Complete First for Schools

Student’s Book with answers

Guy Brook-Hart with Helen Tiliouine
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| 1 A family affair     | Part 6: ‘Parents are human too’  
Part 2: ‘Do you help with household chores?’                                               | Part 1 An essay: Teenagers and young people should share housework equally with their parents. Do you agree?  
Expressing opinions  
Using although, however, on the other hand and whereas                                   | Part 1: Young people talking about their families and activities          |
| 2 Leisure and pleasure| Part 1: ‘My first bike’  
Part 4: Key word transformation                                                                | Part 2 An article: A leisure-time activity you really enjoy  
Writing compound and complex sentences                                         | Part 2: A talk from a games developer                                      |
| 3 Happy holidays?     | Part 3: ‘A bus journey’  
Part 7: ‘My nightmare holiday!’                                                                | Part 2 A story: A trip I’ll never forget                                  | Part 3: Five young people talking about their holidays                      |
| 4 Food, glorious food | Part 6: ‘Can chocolate make you smarter??’  
Part 1: ‘Mosso Mosso’ – a restaurant review                                                    | Part 2 A review: A local restaurant, café or snack bar                    | Part 4: A radio interview about eating insects                               |
| 5 Study time          | Part 7: ‘At school abroad’  
Part 3: ‘Culture shock for language exchange students’                                             | Part 2 The set text: The most interesting character in the book you have read  
Writing opening paragraphs  
Using linking words and phrases                                                  | Part 1: People talking about studying and school                           |
| 6 My first job        | Part 5: ‘Lucy’s first job’  
Part 2: ‘A new summer programme’                                                                 | Part 2 A letter or email: Describe the weekend jobs teenagers do in your country  
Commonly misspelled words                                                    | Part 3: Five people talking about their holiday job                        |
| 7 High adventure      | Part 6: ‘Are you ready for an adventure race?’  
Part 4: Key word transformation                                                               | Part 2 An article: A great way to keep fit                                 | Part 2: A talk about adventure racing                                        |
| 8 Dream of the stars  | Part 7: ‘Four young actors’  
Part 1: ‘YouTube millionaire celebrities’                                                      | Part 1 An essay: There are both advantages and disadvantages to a career as a musician or an actor  
Writing a balanced essay                                                    | Part 2: A talk about a television quiz show                                 |
| 9 Secrets of the mind | Part 5: ‘Happiness or Harvard?’  
Part 4: Key word transformation                                                               | Part 2 A story: Barbara just couldn’t stop smiling                        | Part 1: People talking about different aspects of psychology                |
| 10 On the money       | Part 2: ‘Online shopping? No thanks!’  
Part 5: ‘My greatest influence’                                                                  | Part 2 A review: Something you have been given or bought recently  
Words/Phrases to build up more complex sentences                                | Part 4: A student interview about a new shopping centre                    |
| 11 Medical matters    | Part 4: ‘What would you like to do?’  
Part 3: ‘Is there a doctor on board?’                                                            | Part 1 An essay: Modern lifestyles can seriously endanger our health. Do you agree?  
Writing concluding paragraphs  
An essay: Young people generally don’t pay enough attention to their health and fitness. Do you agree? | Part 3: Five people talking about visits to the doctor                     |
| 12 Animal kingdom     | Part 1: ‘My sister’s circus’  
Part 7: ‘Surviving an animal attack’                                                               | Part 2 A letter or email: Advice to a visitor to your country  
Giving advice                                                            | Part 1: People talking about animals in different situations               |
| 13 House space        | Part 5: ‘My new home in Venice, 1733’  
Part 2: ‘Living on a houseboat’                                                                  | Part 2 An article: My ideal home                                         | Part 2: A talk about a haunted house                                        |
| 14 Fiesta!            | Part 6: ‘The world’s highest festival?’  
Part 3: ‘My local festival’                                                                    | Part 1 An essay: Is it better to watch films at the cinema or at home?  
It, this, that and they for reference                                           | Part 4: A radio interview with a street performer                            |

**Vocabulary and grammar reviews** Units 1 and 2  
Units 3 and 4  
Units 5 and 6  
Units 7 and 8  
Units 9 and 10  
Units 11 and 12  
Units 13 and 14
### Speaking

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<td>Word stress (1): Stress in words with two or more syllables</td>
<td>Phrasal verbs: get on with, do up, etc. Collocations with make and do</td>
<td>Present perfect simple and continuous</td>
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| Part 2: Comparing photos of free-time activities | Sentence stress (1): Stress on words carrying the most meaning | Phrasal verbs and expressions: take up, sum up, etc. | Making comparisons Adjectives with -ed and -ing |
| Using discourse markers to structure the answer     |                                                           |                                                      |                     |

| Part 3: Discussing the benefits of different kinds of trip | Intonation (1): Indicating when you have/haven’t finished speaking | travel, journey, trip and way | Past simple, past continuous and used to at, in or on in time phrases Past perfect simple and continuous |
| Phrases to involve partners in discussion | Adjective suffixes |                                                      |                     |
| Strategies for dealing with the second section of Part 3 |                                                            |                                                      |                     |

| Part 4: Discussing diet, food and health | Grouping words and pausing (1) | food, dish and meal Adjectives to describe restaurants | so and such too and enough |
| Supporting opinions with reasons and examples |                                                      |                                                      |                     |

| Part 1: Talking about your studies | Word stress (2): Shifting word stress | Phrasal verbs: get over, live up to, etc. find out, get to know, know, learn, teach and study; attend, join, take part and assist Forming nouns from verbs | Zero, first and second conditionals |
| Giving reasons, offering several possible ideas |                                                      |                                                      |                     |

| Part 2: Comparing photos of different kinds of work | Sentence stress (2): Contrastive sentence stress | work/job; possibility/opportunity; fun/funny Collocations with work and job | Countable and uncountable nouns Articles |
| Describing similarities and differences when comparing | |                                                      |                     |

| Part 3: Discussing ways of encouraging people to do more sport | Intonation (2): Showing attitude | Verb collocations with sporting activities look, see, watch, listen and hear | Infinitive and verb + -ing |
| Suggesting ideas, asking opinion, agreeing and disagreeing | | | |

| Part 4: Discussing different aspects of media and celebrity | Grouping words and pausing (2) | Verb collocations with ambition, career, experience and job play, performance and acting; audience, (the) public and spectators; scene and stage | Countable and uncountable nouns Articles |
| Giving balanced, general answers | | | |
| Expressing agreement/disagreement | | | |

| Part 2: Comparing photos of different kinds of feeling and emotion | Sentence stress (3): Using sentence stress for emphasis | achieve, carry out and devote stay, spend and pass; make, cause and have | Modal verbs to express certainty and possibility |
| Speculating about photos using look, seem and appear | | | |

| Part 1: Talking about what kind of shops you go to | Linking (1): Linking to increase fluency | arrive, get and reach Phrasal verbs: come up with, pull in, etc. | as and like Modals expressing ability |
| Strategies for answering Part 1 questions | | | |

| Part 2: Comparing photos of situations related to health | Intonation (3): Showing certainty/uncertainty | Idiomatic expressions: taken aback, etc. Health vocabulary: illness, infection, etc. | Relative pronouns and relative clauses |
| Strategies for dealing with difficulties: finding the right word | | | |

| Parts 3 and 4: Discussing topics related to animals | Word stress (3): Strong and weak forms | avoid, prevent and protect; check, control keep an eye on and supervise Negative prefixes | Third conditional and mixed conditionals wish, if only and hope |
| Commenting on the question | | | |
| Expressing other people’s opinions | | | |
| Expressing agreement/disagreement | | | |

| Part 2: Comparing photos of people in different locations | Linking (2): Linking with consonant sounds | space, place, room, area, location and square | Causative have and get Expressing obligation and permission |
| | | | |

| Parts 3 and 4: Discussing different topics related to festivals and celebrations | Improving fluency | Vocabulary for festivals: celebrate, commemorate, etc. Suffixes to form personal nouns | The passive |
| | | | |
Introduction

Who this book is for

Complete First for Schools is a stimulating and thorough preparation course for students wishing to take the revised Cambridge English: First for Schools exam from 2015. It teaches you the reading, writing, listening and speaking skills which are necessary for the exam, how to approach each exam task, as well as essential grammar and vocabulary. The book also teaches you the language knowledge and develops the skills you need to reach an upper-intermediate B2 level in the Common European Framework of Reference. Complete First for Schools is official Cambridge English preparation material for the exam.

What the book contains

In the Student’s Book there are:

- 14 units for classroom study. Each unit contains:
  - at least one part of each of the Writing, Speaking and Listening papers and two parts of the Reading and Use of English paper. The units provide language input, skills practice and exam technique to help you to deal successfully with each of the tasks in the exam.
  - essential information and advice on what each part of the exam involves and the best way to approach each task.
  - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
  - detailed advice and practice of strategies to perfect your performance in the Speaking paper.
  - a pronunciation section working on stress, intonation, pausing, linking and fluency.
  - grammar activities and exercises with the grammar you need to know for the exam. When you are doing grammar exercises you will sometimes see this symbol: . These are exercises which are based on research from the Cambridge English Corpus and they deal with areas which cause problems for many candidates in the exam.
  - vocabulary input needed for success at Cambridge English: First for Schools based on the English Vocabulary Profile (EVP) at B2 level. When you see this symbol: EP, the exercise is based on EVP research. When you see this symbol next to a vocabulary exercise, the exercise is based on research from the Cambridge English Corpus and focuses on words which candidates often confuse or use wrongly in the exam.
  - 14 Vocabulary and grammar reviews. These contain exercises which revise the grammar and vocabulary that you have studied during the unit.
  - A Language reference section which clearly explains all the main areas of language, including grammar, word formation, spelling and punctuation, which you need to know for the Cambridge English: First for Schools exam.
  - Writing and Speaking reference sections. These explain the possible tasks you may have to do in the Speaking and Writing papers, and they give you examples, language and advice on how best to approach them.
  - A CD-ROM provides extra practice, with all the activities linked to the topics in the Student’s Book.

Also available are:

- two audio CDs containing listening material for the 14 units. The listening material is indicated by these icons in the Student’s Book:
  - a Workbook to accompany the Student’s Book, with four pages of exercises for each unit. The Workbook is also accompanied by an audio CD.
# Cambridge English: First for Schools overview

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<th>Part / timing</th>
<th>Content</th>
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| **Reading and Use of English** | Part 1 A modified cloze text containing eight gaps and followed by eight multiple-choice items  
Part 2 A modified open cloze text containing eight gaps  
Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.  
Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a ‘key word’  
Part 5 A text followed by six multiple-choice questions  
Part 6 A text from which six sentences have been removed and placed in a jumbled order after the text. A seventh sentence, which does not need to be used, is also included.  
Part 7 A text, or several short texts, preceded by ten multiple-matching questions | In tasks 1–4 candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks. In tasks 5–7 candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure. |
| **Writing**                    | Part 1 One compulsory essay question presented through a rubric and short notes  
Part 2 Candidates choose one task from a choice of four questions. The task types are:  
• an essay  
• an article  
• a letter or email  
• a review  
• a story  
• a task based on a set text | Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting. |
| **Listening**                  | Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract.  
Part 2 A short talk or lecture on a topic, with a sentence-completion task which has ten items  
Part 3 Five short related monologues, with five multiple-matching questions  
Part 4 An interview or conversation, with seven multiple-choice questions | Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc. |
| **Speaking**                   | Part 1 A conversation between the examiner (the ‘interlocutor’) and each candidate (spoken questions)  
Part 2 An individual ‘long turn’ for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions)  
Part 3 A discussion question with five written prompts  
Part 4 A discussion on topics related to Part 3 (spoken questions) | |