

 CAMBRIDGE



# COMPLETE

**FIRST  
for Schools**  
Student's Book  
without answers

Second edition

**B2**



WITH ONLINE  
PRACTICE

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



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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> '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.

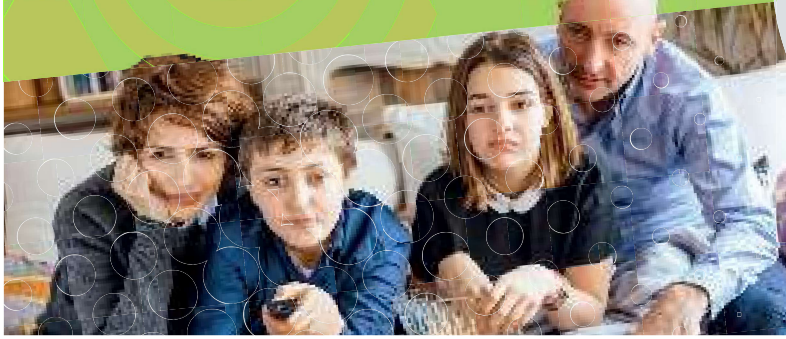


# B2 First for Schools content and overview

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>	

# 1

# A family affair



## Starting off

1 Work in pairs. Discuss these questions.

- Which of the activities in the photos look the most fun?
- Write a list of five activities you enjoy doing with your family and a list of five activities you enjoy doing with your friends. How different are the two lists? Why do you think this is?

## Listening Part 1

• In Listening Part 1, you listen to people talking in eight different situations, which may be either conversations between two or more people, or just one person speaking.

• You answer one question for each situation by choosing A, B or C. You hear each piece twice.

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 idea in each. The first one has been done for you.

- 1 You hear part of a conversation between friends. The boy says the reason his father cooks most of the time is because
  - A the boy doesn't like exotic food.
  - B the boy has too much school work.
  - C the boy doesn't know what ingredients to buy.
- 2 You hear part of a conversation between friends. The girl says that she enjoys spending weekends with her family because
  - A her mother spends a long time researching places to visit.
  - B her mother often chooses entertaining activities to do at the weekend.
  - C her parents allow her to relax at home.

- 3 You hear a girl talking to her brother on the phone. What has her brother done to annoy her?  
**A** He hasn't done something he agreed to do.  
**B** He has bought the wrong present.  
**C** He has forgotten to buy a card.
- 4 You hear a boy taking part in a class discussion. His relationship with his brother  
**A** was surprisingly better in the past.  
**B** was bad because they argued.  
**C** improved because of their parents' actions.
- 5 You hear a girl talking to a friend. She says her sister didn't tell her mum that she had got two new kittens because  
**A** her mother doesn't like cats.  
**B** her room was too small for kittens.  
**C** her mother thought that one cat was enough.
- 6 You hear a boy leaving a message on his mother's phone. He is calling his mother because he wants her to  
**A** tell his relatives that he can't see them tonight.  
**B** allow him to stay at his friend's house.  
**C** help him with his project.
- 7 You hear an interview with a young chess champion. She says that the main reason for her success is that  
**A** her father gave her a chess set when she was young.  
**B** she has been very lucky.  
**C** her family have helped her.
- 8 You hear a boy talking to a friend. Why did the boy go to Denmark last summer?  
**A** He likes trying new things.  
**B** He always spends his holidays there.  
**C** The climate is better there.

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



**3 Work in pairs. Correct the mistakes in questions 1–6.**

- 1 How often you do the cooking?
- 2 You usually spend your weekends with your family?
- 3 You have yet managed to get a present?
- 4 Parents should limit the amount of time their children spend in front of a screen?
- 5 How much pets you say you had at home?
- 6 How you have become so successful?

## Vocabulary

### Phrasal verbs

- 1 Match the phrasal verbs (1–12) from Listening Part 1 to their definitions (a–l).**
- |   |  |
|---|--|
| <b>1</b> chill out <i>c</i>               | <b>a</b> have an argument with someone                   |
| <b>2</b> come up with                     | <b>b</b> immediately like each other and become friendly |
| <b>3</b> set off                          | <b>c</b> relax and rest                                  |
| <b>4</b> work (something) out             | <b>d</b> experiment with an idea                         |
| <b>5</b> rely/depend on (someone)         | <b>e</b> be able to trust someone to do something        |
| <b>6</b> fall out with (someone)          | <b>f</b> find an answer to something                     |
| <b>7</b> try (something) out              | <b>g</b> respect or admire an older person               |
| <b>8</b> hit it off                       | <b>h</b> start a journey                                 |
| <b>9</b> look out for (someone/something) | <b>i</b> think of (an idea or plan)                      |
| <b>10</b> take after (someone)            | <b>j</b> think about something in the past               |
| <b>11</b> look up to (someone)            | <b>k</b> try to notice                                   |
| <b>12</b> look back at (something)        | <b>l</b> be like a parent or older sibling               |

**2 Complete the sentences with a phrasal verb from Exercise 1 in the correct form.**

- 1 I used to ..... with my cousins all the time when I was younger, mostly because I didn't agree with their opinions, but now I'm a bit older we've started to really ..... as we seem to understand each other better.
- 2 My mother is a really good artist. I've always ..... her because I've always known she's talented. I really hope I ..... her so that I can make a living out of art too.
- 3 I know I can ..... Martin if I've got a problem because he always ..... good suggestions.
- 4 When I think about my childhood, I ..... all the silly things I did, but at least I now know what to ..... so that I can avoid making the same mistakes.
- 5 My friend loves the weekend because she can get up late and just ..... . On weekday mornings, on the other hand, she's up at 7 am as she has to ..... for school soon after that.
- 6 When Tomas has a problem, he often ..... a few ideas before he finds the correct solution. It doesn't matter what the situation is, he usually ..... it ..... in the end.

## Reading and Use of English Part 6

- 1 Work in pairs. You are going to read an article giving advice to teenagers about how to get on better with their siblings (brothers and sisters). Before you read, write these adjectives in the correct column below.

~~caring~~ cheeky childish cooperative  
critical energetic enthusiastic hardworking  
irritating mature organised patient  
reliable responsible self-confident sensitive  
sympathetic thoughtful

usually positive	usually negative
<i>caring</i>	

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

~~cooperative~~ *uncooperative* critical enthusiastic  
mature organised reliable responsible  
sensitive sympathetic

- 3 Work in pairs. Which of the adjectives in Exercise 1 do you think typically describe older siblings in relation to younger siblings? Why? Which describe younger siblings in relation to older siblings? Why?

- 4 Work in groups.

- Make a list of things teenage children sometimes say about their siblings.

*He's really irritating!*

*My parents always praise her.*

- Discuss what you can do to live happily with your brothers and sisters.

*Be kind to them and try to be cooperative.*

- 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.

Exam advice

- 5 Read the article opposite carefully, ignoring the spaces, and make a note of the main idea of each paragraph.

### First paragraph:

*Getting on with your siblings can be difficult, but it is possible to have a good relationship.*

- 6 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.

Use the underlined words in the sentences and in the text to help you.

- A It is also crucial that you are sensitive to the feelings of your siblings too.
- B Your siblings need to learn to take responsibility if they have done something wrong.
- C These arrangements will hopefully make both of you more cheerful.
- D It is only natural that these developments will affect your feelings towards members of your family.
- E But you should try not to let incidents like these have too big an effect on your relationship.
- F Indeed, it could seem impossible to imagine that you could ever be friends.
- G This could be watching a series on television, joining an exercise class or even preparing a family meal.

# FROM WORST ENEMIES TO BEST FRIENDS

Everybody feels irritated by their siblings from time to time. Maybe your younger brother shows off and behaves in an immature way when you invite your friends to your house. Or perhaps your hardworking older sister gets a lot of praise from your parents, making you feel like you are not trying hard enough. At times, your brother or sister can feel like your worst enemy. **1** But your relationship can improve greatly with a bit of effort and understanding.

Sibling relationships can be especially difficult for teenagers, who are experiencing many changes to their preferences and personality. **2** For example, you may now find some of the activities that you used to enjoy doing with your younger brother childish or a waste of time. At times, the age difference can feel bigger than it really is, and this can have a negative effect on your relationship.

One way to solve this problem is to make sure you continue to include your brother or sister in your day-to-day life. Find an activity that you think you will both enjoy and suggest that you do it together. **3** If you do this activity regularly, you will soon remember how much fun it can be to spend time together, and you will start to get on better with each other. This can take some time, so it is important to be patient and enthusiastic.



Of course, it is perfectly normal for brothers and sisters to fall out with one another over small things. When you live together, it is only natural that you will get on each other's nerves from time to time. For example, if your younger sister is always borrowing your clothes without your permission and then

loses or damages them, then of course it is your right to be annoyed with her. **4** It is important to learn to forgive your siblings for this kind of behaviour, just as you would forgive your close friends.

In situations like these, it is really important to let your sibling know how you feel. Rather than insulting



your sister when she takes your things, tell her that it makes you feel angry, and that you would feel much happier if she asked you first. **5** Your older brother may be more popular with your parents for his academic achievements, but he may also feel sad that he is not so popular with you. By making an effort to understand each other's feelings, your relationship will quickly improve.

Finally, it is important to learn how to compromise. It is understandable that you may not want to lend your favourite jumper to your unreliable sister, but maybe you could offer her a less valuable alternative item of clothing. Or if your brother likes to spend all his free time watching football and you find it boring, you could suggest a different sport that you follow regularly together. **6** And if you make the effort to make your sibling happy, he or she will do the same for you.

7 Work in groups of four. Two students should take the role of Brother/Sister A and two students should take the role of Brother/Sister B.

- Read the role-play cards and decide as a group what the missing / borrowed item is going to be.
- Work with the student who has the same role as you. Read your role and prepare what you are going to say.
- When you are ready, change partners and have your conversations.

#### Brother/Sister A

You recently received a special gift for your birthday. When you looked for it the other day, it had gone missing. You think that your brother/sister may have taken it. You are annoyed because

- they often take your things without asking
- this gift is very important to you as it is something that you had wanted for a long time.

Have a conversation with your brother/sister. Find out what happened and decide how to avoid this situation in the future.

#### Brother/Sister B

You recently borrowed something belonging to your brother/sister without asking them. You sometimes do this because your brother/sister never lets you borrow their things.

Have a conversation with your brother/sister. Explain what happened and discuss how to avoid this situation in the future.



## Grammar

### Present perfect simple and continuous

► Page 162 Grammar reference

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

- 1 a *I've broken my personal record playing virtual tennis.*  
b *I've been playing virtual tennis all evening.*

Which sentence (a or b) talks about ...

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

- 2 a *I've been learning how to bake bread.*  
b *I've phoned her more than six times, but she never answers the phone.*

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 *I've been helping my mum while her assistant is on holiday.*  
b *We've lived in this house since I was a small child.*

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 My mum ..... (ask) me to tidy my room several times.
- 3 I ..... (clean) the kitchen, so what would you like me to do next?
- 4 Our 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 Adriana doesn't know many people in our town yet. She ..... (only live) here for a few weeks.
- 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 Students often make mistakes with the present perfect simple and continuous. Correct the underlined verb which is wrong in each sentence.



- I was interested in it since I saw a film about it.  
*have been*
- In these last three weeks, I learned so many interesting things which I didn't know how to do before.
- This isn't the first time I fix the brakes on my bike.
- My name is Hannah and I play tennis for three years.
- Since I started the project, I had been doing research on someone famous from my country.
- They had been talking about it for weeks, but nothing has been done up to now.
- Vicky and Kostas are friends for many years. They actually met at primary school.

## 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).

Exam info

- 1 Work in pairs. You are going to read an article about how teenagers get and manage their money. Before you read, match the verbs (1–7) to the nouns (a–g) to make phrases related to getting and managing money. Some verbs may be used with more than one noun.

- |           |                   |
|-----------|-------------------|
| 1 open    | a a budget        |
| 2 get     | b a bank account  |
| 3 set     | c pocket money    |
| 4 buy     | d essential items |
| 5 receive | e bills           |
| 6 make    | f a part-time job |
| 7 pay     | g choices         |

- 2 Work in groups. Discuss these questions.

- Which of the phrases in Exercise 1 are related to getting money? Which are related to managing money?
- Which of the things in Exercise 1 have you done, or do you do?

*I do housework every week to get pocket money from my parents.*

- 3 Read the text quickly. How do teenagers get and manage their money?

- 4 Think of the word which best fits each gap. Use only one word in each gap. Make sure that you spell the word correctly.



How (0) ..... *do* ..... young people manage their money? A recent survey asked teenagers (1) ..... their money comes from and about their spending habits. Just over 80% of the teenagers surveyed received regular pocket money (2) ..... their parents. About half of these had to (3) ..... housework in return for their pocket money. Just under 10% received no money but said that their parents bought (4) ..... essential items, such as clothes. A further 12% chose (5) ..... get a part-time job. Reasons (6) ..... seeking employment included having more money to spend, saving up for a large purchase such (7) ..... a car and wanting to be financially independent; that is to say, to make their own money. When asked about (8) ..... spending habits, about half of the teenagers surveyed said that they spent all their money each month. A quarter opened a bank account and saved a set amount each month and 10% set a monthly budget.

- 5 Now check or complete your answers by using these clues.
- 1 an adverb used to describe places
  - 2 This preposition tells us who gives teenagers pocket money.
  - 3 Which verb do we use with *housework*?
  - 4 a pronoun which tells us who the parents buy everything for
  - 5 a preposition often used before the infinitive form of a verb
  - 6 a preposition used with *reason* and often followed by the gerund (-ing) form of a verb
  - 7 This preposition is used with *such* to mean *for example*.
  - 8 Whose spending habits did the survey ask about?
- 6 Work in pairs. Is what the text says about how teenagers get and manage their money true in your country as well?



Vocabulary

Collocations with *make* and *do*

- 1 Put the words and phrases in the box into the third column of the table.

~~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

verb	definition	common collocation
make	to create or produce something	<i>an appointment</i>
do	to perform an activity or job	<i>an activity</i>

- 2 Students often confuse *make* and *do*. Complete the sentences with the correct form of *make* or *do*.
- 1 According to a recent study of teenagers, half of them do not ..... housework for pocket money.
  - 2 Many teenagers get a part-time job because they want to ..... money and be financially independent.
  - 3 If you want to ..... me a favour, could you ..... the shopping for tonight's dinner?
  - 4 A few changes have been ..... to the computer game and the company say they'll try to avoid ..... similar mistakes in the future.
  - 5 People who ..... language courses tend to ..... a lot of friends at the same time.
  - 6 I ..... a big effort to be helpful around the house last week.
- 3 Work in pairs. Each choose five words/phrases from the table in Exercise 1 and think about when you did or made 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 decided to do the language course and miss my holiday.*



## Speaking Part 1

▶ Page 192 Speaking bank

- In Speaking Part 1, the examiner asks you questions about yourself. These may include questions about your life or studies, your plans for the future, your family, your interests, etc.

Exam info

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

**Examiner:** 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 Tania 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. Which of these phrases can you use to describe the place where you live?

- a a large industrial city
- b a relaxed atmosphere
- c lively cafés
- d in the middle of some great countryside
- e a pleasant residential district
- f good live music venues
- g plenty of sports facilities
- h a lot of historic buildings
- i lots of attractive buildings
- j some pretty good shopping
- k a busy city centre
- l wonderful beaches nearby

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

It is ... *a large industrial city*  
It has ...

5 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: resi'dential.

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

industrial  
relaxed atmosphere  
wonderful  
facilities  
historic

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 Tania's extended answers you heard in Exercise 2, and use the frameworks given here 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?
- 8 Do you have similar interests to your parents?

## Writing Part 1

### An essay

▶ Page 202 Writing bank

- 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.

Exam advice

1 Read the writing task and note the points you must deal with.

In your English class, you have been talking about how teenagers manage their money. Now your English teacher has asked you to write an essay.

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

**'It is beneficial for teenagers to receive pocket money from their parents.'**

**Do you agree?**

**Notes**

Write about:

1. reasons why receiving pocket money is beneficial for teenagers
2. reasons why receiving pocket money may not be good for teenagers
3. .... (your own idea)

2 Work in groups. Discuss the task and try to find two or three things you can say about each of the notes 1–3.



- 3 Read a student's answer to the task, ignoring the spaces. Which of her ideas do you agree with, and which do you disagree with?

(1) ..... most teenagers can rely on their parents for the things they need, learning how to manage money is an important skill. Many adults believe that teenagers simply waste their pocket money on clothes, computer games and fast food. (2) ....., I believe that parents can teach teenagers to manage their money effectively by giving them regular pocket money.

Some parents prefer to buy their children everything they need rather than give them their own money. It is true that young people may not spend their money on sensible things, (3) ..... parents may know better what they need, but in my view, young people need to be given the independence to make their own choices.

People often argue that young people will find it difficult to make their money last for a whole month. (4) ....., if parents help their children to set a budget, and are strict about not giving them extra money, they will soon learn to manage their money sensibly in my opinion. They are likely to be more financially responsible when they are adults and will be less likely to borrow money from their parents.

For all these reasons, I think that teenagers benefit more from receiving pocket money from their parents than if their parents buy them everything they need.

- 4 Complete this plan for the student's essay by matching the notes (a–d) to the paragraphs (1–4).

Paragraph 1: introduction: .....  
 Paragraph 2: .....  
 Paragraph 3: .....  
 Paragraph 4: conclusion: .....

- a Who should decide what teenagers need and why?
- b Parents can help children to manage their money and why this is good
- c Most beneficial to give teenagers pocket money
- d Common belief that teenagers waste money + my opinion

- 5 It is important to express your opinions in an essay. Find four phrases which the student uses to introduce her personal opinions.

- 6 When you write an essay, you should try to present contrasting points of view. Complete the student's essay by writing *although*, *however*, *on the other hand* or *whereas* in each of the spaces 1–4.

- 7 Complete the sentences with *although*, *however*, *on the other hand* 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 to do some of the cooking, I don't want to do it all.
- 3 My mum and dad have similar tastes. ...., mine are completely different.
- 4 ..... my parents give me a lot of freedom, I would prefer to have even more independence.
- 5 Young people often spend many hours a week on their social life. ...., older people are often too busy.
- 6 I enjoy making beds. ...., I'm not at all keen on doing the ironing.

- 8 Write your own answer to the writing task in Exercise 1. Before you write, use the notes you made in Exercise 2 to write a plan. Write between 140 and 190 words.

- Use the student's essay as a model, but express your own ideas and the ideas which came up during your discussion.

# 2 Leisure and pleasure



## Starting off

- Which of the activities in the photos have you done?
- Which do you think is ...
  - the most enjoyable?
  - the cheapest?
  - the healthiest?
  - the most relaxing?
  - the least active?
  - the best to do with friends?
  - the most popular among young people?
- Which would you like to try? Why?

## Listening Part 2

- In Listening Part 2, you hear a talk or lecture by one speaker.
- You listen and complete ten sentences with a word or short phrase.
- You write the actual words you hear and you must spell them correctly. You don't change them in any way.
- You hear the recording twice.

Exam info

- Work in groups. You are going to hear a professional footballer talking about her career. Before you listen, complete the sentences about professional sports players with words from the box.

burn chase depend on  
doubt influence perform  
regret share train

- In team sports, players need to learn to trust and ..... their teammates.
- They often ..... a lot of energy playing sport, and so they must be careful about their diet.
- Sportspeople should try not to ..... missed opportunities or any bad decisions they make during matches and competitions.
- Professional sportspeople ..... every day to maintain their peak of physical fitness.
- Players sometimes start to ..... their ability and it's important that they overcome this.
- Athletes need to prepare carefully so they are ready to ..... at their best in an important competition.
- In some sports, players need to ..... both opponents and the ball for a long time and this requires high levels of fitness.
- To win, players need to know what they can do to ..... the game, especially if they are losing.
- A lot of sportspeople say that the thing they like most is that they ..... their experiences with their teammates and this makes their relationship with them stronger.

- Could you be a professional sportsperson? Look again at the sentences above. Which would be easiest or most difficult for you to do? Why?

- 3 Work in pairs. Read the listening task text below. What type of information do you need to complete each sentence?



### Professional Footballer

As a young girl Clare played in the (1) ..... with her brother and some friends.

She used her (2) ..... and skills because she wasn't very tall or strong.

At school she enjoyed playing in matches, but also liked (3) .....

The scout from the academy who watched her school team was hoping to (4) ..... new players.

During the game Clare was worried that she wouldn't be (5) ..... for the academy.

She realised she could be a (6) ..... when she joined the academy.

People think that women's football is more (7) ..... than men's because it isn't as fast.

Clare thinks that the lack of (8) ..... is an issue for women's football.

Clare hopes that, with increased (9) ..... for female players, people will see football as a game for everybody.

She says she is fortunate not to have had many (10) ..... in her career.

- 4 You will hear a woman called Clare Jackson, who is a professional footballer, talking about how she managed to make football her career. Listen and complete the sentences in Exercise 3 with a word or short phrase.

- 5 Work in groups. Discuss these questions.

- Which sports do you find ...
  - good for both girls and boys?
  - most complicated to learn?
- Are there any sports you would like to try?
- Do you have a hobby you would like to make into a career like Clare did?

## Grammar

### Making comparisons

▶ Page 163 Grammar reference

- Students often make mistakes with comparisons. Choose the correct phrase in *italics* in these extracts from Listening Part 2.
  - At first it was difficult for me as my brother and his friends were bigger and *more strong* / *stronger*.
  - That probably helped me to develop into a *much better* / *more better* player.
  - When I played for my school team, I soon realised I was *more influential* / *most influential* in almost every game I played in than many of my teammates.
  - In fact my performance was *better* / *as good* as I could have hoped for.
  - I find it a bit irritating and confusing to be honest, but it makes me *much motivated* / *more motivated* to do well.
  - People say that the women's game is *more limited* / *the most limited* when compared to the men's game.
  - I've been *luckier* / *more lucky* than many female players.
  - It really is the *most amazing* / *amazingest* thing that's happened to me.
- Complete the sentences with the correct form of the adjective in brackets.
  - There are lots of ways to keep fit, but I think ..... (healthy) of all is zumba.
  - Playing chess is ..... (cheap) than playing video games.
  - Team games are ..... (sociable) than cycling because you meet and speak to a lot of people.
  - Chess is ..... (hard) than most games I know.
  - For me, parachute jumping is the ..... (thrilling) of all sports.
  - Speaking for myself, I find team sports the ..... (not interesting).
  - Mountain biking is ..... (good) for getting exercise than most sports.
- Complete the sentences with your own ideas.
  - Learning to ride a bicycle is not as ...
  - In team games, the most ...
  - I'm much better at ...
  - My friends are far ...
  - Golf is not nearly ...

## Reading and Use of English Part 1

- 1 You are going to read an extract from a blog by a teenager about ice skating. Before you read, work in pairs. What do you think people most enjoy about ice skating?
- 2 Read the extract quickly to find out how the writer became interested in ice skating.



# Ice skating

## – my passion

I first (0) ..... ice skating when I was eight years old. I remember seeing a poster at my local leisure centre (1) ..... ice-skating lessons and begged my dad to (2) ..... me have a go. He agreed (3) ..... I promised not to break any bones, and the following week, I turned up at the ice rink for my first lesson. I remember feeling a bit unsteady at first, but I soon got used to the ice underneath my feet and was thrilled by the (4) ..... of sliding across the ice. Later, my instructor taught me how to do different turns and jumps. I was (5) ..... of falling at first, but I picked it up quite quickly and then it felt so exciting! I soon became much more confident about (6) ..... risks. Now I train at the ice rink twice a week and have taken part in several national contests. Next year, I am hoping to (7) ..... an international event in Switzerland. I have also kept the promise I (8) ..... to my dad – I have never fallen and injured myself while ice skating!

- In Reading and Use of English Part 1, you read a text of 150–160 words.
- You fill in the gaps with the best option, A, B, C or D.

Exam advice

- 3 Read the extract again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

- |                |               |             |               |
|----------------|---------------|-------------|---------------|
| 0 A took up    | B played      | C thought   | D came        |
| 1 A taking     | B advertising | C giving    | D teaching    |
| 2 A allow      | B let         | C permit    | D enable      |
| 3 A as long as | B as soon as  | C as far as | D as much as  |
| 4 A emotion    | B attention   | C feeling   | D touch       |
| 5 A worried    | B alarmed     | C anxious   | D scared      |
| 6 A doing      | B taking      | C making    | D having      |
| 7 A take       | B make        | C enter     | D participate |
| 8 A made       | B did         | C said      | D told        |