



# COMPLETE

## FIRST for Schools

**Student's Book  
without answers  
with Digital Pack**



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Guy Brook-Hart, Susan  
Hutchison, Lucy Passmore  
and Jishan Uddin

ENGLISH FOR SPANISH SPEAKERS

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# Contents

<b>Map of the Units</b>	4
<b>Introduction</b>	6
<b>First for Schools content and overview</b>	7
<b>1 A family affair</b>	8
<b>2 Leisure and pleasure</b>	18
<i>Vocabulary and grammar review Units 1 and 2</i>	28
<b>3 Happy holidays?</b>	30
<b>4 Food, glorious food</b>	40
<i>Vocabulary and grammar review Units 3 and 4</i>	50
<b>5 Study time</b>	52
<b>6 My first job</b>	62
<i>Vocabulary and grammar review Units 5 and 6</i>	72
<b>7 High adventure</b>	74
<b>8 Dream of the stars</b>	84
<i>Vocabulary and grammar review Units 7 and 8</i>	94
<b>9 Secrets of the mind</b>	96
<b>10 On the money</b>	106
<i>Vocabulary and grammar review Units 9 and 10</i>	116
<b>11 Medical matters</b>	118
<b>12 Animal kingdom</b>	128
<i>Vocabulary and grammar review Units 11 and 12</i>	138
<b>13 House space</b>	140
<b>14 Fiesta!</b>	150
<i>Vocabulary and grammar review Units 13 and 14</i>	160
<b>Grammar reference</b>	162
<b>Phrasal verbs</b>	189
<b>Speaking bank</b>	192
<b>Writing bank</b>	202
<b>English for Spanish Speakers</b>	214

# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> A family affair	<b>Part 6:</b> 'From worst enemies to best friends' <b>Part 2:</b> 'How do you manage your money?'	<b>Part 1:</b> An essay: It is beneficial for teenagers to receive pocket money from their parents. Do you agree?	<b>Part 1:</b> Young people talking about their families and activities
<b>2</b> Leisure and pleasure	<b>Part 1:</b> 'Ice skating – my passion' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> An article: A great way to spend your free time	<b>Part 2:</b> A talk by a professional footballer
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Happy holidays?	<b>Part 3:</b> 'A bus journey' <b>Part 7:</b> 'Holiday surprises'	<b>Part 2:</b> A story: It was a trip I'll never forget'	<b>Part 3:</b> Five young people talking about their best holiday ever
<b>4</b> Food, glorious food	<b>Part 6:</b> 'Are insects the future of food?' <b>Part 1:</b> 'How to eat sushi'	<b>Part 2:</b> A review: A local restaurant, snack bar or café in your area	<b>Part 4:</b> An interview with a young chef
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Study time	<b>Part 7:</b> 'Making the most of your summer' <b>Part 3:</b> 'Exam stress for teenagers'	<b>Part 2:</b> The set text: The most interesting character in the book that you have read	<b>Part 1:</b> People talking about study and school
<b>6</b> My first job	<b>Part 5:</b> 'My first job' <b>Part 2:</b> 'Voluntary work'	<b>Part 2:</b> A letter or email: What part-time jobs can teenagers do in your country	<b>Part 3:</b> Five young people talking about weekend jobs
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> High adventure	<b>Part 6:</b> 'Are you ready for a school challenge?' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> An article: A great way to keep fit	<b>Part 2:</b> A talk about the Duke of Edinburgh Award <b>Part 4:</b> An interview with someone who did a parachute jump for the first time
<b>8</b> Dream of the stars	<b>Part 7:</b> 'Careers in film and the theatre' <b>Part 1:</b> 'I want your job: stunt person'	<b>Part 1:</b> An essay: There are both advantages and disadvantages to a career as a musician or actor. Do you agree?	<b>Part 2:</b> A talk about unusual sports
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Secrets of the mind	<b>Part 5:</b> 'Our month in a tech free house' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> A short story	<b>Part 1:</b> People talking about different influences on personality
<b>10</b> On the money	<b>Part 2:</b> 'How I like to shop' <b>Part 5:</b> 'I got rid of nearly everything I owned'	<b>Part 2:</b> A review: Write about something you have bought or been given recently	<b>Part 4:</b> An interview with a student about 'Buy nothing day'
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Medical matters	<b>Part 4:</b> 'A school science project' <b>Part 3:</b> 'Afraid of the dentist'	<b>Part 1:</b> An essay: Young people generally don't pay attention to their health and fitness. Do you agree?	<b>Part 3:</b> Five people talking about health problems and reasons for visiting a doctor
<b>12</b> Animal kingdom	<b>Part 1:</b> 'Not just a hobby' <b>Part 7:</b> 'Animal rescue'	<b>Part 2:</b> A letter or email : Advice for a visitor to your country	<b>Part 1:</b> People talking about wildlife and conservation
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> House space	<b>Part 5:</b> 'Living in a yurt' <b>Part 2:</b> 'The smallest house in Britain'	<b>Part 2:</b> An article: My ideal home	<b>Part 2:</b> A talk about building a small house from a kit
<b>14</b> Fiesta!	<b>Part 6:</b> 'Koningsdad: Europe's most lively festival' <b>Part 3:</b> 'The week my town goes back in time'	<b>Part 1:</b> An essay: The advantages and disadvantages going to the cinema compared to streaming films at home	<b>Part 4:</b> An interview with someone who visits music festivals
<i>Vocabulary and grammar review Units 13 and 14</i>			



Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Speaking about your home and what it is like to grow up in your hometown	Word stress	Phrasal verbs to describe relationships Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
<b>Part 2:</b> Describing and discussing the benefits of different free time activities	Sentence stress (1)	Phrasal verbs to talk about skills and hobbies	Making comparisons Adjectives with <i>-ing</i> and <i>-ed</i>
<b>Part 3:</b> Choosing the best activities for a school trip	Intonation (1)	<i>travel, journey, trip</i> and <i>way</i>	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> Talking about diet and healthy eating	Grouping words and pausing (1)	<i>food, dish</i> and <i>meal</i> Adjectives to describe food, meals and restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
<b>Part 1:</b> Talking about your preferences regarding school subjects	Word stress (2)	Phrasal verbs connected with study <i>find out, get to know, know, learn, teach</i> and <i>study</i> <i>attend, join, take part</i> and <i>assist</i>	Zero, first and second conditional
<b>Part 2:</b> Describing what people learn and enjoy about doing different kinds of jobs	Sentence stress (2)	<i>work</i> and <i>job</i> ; <i>possibility, occasion</i> and <i>possibility</i> ; <i>fun</i> and <i>funny</i> Collocations with <i>job</i> and <i>work</i>	Countable and uncountable nouns Articles
<b>Part 3:</b> Discussing different ways to encourage students to do more sport	Intonation (2)	Verb collocations with adventure activities <i>look, see</i> and <i>watch</i> ; <i>listen</i> and <i>hear</i>	Infinitive and verb + <i>-ing</i>
<b>Part 4:</b> giving opinions on the importance of dance, drama and music as school subjects	Grouping words and pausing (2)	Verb collocations with <i>ambition, career, experience</i> and <i>job</i> People and the theatre Verb collocations with <i>ambition, career, experience</i> and <i>job</i>	<i>at, in, on</i> to express location Reported speech
<b>Part 2:</b> Describing the emotions that people have in different situations	Sentence stress (3)	<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 your personal life and interests	Linking (1)	<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 different ways to stay healthy and ways to deal with different illnesses	Intonation (3)	Health vocabulary Idiomatic expressions	Relative pronouns and relative clauses
<b>Part 3:</b> choosing a topic connected with animals <b>Part 4:</b> Discussion about looking after animals	Word stress (3)	<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 what life is like in different places	Revision of features of pronunciation	<i>space, place, room, location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
<b>Part 3:</b> Deciding how to celebrate an occasion <b>Part 4:</b> Discussion on festivals and celebrations	Improving fluency	Vocabulary to describe what people do Vocabulary for festivals	The Passive

# Introduction



## Who this book is for?

*Complete First for Schools* is a stimulating and thorough preparation course for school-aged learners who wish to take the **B2 First for Schools exam** from **Cambridge Assessment English**. It helps them to develop the necessary reading, writing, listening and speaking exams 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 school-aged learners moving towards a B2 level of English.

## What the Student's Book contains

- **14 units for classroom study.** Each unit contains:
  - 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).
  - essential information on what each part of the exam involves, and the best way to approach each task. Exam advice boxes before exam tasks explain how to do this.
  - a wide range of enjoyable speaking activities designed to increase learner's fluency and ability to express themselves.
  - a step-by-step approach to doing First for Schools Writing tasks.
  - grammar activities and exercises for the grammar learners need to know for the exam. When you are doing grammar exercises, you will sometimes see this symbol . These exercises are based on research from the **Cambridge Learner Corpus** and they deal with the areas which often cause problems for students in the exam.
  - vocabulary activities and exercises for the vocabulary you need to know for the exam. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which First for Schools candidates often confuse or use wrongly in the exam.
- **Six unit reviews.** These contain exercises which revise the grammar and vocabulary in each unit.
- **Speaking and Writing reference section.** These explain the possible tasks students may have to do in the Speaking and Writing papers, and they give you 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 for Schools exam**. There are also practice exercises for all grammar points.

## Also available

- **Downloadable audio online** containing all the listening material for the 12 units of the Student's Book plus material for the 14 units of the Student's Book plus material for the Speaking Bank. The listening material is indicated by coloured icons  in the Student's Book.
- 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.
  - **14 Photocopiable wordlists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the wordlist is accompanied by a definition supplied by the corpus-informed *Cambridge Advanced Learner's Dictionary*.
  - **Access to extra photocopiable materials online** to practise and extend language abilities outside the requirements of the **B2 First for Schools exam**.
- A Student's **Workbook** containing:
  - 14 Units for homework and self-study. Each unit contains further exam-style exercise to practise the Reading and Use of English, Listening, Speaking and Writing skills needed in the **B2 First for Schools exam**. In addition, they provide further practice of grammar and vocabulary, which also use information about common First for Schools candidate errors from the Cambridge Learner Corpus .
- **Downloadable audio online** containing all the listening material for the workbook.
- 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 for Schools Reading and Use of English, Writing, Speaking and Listening exam tasks.
  - An **End of Year Test** including grammar, vocabulary and First for Schools Reading and Use of English, Writing, Speaking and Listening exam tasks.

## B2 First for Schools content and overview

Part/Timing	Content	Test 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>	<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.</p>
<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 four questions. 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 story</li> <li>• a task based on a set text</li> </ul>	<p>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.</p>
<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>	<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.</p>
<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>	