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Cambridge English



Complete First for Schools

Student's Book with answers

Guy Brook-Hart with Helen Tiliouine

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Contents

Map of the units	4
Introduction	6
Cambridge English: First for Schools overview	7
1 A family affair	8
2 Leisure and pleasure	18
<i>Vocabulary and grammar reviews Units 1 and 2</i>	28
3 Happy holidays?	30
4 Food, glorious food	40
<i>Vocabulary and grammar reviews Units 3 and 4</i>	50
5 Study time	52
6 My first job	62
<i>Vocabulary and grammar reviews Units 5 and 6</i>	72
7 High adventure	74
8 Dream of the stars	84
<i>Vocabulary and grammar reviews Units 7 and 8</i>	94
9 Secrets of the mind	96
10 On the money	106
<i>Vocabulary and grammar reviews Units 9 and 10</i>	116
11 Medical matters	118
12 Animal kingdom	128
<i>Vocabulary and grammar reviews Units 11 and 12</i>	138
13 House space	140
14 Fiesta!	150
<i>Vocabulary and grammar reviews Units 13 and 14</i>	160
Language reference	162
Writing reference	186
Speaking reference	194
Answer key	199
Acknowledgements	248

Unit title	Reading and Use of English	Writing	Listening
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 <i>although</i> , <i>however</i> , <i>on the other hand</i> and <i>whereas</i>	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
<i>Vocabulary and grammar reviews Units 1 and 2</i>			
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: 'Moso Moso' – a restaurant review	Part 2 A review: A local restaurant, café or snack bar	Part 4: A radio interview about eating insects
<i>Vocabulary and grammar reviews Units 3 and 4</i>			
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
<i>Vocabulary and grammar reviews Units 5 and 6</i>			
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 Part 4: A radio interview with a paraglider
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
<i>Vocabulary and grammar reviews Units 7 and 8</i>			
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
<i>Vocabulary and grammar reviews Units 9 and 10</i>			
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
<i>Vocabulary and grammar reviews Units 11 and 12</i>			
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? <i>it, this, that and they</i> for reference	Part 4: A radio interview with a street performer
<i>Vocabulary and grammar reviews Units 13 and 14</i>			

Speaking	Pronunciation	Vocabulary	Grammar
Part 1: Talking about yourself, your home and your family Giving extended answers	Word stress (1): Stress in words with two or more syllables	Phrasal verbs: <i>get on with</i> , <i>do up</i> , etc. Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
Part 2: Comparing photos of free-time activities Using discourse markers to structure the answer	Sentence stress (1): Stress on words carrying the most meaning	Phrasal verbs and expressions: <i>take up</i> , <i>sum up</i> , etc.	Making comparisons Adjectives with <i>-ed</i> and <i>-ing</i>
Part 3: Discussing the benefits of different kinds of trip Phrases to involve partners in discussion Strategies for dealing with the second section of Part 3	Intonation (1): Indicating when you have/haven't finished speaking	<i>travel</i> , <i>journey</i> , <i>trip</i> and <i>way</i> Adjective suffixes	Past simple, past continuous and <i>used to</i> <i>at</i> , <i>in</i> or <i>on</i> in time phrases Past perfect simple and continuous
Part 4: Discussing diet, food and health Supporting opinions with reasons and examples	Grouping words and pausing (1)	<i>food</i> , <i>dish</i> and <i>meal</i> Adjectives to describe restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
Part 1: Talking about your studies Giving reasons, offering several possible ideas	Word stress (2): Shifting word stress	Phrasal verbs: <i>get over</i> , <i>live up to</i> , etc. <i>find out</i> , <i>get to know</i> , <i>know</i> , <i>learn</i> , <i>teach</i> and <i>study</i> ; <i>attend</i> , <i>join</i> , <i>take part</i> and <i>assist</i> Forming nouns from verbs	Zero, first and second conditionals
Part 2: Comparing photos of different kinds of work Describing similarities and differences when comparing	Sentence stress (2): Contrastive sentence stress	<i>work/job</i> ; <i>possibility/occasion/opportunity</i> ; <i>fun/funny</i> Collocations with <i>work</i> and <i>job</i>	Countable and uncountable nouns Articles
Part 3: Discussing ways of encouraging people to do more sport Suggesting ideas, asking opinion, agreeing and disagreeing	Intonation (2): Showing attitude	Verb collocations with sporting activities <i>look</i> , <i>see</i> , <i>watch</i> , <i>listen</i> and <i>hear</i>	Infinitive and verb + <i>-ing</i>
Part 4: Discussing different aspects of media and celebrity Giving balanced, general answers Expressing agreement/disagreement	Grouping words and pausing (2)	Verb collocations with <i>ambition</i> , <i>career</i> , <i>experience</i> and <i>job</i> <i>play</i> , <i>performance</i> and <i>acting</i> ; <i>audience</i> , <i>(the) public</i> and <i>spectators</i> ; <i>scene</i> and <i>stage</i>	<i>at</i> , <i>in</i> and <i>on</i> in phrases expressing location Reported speech
Part 2: Comparing photos of different kinds of feeling and emotion Speculating about photos using <i>look</i> , <i>seem</i> and <i>appear</i>	Sentence stress (3): Using sentence stress for emphasis	<i>achieve</i> , <i>carry out</i> and <i>devote</i> <i>stay</i> , <i>spend</i> and <i>pass</i> ; <i>make</i> , <i>cause</i> and <i>have</i>	Modal verbs to express certainty and possibility
Part 1: Talking about what kind of shops you go to Strategies for answering Part 1 questions	Linking (1): Linking to increase fluency	<i>arrive</i> , <i>get</i> and <i>reach</i> Phrasal verbs: <i>come up with</i> , <i>pull in</i> , etc.	<i>as</i> and <i>like</i> Modals expressing ability
Part 2: Comparing photos of situations related to health Strategies for dealing with difficulties: finding the right word	Intonation (3): Showing certainty/uncertainty	Idiomatic expressions: <i>taken aback</i> , etc. Health vocabulary: <i>illness</i> , <i>infection</i> , etc.	Relative pronouns and relative clauses
Parts 3 and 4: Discussing topics related to animals Commenting on the question Expressing other people's opinions Expressing agreement/disagreement	Word stress (3): Strong and weak forms	<i>avoid</i> , <i>prevent</i> and <i>protect</i> ; <i>check</i> , <i>control</i> , <i>keep an eye on</i> and <i>supervise</i> Negative prefixes	Third conditional and mixed conditionals <i>wish</i> , <i>if only</i> and <i>hope</i>
Part 2: Comparing photos of people in different locations	Linking (2): Linking with consonant sounds	<i>space</i> , <i>place</i> , <i>room</i> , <i>area</i> , <i>location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
Parts 3 and 4: Discussing different topics related to festivals and celebrations	Improving fluency	Vocabulary for festivals: <i>celebrate</i> , <i>commemorate</i> , 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.
 - a step-by-step approach to doing Cambridge English: First for Schools writing tasks.
 - 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: , 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

Part / timing	Content	Test focus
Reading and Use of English 1 hour 15 minutes	<p>Part 1 A modified cloze text containing eight gaps and followed by eight multiple-choice items</p> <p>Part 2 A modified open cloze text containing eight gaps</p> <p>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.</p> <p>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'</p> <p>Part 5 A text followed by six multiple-choice questions</p> <p>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.</p> <p>Part 7 A text, or several short texts, preceded by ten multiple-matching questions</p>	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 1 hour 20 minutes	<p>Part 1 One compulsory essay question presented through a rubric and short notes</p> <p>Part 2 Candidates choose one task from a choice of four questions. The task types are:</p> <ul style="list-style-type: none"> • 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 Approximately 40 minutes	<p>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.</p> <p>Part 2 A short talk or lecture on a topic, with a sentence-completion task which has ten items</p> <p>Part 3 Five short related monologues, with five multiple-matching questions</p> <p>Part 4 An interview or conversation, with seven multiple-choice questions</p>	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 14 minutes	<p>Part 1 A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions)</p> <p>Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions)</p> <p>Part 3 A discussion question with five written prompts</p> <p>Part 4 A discussion on topics related to Part 3 (spoken questions)</p>	