



# COMPLETE

## FIRST

Student's Book  
without answers

Third edition



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## Map of the units

| Unit title   | Reading and Use of English   | Writing  | Listening   |
|--|--|--|---|
| <b>1</b> A family affair                             | <b>Part 6:</b> 'A seat at the table'<br><b>Part 2:</b> 'The housework gap'                                     | <b>Part 1:</b> An essay: Technology has a largely positive impact on families. Do you agree?<br>Expressing opinions<br>Using <i>although, however, despite, that being said</i> and <i>whereas</i> | <b>Part 1:</b> People talking about friends and family  |
| <b>2</b> Leisure and pleasure                        | <b>Part 5:</b> 'View from the top'<br><b>Part 4:</b> Key word transformation                                   | <b>Part 2:</b> An article: A great way to spend your free time<br>Writing compound sentences   | <b>Part 2:</b> A talk by a vlogger  |
| <i>Vocabulary and grammar review Units 1 and 2</i>   |  |  |   |
| <b>3</b> Happy holidays?                             | <b>Part 3:</b> 'Danger ahead'<br><b>Part 7:</b> 'It was great, but ...'  | <b>Part 2:</b> A report: A one-day excursion to a local place of interest<br>Structuring a report  | <b>Part 3:</b> Five people talking about a holiday they've been on  |
| <b>4</b> Food, glorious food                         | <b>Part 6:</b> 'What are you printing for dinner?'<br><b>Part 1:</b> 'A café with a difference'                | <b>Part 2:</b> A review: A restaurant, café or snack bar<br>Using descriptive adjectives   | <b>Part 4:</b> An interview with someone who runs a catering business   |
| <i>Vocabulary and grammar review Units 3 and 4</i>   |  |  |   |
| <b>5</b> Study time                                  | <b>Part 7:</b> 'At university abroad'<br><b>Part 3:</b> 'Mobile phones in the classroom'                       | <b>Part 1:</b> An essay: All young people should study a foreign language as part of their education. Do you agree?<br>Writing opening paragraphs  | <b>Part 1:</b> People talking about studying and education  |
| <b>6</b> Good job!                                   | <b>Part 5:</b> 'Chasing a storm'<br><b>Part 2:</b> 'Volunteers wanted'   | <b>Part 2:</b> A letter or email: Describing jobs students do in your country<br>Commonly misspelt words   | <b>Part 3:</b> Five people talking about their jobs in tourism  |
| <i>Vocabulary and grammar review Units 5 and 6</i>   |  |  |   |
| <b>7</b> High adventure                              | <b>Part 6:</b> 'Looking for something different? Try a Tough Mudder'<br><b>Part 4:</b> Key word transformation | <b>Part 2:</b> An article: A great way to keep fit<br>Structuring an article   | <b>Part 2:</b> A talk about scuba diving<br><b>Part 4:</b> A radio interview with someone who went wing walking |
| <b>8</b> Dream of the stars                          | <b>Part 7:</b> 'What sort of films are you into?'<br><b>Part 1:</b> 'The rise of the bedroom producer'         | <b>Part 1:</b> An essay: Being a famous film star has both advantages and disadvantages. Do you agree?<br>Writing a balanced essay   | <b>Part 2:</b> A talk by a celebrity chef   |
| <i>Vocabulary and grammar review Units 7 and 8</i>   |  |  |   |
| <b>9</b> The power of the mind                       | <b>Part 5:</b> 'The secret of happiness'<br><b>Part 4:</b> Key word transformation                             | <b>Part 2:</b> A report: The benefits of improving classrooms and students' social activities<br>Making recommendations and suggestions  | <b>Part 1:</b> People talking about different aspects of psychology   |
| <b>10</b> Spend, spend, spend                        | <b>Part 2:</b> 'A new way to shop'<br><b>Part 5:</b> 'A journey of self-discovery'                             | <b>Part 2:</b> A review: A place where people have a good time<br>Building complex sentences   | <b>Part 4:</b> An interview with someone who runs their own fashion magazine                                    |
| <i>Vocabulary and grammar review Units 9 and 10</i>  |  |  |   |
| <b>11</b> Medical matters                            | <b>Part 6:</b> '#VerifyHealthcare'<br><b>Part 3:</b> 'How would you react?'                                    | <b>Part 1:</b> An essay: Modern lifestyles can seriously endanger our health. Do you agree?<br>Writing concluding paragraphs   | <b>Part 3:</b> Five people talking about their job as a doctor  |
| <b>12</b> Animal kingdom                             | <b>Part 1:</b> 'Aoshima: Japan's cat island'<br><b>Part 7:</b> 'Surviving an animal attack'                    | <b>Part 2:</b> A letter or email: Advice to a visitor to your country<br>Giving advice   | <b>Part 1:</b> People talking about animals in different situations   |
| <i>Vocabulary and grammar review Units 11 and 12</i> |  |  |   |
| <b>13</b> House space                                | <b>Part 5:</b> 'My new home in Venice, 1733'<br><b>Part 2:</b> 'Living in a tiny home'                         | <b>Part 2:</b> An article: My ideal home<br>Planning a piece of writing  | <b>Part 2:</b> A talk by someone who attended a conference about smart homes                                    |
| <b>14</b> Fiesta!                                    | <b>Part 6:</b> 'Keeping festivals clean and green'<br><b>Part 3:</b> 'My neighbourhood street party'           | <b>Part 1:</b> An essay: Is it better to listen to live or recorded music? Is it better to watch films at the cinema or at home?<br><i>it, this, that</i> and <i>they</i> for reference            | <b>Part 4:</b> An interview with a comedian   |
| <i>Vocabulary and grammar review Units 13 and 14</i> |  |  |   |



| Speaking  | Pronunciation   | Vocabulary   | Grammar  |
|---|---|--|--|
| <b>Part 1:</b> Talking about yourself, your friends and your family<br>Giving extended answers  | Word stress: Stress in words with two or more syllables                         | Phrasal verbs to describe relationships<br>Collocations with <i>make</i> and <i>do</i>   | Present perfect simple and continuous  |
| <b>Part 2:</b> Describing the benefits of different free-time activities<br>Using discourse markers to structure answers  | Sentence stress (1): Stress on words carrying the most meaning                  | Phrasal verbs and expressions to talk about skills and hobbies   | Making comparisons<br>Adjectives with <i>-ed</i> and <i>-ing</i>   |
| <b>Part 3:</b> Discussing the benefits of different kinds of trips<br>Phrases to involve partners in a discussion<br>Strategies for dealing with the second section of Part 3 | Intonation (1): Indicating that you have finished speaking, or have more to say | <i>travel, journey, trip</i> and <i>way</i><br>Forming adjectives and adverbs with suffixes  | Past simple, past continuous and <i>used to</i><br><i>at, in</i> and <i>on</i> in time phrases<br>Past perfect simple and continuous |
| <b>Part 4:</b> Discussing diet, food and health<br>Supporting opinions with reasons and examples  | Grouping words and pausing (1)  | <i>food, dish</i> and <i>meal</i><br>Adjectives to describe restaurants  | <i>so</i> and <i>such</i><br><i>too</i> and <i>enough</i>  |
| <b>Part 1:</b> Talking about studying<br>Giving reasons and offering several possible ideas   | Syllable stress: Shifting word stress   | Phrasal verbs connected with education and study<br><i>find out, get to know, know, learn, teach, study, attend, join, take part, assist</i>                 | Zero, first and second conditionals  |
| <b>Part 2:</b> Describing different kinds of work<br>Describing similarities and differences when comparing   | Sentence stress (2): Contrastive sentence stress                                | <i>work</i> or <i>job</i> ; <i>possibility, occasion</i> or <i>opportunity</i> ; <i>fun</i> or <i>funny</i><br>Collocations with <i>job</i> and <i>work</i>  | Countable and uncountable nouns<br>Articles  |
| <b>Part 3:</b> Discussing whether people should spend more of their free time playing sports<br>Suggesting ideas, asking your partner's opinion, agreeing and disagreeing     | Intonation (2): Showing interest and enthusiasm                                 | Verb collocations with activities<br><i>look, see, watch, listen</i> and <i>hear</i>   | Infinitive and verb + <i>-ing</i>  |
| <b>Part 4:</b> Discussing different aspects of entertainment<br>Giving balanced answers   | Grouping words and pausing (2)  | Describing entertainment<br><i>play, performance</i> and <i>acting</i> ; <i>audience, (the) public</i> and <i>spectators</i> ; <i>scene</i> and <i>stage</i> | <i>At, in</i> and <i>on</i> to express location<br>Reported speech   |
| <b>Part 2:</b> Describing different kinds of feelings and emotions<br>Speculating about photos using modals and <i>look, seem</i> and <i>appear</i>                           | Sentence stress (3): Using stress for emphasis                                  | <i>achieve, carry out</i> and <i>devote</i><br><i>stay, spend</i> and <i>pass</i> ; <i>move, cause</i> and <i>have</i>                                       | Modal verbs to express certainty and possibility   |
| <b>Part 1:</b> Talking about spending money<br>Strategies for answering Part 1 questions  | Linking (1): Linking to increase fluency  | <i>arrive, get</i> and <i>reach</i><br>Phrasal verbs connected with shopping   | <i>as</i> and <i>like</i><br>Modal verbs to express ability  |
| <b>Part 2:</b> Describing situations related to health<br>Expressions when you need time to think, can't think of a word or have made a mistake                               | Intonation (3): Showing certainty / uncertainty                                 | Health vocabulary<br>Idiomatic expressions   | Relative pronouns and relative clauses   |
| <b>Parts 3 and 4:</b> Discussing topics related to animals<br>Commenting on the question<br>Expressing other people's opinions<br>Expressing agreement and disagreement       | Word stress (3): Strong and weak forms  | <i>avoid, prevent</i> and <i>protect</i> ; <i>check, control, keep an eye on</i> and <i>supervise</i>  | Third conditional and mixed conditionals<br><i>wish, if only</i> and <i>hope</i>   |
| <b>Part 2:</b> Describing people in different locations<br>Strategies for answering Part 2 questions  | Linking (2): Linking with consonant sounds                                      | Vocabulary to describe where you live<br><i>space, place, room, area, location</i> and <i>square</i>   | Causative <i>have</i> and <i>get</i><br>Expressing obligation and permission   |
| <b>Parts 3 and 4:</b> Discussing topics related to festivals and celebrations<br>Strategies for working with a partner  | Improving fluency   | Vocabulary for festivals<br>Suffixes to form nouns for people  | The passive  |

# Introduction


## Who this book is for

*Complete First* is a stimulating and thorough preparation course for learners who wish to take the **B2 First exam** from **Cambridge Assessment English**. It helps them to develop the necessary reading, writing, listening and speaking skills for the exam, as well as teaching essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language based around engaging topics, all highly relevant for learners moving towards a B2 level of English.

## What the Student's Book contains:

- **14 units for classroom study.** Each unit comprises:
  - an authentic exam task taken from each of the four papers (Reading and Use of English, Listening, Speaking and Writing) in the B2 First exam.
  - Exam advice boxes containing essential information on what each part of the exam involves, and the best way to approach each task.
  - a wide range of enjoyable speaking activities designed to increase learners' fluency and ability to express themselves.
  - a step-by-step approach to doing First Writing tasks.
  - grammar activities and exercises for the grammar learners need to know for the exam; grammar exercises with the symbol  are based on research from the **Cambridge Learner Corpus** and deal with the areas which often cause problems for candidates in the exam.
  - vocabulary activities and exercises for the vocabulary learners need to know for the exam; vocabulary exercises with the symbol  focus on words which First candidates often confuse or use wrongly in the exam.
- **Seven unit reviews** comprised of exercises which revise the grammar and vocabulary in each unit.
- **Speaking and Writing banks.** These explain the possible tasks students may have to do in the Speaking and Writing papers, and provide examples and models together with additional advice on how best to approach these Speaking and Writing exam tasks.
- A **Grammar reference section** which clearly explains, unit by unit, all the main areas of grammar which you will need to know for the **B2 First exam**. There are also practice exercises for all grammar points.
- **Cambridge One Digital Pack** containing:
  - Test and Train
  - Practice Extra
  - eBook with audio

## Also available

- A Student's **Workbook** containing 14 Units for homework and self-study. Each unit contains further exam-style exercises to practise the reading, listening and writing skills needed in the **B2 First exam**. In addition, they provide further practice of grammar and vocabulary, using information about First candidates' common errors from the Cambridge Learner Corpus .
- **Downloadable audio** containing all the listening material for the workbook.
- A **Teacher's Book** containing:
  - **step-by-step guidance** for teaching activities in the Student's Book
  - a number of suggestions for alternative treatments of activities in the Student's Book listening material.
  - complete answer keys including audioscripts for all the listening material.
  - **access to extra photocopyable materials online** to practise and extend language abilities beyond the requirements of the **B2 First exam**.
- A **Test Generator** containing:
  - a **Grammar and Vocabulary Test** at 'standard' and 'plus' levels of each of the 14 units in the Student's Book.
  - three **Term Tests** including grammar, vocabulary and First Reading and Use of English, Writing, Speaking and Listening exam tasks.
  - an **End of Year Test** including grammar, vocabulary and First Reading and Use of English, Writing, Speaking and Listening exam tasks.

## B2 First content and overview

| PART/TIMING  | CONTENT  | EXAM FOCUS   |
|--|--|--|
| <b>Reading and Use of English</b><br>1 hour 15 minutes | <p><b>Part 1</b> A modified cloze text containing eight gaps and followed by eight multiple-choice items.</p> <p><b>Part 2</b> A modified open cloze text containing eight gaps.</p> <p><b>Part 3</b> 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><b>Part 4</b> 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><b>Part 5</b> A text followed by six multiple-choice questions.</p> <p><b>Part 6</b> 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><b>Part 7</b> A text, or several short texts, preceded by ten multiple-matching questions.</p> | Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks; candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure. |
| <b>Writing</b><br>1 hour 20 minutes                    | <p><b>Part 1</b> One compulsory essay question presented through a rubric and short notes.</p> <p><b>Part 2</b> Candidates choose one task from a choice of three task types. The tasks are situationally based and presented through a rubric and possibly a short input text. The task types are:</p> <ul style="list-style-type: none"> <li>• an essay</li> <li>• an article</li> <li>• a letter or email</li> <li>• a review</li> <li>• a report</li> </ul>  | 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.   |
| <b>Listening</b><br>Approximately 40 minutes           | <p><b>Part 1</b> 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><b>Part 2</b> A short talk or lecture on a topic, with a sentence completion task which has ten items.</p> <p><b>Part 3</b> Five short related monologues, with five multiple matching questions.</p> <p><b>Part 4</b> 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.   |
| <b>Speaking</b><br>14 minutes                          | <p><b>Part 1</b> A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions).</p> <p><b>Part 2</b> An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions).</p> <p><b>Part 3</b> A discussion question with five written prompts.</p> <p><b>Part 4</b> A discussion on topics related to Part 3 (spoken questions).</p>  | Candidates are expected to be able to respond to questions and to interact in conversational English.  |