

Cambridge University Press  
978-1-107-41560-7 – Compact First for Schools  
Barbara Thomas and Laura Matthews  
Frontmatter  
[More information](#)



**CAMBRIDGE**  
UNIVERSITY PRESS



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge



# Cambridge English

# Compact

## First for Schools

## Second Edition

**Student's Book with answers**

Barbara Thomas  
Laura Matthews

**Cambridge University Press**  
www.cambridge.org/elt

**Cambridge English Language Assessment**  
www.cambridgeenglish.org

Information on this title: [www.cambridge.org/9781107415607](http://www.cambridge.org/9781107415607)

© Cambridge University Press and UCLES 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of the publishers.

First published © Cambridge University Press and UCLES 2013

Printed in Dubai by Oriental Press

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-107-41556-0 Student's Book without answers with CD-ROM  
ISBN 978-1-107-41560-7 Student's Book with answers with CD-ROM  
ISBN 978-1-107-41567-6 Teacher's Book  
ISBN 978-1-107-41577-5 Workbook without answers with Audio  
ISBN 978-1-107-41572-0 Workbook with answers with Audio  
ISBN 978-1-107-41558-4 Student's Pack (Student's Book without answers with CD-ROM and Workbook without answers with Audio)  
ISBN 978-1-107-41574-4 Class Audio CD  
ISBN 978-1-107-41604-8 Presentation Plus DVD-ROM

Additional resources for this publication at [www.cambridge.org/compactfirstforschools2](http://www.cambridge.org/compactfirstforschools2)

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

# CONTENTS

|   |     |
|---|-----|
| Map of the units  | 4   |
| 1 Family and friends  | 6   |
| 2 Exploring the world   | 14  |
| 3 The entertainment industry  | 22  |
| 4 Active life   | 30  |
| 5 Learning  | 38  |
| 6 Natural world   | 46  |
| 7 People and style  | 54  |
| 8 Keeping up to date  | 62  |
| Revision  | 70  |
|  Grammar reference | 78  |
|  Writing guide     | 86  |
| Irregular verbs   | 93  |
| Wordlist  | 95  |
| Answer Key  | 103 |
| Acknowledgements  | 136 |

# MAP OF THE UNITS

| Unit                         | Topics                                      | Grammar  | Vocabulary   | Writing  |
|------------------------------|---|--|--|--|
| 1 Family and friends         | Family celebrations<br>Friends              | Present and future tenses<br>State verbs<br>Comparisons  | Words often confused<br>Matching expressions with similar meanings                     | Part 1: Essay understanding the question, paragraphing, linking words and phrases              |
| 2 Exploring the world        | Adventure and travel<br>Where you live      | Past tenses<br>Prepositions of time<br>Adverb formation  | Word building (1): adjective suffixes (-able, -al, -ous)<br>Cities, towns and villages | Part 2: Story sequencing, using a range of past tenses, adjectives and adverbs                 |
| 3 The entertainment industry | Films<br>Music                              | Linking words and phrases<br>The passive   | Film and cinema<br>Music   | Part 2: Review organising paragraphs, recommending, using linking words and phrases            |
| 4 Active life                | Sports<br>Keeping fit and healthy           | Modal verbs<br>Prepositions following verbs and adjectives   | Sports<br>Food<br>Word building (2): noun suffixes (-ence, -ity, -(s/t)ion)            | Part 2: Letter and email giving advice, making suggestions, persuading, beginnings and endings |
| 5 Learning                   | Ambitions and achievements<br>Education     | Conditionals   | Phrasal verbs<br>Careers<br>Education  | Part 2: Set text characters, events, types of question   |
| 6 Natural world              | Environment and weather<br>Wildlife         | Countable and uncountable nouns<br>Articles<br><i>so</i> and <i>such</i> (a/an),<br><i>too</i> and <i>enough</i> | Climate<br>Environmental problems<br>Animals   | Part 2: Article keeping the reader's attention, describing and linking                         |
| 7 People and style           | Shopping and fashion<br>People and feelings | Verbs and expressions followed by<br><i>to</i> -infinitive or<br><i>-ing</i> form<br>Reported speech             | Clothes<br>Shopping<br>Feelings  | Part 2: Letter and email giving information, using linking words and phrases                   |
| 8 Keeping up to date         | Science<br>Technology                       | Relative clauses   | Science<br>Computers<br>Word building (3): prefixes and suffixes                       | Part 1: Essay planning, introductions and conclusions, using a range of vocabulary             |

| Reading and Use of English        |   | Listening  | Speaking   |
|-----------------------------------|---|--|--|
| Part 5: multiple-choice questions | Part 1: multiple-choice cloze                                     | Part 3: multiple-matching                            | Part 1: leisure activities<br>Part 2: comparing ways of spending free time   |
| Part 6: gapped text               | Part 2: open cloze<br>Part 3: word formation                      | Part 1: multiple-choice questions + short recordings | Part 3: discussing preferences, agreeing and disagreeing<br>Part 4: talking about where you live                                   |
| Part 7: multiple-matching         | Part 4: key word transformations                                  | Part 4: multiple-choice questions + long recording   | Part 1: adding extra information and comments<br>Part 2: talking about films and music, avoiding unknown words, giving preferences |
| Part 5: multiple-choice questions | Part 2: open cloze<br>Part 3: word formation                      | Part 2: sentence completion                          | Part 3: asking for opinions and reacting to opinions<br>Part 4: discussing sports and keeping fit                                  |
| Part 7: multiple-matching         | Part 1: multiple-choice cloze<br>Part 4: key word transformations | Part 2: sentence completion                          | Part 1: discussing ambitions, achievements and education<br>Part 2: making guesses   |
| Part 6: gapped text               | Part 2: open cloze  | Part 4: multiple-choice questions + long recording   | Part 3: agreeing, disagreeing, making a comment or suggestion<br>Part 4: discussing ways of helping the environment                |
| Part 5: multiple-choice questions | Part 4: key word transformations                                  | Part 3: multiple-matching                            | Part 1: expressing likes and dislikes<br>Part 2: comparing different ways of shopping  |
| Part 7: multiple-matching         | Part 3: word formation  | Part 1: multiple-choice questions + short recordings | Part 3: structuring a conversation<br>Part 4: discussing technology  |