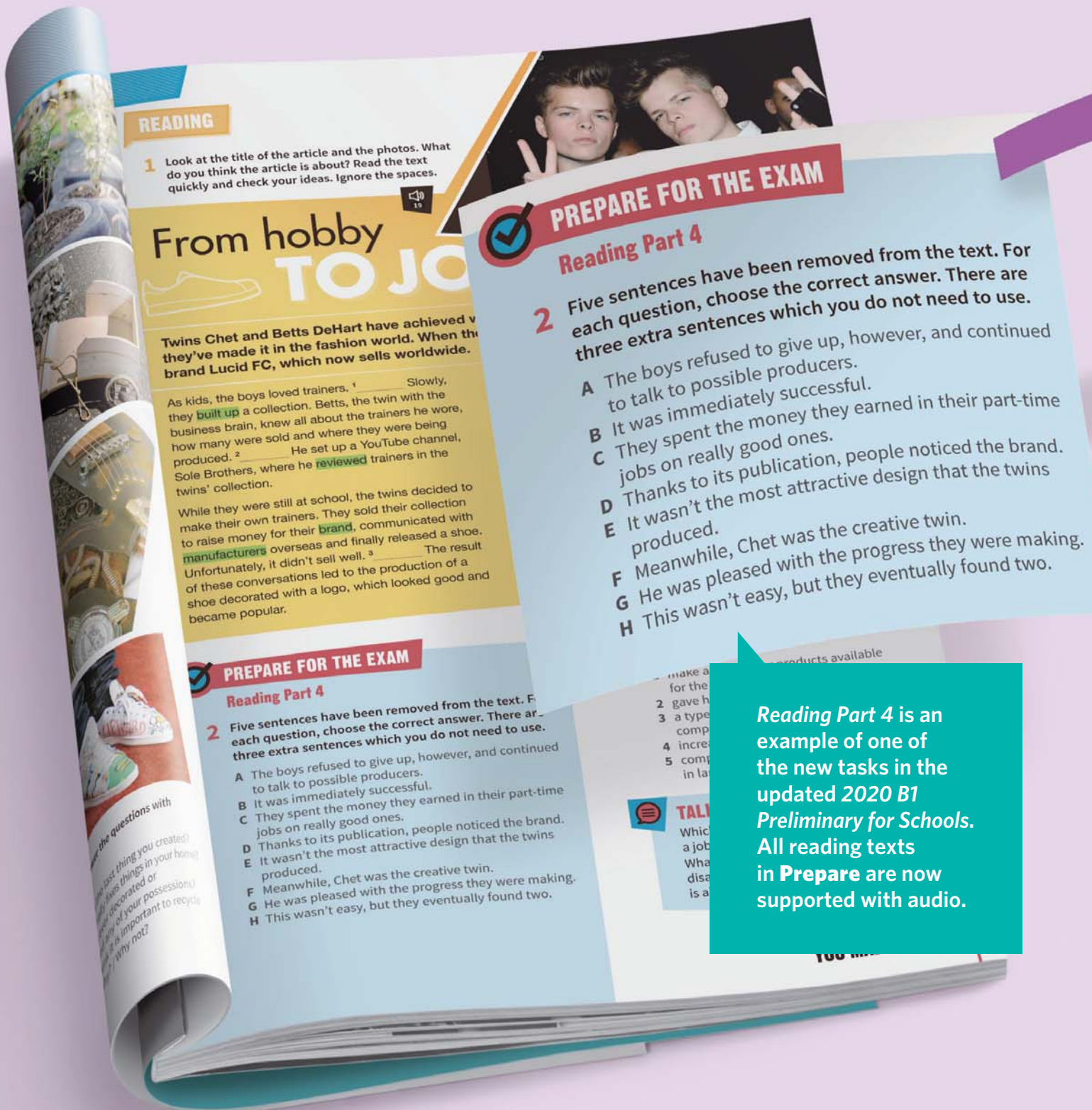
Exam tasks are gently introduced, with more information in the Teacher's Book.



For each Cambridge English Qualification, **Prepare** has a level which works towards the exam and an exam level book.

The Exam Journey

- In the exam levels (level 3 for *A2 Key for Schools*, Level 5 for *B1 Preliminary for Schools*, Level 7 for *B2 First for Schools* and Level 9 for *C1 Advanced*) the *Prepare for the exam* sections provide complete coverage of every exam question, and then direct learners to further test guidance and support in an exam trainer section: a full test with tips and information.



READING

- 1 Look at the title of the article and the photos. What do you think the article is about? Read the text quickly and check your ideas. Ignore the spaces.

From hobby TO JOB

Twins Chet and Betts DeHart have achieved what they've made it in the fashion world. When they started their brand Lucid FC, which now sells worldwide.

As kids, the boys loved trainers. ¹ Slowly, they **built up** a collection. Betts, the twin with the business brain, knew all about the trainers he wore, how many were sold and where they were being produced. ² He set up a YouTube channel, Sole Brothers, where he **reviewed** trainers in the twins' collection.

While they were still at school, the twins decided to make their own trainers. They sold their collection to raise money for their **brand**, communicated with **manufacturers** overseas and finally released a shoe. Unfortunately, it didn't sell well. ³ The result of these conversations led to the production of a shoe decorated with a logo, which looked good and became popular.

PREPARE FOR THE EXAM

Reading Part 4

- 2 Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.
- A The boys refused to give up, however, and continued to talk to possible producers.
 - B It was immediately successful.
 - C They spent the money they earned in their part-time jobs on really good ones.
 - D Thanks to its publication, people noticed the brand.
 - E It wasn't the most attractive design that the twins produced.
 - F Meanwhile, Chet was the creative twin.
 - G He was pleased with the progress they were making.
 - H This wasn't easy, but they eventually found two.

PREPARE FOR THE EXAM

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Reading Part 4 is an example of one of the new tasks in the updated 2020 *B1 Preliminary for Schools*. All reading texts in **Prepare** are now supported with audio.

PREPARE FOR THE EXAM B1 PRELIMINARY FOR SCHOOLS

Reading Part 4 Gapped text (Unit 1, Unit 5)

- 1 Read the text about Emily Hagins. What has she done since the age of 11?
- 2 Read the first paragraph and options A–H. Which sentence fits in the gap numbered 16? How do you know this is the correct answer?
- 3 Now read the exam instructions and complete the rest of the task.

Five sentences have been removed from the article below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

EXAM INFORMATION Reading Part 4

- You will read a text from which five sentences have been removed.
- The five sentences are placed after the text. They are not in the correct order. There are three extra sentences which are not needed.
- You need to read the text and then choose the sentence which best fits each gap.

EXAM TIPS

Read the whole text first. Then read the options and decide which one fits best. Read the sentences directly before and after each gap carefully. When you have finished, read the whole text again and make sure it makes sense with the options you've chosen.

EMILY HAGINS: YOUNG MOVIE-MAKER

American teenager Emily Hagins was born in the city of Philadelphia in the USA, but her family moved to the city of Austin in Texas when she was just a baby. (16) _____ She would often happily sit through the same movies several times at her local movie theater, including *The Muppet Movie*, which she particularly enjoyed.

When she was in second grade at school, around the age of seven, her classmates were already calling her 'Movie Girl'. Later, after reading *The Hobbit* for school, she became inspired by the *Lord of the Rings* movies. This was the point at which she decided she wanted to make movies herself. (17) _____ In his reply, he suggested a useful contact for Emily, who she later got in touch with.

Emily started her career at the age of just 11, by producing several short movies and a documentary. (18) _____ This was due to his job in advertising.

However, although he guided her through what needed to be done, he made sure he left all the directing up to Emily.

This keen young movie-maker then went on to write the script for a full-length movie called *Pathogen*, and the filming of this took place in her home town when she was just 12. (19) _____ Somehow she managed to get everything done. Her efforts at directing the movie won Emily a grant from the Austin Film Society, which made it possible for her to turn the results into a finished 68-minute movie. She was the youngest ever person to receive the money.

Emily went on to produce another full-length movie, *The Retelling*, by the time she was 16. (20) _____ This includes one called *Coin Heist*, a crime drama, which received good reviews. Emily Hagins is definitely a name to look out for in the future!

- A Emily could only do this work at weekends and during vacations from school.
B He let Emily watch him while he worked and she learned about filming techniques.
C So, she wrote a letter to the series' director, Peter Jackson.
D She isn't really sure what kind of movie she'd like to produce next.
E After that experience as a child, Emily decided not to ask for advice again.
F Emily showed a strong interest in movies and movie-making at a very young age.
G Her father was helpful early on, having spent time with directors on movie sets.
H She has been making movies ever since.

The exam level workbooks provide further tips and exam practice.

Unit Walkthrough

→ Each unit is carefully designed to bring the exam topics to life, giving them “teen-appeal” and inviting the curiosity of the students.

4 IT WAS AWESOME!



ABOUT YOU

What do you do to have fun with family and friends? Share your ideas with your classmates.

VOCABULARY

AND

LISTENING

Adjectives

- Look at the photos. Where are the people and what are they doing?
- Listen and match the conversations to the photos.
Conversation 1 _____ Conversation 2 _____ Conversation 3 _____
Conversation 4 _____ Conversation 5 _____ Conversation 6 _____
- Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.
- Now complete row B of the table with the adjectives in the box.

amazing awesome brilliant fantastic
fine great horrible lovely OK
perfect really good terrible wonderful

		☹️	😞	😊	😄
A	Conversation				1 amazing
B	Adjectives				

Listen and check. Then repeat.

- Choose the correct words to complete the conversations.
 - A: I'm not in the basketball team any more.
B: Oh no! That's *(terrible)* / fantastic!
 - A: I've got a new mobile phone.
B: Wow! That's *fine* / brilliant!
 - A: My sister's getting married.
B: That's *great* / OK!
 - A: Look at my lunch!
B: That's *horrible* / excellent - don't eat it!
 - A: Are you enjoying the film?
B: It's *OK* / lovely. It's not great.
 - A: I got top marks in my test.
B: That's *wonderful* / terrible, well done.
- In pairs, practise the conversations. Then make some new conversations together.

28 UNIT 4

GRAMMAR

Past simple of be

- Look at the examples.
Positive
I **was** at my sister's wedding.
We **were** at a barbecue near the beach.
The weather **was** fantastic.



READING

- Read the reviews of the activity days. Tick stars and one has five stars. Which one...

ACTIVITY DAYS

Fantastic!

I'm really interested in cars, so this was an amazing day for me. I still can't believe that my first driving experience was in a Lamborghini and an Aston Martin! I've got a video of the whole thing. I'm glad about that, because on the day there's no time to look at the cars properly. As soon as you finish, the next driver gets in. I was a bit upset about that.

Liam



- Read the texts again and answer the questions with a phrase.

Explore learners' curiosity about reading topics and their classmates with Talking Points.

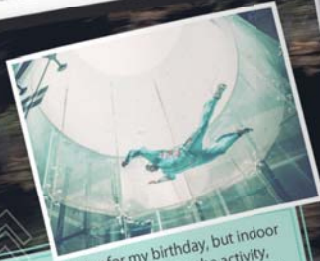
Complete the conversation with *was/wasn't*, *were/weren't*.

Suzy: Hi Max. Where ⁶ were you yesterday afternoon? You ¹ _____ at school.
Max: Oh hi Suzy. No, I ² _____. I ³ _____ at a big athletics competition at the city sports club.
Suzy: Really? ⁴ _____ it fun?
Max: Yes, it ⁵ _____. It ⁶ _____ amazing!
Suzy: Fantastic! ⁸ _____ your parents there?
Max: No, they ⁹ _____. They ¹⁰ _____ at work. But my brother ¹¹ _____ there with his video camera, so it ¹² _____ fine!

Three of the reviews have four stars. Do you think has five stars?

Fun day!

I was very surprised to get this activity day for my birthday, but indoor skydiving was awesome! I can't wait to go again. Before the activity, there are lots of hand signals to learn, so you can communicate when you're flying in the wind tunnel. You can't speak in there! At first, I was worried about forgetting them, but it was fine. **Jade**



Amazing trip!

This was my first time in a helicopter, and I was quite nervous. I wasn't sure I wanted to do it. But there was no need to be afraid - in fact, I was sorry when it was over! I was in the front seat and the view was fantastic. The only problem was that we were back on the ground after only ten minutes. **Mia**



Really special!

What a brilliant afternoon! First, there was a talk about the history of chocolate. Then it was time for the best bit - making and decorating our own chocolates! The teachers were lovely and happy to help with any problems. I there were photos to buy afterwards, but they were really expensive. I was angry about that. **Ethan**



VOCABULARY Emotions

1 Look at the texts. Find and underline the words in the box. Match some of them to the emojis.

- EP
- | | | | | |
|---------|-------|-----------|-------|------------|
| afraid | angry | glad | happy | interested |
| nervous | sorry | surprised | upset | worried |
- A B C D E F

2 Choose the correct words to complete the sentences.

- I'm so sorry / afraid you're not feeling well!
- I'm angry / nervous about my piano exam tomorrow! I don't feel ready.
- My little brother's crying. He's upset / glad because my mum isn't there.
- I'm painting a picture at the moment, and I'm really happy / surprised with it.
- My mum's worried / interested about my school work, but my teacher says it's fine.
- I'm really glad / angry you're here at last! Why are you so late?

Prepare to Write sections provide students with clear steps to writing their own emails, short messages, notes and stories at the exam level.

LISTENING

- Read questions 1-5 and look at the pictures. What can you see in each picture?
- Listen to five short conversations. For each question, choose the correct picture (A, B or C).



WRITING

PREPARE TO WRITE

A description of a party

GET READY Read the text and answer these questions. Whose party was it? Where was it? What time was it? What food was at the party?

I was at my best friend's birthday party last month. Her name's Isabella and the party was at her house on 12th May, from 6 pm to 9 pm. It was a really big party. All her friends and family were there, and we were so excited about it. There was lots of food - pizza, salad and of course cake! It was all really nice. Isabella was nervous before the party, but she was fine when everyone was there. It was a really brilliant evening!

Now underline all the adjectives. Which describe the party and the food, and which describe how the people felt?

Put the adjectives in the correct place in the sentences.

- There was some food at the party. (nice)
- There were lots of people at the party. (big)
- This is music! (terrible)
- Jake is a dancer. (brilliant)
- I like going to parties. (big)

PLAN Make notes about a party you were to the questions in Get ready to help you.

WRITE Write a paragraph about the party. IMPROVE In pairs, read each other's paragraphs. Check for mistakes with *was/were* and *and*. Give your partner two ideas to make the paragraph better. Use your partner's advice to rewrite your paragraph.

Unit Walkthrough

8

AMAZING ARCHITECTURE

ABOUT YOU
06 Watch the video and then answer the questions.
What is your favourite building?
Do you prefer old or modern buildings?
How important is it to have local facilities near your home?

VOCABULARY Amazing architecture

1 Match the sentences to the houses in photos 1-3 on the opposite page.

- EP a The solar panels and glass walls on this house make it look **brand new**. Its **original** shape is **spectacular** to look at. It's more contemporary than the other houses.
b This house is **unusual** because it's very narrow. Inside this home is very stylish thanks to its bright, **fresh** design.
c This house is a **classic** example of a **historic** tower. Its design is very **traditional** but it could be quite **cosy** inside. It's not as **modern** as the other houses.

2 Complete the chart with the adjectives from Exercise 1.

Age	Opinion
recent	unusual

3 Look at the photos again. Discuss the advantages and disadvantages of living in each building.

4 Listen to two people talking about the buildings in Exercise 1. Do they mention any of your ideas?

5 Discuss the questions.

- 1 How much space do you need to live in? Why?
- 2 What sort of house would you like to live in?
- 3 Describe the most unusual building you have ever visited or read about.

READING

PREPARE FOR THE EXAM

Reading Part 2

1 The five students below are learning about unusual homes around the world. Each student wants to find out more about one unusual home, which they will write about for an architecture project. Read the information about each student and underline the things they are interested in. The first one has been done.

- 3 Harry is an architect who designed a house for an architect then lived in. He also has an interest in furniture.
- 4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.
- 5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

PREPARE FOR THE EXAM PAGE 121

TALKING POINTS

In what ways are some modern buildings better for the environment?
What makes a good family home, in your opinion?
Would you prefer to live in a city or the countryside? Why?

UNUSUAL HOMES AROUND THE WORLD

A Keret House

Keret House could be the world's narrowest home and is just 122 cm at its widest point! A Polish architect living in the country's capital walked past the space between a house and an apartment block

E Pas House

This unusual house near a beach in California, USA, is divided into three separate spaces, each with its own entrance for skateboarding: the floor, walls and ceiling join together into one

GRAMMAR

Comparative and superlative adjectives

1 Read the examples and write C for comparative or S for superlative.

- 1 This is certainly not the world's **biggest** house! S
- 2 The floors are at different levels, like branches, making it **easier** for the people who live there to move around.
- 3 Kurt wants to learn about a modern home that is **better** for the environment than others.
- 4 It's only 122 cm at its **widest** point.
- 5 Located in **the most beautiful** part of England.
- 6 The Old Light is situated in one of **the least busy** areas of the country.
- 7 Other architects may be **more famous**.
- 8 ... making the house warm without heating - and therefore **cheaper** to live in!
- 9 Most houses without views are **less expensive** than those with views.
- 10 Keret House is **as narrow** as a car.
- 11 We've just read about a house that is **narrower** than any other.

GRAMMAR REFERENCE AND PRACTICE PAGE 122

2 Read Exercise 1 again and answer these questions.

- 1 Which adjective is irregular?
- 2 What do we add to regular adjectives with one syllable?
- 3 What happens to adjectives like *big*?
- 4 What happens if a one-syllable or two-syllable adjective ends in -y?
- 5 How do we form positive and negative comparatives and superlatives for multi-syllable adjectives with more than one syllable?
- 6 What do we use when we want to say that two things are the same?

3 Complete the sentences with the comparative or superlative form of the adjective in brackets.

- 1 I picked this house because it's **quieter** than the houses in the city centre. (quiet)
- 2 My parents would be **happier** living in the country than in the busy town. (happy)
- 3 I think my town will be **smaller** than the town next to it. (big)
- 4 In Spain, one of **the most important** festivals is Día de los Reyes Magos. (important)
- 5 Henry is **the most interesting** person I know. (interesting)
- 6 My cousins live **farther** from the city than me. (far)
- 7 I think this is **the best** advice I've ever heard. (good)
- 8 This mirror is **cheaper** than the one I'll take both! (cheap)

Selected vocabulary carefully benchmarked to the CEFR exam level is given special attention in dedicated practice sections.

Our exclusive access to past papers allows us to steer students in the right direction, with confidence.

Life Skills and Culture

→ Life Skills sections, based on The Cambridge Framework of Life Competences, help students to develop competences they will need for the rest of their lives, such as team work, decision making, social responsibilities, creativity and presentation skills.

LIFE SKILLS SOCIAL RESPONSIBILITY

PROTECTING ANIMALS



LIFE SKILLS

Protecting animals
We can protect pets and animals in the wild by:

- making sure they have food and water
- making sure they have a safe place to live
- being kind to them

- 1 Read the sentences in the speech bubbles and answer the questions.

Animals are not toys.

We should be kind to animals like we are kind to people.

- 1 Do you agree with the sentences? Why? / Why not?
- 2 Which sentence do you prefer? Why?
- 3 Do you have a pet? Have you ever visited an animal reserve or seen a wild animal?

- 2 Think of the animals in your country and answer the questions.

- 1 Which are in danger? What problems do they have?
- 2 Can people help them? How?

In pairs, compare your ideas.

- 3 Look at the title of the article and the photos. How do bees help us? Why is it important to protect bees? What is the bee collecting in the photo?

- 4 Read the article quickly and check your answers.



98 LIFE SKILLS

save the bees!



Extend the Life Skills and Culture lessons with clear, step-by-step projects which encourage students to work together towards a common aim. Each project can be adapted to the time and resources available.

2

How does Mikaila...



Mikaila Ulmer, from Texas, is a girl who has her own lemonade company. She gives part of the money she makes selling lemonade and other products to charities to save bees. She teaches people about the importance of bees and how they help us. Mikaila has her own blog called Beelieve Blog. On her blog she shares information about her company and her projects.

3

How can we help bees and other insects?

There are a lot of different ways we can help protect bees and other insects. For example, we can:

- use fewer chemicals on plants
- learn more about organisations and people working to protect insects and their homes
- learn more about insects and how they help us
- start a blog on an animal or insect you think needs our help.

CULTURE

ANIMALS AS NATIONAL SYMBOLS

- 1 Match the photos to the names of the animals. Which two aren't real?

beaver	bison	dragon
eagle	emu	horse
kangaroo	kiwi	lion
tuatara	unicorn	

- 2 Read the article. Find the names of the animals from Exercise 1. In which countries are they important?

Animals

Some animals are well-known and many people think of certain animals as national symbols. Some may be national animals that appear on coins or stamps because they are important to the country. They might also be important because they live in that country or have a special meaning. They might also be important because of their traditional folk tales.

When people think of the USA, one animal that comes to mind is the eagle. It's the national bird and has been in the USA for more than 200 years.



Another symbol of the USA is the bison, which is a large mammal in North America. Both animals are important to Europeans who hunted beavers for their warm coats and furs. Beavers are also working animals, and the beaver is a very useful symbol. In a similar way, the bison is very useful to early Americans because of their strength and good nature.

62 CULTURE

In the *Culture* sections, illuminating articles and videos activate learners' curiosity about the wider world with a diverse selection of cultural experiences: shopping in London, the Paralympics, team sports in Canada, British TV and many more subjects are explored.

Listen again and write Alice or Jayden.

- _____ is looking at a website.
- _____ is afraid of bees.
- _____ says we get honey and wax from bees.
- _____ finds a centre with rabbits, cats, dogs and rats.
- _____ has music lessons on Saturday mornings.
- _____ is going to call to find out more.

RE

MBOLS



and countries

Some countries have got traditional animal symbols. They appear on flags, and they have a special meaning. Some countries have got animals that only appear on their national flag.

The United Kingdom hasn't got a national animal, but its different countries have got traditional animal symbols. England is represented by the lion – a strong, brave animal that is often a symbol for kings. Scotland's animal symbol is the unicorn – a mythical white horse with a long, magical horn on its head. Similarly, Wales is represented by a red dragon with wings. This symbol appears on the Welsh national flag.

One of Australia's national animals is the red kangaroo, which isn't surprising. After all, kangaroos are unique to Australia. They don't appear anywhere else in the world. The same is true for the emu, which is Australia's national bird. It can be up to two metres tall and weigh up to 60 kilograms. Many places and companies in Australia are named after kangaroos and emus because they're so typically Australian.

The kiwi is a small, brown flightless bird that only lives in New Zealand. It's such a famous national symbol that the word 'kiwi' has become a nickname for New Zealanders. Another unique animal from New Zealand is the tuatara. It's a reptile that looks like a lizard that only lives on 32 small islands. The tuatara's closest relatives died about sixty million years ago, so many people call them 'little dinosaurs' or 'living fossils'.



3 Are the sentences true or false? Correct the false sentences.

- The bison is a typical symbol of independence.
- Beavers and Canadian horses were useful in the past.
- Canadian horses were strong but difficult to manage.
- The national animals of Scotland and Wales aren't real.
- Emus are found in Australia and some other countries.
- Tuatara live in most of the areas of New Zealand.

4 Match the highlighted words in the text to the meanings.

- imaginary or not real
- an animal's coat of hair
- small pieces of metal that we use as money
- not able to fly
- the quality of being strong
- not afraid of anything

5 Listen to Sonia giving a presentation to her class. Tick (✓) the topics that she talks about.

- when the eagle became a national symbol
- where the bald eagle lives in winter
- how Sonia feels about the bald eagle
- why bald eagles became endangered
- some other animals that people suggested
- how a famous man felt about the bald eagle
- how the bald eagle usually gets its food

6 Listen again. Answer the questions.

- When did the bald eagle become a national symbol?
- Why does Sonia think the eagle is a symbol of freedom?
- When was the bald eagle more common: now or in the eighteenth century?
- What mistake can you find on some old ten-dollar coins?
- Why didn't Benjamin Franklin want the bald eagle as a national symbol?
- How does Sonia feel about the bald eagle and what it symbolises?

7 Read the Useful language phrases. Complete them with the words in the box.

appears represents independence symbol national unusual

USEFUL LANGUAGE

Describing animals as national symbols

- It's the country's _____ animal.
- It has been a _____ of our country for 200 years.
- It's quite an _____ animal.
- It _____ on coins and stamps.
- It _____ the quality of freedom.
- It's a symbol of _____.

PROJECT

A presentation about a national animal

Prepare a presentation about a national animal. Use the following to help you.

- Are the animals official national animals?
 - What specific types of animals are they?
 - What is special about those animals?
 - Are they important to the country?
 - Do the animals symbolise anything?
- Give your presentation to the class.

08 NOW WATCH THE CULTURE VIDEO

ANIMALS AS NATIONAL SYMBOLS

Components

→ The full-colour Teacher's Book is interleaved with the Student's Book and includes teaching tips and a guide to the Cambridge English Qualifications.

Teacher's Components:

- » Teacher's Book with Digital Pack: Audio, Video, Photocopiable Worksheets, Presentation Plus, Test Generator, teacher access to Practice Extra, eBook and Test & Train*

NEW!
Teacher's
Book

Student's Components:

- » Student's Book with eBook
- » Workbook with Digital Pack: Practice Extra, Workbook Audio, Test & Train*, Workbook eBook (with levels 8 & 9)



Anna Kosta
Janie Williams | Second
Edition

*with levels 3, 5, 7 & 9

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 **CAMBRIDGE ENGLISH**
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Certificate in Advanced English

Reading and Use of English

Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Answer **all** the questions.
- You can change your answers at any time during the test.
- The test clock will show you when there are 10 minutes remaining.

INFORMATION FOR CANDIDATES

- There are 56 questions in this test.
- Each question in Parts 1, 2, 3 and 8 carries one mark.
- Each question in Part 4 carries up to two marks.
- Each question in Parts 5, 6 and 7 carries two marks.

Click on **Start** below to start your test.

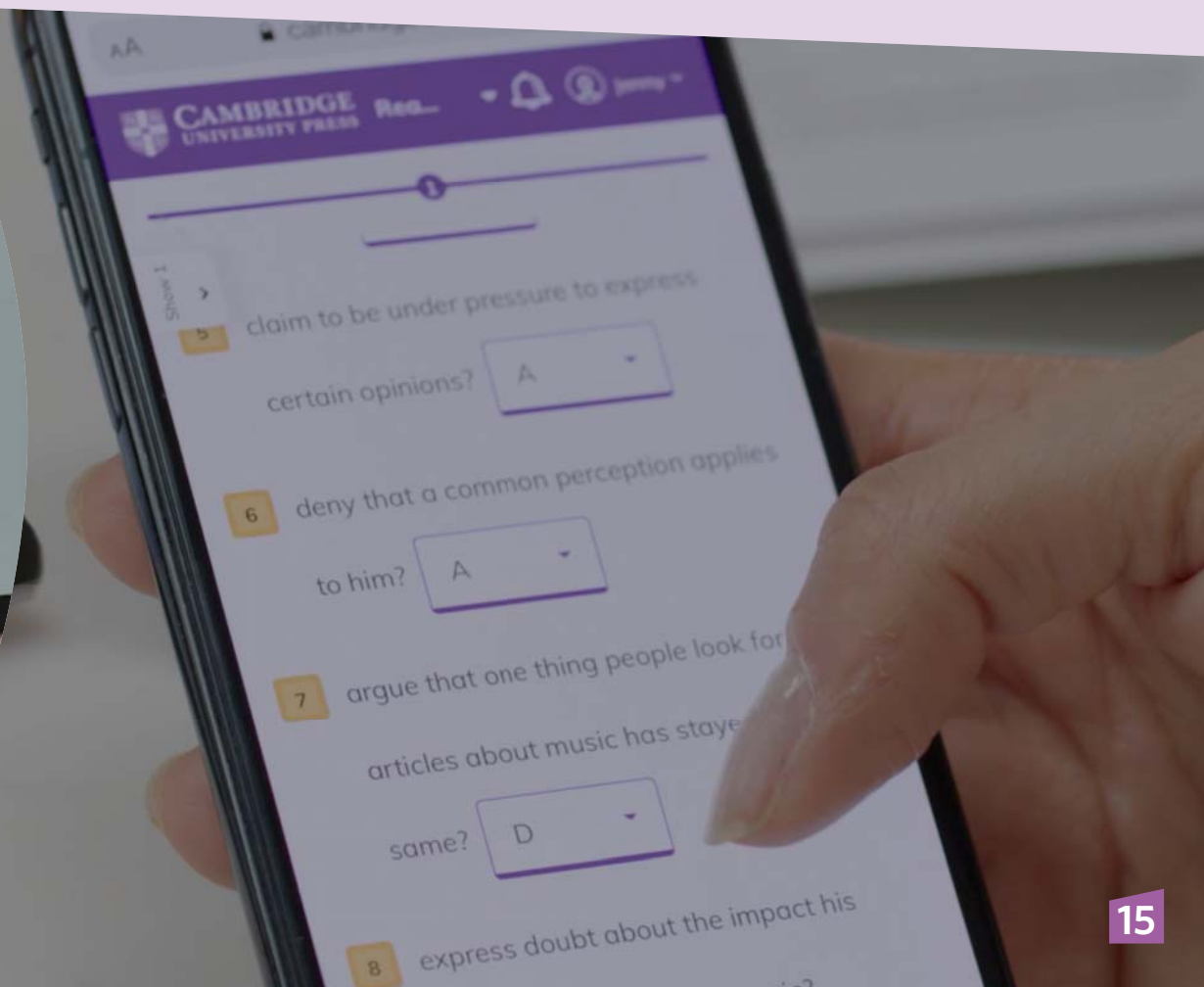


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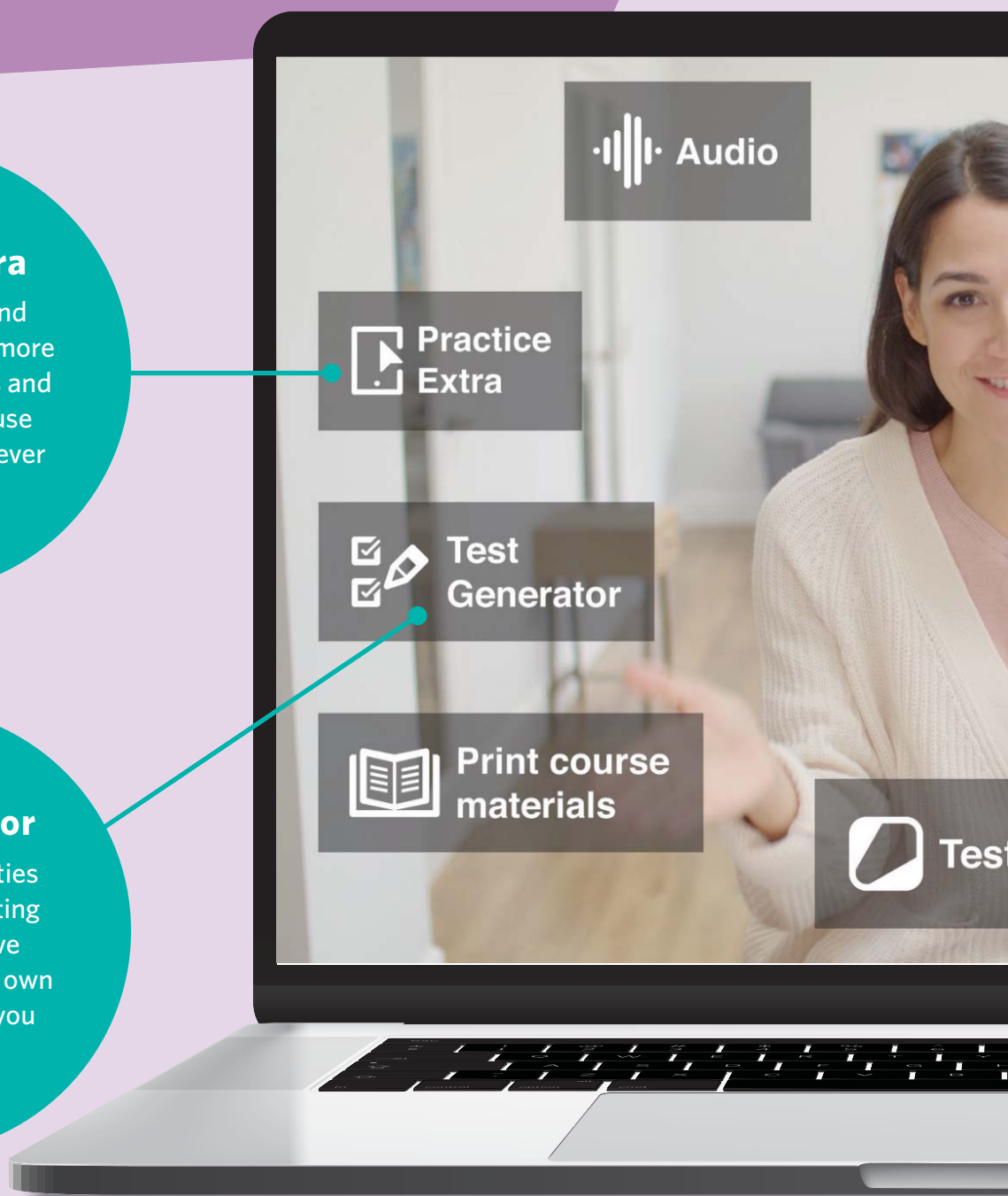


Practice Extra

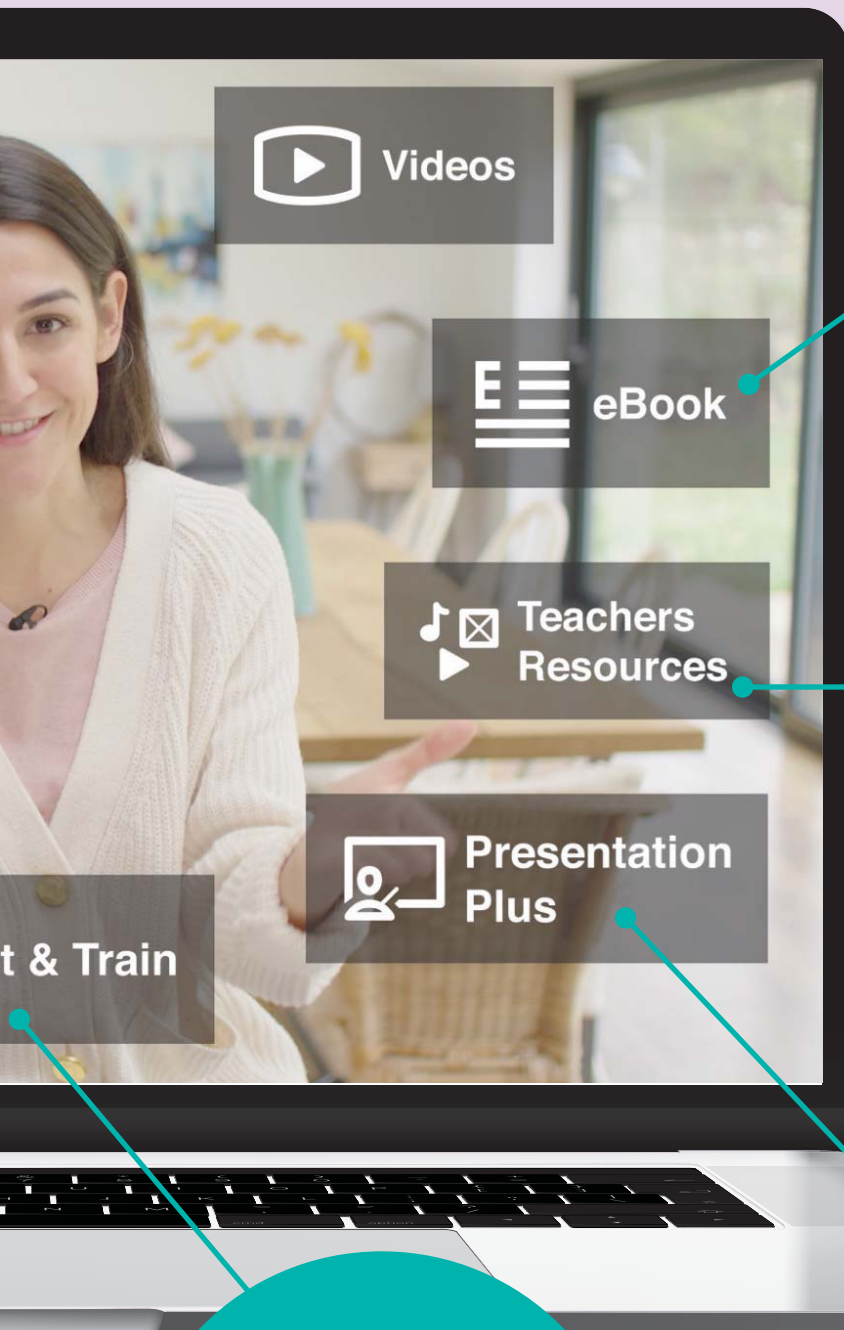
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