

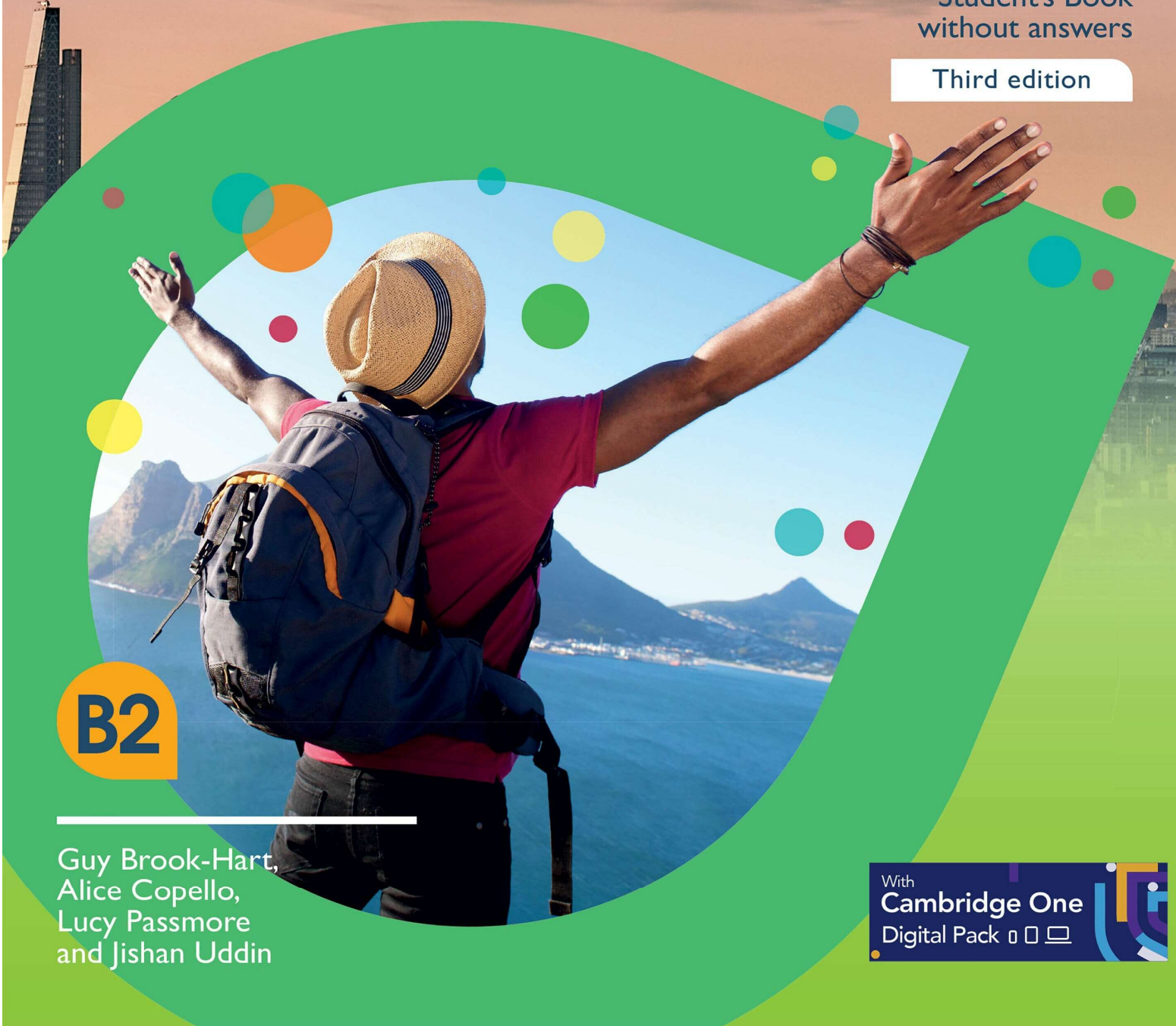
 CAMBRIDGE



COMPLETE FIRST

Student's Book
without answers

Third edition



B2

Guy Brook-Hart,
Alice Copello,
Lucy Passmore
and Jishan Uddin

With
Cambridge One
Digital Pack  



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| | |
|--|-----|
| Map of the units | 4 |
| Introduction | 6 |
| B2 First content and overview | 7 |
| | |
| 1 A family affair | 8 |
| 2 Leisure and pleasure | 18 |
| <i>Vocabulary and grammar review Units 1 and 2</i> | 28 |
| 3 Happy holidays? | 30 |
| 4 Food, glorious food | 40 |
| <i>Vocabulary and grammar review Units 3 and 4</i> | 50 |
| 5 Study time | 52 |
| 6 Good job! | 62 |
| <i>Vocabulary and grammar review Units 5 and 6</i> | 72 |
| 7 High adventure | 74 |
| 8 Dream of the stars | 84 |
| <i>Vocabulary and grammar review Units 7 and 8</i> | 94 |
| 9 The power of the mind | 96 |
| 10 Spend, spend, spend | 106 |
| <i>Vocabulary and grammar review Units 9 and 10</i> | 116 |
| 11 Medical matters | 118 |
| 12 Animal kingdom | 128 |
| <i>Vocabulary and grammar review Units 11 and 12</i> | 138 |
| 13 House space | 140 |
| 14 Fiesta! | 150 |
| <i>Vocabulary and grammar review Units 13 and 14</i> | 160 |
| | |
| Grammar reference | 162 |
| Phrasal verb builder | 189 |
| Writing bank | 192 |
| Speaking bank | 204 |

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 |
| <i>Vocabulary and grammar review Units 1 and 2</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 3 and 4</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 5 and 6</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 7 and 8</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 9 and 10</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 11 and 12</i> | | | |
| 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 |
| <i>Vocabulary and grammar review Units 13 and 14</i> | | | |



| Speaking | Pronunciation | Vocabulary | Grammar |
|---|---|--|--|
| Part 1: 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 |
| Part 2: 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> |
| Part 3: 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 |
| Part 4: 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> |
| Part 1: 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 |
| Part 2: 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 |
| Part 3: 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> |
| Part 4: 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 |
| Part 2: 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 |
| Part 1: 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 |
| Part 2: 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 |
| Parts 3 and 4: 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> |
| Part 2: 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 |
| Parts 3 and 4: 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 photocopiable 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 |
|--|--|--|
| 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> | 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. |
| 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 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"> • an essay • an article • a letter or email • a review • a report | 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> | Candidates are expected to be able to respond to questions and to interact in conversational English. |

1

A family affair



Listening Part 1

- In Listening Part 1, you listen to people talking in eight different situations, which may be either conversations between people, or just one person speaking.
- You answer one question for each situation by choosing A, B or C.
- This part tests your ability to understand a variety of things, including the general idea being expressed, a detail, a reason or a purpose.

Exam Info

1 Work in pairs. You will hear people talking in eight different situations. Before you listen, read questions 1–8 and underline the main ideas in each. The first one has been done for you.

- 1 You hear a woman talking to her brother about an old family photo. What is she doing?
 - A making fun of his fashion sense
 - B explaining how alike they are
 - C complaining about his pose
- 2 You hear a man talking to a woman about the sale of his family home. What upsets him about his parents' decision?
 - A leaving behind a piece of family history
 - B having to find a new house
 - C being far away from his friends
- 3 You hear a woman talking about her childhood. The woman remembers her bedtime routine as
 - A crazy.
 - B irritating.
 - C tiring.

Starting off

Work in pairs. Discuss the questions.

- What aspects of family life does each of the photos show?
- What might the people in the pictures be saying or thinking?
- How are each of these aspects of family life important?
- How important is it for families to spend time together? Why?
- Imagine a photo of your own family life and describe it to your partner.

- 4 You hear a woman talking about her experience of working from home. How does she feel about it?
- A concerned about not seeing her colleagues
B pleased to be spending less money on travel
C surprised that she's become more efficient
- 5 You hear a journalist talking about an article he has written on family life. What point is he making about the article?
- A It is based on his own experiences.
B People's reaction to it surprised him.
C He hoped it would be beneficial to families.
- 6 You hear a woman talking to her father about her new job. What does the woman feel pleased about?
- A the paid holiday allowance
B the flexible working hours
C the working environment
- 7 You hear part of a conversation about buying presents. The man is annoyed because
- A he hasn't bought any presents for his family yet.
B he has to buy presents for people he may not see.
C his relatives sometimes surprise him with unexpected gifts.
- 8 You hear two friends talking about a presentation they've just attended. What do they agree about the presenter?
- A He was able to keep the audience engaged.
B He explained complicated ideas clearly.
C He displayed good time-management skills.

Vocabulary

Phrasal verbs

- 1 Read the extracts from Listening Part 1 and match the highlighted phrasal verbs (1-6) to their definitions (a-f).

- 1 It's only a one-hour drive to the city, but it does make it trickier to **hang out with** her friends who live there.
- 2 Quite a few people have got in touch to say how helpful they found it, which is what I was **counting on**, really ...
- 3 They've caught me off guard a few times, so now I have to have a few extra presents, just in case, to avoid it **turning into** an embarrassing situation.
- 4 The data he presented was so surprising; I thought he was **making it up** at first.
- 5 My dad would grab a worn-out football made of foam and play with me in the tiny hall of the flat. We'd **carry on** playing for ages!
- 6 There are a few people in my family who think it's hilarious to say they're not coming, then **turn up** for lunch and go: 'Surprise!'

- a rely on; depend on d arrive; appear
b continue e spend time with someone
c become; transform f invent; lie

- 2 Complete the sentences with a phrasal verb from Exercise 1.

- 1 In what situations do children excuses?
- 2 Do you think parents should supporting their children financially when they are adults? Why / why not?
- 3 What do you usually do when you your family over the holidays?
- 4 Do you like it when friends or family at your house unexpectedly? Why / Why not?
- 5 At what points in your life might you your family and friends for support?
- 6 How do discussions between friends sometimes arguments?

- 3 Take turns to ask and answer the questions in Exercise 2.



- 2 Listen and choose the best answer (A, B or C).



- 3 Work in pairs. Correct the mistakes in the questionnaire.

 A smartphone screen displaying a questionnaire. The screen shows a search bar with the word 'questionnaire' and a list of seven questions. The questions are: 1 You have any embarrassing family photos? 2 You ever moved house with your family? 3 What your family used to do to make you fall asleep when you were a child? 4 What's the best present you have ever receive from your friends or family? 5 There is anything you do with your family every week? 6 Does anyone in your family a really interesting job? 7 You used to fight with your siblings when you were children?

- 4 Take turns to ask and answer questions 1-7 in Exercise 3.

Reading and Use of English Part 6

- In Reading and Use of English Part 6, you read a text of 500–600 words with six gaps where sentences have been removed.
- You choose one sentence from a list of seven sentences (A–G) for each gap; there is one sentence you will not need.
- This part tests your ability to understand the structure of the text, how the argument develops and how ideas in the sentences A–G refer and link to ideas in the text.

Exam
info

- 1 Work in pairs. You are going to read an article about a wedding. Before you read, write these adjectives in the correct column below.

~~anxious~~ bad-tempered bossy bright
considerate dishonest enthusiastic
hard-working impatient mature
organised polite quiet reserved responsible
sensitive unreliable wise

| usually positive | usually negative | could be either |
|------------------|------------------|-----------------|
| | <i>anxious</i> | |
| | | |
| | | |
| | | |
| | | |

- 2 Add one of the prefixes *dis-*, *im-*, *in-*, *ir-*, *un-* to each of the words to make opposites.

| | | |
|--------------|----------------------|-----------|
| considerate | <i>inconsiderate</i> | concerned |
| enthusiastic | | mature |
| organised | | polite |
| responsible | | sensitive |

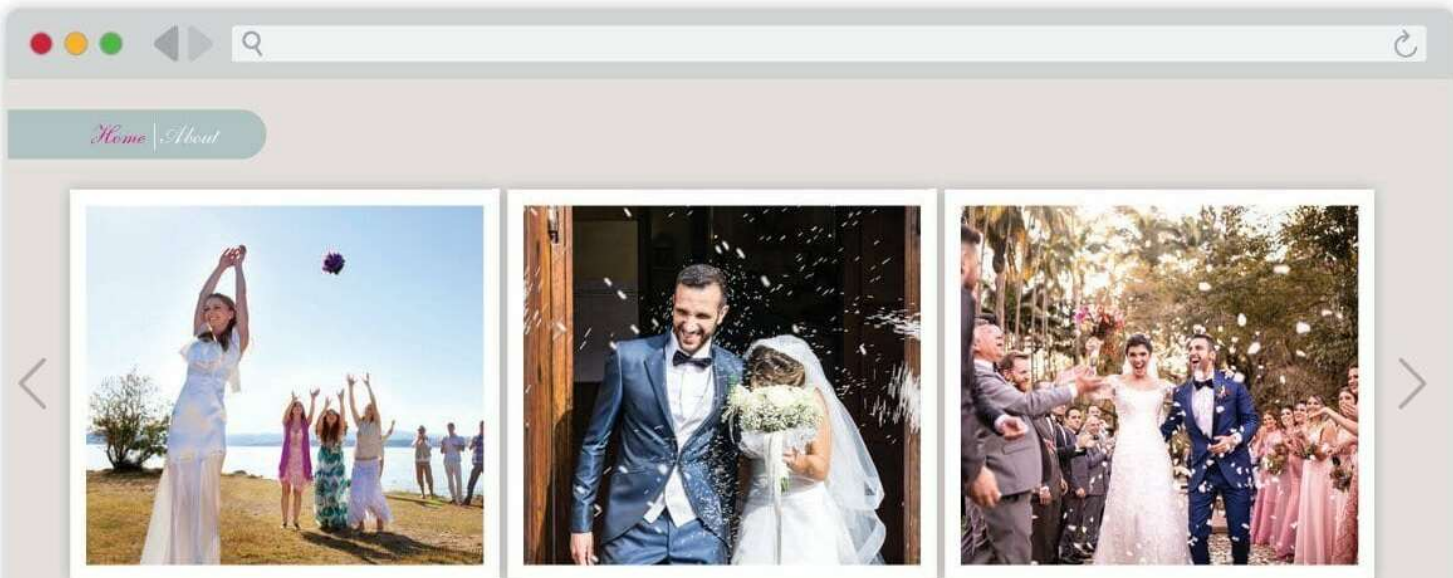
- 3 Work in groups. Discuss the questions.

- 1 What would the perfect wedding be for you? Think about:
 - food
 - location
 - music
 - number of guests
 - venue
- 2 Some people hire a wedding planner to help them organise their wedding. Using the adjectives in exercises 1 and 2, what are the best and worst characteristics of a wedding planner? Why?
- 3 What kinds of things can go wrong at a wedding?

- 4 Read the article carefully, ignoring the gaps. What is Sophie's problem?

- 5 Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need. Underline the key words and phrases in the sentences before and after each gap to help you. The first one has been done for you.

- A I don't think this should be too hard to arrange, but it's yet another thing to have to keep in mind.
- B We love our families dearly, but they're all so different in their own ways that this is proving way harder than we'd anticipated.
- C He has gone to great lengths to ensure he can be there, despite how busy he is with work.
- D Perhaps that's what we should do, considering that they've visited us twice and met my parents.
- E They're a little reserved too, unfortunately.
- F Sampling cakes, buying the perfect wedding dress, endlessly scouting venues and buying flowers are all things we were not looking forward to.
- G They're worried about how unreliable and immature the two of them can be.



A seat at the table

Sophie confesses how her wedding planning is not going so smoothly after all.

Everyone knows how stressful and expensive planning a wedding can be. **1** So straight after we got engaged, we immediately agreed that we'd do our best to avoid all of these ridiculous expenses and to keep things as stress-free as possible. We thought we'd done a good job of it as well. My mum, Ruby, has agreed to make the cake, the reception is in my parents' garden, the dress was €200 online and my fiancé, Bryan, is allergic to flowers. We're getting married in a registry office. Then, after the reception with our families, we're going out with our friends in the evening. It couldn't be easier, right? The one thing we can't possibly put off any longer, however, is choosing how to seat people for dinner at the reception. We've been working on it for weeks, but we still can't figure it out. **2**

We're really keen to mix the relatives because they've never met, seeing as his all live in Australia. My mum and my step-dad, Jack, are extremely polite and considerate but they're also very quiet, especially with people they don't know, so they're a bit anxious about meeting Bryan's parents, Lawrence and Tanya. **3** So you can see why I'm worried the four of them will end up feeling quite awkward. Still, we really want them to get to know each other, and what better opportunity than the wedding reception?

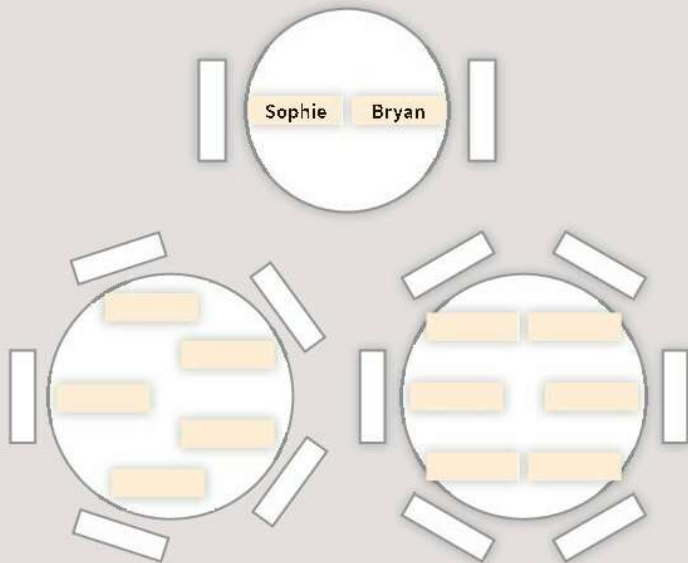
You'd think that adding Bryan's brother, Fred, to the mix would help, what with how friendly and extroverted he is. However, wherever I seat Fred I also have to seat his best friend Steve. They have known each other for so long that they're simply inseparable. The problem with that is that Bryan's parents feel a little uneasy about them attending together. **4** So we're keeping our fingers crossed that they're on their best behaviour!

The two people who absolutely must sit next to each other are Laura, my cousin, and her mum, Rebecca. Laura's been studying in the USA and Rebecca hasn't seen her in ten months, so she's been calling me every week for three months to check that they can be next to each other. **5**

Finally, there are people I just don't know what to do with. First of all, there's Mark, my dad, who's obviously very keen to attend. **6** Then there's Rob, Bryan's other brother who I really have no opinion about, although I know he and Steve don't really get along, and Nelly, my sister, who I'm really not concerned about. She's got such a bubbly personality she'll make fantastic conversation wherever we put her.

To sum up, this is definitely harder than it looks!

- 6 Work in groups. Use the information in the text to plan a seating arrangement at Sophie's wedding reception.



- 7 Present your seating arrangement to the class. Justify your choices. Which group has come up with the best arrangement?

Grammar

Present perfect simple and continuous

- ▶ Page 162 Grammar reference
Present perfect simple and continuous

- 1 Look at the pairs of sentences in *italics* and answer the questions that follow.

- 1 a *My mum has agreed to make the cake.*
b *Rebecca has been calling me every week for three months.*
Which sentence (a or b) talks about ...

- 1 the result of an activity?
2 the length of an activity?

- 2 a *We've been working on it for weeks.*
b *I've met Bryan's parents twice before.*
Which sentence (a or b) talks about ...

- 1 how many times something has been repeated?
2 changes or developments which are not finished?

- 3 a *Laura's been studying in the USA.*
b *Fred and Steve have known each other for so long that they're simply inseparable.*
Which sentence (a or b) talks about something which is ...

- 1 temporary?
2 permanent?

- 2 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 I *'ve been visiting* (visit) friends, so I haven't spoken to my parents yet today.
2 I (ask) him to tidy his room several times.
3 I (clean) the kitchen, so what would you like me to do next?
4 My neighbour (play) the violin for the last three hours and it's driving me mad!
5 Congratulations! You (pass) the exam with really high marks!
6 We can't leave Adrianna to run the shop. She (only work) here for a few days.
7 We (spend) every summer in Crete since I was a child, so it'll be sad if we don't go there this year.
8 I'm really tired because I (cook) all day!

- 3 Exam candidates often make mistakes with the present perfect simple and continuous. Correct one mistake with a verb tense in each of these sentences. Ignore the gaps.

- 1 I ~~watched~~ a new TV series recently. *have been watching*
2 and I are friends for many years.
3 I learnt how to for the past months.
4 I never met anyone famous before, but I'd really like to meet one day.
5 I've always been wanting to visit
6 For a while now, I read a lot about

- 4 Complete the gaps so the sentences are true for you, then discuss your answers with a partner. Ask follow-up questions.

Reading and Use of English Part 2

- In Reading and Use of English Part 2, you read a text of 150–160 words with eight gaps where words have been removed. You write one word in each gap. You are given an example (0).
- This part tests your knowledge of grammar, e.g. articles (*a, the, an*), prepositions (*to, with, by, etc.*), modal verbs (*can, must, should, etc.*) auxiliary verbs (*do, did, have, etc.*), pronouns (*it, them, which, etc.*), conjunctions (*and, although, but, etc.*), quantifiers (*much, few, a little, etc.*).
- The words must be spelled correctly.

Exam
info

- 1 Work in pairs. You are going to read an article about housework. Before you read, match the verbs (1–7) to the nouns (a–g) to make phrases for common household chores.

- 1 do
- 2 dust
- 3 get
- 4 hang
- 5 lay/set
- 6 make
- 7 sweep

- a the beds
- b the dinner ready
- c the floor
- d the furniture
- e the ironing / the washing up
- f the table
- g the washing out to dry

- 2 Work in groups. Discuss the questions.

- Who does each of the chores in Exercise 1 in your family, and why?
- Which of the chores do you not mind doing? Which would you prefer to avoid?

*We all do our own ironing because we're all very busy.
My flatmate gets the dinner ready because he says it helps him relax.*

- 3 Read the article quickly. What does the word *gap* in the headline refer to?

- 4 For questions 1–8, read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The housework gap



Nobody looks forward (0)to.....cleaning the house. That's (1) it's an extremely frustrating task: you do the washing up just (2) you can dirty the plates again the following day, in a never-ending loop. While there are plenty of men in the world who clean the house on a regular basis and plenty of women who do not, a recent study suggests that women (3) average do 60% more housework than men.

It has (4) argued that the reason behind this is that some women, deep down, (5) rather do it themselves than trust their partner to do it right. They tend to see the state of the house (6) an indication of their own value, whereas some men do not. So should a partner (7) made to work harder to achieve their spouse's standards? The solution in these cases could be just to accept mess, (8) , some suggest, would lead to us having more time to relax. But does anyone really not prefer to live in a clean house?

5 Now check or complete your answers by using these clues.

- 1 This word is used to say why something happens.
- 2 *Just* (*that*) means *in order to*.
- 3 This preposition is used before the word *average*, but also with *purpose*, *time* and *foot*.
- 4 *It has* *argued* means *some people have argued*
- 5 *rather* means *prefer*.
- 6 This preposition is used with *see* to mean *believe it is*. Other verbs followed by this preposition with a similar meaning are *consider* and *regard*.
- 7 This word is needed to make the verb form passive.
- 8 This relative pronoun is used to link the two clauses together.

6 Work in pairs. Do you think that accepting mess is the best solution, as the article suggests? Would you be able to do this?



Vocabulary

Collocations with *make* and *do*

1 Decide whether the words and phrases collocate with *make* or *do*. Write *M* (*make*) or *D* (*do*).

| | |
|----------------|-------|
| an activity | ..... |
| an appointment | ..... |
| an arrangement | ..... |
| the bed | ..... |
| business | ..... |
| a change | ..... |
| a choice | ..... |
| the cleaning | ..... |
| a course | ..... |
| a decision | ..... |
| an effort | ..... |
| an excuse | ..... |
| (an) exercise | ..... |
| a favour | ..... |
| friends | ..... |
| homework | ..... |
| housework | ..... |
| an impression | ..... |
| a job | ..... |
| a mistake | ..... |
| money | ..... |
| a noise | ..... |
| a phone call | ..... |
| a plan | ..... |
| progress | ..... |
| a promise | ..... |
| the shopping | ..... |
| (a) sport | ..... |
| work | ..... |

2 Exam candidates often confuse *make* and *do*. Complete the sentences with the correct form of *make* or *do*.

- 1 I a lot more housework than anyone else in my family.
- 2 I always my own bed in the morning, but I don't any cleaning.
- 3 He had to a phone call in order to the arrangements.
- 4 Essential changes should be so that we avoid the same mistake in the future.
- 5 People who language courses tend to a lot of friends at the same time.
- 6 This weekend, as well as the shopping, I'm hoping to some outdoor activities.

3 Work in pairs. Each choose five words/phrases from the table in Exercise 1 and think about when you did or made each of these things. Then take turns to tell your partner about them.

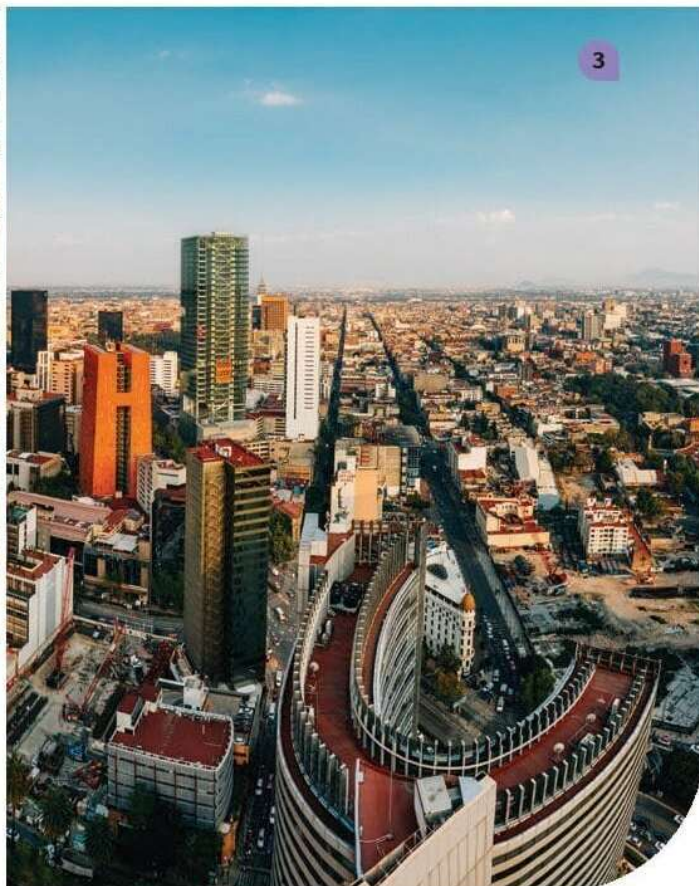
I had to make a choice between going away with my family or doing a language course during the summer. Although it was a difficult choice to make, I ended up doing the language course.

Speaking Part 1

► Page 204 Speaking bank
Speaking Part 1

- In Speaking Part 1, the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family, your interests, etc.
- This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

Exam
Info



1 Look at these two questions, which the examiner may ask you in Speaking Part 1.

- a Where are you from?
- b What do you like about the place where you live?

- 1 Which question asks you to give your personal opinion? Which asks you for personal information?
- 2 Which question needs only a fairly short answer? Which question needs a longer answer?

2 Listen to two exam candidates, Irene and Peter, answering the questions above. Who do you think gives the best answers? Why?



3 In the exam, you will get higher marks if you use a range of appropriate vocabulary. Work in pairs. Look at the photos and answer the questions.

- 1 Which of these phrases can you use to describe the photos? Where do you think each photos was taken?
- 2 Which of these phrases can you use to describe the place where you live?
 - a a large industrial city
 - b a relaxed atmosphere
 - c a busy tourist resort
 - d in the middle of some lovely countryside
 - e a pleasant residential district
 - f an important business centre
 - g some impressive architecture
 - h a lot of historic buildings
 - i a lot of attractive buildings
 - j some pretty good shopping streets
 - k a busy city centre
 - l wonderful beaches nearby

4 Which of the phrases (a–l) can you use with these sentence openings? In some cases, both are correct.

It is ... *a large industrial city*

It has ...

5 **/P/** Pronunciation: word stress (1)

In the Speaking paper, you will get higher marks if your pronunciation is clear. In words of more than one syllable, one syllable is stressed more than the others. If you stress the wrong syllable, the word becomes difficult to understand. In dictionaries the stressed syllable is marked like this: in'dustrial.

5.1 **Underline** the stressed syllable in each of these words and phrases.

| | |
|------------|-------------|
| industrial | relaxed |
| atmosphere | wonderful |
| important | business |
| impressive | historic |
| attractive | residential |

5.2 Listen and check your answers. Then work in pairs and take turns to read the words aloud.



- 6 How can you extend your answers to the two questions below? Think about Irene's extended answers in Exercise 2, and use the dialogues given to help you.

Examiner: Where are you from?
 Student: I'm from ... It's a ... which ...
 Examiner: What do you like about the place where you live?
 Student: Well, it's ... , so ... , but ... and ... Also ...

- 7 Work in pairs. Take turns to ask and answer the questions in Exercise 6. Use some of the vocabulary from Exercise 3.
- 8 Read questions 1–8. Think about how you can give extended answers. Then work in pairs and take turns to ask and answer the questions.
- 1 Do you come from a large family?
 - 2 What do you like about being part of a large/small family?
 - 3 Who does the housework in your family?
 - 4 What things do you enjoy doing with your family?
 - 5 Tell me about your friends.
 - 6 What things do you enjoy doing with your friends?
 - 7 Who are more important to you: your family or your friends? Why?
 - 8 Do you have similar interests to your parents?

Writing Part 1

▶ Page 192 Writing bank An essay

- In Writing Part 1, you write an essay in which you discuss a question or topic. After the essay topic, there are some notes which you must use.
- You must also include an idea of your own.
- You must write between 140 and 190 words.
- This part tests your ability to develop an argument or discussion on a topic, express your opinion clearly and support your ideas with reasons and examples.

Exam
info

- 1 Work in pairs. Look at the two images below and discuss how technology has impacted families in recent years.



- 2 Read the writing task and underline the points you must include in your answer.

In your English class, you have been talking about technology and family life. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Technology has a largely positive impact on families. Do you agree?

Notes

Write about:

1. Ways of spending free time
2. Talking together
3. (your own idea)

Write your **essay**.

- 3 **Work in groups. Discuss and make notes on your ideas from Exercise 1. Do any relate to the first two points in the essay question? Which one could you use as your own idea in the third point?**
- 4 **Read Julia's answer to the task, ignoring the gaps. Which of her ideas do you agree with and which do you disagree with?**

(1) it would be easy to say that the technological developments of the last few decades have had a positive impact on our lives, as far as I'm concerned, it would be a mistake to ignore the downsides.

First of all, the invention of entertainment devices has definitely had a harmful effect on the quality and quantity of time families spend together, in my opinion. (2) families used to sit together after dinner and chat or play, children now tend to play on their computers the whole evening.

(3), there are some upsides to these technological developments. In my view, the ability to video call one another is extremely helpful for long distance communication. For instance, when children go to university, they can easily stay in touch with their parents.

Finally, in my view, technology is having a negative impact on people's sleep patterns. Both parents and children often look at their phones or tablets before going to bed and this has been shown to affect the quality of their sleep.

(4) the fact that developments in technology have dramatically increased in recent years, I believe that, overall, the impact of this on families has been mostly negative.

- 5 **Complete this plan for Julia's essay by matching the notes (a–e) to the paragraphs (1–5).**

Paragraph 1: intro:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: conclusion:

- a more negative than people think
- b long distance communication
- c effect on sleep
- d quality of family time has decreased
- e despite the benefits, impact is generally negative

- 6 **It is important to express your opinions in an essay. Find four phrases which Julia uses to introduce her personal opinions.**

- 7 **When you write an essay, you should try to present contrasting points of view. Complete Julia's essay by writing *although*, *despite* (*the fact that*), *that being said* or *whereas* in each of the gaps (1–4).**

- 8 **Complete the sentences with *although*, *however*, *on the other hand*, *despite* or *whereas*. In some cases, more than one answer may be possible.**

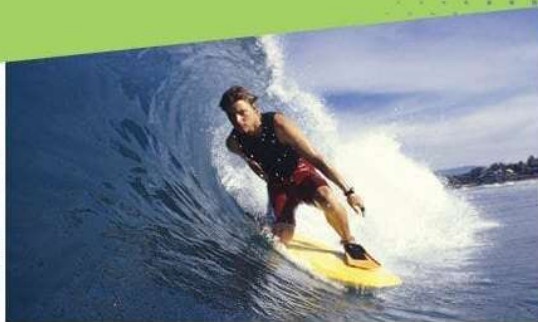
- 1 Adults tend to worry more about their health, young people are more concerned about money.
- 2 I am happy for you to play video games, I don't want you to spend the whole evening doing that.
- 3 My parents are quite strict about how late I can come home., they do let me go out as often as I like.
- 4 my parents call me every week, I still miss them.
- 5 Young people often spend many hours a week enjoying their social lives, older people are often too busy.
- 6 I enjoy watching TV., I'm not at all keen on video games.
- 7 the fact that we live 2,000 km apart, we manage to talk every day.

- 9 **Write your own answer to the writing task in Exercise 2. Before you write, use the notes you made in Exercise 3 to write a plan. Write between 140 and 190 words.**

- Use Julia's answer in Exercise 4 as a model, but express your own ideas and the ideas which came up during your discussion.

2

Leisure and pleasure



Starting off

Work in pairs.

- 1 What do you enjoy doing in your spare time?
- 2 Which of the activities in the photos have you done? Which would you like to try?
- 3 Which of the activities do you think is ...
 - a the most enjoyable?
 - b the cheapest?
 - c the healthiest?
 - d the most relaxing?
 - e the least active?
 - f the best one to do with friends?
 - g the most popular among young people?
- 4 Why do you think the people in the photos have decided to do these activities?

Listening Part 2

- 1 Complete the sentences about advantages and disadvantages of using social media with the words in the box. There are two words that you don't need to use.

concentrate contribute develop
distract encourage make provide
require solve waste

8 reasons for and against social media

| | |
|--|---|
| <p>1 It can people to work together more.</p> <p>2 It can people's social skills.</p> <p>3 It doesn't a lot of money to be a successful social media influencer.</p> <p>4 It can help people to problems together.</p> | <p>5 It may people lie about themselves.</p> <p>6 It can you from your studies.</p> <p>7 It can a platform for cyberbullies and online trolls.</p> <p>8 People may time doing something which may not be very useful.</p> |
|--|---|

- 2 Which sentences in Exercise 1 do you agree with? Why?

- In Listening Part 2, you hear a talk or lecture by one speaker. You must listen and complete ten sentences with between one and three words.
- You must write the word(s) you actually hear and try to spell the word(s) correctly.
- You will hear the recording twice.
- This part tests your ability to pick out and write down details, specific information and opinions.

Exam info