



# COMPLETE

## FIRST

Student's Book  
with answers  
Third edition



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Map of the units

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



Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Talking about yourself, your friends and your family Giving extended answers	Word stress: Stress in words with two or more syllables	Phrasal verbs to describe relationships 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 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 Adjectives with <i>-ed</i> and <i>-ing</i>
<b>Part 3:</b> Discussing the benefits of different kinds of trips Phrases to involve partners in a discussion 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> Forming adjectives and adverbs with suffixes	Past simple, past continuous and <i>used to</i> <i>at, in</i> and <i>on</i> in time phrases Past perfect simple and continuous
<b>Part 4:</b> Discussing diet, food and health Supporting opinions with reasons and examples	Grouping words and pausing (1)	<i>food, dish</i> and <i>meal</i> Adjectives to describe restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
<b>Part 1:</b> Talking about studying Giving reasons and offering several possible ideas	Syllable stress: Shifting word stress	Phrasal verbs connected with education and study <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 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> Collocations with <i>job</i> and <i>work</i>	Countable and uncountable nouns Articles
<b>Part 3:</b> Discussing whether people should spend more of their free time playing sports Suggesting ideas, asking your partner's opinion, agreeing and disagreeing	Intonation (2): Showing interest and enthusiasm	Verb collocations with activities <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 Giving balanced answers	Grouping words and pausing (2)	Describing entertainment <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 Reported speech
<b>Part 2:</b> Describing different kinds of feelings and emotions 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> <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 Strategies for answering Part 1 questions	Linking (1): Linking to increase fluency	<i>arrive, get</i> and <i>reach</i> Phrasal verbs connected with shopping	<i>as</i> and <i>like</i> Modal verbs to express ability
<b>Part 2:</b> Describing situations related to health 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 Idiomatic expressions	Relative pronouns and relative clauses
<b>Parts 3 and 4:</b> Discussing topics related to animals Commenting on the question Expressing other people's opinions 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 <i>wish, if only</i> and <i>hope</i>
<b>Part 2:</b> Describing people in different locations Strategies for answering Part 2 questions	Linking (2): Linking with consonant sounds	Vocabulary to describe where you live <i>space, place, room, area, location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
<b>Parts 3 and 4:</b> Discussing topics related to festivals and celebrations Strategies for working with a partner	Improving fluency	Vocabulary for festivals 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> 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> 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> 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> 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.