OFFICIAL PREPARATION MATERIALS
FOR THE REVISED EXAMS FROM 2020

A2 Key
A2 Key for Schools
B1 Preliminary
B1 Preliminary for Schools

Experts together
In January 2020, the A2 Key and A2 Key for Schools, and B1 Preliminary and B1 Preliminary for Schools exams are changing. Have no fear! Cambridge gives you all the support and information you and your students are going to need.

Our aim is to deliver the materials you tell us you need. Exciting new editions and a brand-new course Open World to support the updated exams.

The result is a unique exam journey in each course, ensuring every student is ready on exam day.

Why are these exams being updated?

01

The updates ensure that the content and coverage of the tests remain relevant and suited to their target age groups.

02

An increased similarity in task types between exams helps to preserve a consistent structure across all Cambridge English Qualifications.

03

Now there are more opportunities to produce spoken and written language to enable strong candidates to demonstrate ability at the CEFR level above.

MORE INFORMATION
keyandpreliminary.cambridgeenglish.org
Cambridge University Press and Cambridge Assessment English have brought together their expertise to develop the official exam preparation materials for Cambridge qualifications and tests. You understand your learners and their needs. You are the experts. We listen to you, building our materials from what you tell us you need. From skills development to exam tasks, language discovery to real world usage, we create better learning experiences, together.

Exclusive insights from test development and candidate performance help guarantee expert content.
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Why choose Cambridge English Qualifications?

01 Better progression
Our exams provide focus and pace to keep students motivated, every step of the way, from Pre-A1 Starters up to C2 Proficiency.

02 Accepted and valued worldwide
Cambridge English Qualifications are recognised by over 20,000 universities, employers and governments around the world.

03 Real-life communication skills
Our exams are based on authentic situations and help learners develop the skills they need inside and outside the classroom.

04 Comprehensive support for teachers
We help teachers support students more effectively and give them the best chance of success with a wide range of teaching support, exam preparation materials, resources and training.
Nobody knows Cambridge better than Cambridge

100% based on research, expert insight and past data.
Let's take a look at our materials

Packed with rich content, tips, guidance and stimulating exercises
Taking you further!

NEW COURSE!
for A2 Key, B1 Preliminary & B2 First.
Let’s embark on a journey beyond the boundaries between exam preparation and real-world language in Open World.

**STUDENT’S COMPONENTS**
- Student’s Book available with or without answers, online practice and online workbook
- Workbook available with or without answers

**TEACHER’S COMPONENTS**
- Teacher’s Book with Downloadable Resource Pack
- Presentation Plus
- Test Generator

**EXAM UPDATES 2020**

- Available in 2019 for A2 Key; B1 Preliminary; B2 First
- 15 units
- 90-120+ hours: a single book approach to each exam level

**OPEN WORLD OFFICIAL PREPARATION MATERIALS**
- For school-aged students and older learners
- General English mixed with exam preparation
The Exam Journey

→ Open World maximises students’ performance with its unique exam journey, providing a systematic route to exam success.

Exam Training tasks expose the learners to each exam question-type, giving them the confidence to progress to full task practice in the Exam focus sections.

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**READING PART 2**

1. Read about two friends, Lauren and Abby, and think about the three things they want. Then look at the phrases highlighted in green. In the descriptions of the six holiday destinations below, match the highlighted phrases in the text about Lauren and Abby with highlighted phrases in the options A–F.

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2. Birgit and Oscar are fond of the countryside and like to go hiking when they are on holiday. They also want to find some interesting wines.

---

3. Some and Marco are interested in sightseeing. They want to go somewhere that’s suitable for their small children and where they can buy food to cook their own meals.

---

4. Riccardo and Paola would like to do some watersports and meet new people. They’re also keen to try some typical dishes from the region.

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**ANSWER:**

**OPT.**

A. Visit the capital city
B. Explore the countryside
C. Enjoy the city life
D. Relax on the beach
E. Try local cuisine

---

**SPEAKING PART 3**

**Making Suggestions, Asking for Opinions, Agreeing and Disagreeing**

1. Where do people go for weekend breaks in your country? What kind of things can visitors do there?

---

2. Do the candidates sound interested? Does the woman make suggestions? Does the man respond to the woman’s idea?

---

**ANSWER:**

**OPT.**

A. An interesting place to go
B. A quiet place to relax
C. A place with good food

---

**Put the correct headings in each column in exercise 3.**

**agreeing, disagreeing, making a suggestion, asking for an opinion**

---

**Complete the sentences using phrases in exercise 3.**

1. I think they’d enjoy going to...
   - What do you think?
   - Yes, you’re right
   - Sorry, but I don’t agree (with you)

2. I think they should go to...
   - What’s your opinion?
   - I agree (with you)
   - Do you think so?

3. Perhaps they could go to...
   - Do you agree?
   - That’s true
   - Really?

4. I think the... is the best place for them to go...
   - Think that’s a great idea.
   - I’m against you
   - Really?

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**How Was It?**

Save it e go
Getting there
Need it?
Exam tips and Exam facts given throughout the Exam focus pages develop the students’ strategies for exam success.
Real-World Language

Dynamic videos and texts open up Real world language knowledge, introducing common yet surprising expressions.

The Real world pages add an extra layer of authenticity to each unit, giving the learners a chance to demonstrate the English abilities they need to communicate effectively in the open world.

WHERE CAN I STAY IN ... AUCKLAND?

Who do you usually go on holiday with? What kind of accommodation do you usually stay in when you are away? What are the advantages of this kind of accommodation?

Look at the photos of types of accommodation in New Zealand and read the tourist information text. Match five of the types of accommodation with the photos.

PLANNING YOUR STAY: ACCOMMODATION TYPES IN NEW ZEALAND

HOSTELS
This kind of accommodation is great value if you just want a bed for the night. Hostels are a good place to meet other travellers and share your stories. They often provide information about their area, and are usually happy to book activities for you. Some hostels have single and double rooms, but most have just dormitories.

MOTELS
Motels are more common than hotels in New Zealand. There are usually signs on the road which advertise available rooms, and you can usually park in front of your room. Most rooms have a small kitchen where you can prepare a simple meal, and the rooms are usually en suite. They’re a good place to stay if you’re travelling by car, and you don’t usually need to book ahead.

HOTELS
There aren’t as many hotels in New Zealand as other countries, but you’ll find something for all tastes, including luxury, boutique and historic hotels. There are also large international and national hotel chains in the main cities. Most offer single, double and twin rooms.

CAMP SITES
Camp sites are an inexpensive way to stay in a place overnight, and they get you right into the beautiful landscape. Most places have shared kitchen and bathroom facilities, and there are usually barbecues too. A few even have swimming pools. Some camp sites also have the cabins or lodges to stay in, so you don’t have to put up your tent when it’s raining.

BED AND BREAKFASTS AND HOMESTAYS
These allow you to see how the local people live, often staying in very comfortable houses with extremely nice gardens. Breakfast is always included in the price, and many homestays also offer home-cooked evening meals with the family.

DOC HUTS
The Department of Conservation (DOC) looks after hundreds of huts in the countryside. You can stay in a basic hut for free, but some huts which have more facilities charge a fee. They certainly aren’t luxury accommodation — there aren’t usually bathrooms or places to cook, beds sheets or even hot water. But you can enjoy the experience of being close to nature. Booking is usually required.

APARTMENTS
Normally only available for a week at a time, not for single nights, you can really live and feel like a local person on holiday. They’re great if you want a base to really explore an area, and you can also save money by cooking your own meals.
Videos serve as a basis for authentic language examples as well as further listening practice for the learners.

Each Real world lesson ends with a link to a Life competence: a life-long skill taken from The Cambridge Framework for Life Competencies.
Language and Skills Development

→ Each unit in Open World explores a different topic, allowing students to build up their confidence as they acquire the language and skills needed for everyday English situations as well as exams.

Push yourself sections extend students’ capability and confidence to an even higher level.

PUSH YOURSELF B2

1. What global problems can be caused by travel and tourism? Do you know what ‘green tourism’ is?
2. Read this text about green tourism, and then complete the sentences below using highlighted words.

GREEN TOURISM

How can you see the world without damaging the environment? Here are some tips on being an eco-tourist.

Travelling:

Try to keep your carbon footprint small by avoiding unnecessary air and car travel.

This helps to:

• reduce the amount of fossil fuels burned
• limit the level of climate change

At your destination:

• buy products that are locally produced and environmentally friendly
• support the conservation of the local environment
• try to limit the amount of waste that you leave behind

1. Gas, cool and oil are types of ______.
2. Things which don’t harm the planet are ______.
3. Unwanted things which we throw away are ______.
4. A person’s ______ is the amount of CO2 produced by their lifestyle.
5. The way that the Earth’s weather is ______.

Work in pairs and discuss the questions. Do you try to be an eco-tourist? Do you think they are good tips? Can you think of more?

DID YOU KNOW?

American English, the British English speakers say holiday. Talk about long summer breaks and enjoyable trips away in this. American English speakers say vacation. They use the word holiday only to talk about days off work or school for celebrations such as Christmas and Independence Day.

Pushing yourself:

1. Listen to the conversation again and tick the phrases you hear.

I think they’d enjoy going to ______.
I think they should go to ______.
Perhaps they could go to ______.
I think the ______ is the best place for them to go.

Where do you think ______?
Yes, you’re right.
Sorry, but I don’t agree with you.
Do you agree?

What’s your opinion?
I agree with you.
That’s true.

You think ______.
I think that’s a great idea.
I’m afraid I disagree with you.

They might like going to ______.
Sorry, but I don’t agree with you.

Speaking part 3

MAKING SUGGESTIONS, ASKING FOR OPINIONS, AGREETING AND DISAGREING

1. Where do people go for weekend breaks in your country? What kind of things can visitors do there?
2. Listen to two candidates discussing the most suitable place for a weekend trip away for teenagers. Answer the questions:

1. Do the candidates sound interested?
2. Does the woman make suggestions?
3. Does the man respond to the woman’s ideas?

3. Listen to the conversation again and tick the phrases you hear.

I think they’d enjoy going to ______.
I think they should go to ______.
Perhaps they could go to ______.
I think the ______ is the best place for them to go.

Where do you think ______?
Yes, you’re right.
Sorry, but I don’t agree with you.
Do you agree?

What’s your opinion?
I agree with you.
That’s true.

You think ______.
I think that’s a great idea.
I’m afraid I disagree with you.

They might like going to ______.
Sorry, but I don’t agree with you.

Put the correct headings in each column in exercise 3.

agreement disagreeing making a suggestion asking for an opinion

EXAM TIPS

• The examiner describes a situation to you and shows you some pictures.
• You have to discuss your views and opinions with another student.
• You will need to make suggestions and reply to the suggestions which the other student makes.

EXAM FACTS

• Look at and talk to the other student, not the examiner.
• Show interest in what the other student says, and respond to his or her ideas.
• At the end of the conversation, you should either agree or disagree with the other student.

A group of students are on holiday together and they want to spend a day in the countryside. Here are some things which they could do:

Talk together about the different activities they could do, and say which would be most interesting for them.
Launch mobile animations, before or after class, to spark learning with Grammar on the move.

Also includes Grammar reference and practice, Phrasal verbs, a Writing bank and a Speaking bank.
Where English meets Exams
Prepare Second Edition is based on teachers’ feedback. It now includes an enhanced grammar and vocabulary syllabus, Life Skills and Culture, more multimedia, more resources and more official exam practice from Cambridge.

For school-aged students

General English mixed with exam preparation

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

Available in 2019 for Levels 1, 2-3 (A2 Key for Schools), 4-5 (B1 Preliminary for Schools)

20 units

Teacher’s Book with
Downloadable Resource Pack
Presentation Plus
Test Generator

Student’s Book
Student’s Book with Online Workbook
Workbook
The Exam Journey

The pre-exam level books, in levels 2, 4 & 6, help build confidence in the students, developing their English and gradually introducing them to the test format and real exam tasks.

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

A. WordPower

WordPower 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. EnglishScene

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

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. PassWords3000

Practice 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 is free, so sometimes you have to watch video advertisements to continue using it. New questions are added every month.

E. LanguageLab

LanguageLab costs nothing, but will be of limited interest to average except high-level language learners. The grammar reference for each topic is full of important details but the practice that follows is fairly typical. The app also allows you to compare your progress with friends on social networks.

F. ViuEnglish

The design of ViuEnglish isn’t always clear 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 wifi. There is a basic dictionary and the app is completely free, with no advertisements.

G. GrammarWise

The first thing you notice with GrammarWise is its professional-looking design. Everything about this app is easy to use. There are funny 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. Themes

Themes 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 for Schools, Prepare has a pre-exam level and an exam level book.

B1 Preliminary for Schools
The Exam Journey

In the exam level units (level 3 for A2 Key, Level 5 for B1 Preliminary and Level 7 for B2 First) 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 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.
American teenager Emily Hagens 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 movie 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 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) Somewhat 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 Class Hero, a crime drama, which received good reviews. Emily Hagens 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,
Life Skills and Culture

New 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.
Shopping in London, the Paralympics, team sports in Canada, British TV and other subjects are explored through new videos and texts in the revised Culture sections.
Extra Support for Teachers and Students

The new full-colour Teacher’s Book is interleaved with the Student’s Book and includes teaching tips and a guide to the Cambridge English Qualifications.
Extra vocabulary and grammar worksheets at two levels of difficulty help mixed-ability classes.

Two Cambridge exams available to download for each exam level.

Literature, speaking, writing, video and games worksheets support and extend learning in class.
Introducing a new Complete Preliminary for Schools version and a new edition of Complete First for Schools.

Covers everything!
Complete continues its winning formula: preparing learners for exam success with its complete integration of language development and exam training.

For school-aged students and older learners

Exam preparation

70-120+ hours: a single book approach to each exam level

12-14 units

Available in 2019 for A2 Key for Schools; B1 Preliminary for Schools; B1 Preliminary, B2 First for Schools

TEACHER’S COMPONENTS

- Teacher’s Book with Downloadable Resource Pack
- Presentation Plus
- Test Generator

STUDENT’S COMPONENTS

- Student’s Book available with or without answers, online practice and online workbook
- Workbook available with or without answers
The Exam Journey

→ Every unit of Complete focuses on different exam questions, familiarising learners with the exam format and the strategies, language and skills needed for exam success.

Reading Part 6 is an example of one of the new tasks in the updated 2020 B1 Preliminary for Schools.

3 Work in pairs. Put the activities from the box in order to make a typical school day. Add your own ideas.

- do homework
- go home
- have a break
- have lunch at school
- make notes
- pay attention
- set off for school
- work in groups

4 If (7) ___________ live on a huge continent like Australia, your nearest school might be hours away. Students who live too far (8) ___________ a school study at the School of the Air and receive their lessons over the internet.

5 Match the sentences (1–4) with the photos (A–D). Do not complete the gaps for now.

1 At Brooklyn Free School, there (1) _______________ no exams, homework or marks. The students make (2) _______________ rules.

2 In the School of the Future in the USA, the students don’t have (3) _______________ buy books. They use a computer (4) _______________ is connected to the internet.

3 Ørestad Gymnasium in Denmark is a school (5) _______________ classroom walls. More than 1,000 students study in open-learning zones where teachers walk around helping (6) _______________.

6 Read the sentences from Exercise 1 again and write one word in each gap.
The popular Exam advice boxes provide up-to-date tips and now accompany every exam task in every unit.
Now with many more photos, illustrations and increased opportunities for students to speak, listen, read and write with confidence about the everyday topics covered by each Cambridge English Qualification.
Also includes new Grammar reference and practice, Phrasal verbs, a Writing bank and a Speaking bank.
Fast, focused exam preparation
COMPACT

TEACHER’S COMPONENTS
- Teacher’s Book with Downloadable Resource Pack
- Presentation Plus
- Test Generator

STUDENT’S COMPONENTS
- Student’s Book available with or without answers, online practice and online workbook
- Workbook without answers

Available in 2019 for A2 Key for Schools and B1 Preliminary for Schools

8-12 units

50-60 hours + a single book approach to each exam level

Short, intensive exam preparation

For school-aged students and older learners

EXAM UPDATES 2020

OFFICIAL PREPARATION MATERIALS
The Exam Journey

→ Now includes new Grammar reference and practice, Phrasal verbs, a Writing bank and a Speaking bank.

Compact's updated design now makes this popular intensive course even easier to use with a clear step-by-step approach to each exam paper.
Speaking

Speaking Part 3

1. Think of at least two reasons for agreeing or disagreeing with each statement. Then discuss.

Reading

Reading Part 2

Do you enjoy team games? Why? / Why not?

Listening

Listening Part 3

Listen and tick ✓ the numbers you hear.

Exam tips

- Before you listen, try to identify what kind of information is missing – a number, a name or

Exam tip

First decide if each sentence (A-H) relates to the topic of the paragraph. Then look for clues such as pronouns in the sentences before and after the gap to help you.

THE HISTORY OF FOOTBALL AS AN OLYMPIC SPORT

Football was one of the first sports to become an Olympic sport. The first football games were at the Paris Olympics in 1900, but it wasn’t a very big competition, with only three teams taking part: France, Great Britain and Belgium.

However, in the 1908 London Olympic Games, the Football Association of England organised a proper competition with new rules. Six national teams took part this time.

The first South American team, Uruguay, took part in the 1924 Olympics Games. The Uruguayan side, which included the first Olympic black footballer, Josué Andrade, defeated Switzerland 3–0 in the final. Four years later, Uruguay won their second gold by defeating Argentina in the final. It was becoming very clear that South American teams were among the best in the world.

For many years, only amateur athletes were allowed to participate at the Olympic Games. But at the Berlin Games in 1936, this changed and countries were able to include their top players in all their teams.

A There was a new rule which said that the majority of players had to be under the age of 20. Only three players over this age could play in each team. The idea was that it would give African and Asian teams a chance against the big footballing nations in Europe and South America. This helped to make it possible for countries like Nigeria and Cameroon to win gold medals in 1996 and 2000.

Women’s football, however, didn’t become an Olympic sport until 1996. In 2012, an all-female match had attracted a crowd of 31,000 people in Liverpool. In the 21st century, women’s football is becoming very popular again, and there are more opportunities for girls to learn to play.

A As a result, they decided not to include football at the 1992 Games. B Another important change happened in 1992 in Barcelona. C This was surprising, because it had been a very popular game in the UK in the early part of the 20th century. D Because of this, they didn’t win the match. E It continued to grow after that and is now one of the most popular Olympic events. F They impressed everyone with their amazing display of skills. G The highest score in Olympic history was Denmark’s defeat of France in 1908, 17–1. H This meant that the best professional players in the world could not compete.
POWER UP

Confident in learning. Confidence for life.

Natural integration of exams preparation builds confidence. Life competencies help learners reach their full potential.

FULLY UPDATED!
for the 2020 A2 Key for Schools and B1 Preliminary for Schools changes.
Learning, like life, is an exciting adventure filled with challenges and triumphs. **Power Up** offers the perfect start to this great adventure, helping learners become future-ready and able to embrace life with confidence.

Sparks imagination and fosters collaboration.

**TEACHER’S COMPONENTS**
- Teacher’s Book with Downloadable Audio
- Presentation Plus
- Test Generator
- Teacher’s Resource Book
- Flashcards Posters

**STUDENT’S COMPONENTS**
- Pupil’s Book
- Activity Book with Home booklet and Online Activities

**PREPARE**

- For primary school-aged learners
- General English mixed with exam preparation
- 150-200 + hours
- 9 units

**Available in 2019**
for A2 Key for Schools; B1 Preliminary for Schools
Collaborative Learning

This is developed in the Mission sections which first appear at the start of the unit.

Unit opener.
The unit starts with a striking real-world image and a video to create interest in the unit topic.

The Mission is also introduced. This is a task that will be prepared throughout the unit. From the first lesson the children know what they will be doing and why. This makes learning more meaningful and motivating.

Food with friends

1. Draw your picnic food.

In this unit I will:

1. Find out what food my friends like.
2. Buy food for our picnic.
3. Write and share a recipe.
4. Have a picnic.
The Missions are prepared in stages as a natural part of the learning process. In each task the children are invited to reflect on what they have learnt and do a self-evaluation activity.

At the end of the unit we find the final Mission. The project has already been prepared in stages, so all the children have to do is put it together and practise everything they have have learnt.
Life Competencies

Life competencies help learners reach their full potential and are a fundamental part of the learning process.

Literature

1 Talk to a friend. What food do you like to eat on picnics?

A picnic with friends

Mia and Matt want to go on a picnic. ‘Can we cook burgers in the woods, Mum?’ ‘No, but you can take sandwiches and fruit.’

Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade too. ‘Would you like a banana or a watermelon?’ ‘A banana, please,’ says Mia. ‘A banana and a watermelon, please,’ says Matt.

Now they’re in the woods. They’ve got sandwiches, fruit, lemonade and ... chocolate! ‘Would you like some chocolate, Matt?’ ‘Yes, please!’ Matt likes chocolate. ‘Here you are.’

Develop reading and emotional skills
In this example the students focus on aspects of their emotional competence, a key ingredient of life competencies. The children identify the emotions the protagonists feel in the story and their own emotional response.

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**How do they feel? Read and circle.**

1. When the children can’t cook burgers in the woods, Matt feels:

2. When Matt sees the chocolate, he feels:

3. When the birds arrive, Mia feels:

4. At the end of the story, the children feel:

---

**Ask and answer.**

- Where do you have lunch? **At home.**
- Who do you have lunch with? **With my family.**
The Exam Journey

→ Power Up provides a natural integration of exams preparation which helps learners build their confidence in the exams as they progress through the tasks.

1. **Pupil's Book**
   In every unit of the Pupil's Book there are exam preparation tasks which take learners step-by-step through the language, skills and strategies needed for exam success.

2. **Activity Book**
   These tasks then lead to actual exam practice questions in the Activity Books.
3 Test Generator
The Test Generator includes practice tests for A2 Key for Schools and B1 Preliminary for Schools.

4 Teacher’s Resource Book
Even more practice tests are included in the Teacher’s Resource Book.

Cambridge Assessment English check all the exam tasks, tips and references for accuracy and level.
Our real tests go through the same process as the live exams.
All collection’s components

A2 Key for Schools with answers
A2 Key for Schools without answers
A2 Key with answers
A2 Key without answers
B1 Preliminary for Schools with answers
B1 Preliminary for Schools without answers
B1 Preliminary with answers
B1 Preliminary without answers
B2 First for Schools with answers
B2 First for Schools without answers
B2 First with answers
B2 First without answers
Six tests with complete exam training and support for the first two. Available with and without answers and Teacher’s notes.
Each exam task is presented three times, with additional vocabulary and grammar practice exercises.
We are English assessment and publishing experts from Cambridge working together with you, the teachers.
Experts together

Our aim is to deliver the materials you tell us you need. Exclusive insights from test development and candidate performance guarantee expert content. The result is a unique Exam Journey in each course, ensuring every student is ready on exam day. From skills development to exam tasks, language discovery to real-world usage, we create better learning experiences, together.

Experience

Better Learning