



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



EXAM BOOSTER

WITHOUT ANSWER KEY

FOR FIRST AND
FIRST FOR SCHOOLS

**Comprehensive exam
practice for students**

**Helen Chilton, Sheila Dignen,
Mark Fountain and Frances Treloar**





CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



EXAM BOOSTER

WITHOUT ANSWER KEY

**FOR FIRST AND
FIRST FOR SCHOOLS**

**Comprehensive exam
practice for students**

**Helen Chilton, Sheila Dignen,
Mark Fountain and Frances Treloar**

Cambridge University Press

www.cambridge.org/elt

Cambridge English Language Assessment

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781316641750

© Cambridge University Press and UCLES 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Spain by GraphyCems

A catalogue record for this publication is available from the British Library

ISBN 978-1-316-64175-0

Additional resources for this publication at www.cambridge.org/firstbooster

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

Map of the book 4

Worksheets

Reading and Use of English Part 1 6

Reading and Use of English Part 2 12

Reading and Use of English Part 3 18

Reading and Use of English Part 4 24

Reading and Use of English Part 5 30

Reading and Use of English Part 6 36

Reading and Use of English Part 7 42

Writing Part 1 48

Writing Part 2 54

Listening Part 1 66

Listening Part 2 72

Listening Part 3 78

Listening Part 4 84

Speaking Part 1 90

Speaking Part 2 96

Speaking Parts 3 and 4 102

Think about it 108

MAP OF THE BOOK AND EXAM OVERVIEW

	Worksheet 1	Worksheet 2	Worksheet 3
Paper 1: Reading and Use of English 1 hour 15 minutes			
Part 1 p6 4-option multiple-choice cloze 8 questions / 8 marks	Hobbies and leisure Adjectives + preposition Hobbies and leisure vocabulary	Travel and holidays Prepositions of location and movement Commonly confused words	Sport Verb + noun collocations <i>-ing</i> and <i>to</i> + infinitive
Part 2 p12 Open cloze 8 questions / 8 marks	Health and fitness Articles, quantifiers and determiners Relative clauses and relative pronouns	Education and study Linking expressions Verb + noun collocations	Family and friends Personal, possessive and reflexive pronouns Phrasal verbs
Part 3 p18 Word formation 8 questions / 8 marks	Science and technology Word formation: adjective suffixes Word families	Food and drink Word formation: noun suffixes Spelling	The natural world Word formation: negative prefixes Spelling
Part 4 p24 Key word transformation 6 questions / 12 marks	Travel and holidays Present forms Comparison	Daily life Reported speech Reported questions	Weather Phrasal verbs Conditionals with <i>if</i> and <i>unless</i>
Part 5 p30 4-option multiple choice 6 questions / 12 marks	Science and technology Technology vocabulary	House and home Future forms	Work <i>wish, hope</i> and <i>if only</i>
Part 6 p36 Gapped text 6 questions / 12 marks	The natural world Modals: obligation, permission and prohibition	Health and fitness Health and fitness vocabulary Modals: obligation, permission and prohibition	Education and study Education and study vocabulary Modals: possibility and certainty
Part 7 p42 Multiple matching 10 questions / 10 marks	Cultures and customs The passive	Entertainment and media <i>have / get something done</i>	The environment The passive with reporting verbs
Paper 2: Writing 1 hour 20 minutes			
Part 1 p48 Writing an essay 1 question / 20 marks	Hobbies and leisure Expressing opinions Linking words: cohesion	Health and fitness Comparing and contrasting opinions Linking words: contrast	The environment Environmental issues vocabulary Writing concluding paragraphs

Part 2 p54

Writing an article, a letter or email, a review, a report or a story
1 question from a choice of 4
20 marks

Worksheet 1

Travel and holidays
Travel and holidays vocabulary
Linking words: narration

Worksheet 2

Cultures and customs
Giving advice and making suggestions
Informal language

Worksheet 3

Education and work
Education vocabulary
Relative clauses and relative pronouns

Worksheet 4

Shopping and fashion
Adjectives: opinions
Making recommendations

Worksheet 5

Places and buildings
Making suggestions and recommendations for change
Punctuation

Worksheet 6

Family and friends
Narrative tenses
Descriptive adverbs

**Paper 3: Listening
40 minutes****Worksheet 1**

Education and study
Yes / no questions and short answers
Adjectives: feelings and emotions

Worksheet 2

Hobbies and leisure
Adjectives ending *-ing* and *-ed*
Question tags and question words

Worksheet 3

Health and fitness
Agreeing / disagreeing (*So do I, Neither have I* etc.)
Health and fitness vocabulary

Part 2 p72

Sentence completion
10 questions / 10 marks

Food and drink

Parts of speech
Phrasal verbs

Work

Work vocabulary
Linking words

The natural world

Natural world vocabulary
Present perfect simple and present perfect continuous

Part 3 p78

Multiple matching
5 questions / 5 marks

Shopping and fashion

Shopping and fashion vocabulary
Past forms

Places and buildings

Buildings vocabulary
used to and *be / get used to*

Travel and holidays

Adjectives: feelings and emotions
Air travel vocabulary

Part 4 p84

3-option multiple choice
7 questions / 7 marks

Cultures and customs

Cultures and customs vocabulary
Descriptive adverbs

The environment

Environment vocabulary
Phrasal verbs

Sport

Sport vocabulary
too and *enough*

**Paper 4: Speaking
14 minutes****Worksheet 1**

Family and friends
be like, look like, like, and *alike*
Asking for clarification and repetition

Worksheet 2

Hobbies and leisure
Giving reasons
Linking words: cause and effect

Worksheet 3

Education and work
Giving yourself time to think
Expressing plans and hopes for the future

Part 2 p96

Comparing two photographs
4 minutes

Shopping

Comparing photographs
Modals: speculation and deduction

Hobbies and leisure

Discourse markers
Dealing with difficulties when speaking

Travel and holidays

Comparing photographs
Describing photographs with *look, seem* and *appear*

Parts 3 and 4 p102

Discussion and decision-making task / Further discussion / 8 minutes

Health and fitness

Making suggestions
Asking for other people's opinions

Family and friends

Giving and clarifying opinions
Making concluding statements and decisions

Education and study

Agreeing and disagreeing
Giving balanced opinions

Think about it p108



Hobbies and leisure

1a

Complete the sentences with the correct word from the box.

about	at	by	in	into	on	to	with
-------	----	----	----	------	----	----	------

- I'm not very keen science fiction films, but the rest of my family loves them.
- I'm interested taking up scuba diving, but it's an expensive hobby.
- My father has always been fascinated architecture and loves visiting old castles.
- I used to prefer rock and folk music, but I've really got jazz recently.
- John is very excited starting tennis lessons next week.
- Maria is quite pleased her daughter's progress in her ballet class.
- Some people can become addicted playing computer games.
- Antonia is brilliant cooking; I wish I could do it as well as her!

1b

Complete the sentences with the correct preposition and your own ideas.

- I'm very keen
- My best friend is brilliant
- I'm really excited
- Many people are addicted
- Lately, I've really got

2

Choose the correct alternative to complete the sentences.

- The *viewers / spectators* in the stadium cheered for their team.
- Jacob decided to take *place / part* in a cooking competition.
- Rachel *took / set up* painting because she wanted to make better use of her free time.
- I really enjoyed the *demonstration / exhibition* of eighteenth-century art at the city gallery.
- My favourite singer is *giving / running* a concert in my home town and I hope to see her.
- I go to the cinema regularly and like to see *moving / thrilling* films that are very emotional.
- Elena enjoys reading detective stories with complicated but interesting *schemes / plots*.
- He is a very *sociable / sensible* person who loves meeting new people in his free time.

Exam task

3

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A taste B appeal C interest D attraction

Example answer: B



The joy of photography

Photography is a hobby with wide (0) And I don't mean taking photos on your mobile phone, though it cannot be (1) that such pictures can be surprisingly good these days. Serious photography means taking the (2) to do some research, exploring the technical (3) of the subject and investing in what might be quite expensive equipment. So why take up photography? Firstly, it allows you to (4) special moments that you want to remember forever. In addition, it (5) your imagination because you are always in search of ideas for original and out of the ordinary photos.

However, a lot of practice is required before you (6) to take really good pictures on a regular basis. When you finally do it, it will be a (7) of great satisfaction for you. Photography can also transform the way you look at the world. You start to see details that in the past you used to miss (8) All in all, it's a highly absorbing hobby.

- | | | | |
|---------------------|----------------|--------------|--------------|
| 1 A rejected | B contradicted | C denied | D refused |
| 2 A trouble | B care | C effort | D concern |
| 3 A characteristics | B forms | C qualities | D aspects |
| 4 A seize | B capture | C grab | D catch |
| 5 A motivates | B renews | C stimulates | D reacts |
| 6 A manage | B succeed | C achieve | D reach |
| 7 A reason | B cause | C source | D means |
| 8 A utterly | B completely | C fully | D absolutely |

Exam facts

- In this part, you read a text with eight gaps in it.
- You have to choose the correct word (A, B, C or D) for each gap.

© Cambridge University Press and UCLES 2015



Travel and holidays

1

Complete the sentences with the correct word from the box.

along among around back beneath beyond through within

1. Luke saw his friends the crowd of tourists outside the castle.
2. I went for a tour the city and was impressed by how beautiful it was.
3. In Rome there are kilometres of tunnels the city.
4. It was getting late so we decided to head to the campsite.
5. It was really relaxing taking a walk the river.
6. In the distance, the mountain range, there is a huge lake.
7. Our guide led us the caves and showed us their interesting features.
8. Many important events have happened the walls of this palace.

2

Choose the alternative for each sentence which is NOT correct.

1. We went on a *travel* / *trip* / *journey* to the jungle.
2. I enjoyed the beautiful *view* / *scenery* / *outlook* from the top of the hill.
3. The family *boarded* / *got on* / *embarked* the bus and it left almost immediately.
4. Giorgio packed his two *bags* / *luggage* / *suitcases* and took the early train.
5. The train *fare* / *fee* / *ticket* was much more expensive than Anna expected.
6. On the way to Scotland we sat in the front *coach* / *carriage* / *cabin* of the train.
7. A river *voyage* / *trip* / *cruise* is the best way to go sightseeing.
8. We decided to take a *charter* / *programmed* / *scheduled* flight to Spain.

3

In pairs, ask and answer the following questions.

1. Where do you usually go on holiday?
2. Do you usually go to places where there are lots of tourists, or do you go to less well-known places?
3. What do you think are the advantages and disadvantages of exploring less well-known places when travelling?

Exam task

4

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A represent B indicate C refer D mention

Example answer: C

Off the beaten track

The expression 'getting off the beaten track' is used to (0) to the experience of avoiding famous tourist attractions and choosing instead to explore less well-known places when travelling.

For many people the whole (1) of travel is to visit cities such as Paris or Venice that have a great (2) as places of beauty and historic importance. Furthermore, they are not particularly (3) by the crowds that are usually found in such locations. But for others who have more of a (4) of adventure, a good holiday must (5) unfamiliar experiences, even taking some risks.

Travelling off the beaten track may be done by some students who don't (6) to a rigid plan, but make decisions about what to do depending on how they feel. Other travellers prefer to spend money on guided tours to unusual locations. Such tours are designed to (7) their particular needs, and all the arrangements are made for them. However people choose to get off the beaten track, the hope is always the same: to have a special, often unique (8) of a different culture.

- | | | | | |
|---|--------------|-----------------|--------------|-------------|
| 1 | A worth | B point | C aim | D profit |
| 2 | A favour | B approval | C reputation | D opinion |
| 3 | A bothered | B interrupted | C offended | D disturbed |
| 4 | A feeling | B impression | C mood | D sense |
| 5 | A possess | B consist | C involve | D concern |
| 6 | A fix | B stick | C fasten | D attach |
| 7 | A please | B fit | C agree | D meet |
| 8 | A experience | B understanding | C awareness | D knowledge |



Exam tips

- Read through the whole text first.
- Look at the words before and after each gap.
- Try each word (A, B, C and D) in the gap and decide which is correct. If you are not sure, choose the word that you think best fits the gap.



Sport

1

Choose the correct verb to complete the sentences.

1. I *play / practise / go* jogging every morning before work.
2. I *go / take / make* plenty of exercise every week because I walk to work!
3. Most experts say that *keeping / going / making* fit is very important if you sit at a desk all day.
4. Tony *plays / practises / makes* tennis at a local club when he has some free time.
5. Clara *hit / beat / shot* the ball really hard and it went into the net.
6. The class *make / do / play* gymnastics once a week in the new gym.
7. The school football team *beat / won / succeeded* every team they played this term.
8. I did a course to *develop / expand / progress* my tennis skills.

2a

Complete the sentences with the correct form of the verb in brackets, *-ing* or *to + infinitive*.

1. Elena can't stand (play) football; she prefers athletics.
2. I regretted (do) the extra training session because I felt so tired afterwards.
3. Lucas is planning (take up) skiing next year.
4. Nicole really enjoys (go) for long runs in the hills near her home.
5. The squash player managed (win) the final game despite being exhausted.
6. Leo refused (join) his local gym even though his friends were all members.
7. My mother is considering (enter) a golf tournament next month.
8. We knew we were unlikely (lose) against a very weak and inexperienced team.

2b

Complete the sentences with your own ideas.

1. I can't stand
2. I'm considering
3. My friends and I really enjoy
4. The weather is likely
5. My family's planning

Exam task

3

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A complete B finish C fulfil D succeed

Example answer: C

Coming second: pleasure or pain?

Every ambitious athlete hopes to (0) their dream of winning a gold medal at the Olympics. However, not everyone can win, and often talented athletes must accept second place. A team of psychologists recently (1) some research on the emotional responses of those finishing second. For certain individuals, a silver medal may (2) their expectations and so naturally they will be delighted. They may also enjoy surprising experts and journalists who believed they had absolutely no (3) of achieving anything.

In (4), the athlete who everyone assumed would win with ease, but then suffers a (5) defeat, may not celebrate their silver medal. This reaction differs sharply from the athlete who comes second but finished a long way behind the winner. There is a (6) in the research that shows such a person will feel significantly happier.

To a certain (7), these findings are not surprising. Silver medallists who were close to victory will almost certainly (8) on what might have happened if they had trained harder, or done things differently.

- | | | | | |
|---|--------------|-------------|---------------|-----------------|
| 1 | A controlled | B conducted | C directed | D guided |
| 2 | A exceed | B overtake | C pass | D overcome |
| 3 | A outlook | B view | C estimate | D prospect |
| 4 | A opposition | B contrast | C distinction | D contradiction |
| 5 | A thin | B tight | C narrow | D slight |
| 6 | A habit | B trend | C custom | D tendency |
| 7 | A extent | B amount | C range | D level |
| 8 | A review | B wonder | C consider | D reflect |



Get it right!

Look at the sentence below. Then try to correct the mistake.

When I was at primary school, I enjoyed to play basketball.



Health and fitness

1

Complete the text with the words in the box. There are two words you do not need to use.

a all an both every few much that the those

Michael Green loved swimming from (1) early age. He took (2) opportunity that came along to spend time in his local pool. As he got older, he regularly entered local competitions, (3) of which he won. This perfect record attracted a lot of attention and he started working with a coach. (4) training sessions paid off and Michael rapidly improved his speed and strength. However, (5) believed that he would continue to work so hard, especially when he had so (6) schoolwork to do. But winning (7) national championship was his dream, and (8) was what motivated him. However, Michael went on to achieve even more than this, becoming the world champion before his eighteenth birthday.



Exam task

2

For questions 1–8, read the text below 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).

Example: (0) NO

Running a marathon



So you want to run a marathon? There is (0) doubt that running 42 kilometres is a great achievement. Many training plans involve running four times a week for at (1) three months, and sometimes longer. Experts strongly recommend that you should (2) used to running long distances gradually. If you don't, it can increase the chances (3) picking up an injury. It (4) generally thought that runners should initially go on fairly relaxed training runs. The pace should be gentle enough to allow you (5) have a conversation with someone running alongside you. Don't make the mistake of eating too little before the race, or you will rapidly run (6) of energy. But (7) should you eat a large meal. It goes without saying that choosing the right footwear is also essential. (8) you do, avoid clothes made of cotton and go for artificial materials, or even some types of wool such as merino. Choose clothing that will be comfortable.

3a

Read the sentences. Choose the correct word for each space, a, b or c.

1. The diet I'm on is quite boring, to be honest.
a who **b** what **c** which
2. My fitness trainer is someone everyone likes and trusts.
a which **b** who **c** whose
3. That's the gym I go to three times a week, even when I'm busy.
a what **b** where **c** which
4. The nutritionist ideas I'm interested in has just published a new book.
a whose **b** whom **c** which
5. There aren't many days I don't go jogging in the park.
a which **b** where **c** when
6. By the time I was 12, there weren't many sports I hadn't tried.
a what **b** which **c** who
7. The stadium in I train once a week is in the north of the city.
a which **b** where **c** whose
8. People don't understand I have to do to maintain this level of fitness.
a which **b** what **c** that

3b

Complete the sentences with a relative pronoun (*who, which, when*) and your own ideas.

1. There aren't many days I don't
2. By the time I was ten, there weren't many
I hadn't tried.
3. A sports person I admire is
4. is a country I would like to visit.

 **Exam facts**

- In this part, you read a text with eight gaps in it.
- You have to write a word that fits each gap.

© Cambridge University Press and UCLES 2015



Education and study

1

Complete the sentences with a linking word or phrase from the box.

as long as	although	as well as	despite	in order to
	owing to	therefore	whereas	

- you concentrate, you should pass the exam.
- she always handed in her homework late, the quality of her work was high.
- Simona took notes during the lecture recording what the teacher said.
- Mike decided to get a summer job in France improve his French.
- being one of the most intelligent students in the class, Michael's exam result was disappointing.
- The students found that they had a free morning the cancellation of the lecture.
- 'You just don't practise enough,' said the teacher, 'and you're not likely to improve'.
- Tom wrote his essay in an hour, John needed a whole day to do his.



Exam task

2

For questions 1–8, read the text below 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).

Example: (0) *WHETHER*

Keep on learning!

It doesn't matter (0) you are still at school or in full-time employment, making the effort to learn new things is very important. Most of us have a few subjects on (1) we focus. These may be associated (2) our study or job, or sometimes a hobby. (3) it is obviously important to develop a deep understanding of (4) matters to us most, it is equally worthwhile to extend our range of knowledge beyond what we are familiar with, and that is true at (5) age.

So the best advice is to find the time to (6) on new challenges and learn new skills outside the areas where we feel most comfortable. People often choose subjects (7) as new languages, computer skills, or painting. If you can't get to a class, then you can go online. Online courses can easily (8) found, and learning online means you put in as much time as you want each day.



3a

Choose the verb that does **NOT** make a correct collocation with each noun.

1. *make / sit / take / do* an exam
2. *take / enrol on / apply / do* a course
3. *obtain / get / have / study* a qualification
4. *attend / leave / miss / pass* school
5. *drop / study / obtain / fail* a subject
6. *go into / graduate from / drop out of / apply to* university
7. *attend / take / skip / set* a class
8. *make / set / do / hand in* homework

3b

Complete the questions with an appropriate verb from exercise 3a. Then ask and answer the questions with a partner.

1. When was the last time you an exam? Did you pass?
2. Do you usually your homework on time?
3. Have you ever a course in a language other than English? If not, would you like to?
4. From what age do children school in your country? At what age can they ?

**Exam tips**

- Look at what comes before and after each gap and decide what kind of word you need to write – for example a pronoun, verb, preposition, etc.
- You must only write one word in each gap.
- When you have finished, read through the whole text again to make sure it makes sense.



Family and friends

1a

Complete the sentences with the pronouns in the box.

me mine my myself

1. I wanted my father to repair my car but in the end I did it
2. I was surprised to find out that my new friend's family is much bigger than
3. dancing was so funny that my friends couldn't stop laughing.
4. My mother told I should help her more with the housework.

1b

Complete the text with the correct pronouns.

My friend and I met in **(1)** first year at university. We always help **(2)** other when we have problems of any kind. In fact, we talk every day even if we are really busy with other things. A friendship like **(3)** is special. I know lots of people who have lost contact with friends they met at university, and that's sad. They should ask **(4)** how they let that happen.

Exam task

2

For questions 1–8, read the text below 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).

Example: (0) ABOUT

The importance of friendship

It is undeniable that friendship is important for just **(0)** everyone. Individuals with several close friends are usually happier than those **(1)** Good friends often know things that family members may not be aware of, even **(2)** they have lived together for years. This is probably **(3)** when in the company of a good friend we share our secrets and dreams. Friends turn to one **(4)** for suggestions on how to solve their problems. There is a tendency **(5)** close friends to be very honest, sometimes saying things the other person may not want to hear!



Good friends stick together, and the best relationships may last a lifetime. It is **(6)** surprise that most friends have similar personalities, which reduces the risk of conflict. However, people don't always have an accurate picture of **(7)** their true friends are. Research shows that in a surprising number of cases a person someone considers a good friend doesn't feel the **(8)** about them.

3a**Complete the sentences with the correct form of the phrasal verbs in the box.**

break up	bring up	count on	fall out	get on with
	get together	look up to	take after	

1. Mario everyone in his family except his older brother.
2. Everyone decided to to celebrate Katy's graduation, even her cousins who live in Canada.
3. My parents decided to move to London because they thought it would be easier to my brothers and I in a big city.
4. Everyone says I my father; people are always pointing out the similarities in the way we look and behave.
5. In my last year at university I with my girlfriend and she got together with someone else.
6. I've known Tom for twenty years and he's my best friend; I can always him.
7. The two sisters last year and haven't spoken to each other since!
8. I my uncle because he's achieved so many amazing things in his life.

3b**Complete the questions with the correct phrasal verb from exercise 3a. Then ask and answer the questions with a partner.**

1. Do you everyone in your family?
2. Who do you most – your mother or your father?
3. How often do you with your friends?
4. Have you ever with a friend or family member? What happened?
5. Which famous people do young people in your country the most?

**Get it right!****Look at the sentences below. Then try to correct the mistake in each one.**

Some of the my other friends phoned and wrote to me.

We didn't use to have our own toys – we used to share them with ourselves.



Science and technology

1

Complete the sentences with the adjective form of the words in brackets and a suffix from the box.

-able -al -ed -ful -ible -ic -ing -ous

1. The experiments we did in the laboratory last week were all very (succeed)
2. Finding a cure for the disease turned out to be much more than the scientists expected. (challenge)
3. Important research is carried out in the laboratories of the university. (science)
4. If you are doing things in the right way, the results of the experiment with those chemicals should be (predict)
5. To be a good scientist, you need to have a mind. (logic)
6. The scientific team needed to present their results in a way that was to the non-expert. (access)
7. I'm not that this latest invention will make people's lives better. (convince)
8. Some things can appear to be quite until scientists explain them to us. (mystery)

2

Complete the table with the correct forms of the word.

Verb	Noun	Adjective
(1)	strength	strong
prove	(2)	proven
impress	impression	(3)
save	(4)	safe
	effect	(5)
produce	product	(6)
	(7)	accurate
(8)	success	successful



Exam task

3 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: (0) EXISTENCE

An interesting new planet

Until recently, the (0) of planets outside our own solar system was difficult to prove. Now, thanks to increasingly (1) equipment, hundreds have been discovered orbiting distant stars. Recent (2) of the nearest star to Earth, Proxima Centauri, have led to a (3) discovery: a rocky planet similar in size to the Earth which may have liquid water on its surface.

**EXIST
SENSE**

**INVESTIGATE
SIGNIFY**

Although the new planet is (4) closer to Proxima Centauri than the Earth is to the Sun, there is still a (5) of life there. This is because the star is much smaller and cooler than our sun, so conditions on the planet may be (6) enough to support life. Temperatures on the planet will be (7) on whether there is an atmosphere surrounding it.

**CONSIDER
POSSIBLE**

**COMFORT
DEPEND**

Travelling to Proxima Centauri and exploring its planet is totally (8) at the moment. Despite it being one of the nearest stars to the sun, it would take thousands of years to get there using current technology.

REAL

4 In pairs, talk about the following statements. Do you agree or disagree with them? Give reasons for your opinions.

1. Humans will be able to visit other planets one day.
2. Life will be discovered on other planets during my lifetime.
3. Space tourism will be very popular in the future.
4. Too much money is spent on space exploration.

Exam facts

- In this part, you read a text with eight gaps in it.
- For each gap, there is a word in capital letters at the end of the line.
- You have to use the word in capital letters to form a word that fits the gap.

© Cambridge University Press and UCLES 2015



Food and drink

1

Complete the sentences with a noun formed from a word in the first box and a suffix from the second box.

feel govern know perform prefer react similar tired

-ance -ence -ing -ion -ity -ledge -ment -ness

1. People with nut allergies have to be very careful. Even if they only eat a small amount they can have a very serious allergic
2. A between the diet in Spain and Portugal is that people in both countries eat a lot of fish and seafood.
3. My is that the microwave oven is the most useful invention of the twentieth century. It has made preparing food so much more convenient.
4. My sister lived in Osaka for a year, so her of Japanese food is really excellent.
5. I think the should do more to improve young people's diets and encourage them to do more exercise.
6. I have a strong for sweet food over savoury.
7. After drinking a cup of coffee, my almost completely disappeared.
8. Doctors say that a healthy diet can improve your in exams.



Exam task

2

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: (0) HISTORICAL

The first coffee shops

There is some (0) evidence to suggest that coffee was cultivated in Africa in the tenth century, but drinking coffee didn't become (1) in Europe until the mid-seventeenth century, with many visitors to London claiming that going to a coffee shop was one of the great (2) of life. People paid an (3) charge of one penny to enter a coffee shop, to enjoy the supposedly (4) effects of the drink. Doctors at the time believed it could cure several diseases, and many drinkers reported that coffee made them more (5) and improved their mood. (6), a visit to a coffee shop had a serious purpose too, as people started to meet there to discuss politics and new ideas. Good behaviour was essential and if you were (7), you could be thrown out of a shop. However, coffee shops in Europe declined in popularity in the late eighteenth century due to the greater (8) of tea, a drink that was easier to make than coffee.

HISTORY

FASHION

PLEASE

ADMIT

BENEFIT

ENERGY

INCREASE

POLITE

CONSUME

3a

Complete the sentences with the noun form of the verb in brackets. Think carefully about the spelling, as the final letter or letters of the verb will change when forming a noun.

1. We had an about the best way to cook the food. (argue)
2. Cooking well requires a lot of (imagine)
3. I have no of giving up chocolate. I love it too much! (intend)
4. A global of people's diets shows that many people eat too much sugar. (analyse)
5. The of an important new book about healthy diets is good news. (publish)
6. In with the cuisine of my country, Indian food is very spicy. (compare)
7. When I listened to a of the dinner, I started to feel really hungry. (describe)
8. I have a strong for Chinese tea over European tea, which I find a bit strong. (prefer)

3b

The nouns in the table have been formed from verbs. Write the verb next to each noun.

Verb	Noun
(1)	consideration
(2)	appearance
(3)	timing
(4)	confusion
(5)	arrangement
(6)	behaviour
(7)	survival
(8)	response

Exam tips

- Look at the words before and after each gap and decide what kind of word you need to write – for example a noun, verb, adjective, adverb, etc.
- You may only have to make one change to the word in capital letters, or you may have to make two or more changes.
- If you need to write an adjective or adverb, does it need to be positive or negative? To make an adjective or adverb negative, you usually need to add a prefix.



***The natural world*****1**

Complete the second sentence in each pair with a negative form of the word in bold in the first sentence.

- We don't have much **accurate** information about the habits of this rare animal.
Unfortunately, our information about this rare animal is probably
- Most local residents **approve** of the decision to open a new park.
Most local residents of the decision to close the local park.
- The measures taken to protect the wildlife in the area are **adequate**.
The measures taken to protect the wildlife in the area are
- Few areas of the country were **affected** by the floods.
Few areas of the country were by the floods.
- The **appearance** of a very rare bird in the park caused great excitement.
The of the very rare bird from the region was very disappointing.
- Your plans to ban cars from the national park aren't very **practical**.
Your plans to ban cars from the national park are
- The children **behaved** very well when they visited the aquarium.
Unfortunately, the children when they visited the aquarium.
- The results of the survey on butterfly numbers have **encouraged** conservationists.
The results of the survey on butterfly numbers have conservationists.

2

Complete the sentences with the negative form of the adjectives in brackets. Each adjective is formed using a prefix (e.g. *un-*, *im-*).

- Hunting is in the national park and those who disobey the law will be punished. (legal)
- Many people are with the air quality in the town and think it should be improved. (satisfy)
- Some scientists fear that the environmental damage caused by global warming is (reverse)
- The birds look very different from the adults of the same species. (mature)
- It would be highly for people today to do nothing about the threats to natural habitats such as rainforests. (responsible)
- The scientists studied two insects and found they were completely in terms of behaviour, size and habitat. (similar)
- The loss of forests in the north of the country is very sad. (replace)
- I couldn't read my friend's biology lecture notes because they were completely!
(legible)

Exam task

3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: (0) *EXCEPTION*

Lake Titicaca

Lake Titicaca is the largest lake in South America with the (0) of Lake Maracaibo in Venezuela, which unlike Titicaca is connected directly to the sea. It is 190 kilometres long and reaches a maximum (1) of 284 metres. Approximately 60 per cent of the lake lies in Peru and the rest in Bolivia. The lake is famous for a variety of (2) wildlife, including a giant frog that can weigh up to three kilogrammes.

Some animals in the lake are (3) species, which led to the (4) of Titicaca National Reserve in 1978. The protection of the wildlife is guaranteed, and so is the beautiful scenery that makes a visit to the lake so (5)

There are numerous islands on the lake, although not all are (6) to tourists. The (7) of some of the islands are known as the Uros people, who still maintain their traditional way of life, but at the same time welcome visitors. (8), this beautiful lake is often ignored by tourists.

- EXCEPT**
- DEEP**
- USUAL**
- DANGER**
- ESTABLISH**
- FORGET**
- ACCESS**
- INHABIT**
- SURPRISE**



4

Write the adjectives and verbs with negative prefixes from exercises 1, 2 and 3 in the table.

dis-	il-	im-	in-	ir-	mis-	un-

Get it right!

Look at the sentence below. Then try to correct the mistake.

Nowadays, zoos are considered by many people to be unuseful and cruel.



Travel and holidays

1

Match the uses of the present simple and present continuous with the example sentences.

- 1. To describe a temporary situation
- 2. To describe a daily routine
- 3. To describe a current activity
- 4. To describe a possible consequence in a conditional sentence
- 5. To describe a timetable for travel
- 6. To describe a habit or repeated action
- 7. To state scientific rules or principles
- 8. To describe plans and arrangements

- a Unless you work harder, you won't be successful.
- b I'm seeing my best friend Jessica at the weekend.
- c My husband's always losing his car keys.
- d The coach to Liverpool leaves at 7.10 in the morning.
- e I'm working on an important project at the moment.
- f I usually take a long walk in the morning.
- g I'm living in my brother's flat until I find my own place.
- h Water boils at 100 degrees Celsius.

2

Complete the second sentence so it has a similar meaning to the first. Use one or two words.

- 1. This resort isn't as cheap as the one we stayed in last year.
The resort is expensive the one we stayed in last year.
- 2. Melanie paid less than she expected for the package holiday.
Melanie didn't pay as she expected for the package holiday.
- 3. There aren't as many tourists here as there were in August.
There are tourists here than there were in August.
- 4. There is more time to appreciate a country's culture if you go on a guided tour there.
There is time to appreciate a country's culture if you don't go on a guided tour there.
- 5. Bianca isn't as fluent in Chinese as her friend.
Bianca doesn't speak Chinese as her friend.
- 6. Emma didn't look at the pictures in the museum as carefully as her friend did.
Emma looked at the pictures in the museum than her friend did.
- 7. There are fewer historic buildings in this town than in other places we've visited.
There aren't historic buildings in this town as in other places we've visited.
- 8. Compared to other places in the region, this isn't a very beautiful village.
In with other places in the region, this isn't a very beautiful village.



Exam task

3

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 On holiday I prefer going sightseeing to relaxing on the beach.

RATHER

On holiday I *would rather go sightseeing than* relax on the beach.

1. Nobody explained why the flight had been delayed.

REASON

Nobody gave to the flight.

2. Last year's skiing holiday was more exciting than this year's holiday by the sea.

AS

This year's holiday by the sea last year's skiing holiday.

3. Maria doesn't think we should visit the museum because it's not very interesting.

POINT

Maria says the museum because it's not very interesting.

4. All of us are excited about our trip to China next month.

LOOKING

Everyone our trip to China next month.

5. When I was in Sweden, I managed to learn some Swedish.

PICK

When I was in Sweden, I was some Swedish.

6. The architecture here makes me think of the buildings in Amsterdam.

REMINDS

The architecture here of the buildings in Amsterdam.

Exam facts

- In this part, there are six pairs of sentences with a word in capital letters.
- Part of the second sentence of each pair is missing.
- You have to complete the second sentence using the word in capital letters so that it has a similar meaning to the first sentence.

© Cambridge University Press and UCLES 2015

Daily life

1

Change the statements in the first sentences into reported speech.

1. 'I'll meet you at seven,' John promised his sister.
John promised his sister at seven.
2. 'You've arrived late to work twice this week,' the manager said to Lucas.
The manager said to Lucas that late to work twice that week.
3. 'I'm going on a business trip to Japan,' Rachel told her friend.
Rachel told her friend that on a business trip to Japan.
4. 'If we leave now, we won't be late,' George told Jessica.
George told Jessica that if late.
5. 'We'll have to tidy up the house,' Micah said to his brother.
Micah told his brother that tidy up the house.
6. 'I have a lot of work experience,' the man said at the job interview.
At the job interview, the man said a lot of work experience.



 **Exam task**

2

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 It's not a problem for Tom if he has to take the train to work.

MIND

Tom *doesn't mind taking* the train to work.

1. Going to bed early has a big effect on how Leila feels the next morning.

DIFFERENCE

If Leila goes to bed early, it how she feels the next morning.

2. Even though Max took the early bus, he was still late for work.

FACT

Max was still late for work in he took the early bus.

3. Last year I decided I wouldn't eat fast food for lunch any more.

GIVE

Last year I decided fast food for lunch.

4. Melanie goes jogging and answers her important emails before breakfast.

WELL

Melanie goes jogging her important emails before breakfast.

5. My television needs fixing as soon as possible.

GET

I must as soon as possible

6. Clara says she doesn't usually go out at the weekend.

UNUSUAL

Clara says it go out at the weekend.

3a

Complete the second sentence so that it means the same as the first. Pay particular attention to the word order.

1. 'Do you know where my car keys are?' Tom asked his wife.

Tom asked his wife if she knew

2. 'Are you going to the party?' Melissa asked Paola.

Melissa asked Paola whether

3. 'Have you been to the new department store?' Peter's friend asked him.

Peter's friend asked him whether

4. 'Will you be late home on Tuesday?' Alex's father asked him.

Alex's father asked him whether

3b

Read the reported questions and write the direct questions.

1. Lee's boss asked him if he was willing to work on Saturday.

.....

2. Lee's wife asked him if he could do the shopping on his way home.

.....

3. Lee asked his son if he wanted to play football in the garden.

.....

4. Lee asked his friend how long he had been off work.

.....

 **Exam tips**

- This part often tests your knowledge of phrasal verbs and set phrases.
- Underline the part of the first sentence that corresponds to the gap in the second sentence.
- You mustn't change the word in capital letters.



Weather

Exam task

1

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).



Example:

0 We couldn't go sailing because there wasn't enough wind.

LACK

Due *to the lack of wind*, we couldn't go sailing.

1. Some schools were closed for a couple of days because of the heavy snow.

LED

The heavy snow for a couple of days.

2. Steve doesn't take much notice of the weather forecast.

ATTENTION

Steve doesn't the weather forecast.

3. John wishes he had taken an umbrella to work this morning.

TAKING

John an umbrella to work this morning.

4. Donna said that apart from Friday, every day last week had been really hot.

EXCEPTION

Donna said that Friday, every day last week had been really hot.

5. This is the worst weather we've ever had in July.

AS

We've as this in July.

6. I'm sure it was unbearably hot where you were staying.

MUST

The unbearable where you were staying.

2

Complete the sentences with the correct phrasal verb from the box.

get away	keep up with	make out	put off
put up with	set off	soak up	turn out

1. We decided to our trip to the beach until the weather improved.
2. I had problems the buildings in the distance because of the thick fog.
3. I find it hard to days and days of wet weather.
4. It was so hot I couldn't the better runners in the race.
5. We very early before it got too hot.
6. It to be a very nice day after a cloudy start.
7. At this time of the year, people want to and visit a warmer country.
8. Aunt Mary is outside in the garden the sun.

3

Complete the sentences with the correct form of the verb in brackets.

1. If you (go) to the coast at this time of year, it will probably be quite cool.
2. If he (take) a coat and umbrella, he wouldn't have got wet.
3. Unless people take more action to reduce CO₂ emissions, the problems associated with global warming (get) worse.
4. If I (spend) more time in the sun, I'd have a lovely tan.
5. If we'd had more rain last year, our village's crops (be) better.
6. Unless the weather forecast (be) wrong, there won't be any more snow today.
7. If we left early, we (miss) the bad weather.
8. If I haven't got sun screen, I (be able) to lie on the beach for long.



Get it right!

Look at the sentences below and choose the correct one.

- She asked herself what would have happened if she hadn't caught that bus.
She asked herself what had happened if she wouldn't have caught that bus.

**Science and technology****Exam task**

1

You are going to read an article about new technology and students. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

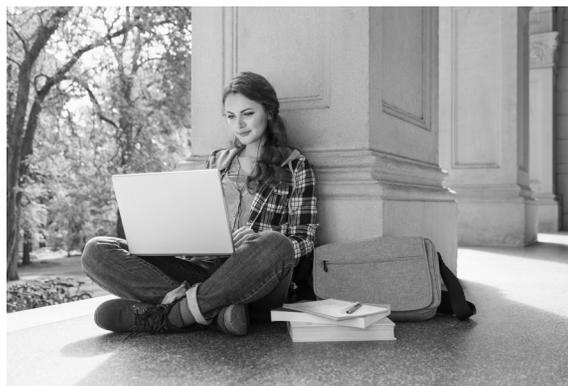
Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. But whereas she was thinking our grandfather was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our



tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

1. What does the writer illustrate by describing the incident in the car?
 - A the older generation's frustration at people's dependence on technology
 - B how unaware young people are of some effects of technology
 - C the difference in attitudes to technology between two generations
 - D how technology helps different generations communicate
2. What did the writer think of her grandfather's comment, mentioned in the second paragraph?
 - A It showed how out-of-date he was.
 - B It had an element of truth in it.
 - C It was an annoying thing to say.
 - D It made her feel sorry for him.
3. What does the writer say about getting study resources from libraries?
 - A She considers libraries more preferable places for study than home.
 - B She cannot understand why anyone chooses to go to a library now.
 - C She appreciates the fact that people can still study in libraries if they want to.
 - D She thinks libraries are limited by the quantity of resources they can store.
4. What disadvantage of new technology does the writer mention in the third paragraph?
 - A Those who can afford the best gadgets gain an unfair advantage.
 - B Sometimes slow internet connections make communication difficult.
 - C A heavier workload is created for teaching staff at the university.
 - D Students cannot escape from dealing with university issues.
5. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph?
 - A to express an opinion
 - B to introduce some problems
 - C to make a criticism
 - D to indicate uncertainty
6. What is the writer's conclusion about students today in the final paragraph?
 - A They have such different lives to previous generations that it's unwise to compare them.
 - B They deal better with change than previous generations did.
 - C They take advantage of new resources more quickly than previous generations did.
 - D They are behaving in a similar way to previous generations of students.

2

Complete the sentences with a phrase. Use one word from each box for each phrase.

back hard high- instant interactive search social virtual

drive engine games media messaging reality tech up

1. Google is the most used in the world.
2. I don't text my friends any more because is so much faster.
3. How much storage space is left on the in your PC?
4. If you don't your work, you are in danger of losing it.
5. The car's steering system is unique.
6. Play the on our website to learn more about science and technology.
7. makes you feel as if you are in a real three-dimensional space.
8. By using like Twitter, you can communicate with anyone on the internet.



Exam facts

- In this part, you read a long text.
- You have to choose the correct answer (A, B, C or D) for six questions.

© Cambridge University Press and UCLES 2015

House and home **Exam task**

1

You are going to read a review of a TV programme about homes of the future. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

The homes of the future viewed from today**Mark Finchley reviews TV series *Tomorrow's Homes***

Having just watched the whole of Channel 8's TV series *Tomorrow's Homes*, I've been wondering about how anyone can predict the future of domestic life. You'd imagine that if you knew what architects and technology companies were developing now to make life easier, more exciting and more beautiful, you'd have a pretty good idea of what to expect in tomorrow's homes. In reality, it's more complicated, and just as much about what we'll choose to hang on to from **today's** – the things that are 'future-proof'. In the 1950s, people thought that in the twenty-first century household tasks would be done by labour-saving devices or robots – with food pills for dinner. Yet people still wash up and cook, even though the technology exists that makes neither of these tasks necessary.

Tomorrow's Homes, however, dared to make predictions which it turned into reality using an average home belonging to a family called the Forseys. Four miles of cable were installed in the house so that all the electrics, from lights to the fridge, could be controlled via the internet, and various other devices and gadgets were introduced in addition to this. The family were then filmed as they got used to their new home life. Programme presenter Harry Thwaites is also a consultant who spends his work life imagining the future, so testing out his ideas for the programme was a fascinating experiment for him. His approach was to use technology that was not totally brand new, but had only recently become more affordable. CCTV cameras for security have been around for years, for example, but they are no longer only an option for the mega-rich.

The Forsey family consists of a husband and wife with four children and two grandchildren. They appear to be very natural and ordinary on the programme, and it was always interesting to see how they reacted to



the technology they were testing. One example that **sticks** in the mind is when Janine, the mother, enters her reconstructed, all-white home (after successfully unlocking her new front door by using her thumb print as a key), and she immediately bursts into tears – quite understandably it has to be said. A short while later, her husband Ben gets locked out because the skin on his thumb is too rough. As the series progresses, however, they slowly come to accept the technology, and even start to believe it could have some value in their lives.

I was keen to see during the show if anything emerged as potentially future-proof, and there were some great examples. To help Janine deal with various worries, she was provided with a mind-controlled relaxation tool. This was a kind of headband connected to a DVD, which, incredibly, she could control with her thoughts. When she relaxed mentally, she made an image of the sun go down, as it would at night, on the DVD. When she had tried the gadget and achieved the sun set, she was asked how effective the gadget had been. Janine commented, 'Nothing can compare to a nice cup of tea and a good soap opera!'

1. The writer makes the point in the first paragraph that predicting how homes will be in the future
 - A requires detailed study of architectural trends.
 - B is impossible if you only look at new developments.
 - C has been very difficult until now.
 - D is made easier by programmes and articles about them in the media.
2. What does 'today's' refer to in the first paragraph?
 - A current ideas
 - B the present reality
 - C the homes we currently live in
 - D modern architecture
3. According to the second paragraph, the technology installed in the Forseys' house
 - A was chosen to match the specific needs of the family.
 - B was previously only used by a limited section of the population.
 - C was still too expensive for anybody except the wealthiest.
 - D was tried out by experts before the family used it.
4. What does 'sticks' mean in the third paragraph?
 - A blocks something
 - B remains there
 - C corrects an error
 - D highlights something
5. According to the third paragraph, how did the family members react to the new technology?
 - A Their attitude towards it became increasingly positive.
 - B Some of them adjusted more quickly to it than others.
 - C The parents struggled with it throughout the series.
 - D Some of their responses to it were surprising.
6. How did Janine feel about the mind-controlled relaxation tool?
 - A She was amazed at what it was capable of.
 - B She thought it would work if used with other things.
 - C She found it totally useless.
 - D She preferred more traditional methods of relaxation.

2

Complete the text with the correct alternatives.

What will our homes be like in 2030?

There are some things that we cannot predict about the world in 2030, but others seem certain. For example, we are definitely **(1)** *going to have / having* many more homes in larger cities as the world's population **(2)** *will be continuing / continues* to grow. But what will these homes be like?

Firstly, 'The Internet of Things' **(3)** *will have been / will be* an established part of everyone's lives by then. All electronic devices in your home will be connected, and they **(4)** *are communicating / will be communicating* with each other constantly.

By 2030, you also **(5)** *will have equipped / will be equipped* your house with smart technology, so you'll have movement, temperature and humidity sensors throughout the house. These **(6)** *will be measuring / will have measured* the environment in your house constantly. In fact, they **(7)** *can even / will even be able* to tell you if you've left a door open, or a tap on!

Exam tips

- Quickly read through the text before you answer the questions to get an idea of what it is about.
- Read through all the questions so that you know what you need to look for in the text.
- Don't assume an option is correct just because you see the same words in the text. You should make sure the general meaning of the option is expressed in the text.

Work **Exam task**

1

You are going to read an article about some amazing jobs. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Dream Jobs**By Giovanni Marks**

During our teens, all the pupils at my school had to have a meeting with a 'careers advisor' who only seemed to know about jobs at the local ship-building works. That was fine for some, but many of us would have liked to hear about a wider range of opportunities at that time. If only she had known about the jobs I've been researching for this article! It seems there are positions out there that are almost too good to be true.

Take, for example, the job with the title 'Ice cream flavour advisor' for ice cream manufacturer Frederick's. Imagine making and tasting ice cream for a living! From the Fredrick's website I learned that the people who do this job are all chefs and food scientists, and often go on what they call 'taste hunts' where they travel to other countries, trying new foods to get inspiration for new products. The website's home page also states that 'every ingredient deserves consideration', meaning anything from peanuts to potatoes could make it into the next flavour advisor's invention. I guess the one downside of this job could be tasting failed creations.

For those worried about the health implications of eating so much ice cream, then how about something more active? The perfect job for water sports lovers was advertised in 2015 by holiday company Travel Now. They needed a water slide tester! This involved getting into swimming gear and speeding down slides at various holiday centres around the world to check for any issues. The company was seeking applicants with strong written and verbal skills, experience in social media and a willingness to travel.

Another job that seems impossibly wonderful is one for those who dream of living on a remote island. As the caretaker of a private island in the Maldives, Simon Grainger gets to enjoy fabulous weather, fishing and boating as part of his job. However, he says that while it may sound more like an extended holiday than work, the responsibilities of the job can be very demanding. These include maintaining and repairing the island owners' property and cleaning up after storms. On top of that,



being by yourself on an island means that your social life suffers. Seeing friends involves an hour's boat ride, which is never easy and sometimes impossible. Grainger warns anyone considering a job like his to be realistic about it. He explains you've got to be very practical with good physical fitness, and happy in your own company. If you are this type of person, you'll do the job well and never want to go back to life on the mainland.

A fortune cookie is a moon-shaped biscuit given away in Chinese restaurants that contains a little piece of paper with a message on it. Millions of these are read every day, but few realise that people actually get paid to write the words of wisdom you find when you crack your cookie open. Daisy Cheng, president of New Asian Food in Los Angeles, used to be **one such person**. It wasn't exactly her chosen career path, it was more of a role she fell into. When the company expanded and realised they needed to update their cookie messages, she was asked to do it because her English language skills were stronger than other employees'. She found it difficult to start with, but soon she was finding inspiration everywhere, from subway signs to newspapers.

As a writer myself, I would love to create messages for fortune cookies, but I would be delighted to do any one of these amazing jobs. Listen up careers advisors!

1. How does the writer feel about the careers advisor he met when he was younger?
 - A He regrets that she was unable to help any of the teenagers.
 - B He found her guidance quite useful at the time.
 - C He thought it was unnecessary to see her.
 - D He wishes she had been aware of a greater variety of job options.
2. What is claimed on the website for Frederick's ice cream?
 - A There is no food type that they will refuse to experiment with.
 - B They are able to make most ingredients taste good in ice cream.
 - C They trial every new flavour creation internationally before it goes on sale.
 - D No other ice cream producer has greater expertise.
3. Applicants for the job of water slide tester were required by Travel Now to
 - A be good at communicating with people.
 - B have plenty of travel experience.
 - C have good IT qualifications.
 - D be very physically fit.
4. What does Grainger say about his role as caretaker on a private island?
 - A He is considering giving it up so he can move back to the mainland.
 - B The only thing that is hard about it is being alone on the island.
 - C It might not be the right job for everyone.
 - D The holiday lifestyle involved is not always enjoyable.
5. What does the fifth paragraph say about Daisy Cheng getting her job as fortune cookie writer?
 - A She did not deliberately choose to do the job.
 - B She got the job because none of her colleagues spoke any English.
 - C She applied for it when the company grew and needed more people to do the job.
 - D She tried to avoid doing the job at first.
6. What does 'one such person' refer to in the fifth paragraph?
 - A someone who is a company vice president
 - B someone from New York
 - C someone who didn't know fortune cookie message writers existed
 - D someone who writes the messages in fortune cookies

2

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold.

1. I will hopefully get a promotion this year. **HOPE**
.....
2. Josh lost his job because he was late so many times. **IF ONLY**
.....
3. Kathy is a nurse but she wants to be a doctor. **WISHES**
.....
4. Mark is talking about going to work abroad. I would be sad if he did. **HOPE**
.....
5. The new boss is Nick Jones. Everyone would prefer Leo Patten. **WISHES**
.....
6. Most employers don't give employees eight weeks' holiday a year. I wish they did! **IF ONLY**
.....



Get it right!

Look at the sentence below. Then try to correct the mistake.

I wish you were there; it was fantastic!

*The natural world* **Exam task**

1

You are going to read an article about a national vote for people's favourite tree. 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 to use.

Tree of the Year

The aim of the national Tree of the Year competition is to promote and celebrate the most interesting trees around the country. Images and descriptions of a shortlist of 28 trees are put online and the public are asked to vote for their favourite.

The four trees that gain the most votes before 5 p.m. on 5th October will be given a grant of £1,000. In addition, all trees that receive 1,000 or more votes will get a grant of £500. The grants may be spent on a tree health check or advice from a tree expert, or an educational event, for example. **1**

Among the 28 shortlisted trees there are a wide range of tree species, each with its own unique, fascinating story. For example, the 'Ding Dong' tree is a copper beech tree growing in a primary school playground. It was named the 'Ding Dong' tree because of a game pupils invented in which they race to touch its trunk, shouting 'Ding Dong!' The protective space underneath the 50-year-old tree is used as a magical outdoor classroom, while the indoor classroom displays pictures of the tree through each season of the year. **2**

Many of the other trees in the competition are remarkable for their age alone. The Craighends Yew, for example, is thought to be up to 700 years old, making it one of the oldest in Scotland. It is an amazing sight as many of its branches have layered. **3**

As a result of these extra growths, the total size when

measured around the tree's crown (the main body of its leaves and branches) is a massive 100 metres.

Another very old tree, the Holm Oak in Kilbroney Park, Northern Ireland, is much loved by local people. It measures 3.6 metres around the trunk, and its beautiful bark looks like the skin of a snake. **4**

The advantage of this lack of uprightness is that young children can climb safely and easily on it. Kilbroney Park is home to many remarkable trees, but this tree was chosen as the favourite by community members.

A 500-year-old veteran oak tree stands in the ancient woodland pasture at Carngafallt in Wales. One of the interesting things about this twisted, hollow tree is that it has several 'air trees' growing out of it. An 'air tree' is one growing without its roots touching the ground. **5**

It extends its roots down inside the oak's hollow trunk.

The original Bramley apple tree in Nottinghamshire is younger than many in this competition, but is the famous parent of all modern Bramley apple trees. **6**

Many years later, Matthew Bramley, the new owner of the tree, was carrying some of his fruit when he met a gardener called Henry Merryweather. Henry asked if he could take some cuttings from Matthew's trees to grow his own trees. Mr Bramley agreed, provided they were named 'Bramley's Seedling'.

A This means that they are touching the ground and have taken root.

B These roots have become enormous with age and have now emerged above the ground. Children love to jump over them like horses in a race.

C But the most distinctive thing about this tree is that its main trunk is leaning towards the ground at an angle of 45 degrees.

D The best example of this on the big old tree is another species of tree called a rowan.

E Alternatively, they could be used to hold a community event in honour of the tree.

F It was planted from a seed in 1809 by a woman called Ann Brailsford.

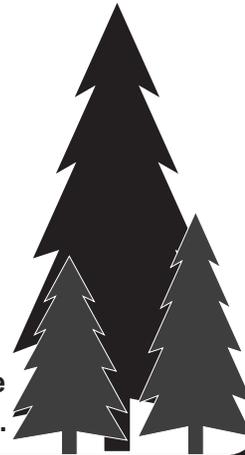
G Children hang bird feeders from its branches and it is used as the focus of many of the educational activities going on around it.

2

Complete the sentences in the notice with the correct alternatives.

BLUE RIDGE FOREST RULES

1. Under no circumstances *should / need* fires be lit in the forest.
2. Only walkers *may / need* use the routes marked with yellow arrows.
3. Dogs *do not have to / must not* be on their leads in the West Lane area of the forest.
4. You *must not / need not* push, carry or use a bicycle on any forest footpath.
5. Children *should not / do not have to* be allowed to climb young trees.
6. All rubbish *should / may* be taken home.
7. Find out about which areas of the forest you *must / can* enter on factsheet 112.
8. Walkers *must not / do not have to* stay on the marked paths, but it is advisable that they do.



Exam facts

- In this part, you read a long text with six gaps in it.
- There is a list of sentences (A–G).
- You have to choose the sentence that fits each gap.
- There is one extra sentence that you do not need to use.

© Cambridge University Press and UCLES 2015

**Health and fitness****Exam task**

1

You are going to read an article about how a desert marathon runner found a pet dog. 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 to use.

The desert runner and the dog

The story of how a homeless dog became an internet star and found a home in the UK begins in China, in the Gobi Desert, during an ultramarathon in which competitors cross 250 kilometres of desert in seven days. The dog 'adopted' Australian **marathon** runner Dion Leonard when it chose to join the racers on the second day. Leonard's affection for the dog grew as it ran hour after hour with him in the harsh desert conditions, and by the last **stage** of the race, they could not be separated. He named her Gobi, after the desert.

1 He claims she helped him do so well in the race. In fact, Gobi set the **pace** for Leonard, and the two days she didn't run with him, his times were not as fast as when she did. He added that she sometimes **beat** him too – but when Gobi ran too quickly she would stop and wait for him to **catch up**, and then they would continue together.

Dion Leonard's affection for the dog was so strong that he decided he would take her back to Scotland, where he currently lives. **2** This included setting up a crowdfunding campaign (raising many small amounts of money from a large number of people) on the internet to cover the costs of medical and **fitness** checks for Gobi and for her to be flown to Scotland.

However, the drama of the story increased when Gobi disappeared just before she was due to travel to Beijing.

3 She had escaped by dashing outside

through an open door in Urumqi, the Chinese city where some of the ultramarathon race team were caring for her.

After hearing this news, Leonard took a flight back to China as soon as he could, and began to search for Gobi. He knew there was little chance of finding Gobi on his own, so he set up a media and social media campaign, and put posters up all over the city. Soon, groups of local volunteers were helping him hunt for Gobi all across Urumqi, looking in parks and dog shelters, and asking all the people they came across whether they'd seen the dog. Leonard became quite well-known after he was interviewed by local television, and people often stopped him in the street to wish him luck and give him encouragement. **4**

Leonard didn't **give in**, and eventually the call that he'd been waiting for came: a man and his son had seen a small dog while **walking** their dog in a local park.

5 Leonard was doubtful – the man had sent pictures, but they were a bit too dark to be able to identify the dog as Gobi.

When he walked into the room where they agreed to meet the man with the dog he'd found, Leonard was not feeling at all hopeful that it was Gobi. But as soon as the dog saw him, she rushed towards him and jumped up, barking excitedly. **6** He's deeply grateful to the residents of Urumqi, as he would never have found her if they hadn't helped him in his search.

- A** He soon found that the process for achieving this was difficult and expensive, so he returned home and started making arrangements from there.
- B** They had taken her home and thought she could be Gobi.
- C** It was as if the two had never been apart, and Leonard says he felt just like he had when they were racing together.
- D** She had to be monitored there for three months before she was allowed to travel out of China.
- E** Leonard managed to win second place in the race, despite having to carry Gobi across rivers and giving her food and water from the supplies he had to carry.
- F** Furthermore, he feared the dog could easily have run a long way out into the surrounding countryside.
- G** Leonard even launched a live blog to keep people interested in and up-to-date with his search.

2

Complete the sentences with a word in bold from the text in Exercise 1.

1. Jake doesn't like the new puppy so I always have to do it.
2. You need a really good level of to be a good cyclist.
3. Always fight your match right to the end – never!
4. I always run alone because I like to go at my own
5. During the first of the race, the Danish swimmer was leading.
6. When we play tennis doubles against our friends, we always them, but they don't mind.
7. If the other competitors get too far ahead in a race, you won't be able to enough to win.
8. When I ran my first, it took me two weeks to recover!

3

Choose the correct alternative to complete the sentences.

1. The rules say you *must* / *shall* not run across another competitor's lane during the 1500 metres race.
2. At the stadium, it's great when there isn't a full crowd because they *allow* / *let* us sit in the better seats.
3. If you want tickets for Saturday's match, you *can* / *should* buy them as soon as possible.
4. Would you *mind* / *matter* if I didn't come to basketball practice tonight?
5. You'd *rather* / *better* stop cycling now if your ankle feels sore.
6. I *could* / *should* give you a lift back from the pool tonight if you wanted me to.
7. *Would* / *Do* you like the coach to give you some extra practice exercises this week?
8. *Could* / *Shall* we rent the football pitch for another hour, please?

 **Exam tips**

- Quickly read through the text to get an idea of what it is about and its structure, and read sentences A–G.
- Carefully read what comes before and after each gap.
- In sentences A–G and in the sentences before and after the gaps in the main text, underline words that link the information together – for example *them, this, that, it, also, however, although, one* and *do so*.

**Education and study****Exam task****1**

You are going to read an article about trips for school children. 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 to use.

Field trips for school children

For many years, school children in the US have been taken on 'field trips' to cultural institutions such as museums of art and of science, as well as theatres, zoos and historical sites.

Despite these trips involving some expense and disruption to class timetables, educators arrange them in the belief that schools exist not only to teach economically useful skills, but also to produce civilised young people who appreciate the arts and culture.

1 So you could say that taking school students on field trips is a means of giving everyone equal access to their cultural heritage.

However, there have been increasing signs in recent years that the attitude towards field trips is changing, with the number of tours organised for school groups falling significantly in museums all around the country. Take the Field Museum in Chicago, for example. It used to have over 300,000 students each year through its doors. That number has dropped to below 200,000 more recently. **2** A survey exploring the trend carried out by a group of school administrators found that over half the schools they asked had decided to cancel trips planned for the next academic year.

So what are the reasons for this change? The most obvious one is the issue of finance. Because there are increasing demands on their funds (computers and sports facilities aren't cheap), schools are forced to make a difficult choice about how to spend the limited money they have. **3** A significant number of school heads also consider days spent away

from school a waste of time, believing that the only worthwhile use of students' time is spent preparing for exams in the classroom.

Although school trips do still happen, the nature of these field days is also changing. Schools increasingly use trips as a treat for students who work hard, rather than as an opportunity for cultural learning. They are taken to amusement parks or sporting events instead of to museums and historical sites. **4** In a recent survey, 500 Arkansas teachers were asked about the purpose of trips they organised. Older teachers were significantly more likely to believe the primary purpose of a field trip was to provide a learning experience than younger teachers, who were more likely to view the main point of a trip as fun.

But why should anybody worry if school children go on fewer trips? Those that believe this is a negative development in education would say that cultural field trips contribute to the development of students into well-educated adults who have a healthy interest in history and the arts. **5**

One exception is the research led by Jay P. Greene at Arkansas University. His team found that students who received a tour of an art museum significantly improved their knowledge of and ability to think critically about art. **6** The researchers warn that if schools cut field trips or switch from 'reward' trips to less educational destinations, then valuable opportunities to broaden and enrich children's learning experiences are lost.

- A** This shift to 'reward' field trips could have a basis in generational differences between teachers' reasons for organising days out of school.
- B** However, there is little evidence to support this argument, as few studies into the effect of field trips have been done.
- C** An online tour of the museum, during which they viewed and discussed five paintings, made little impact on students.
- D** Faced with this dilemma, field trips are an obvious thing to cut since they are seen by many as a luxury.
- E** While there are parents who will take their children to cultural places and events in their free time, there are plenty of other children who will never have this kind of opportunity unless schools offer it.
- F** They also displayed stronger historical empathy and were more likely to visit cultural institutions in the future.
- G** A similar pattern is emerging in many other areas of the country, and is set to continue.

2

Complete the sentences with an adjective, noun or adverb form of the word in brackets.

- The students are on an visit to France. (education)
- The study found of an increase in numbers of migrating birds. (evident)
- A team of eight worked together on the project. (research)
- The museum is the first in the region to introduce free admission. (institute)
- The writer's about the value of universities was very clear. (argue)
- It has been proven that bulls can't see the colour red. (science)
- The most thing I learned at school was always to ask questions. (value)
- There is a good range of activities happening in this town. (culture)

3

Choose the alternative for each sentence which is NOT correct.

- We can choose to spend a year of our course abroad, so I *must* / *might* / *may* go to China.
- Where is Tom? He *ought to* / *should* / *would* be here for the lecture, but I can't see him.
- He doesn't know where the information came from, so it *can't* / *shouldn't* / *needn't* be trusted.
- These figures *may* / *can* / *must* be correct because we've checked them three times.
- This *has* / *ought* / *needs* to be the best course for me, because it includes everything I'm interested in.
- I think the course *could* / *can* / *might* be more challenging than I expected, but I'm not sure yet.
- The school canteen is so large that all the pupils *should* / *can* / *may* have lunch at the same time.
- There *shouldn't* / *can't* / *shan't* be more than 30 students in the class because that's the maximum per group.



Get it right!

Look at the sentence below. Then try to correct the mistake.

You are doing well in your studies in science and maths and you can become a doctor one day.



Cultures and customs

1

Complete the text and with the correct passive form of the verb in brackets.

La Tomatina takes place each year in Buñol, a small town near Valencia in Spain. Many stories (1) (tell) about how it all started. One is that in 1945, a group of young people attending a festival grabbed tomatoes from a nearby market stall and started a playful food fight. They (2) (stop) by the police, but on the same day in August a year after that, a food battle (3) (fight) in Buñol again, with local people bringing tomatoes to throw at each other. In the 1950s the event (4) (ban), but the locals continued and (5) (lock) up in jail. The people of Buñol demonstrated against the ban, and finally in 1959 they (6) (allow) to hold the event again. However, a strict code of conduct (7) (introduce), controlling issues such as how the fight was to begin. Since then, the festival (8) (attend) by more and more people each year.

Exam task

2

You are going to read an article in which four people describe going to see an unusual annual event. For questions 1–10 choose from the people (A–D). The people may be chosen more than once.

Which person mentions

the possibility of people at the event having their belongings stolen?

1	<input type="checkbox"/>
---	--------------------------

regretting being without an item of protective equipment?

2	<input type="checkbox"/>
---	--------------------------

the bravery of the people who took part?

3	<input type="checkbox"/>
---	--------------------------

a warning about organising a trip to the event?

4	<input type="checkbox"/>
---	--------------------------

an injury caused during the event?

5	<input type="checkbox"/>
---	--------------------------

how hard it was to get a good position to view the event?

6	<input type="checkbox"/>
---	--------------------------

products that were available to buy during the event?

7	<input type="checkbox"/>
---	--------------------------

experiencing two strongly contrasting emotions?

8	<input type="checkbox"/>
---	--------------------------

people with a particular interest who would like the event?

9	<input type="checkbox"/>
---	--------------------------

the reason why the event originally began?

10	<input type="checkbox"/>
----	--------------------------



The world's strangest annual events?

Four travellers talk about experiencing a very unusual event held annually around the world.

A Sadie Grossman

Last year, I was one of 30,000 people who took part in La Tomatina, an annual festival held in Buñol, Spain, during which townspeople and visitors fill the streets and take part in a tomato fight. I've neither laughed so hard nor feared for my life as much as I did on that day. Trucks of tomatoes were dumped in the streets, and I soon found myself picking up handfuls of squashed fruit and throwing them at whoever happened to be closest. Most people participating were considerate, but a few were not. I was thankful that I'd left my phone back at the hotel and worn clothes I didn't mind getting ruined. I did wish I'd invested in a pair of goggles though, as being hit in the eye by a tomato meant I couldn't see out of it very well for a couple of days. It was definitely an experience I'll never forget, but one I have no desire to repeat!

B Joe Haythorpe

I went with friends to the mud festival held in Boryeong, South Korea because several of them had been before, loved it and wanted to go again. The two-week event is centred on an area of Boryeong beach set up with water slides and pools to play in while covered in huge quantities of the mineral-rich mud that's taken from the shore near the city. It's great fun for the entire family as well as groups of friends. Apart from playing in the mud, we also attended some great concerts and shopped for mud-based skin creams. Although it's only been going since 1998, it already attracts millions of Koreans and Western tourists annually. But if you're considering going, book your accommodation early as room rates triple closer to the event. All in all, this festival was by far the most fun one I've ever been to.

C Charlie Traynor

Cheese Rolling on Cooper's Hill in Gloucestershire, England is the ideal activity for fans of extreme sports whether as spectators or as participants, and is definitely one of the craziest traditions I've ever witnessed. I watched in amazement as madly courageous men and women threw themselves down a steep hill, tumbling head over heels, while chasing a large round cheese. The cheese always gets to the bottom of the hill first, but for each race there is a prize (a cheese worth a lot of money) for the first person to do so. Thankfully, that day everyone survived without seriously hurting themselves. The event is free, but because of the large crowds, I struggled to find a place from which I could actually see much of the action or use my camera. There were also four uphill races, but they were a lot less exciting.

D Louisa Darke

During the Monkey Buffet Festival in Lopburi, Thailand, cakes, fruit and vegetables are piled up on tables in the streets for 3000 local monkeys to enjoy. The festival was established to boost tourism in the area, and it's worked: huge crowds now travel there from all over the world, many dressed in monkey costumes. There is traditional music, dance and sculpture, all with a monkey theme, and the monkeys themselves roam free. They have no fear of people, and we were warned that they might try to grab our phones, hats or even jewellery and run off with them. I'm glad to say they didn't, but at one point a young monkey jumped up onto my shoulder, making me very uncomfortable. We were given sticks to protect ourselves from the boldest monkeys, but I didn't want to use one. I was glad when the monkey climbed down. However, it was very entertaining to watch the animals from a distance, happily playing and eating.

Exam facts

- In this part, you read one long text divided into sections or four to six shorter parts.
- There are ten short questions.
- You have to choose the section or shorter text that contains information that matches each of the questions.

© Cambridge University Press and UCLES 2015



Entertainment and media

1

Write the end of the second sentences so that they mean the same as the first. Use the word in brackets.

1. When members of the audience enter the theatre, someone checks their tickets. (have)
When members of the audience enter the theatre, they
2. When stars drive to the hotel, someone drives their car to the car park. (have)
When stars drive to the hotel, they
3. Nearly every time famous people go out, someone takes their photo. (get)
Nearly every time famous people go out, they
4. When authors write a bestseller, someone edits it. (get)
When authors write a bestseller, they
5. Famous people write autobiographies and someone publishes them. (get)
Famous people write autobiographies and they
6. Before actors go on stage someone does their make-up. (have)
Before actors go on stage they



Exam task

2

You are going to read an article about what five young people think about fame. For questions 1–10 choose from the people (A–E). The people may be chosen more than once.

Which person

- | | | |
|--|----|--|
| admits he finds certain aspects of fame attractive? | 1 | |
| believes that fame makes those who get it focus too much on themselves? | 2 | |
| describes some common beliefs about fame that he feels are untrue? | 3 | |
| is critical of the way that famous people are treated? | 4 | |
| says he is uninterested in the details of famous people's lives? | 5 | |
| thinks being famous makes people distrust the motives of people they are close to? | 6 | |
| outlines how fame can benefit society? | 7 | |
| explains why he has some respect for everyone who is famous? | 8 | |
| lists some of the ways that people might attract an audience? | 9 | |
| suggests childhood experiences may cause some people to seek fame? | 10 | |

Fame and fortune

Five young people say what they think about fame.

A Stefan

Fame will bring you all the money, attention and love you could ever want! It will solve all your problems and make you feel fantastic! You'll never feel lonely ever again! These are the kind of lies about being famous the media feeds society through various channels. We are taught to highly value public attention, which celebrity-chasing individuals can get by eating insects in online videos, living in a crowded TV house, or being cruel or offensive on social media – it seems how we get it does not matter.

B Leo

One thing I've noticed about famous people is that they've often been through a negative event during their early lives – like the loss of a parent, or being rejected by a key figure in their lives. This has left them with a lack of self-confidence, which drives them to seek success on stage or screen to give them a sense of self-worth. The problem is that when they achieve fame, they begin to wonder if people love them for who they really are, or simply for the fact that they are famous. This makes it challenging for famous people to form secure relationships. Partly as a result of that, they end up socialising with other celebrities who have similar emotional problems, and this makes their situation worse.

C Franz

To be honest, the idea of being on a stage and having everyone focus on you is quite appealing to me, but I know that there's no way I'd enjoy the reality of being famous. When everyone knows who you are, it's as

if you're not human anymore. Fame means endless requests for pictures, autographs and stories for the tabloid press. Every mistake is exaggerated and nothing in your family life remains private. How could you not get fed up with that? I think that's why some stars become arrogant or unhappy, and unable to act like normal people, especially if they become famous at a young age and have to grow up with the public watching their every move.

D Mahomet

There is nothing wrong with being famous if it's because you are very skilled at something, whether you've written a bestseller, you're a brilliant surgeon or a great entertainer. Fame based on earning the respect or admiration of your readers, patients or audience can inspire people. It also provides a link between people – common ground that helps us feel part of a community. However, when fame is used merely as self-promotion to gain money or more attention for its own sake, then it adds very little to the world.

E Johann

I try to avoid reading about so-called 'stars' – they're just people like everyone else, and I really don't care if they're getting married, divorced or buying a new pet cat! On the whole, people who are famous seem to live in another world, where they are the only thing of importance. They are obsessed with their own lives, and the longer they stay in the headlines, the worse they get. One thing I do admire, though, is the ability they all share to recover time after time, when the media turns against them or their latest project has failed.

Exam tips

- Read the questions first and underline the most important words.
- The same information in the questions and text is usually written using different words or phrases. Look for words, phrases and sentences in the text that match the question in terms of meaning.
- When you think you have found the answer to a question, read the question and the evidence in the text again carefully.



The environment

1

Make sentences with *It is ...*, a word or phrase from the box and the information below. Sometimes there is more than one possible answer.

claimed	not known	predicted	sometimes	said	thought
---------	-----------	-----------	-----------	------	---------

- global conservation is fighting a losing battle.
- 11% of animals worldwide will be endangered by 2050.
- how many insect species have already become extinct.
- numbers of farmland birds will continue to rise.
- the word *butterfly* may originate from people calling one species a 'butter-coloured fly'.
- a new species of frog has been discovered in a remote area of jungle.

Exam task

2

You are going to read five paragraphs from the website of a wildlife conservation organisation. For questions 1–10 choose from the paragraphs (A–E). The paragraphs may be chosen more than once.

Which paragraph

- | | | |
|---|-----------|----------------------|
| points out that some aspects of the volunteers' work is surprisingly challenging? | 1 | <input type="text"/> |
| includes a promise about the excellence of some services it offers? | 2 | <input type="text"/> |
| says that the organisation is keen to recruit people who have a certain hobby? | 3 | <input type="text"/> |
| lists a number of threats to animals that live in the sea? | 4 | <input type="text"/> |
| mentions the length of time that the organisation has existed? | 5 | <input type="text"/> |
| outlines the characteristics that are useful for volunteers to have? | 6 | <input type="text"/> |
| warns that the measures taken to protect one species are not enough? | 7 | <input type="text"/> |
| mentions features which can help distinguish one animal from another of the same species? | 8 | <input type="text"/> |
| mentions how the organisation informs the public about its research findings? | 9 | <input type="text"/> |
| describes the process involved in one kind of information-gathering session? | 10 | <input type="text"/> |



The Sea Mammal Institute

- A** The Sea Mammal Institute is a wildlife conservation organisation set up to protect whales, dolphins and porpoises. Our team of professional researchers work together with volunteers to identify and monitor the numbers and locations of these creatures in order to gain valuable knowledge of the state of our ocean environment, and the impact of climate change, noise disturbance, chemical pollution and overfishing in our seas. We are also proud of the educational role we perform, increasing public knowledge and understanding of sea mammals, and passing on what our data has taught us through community group talks and school visits.
- B** Our organisation relies heavily on volunteers, who help collect data and then input, organise and analyse it. Volunteers interested in photography are always very welcome to help update our photo-identification catalogue – a collection of pictures of all the different species we monitor – and organise our ever-growing image library. If you would like to be a volunteer, the most straightforward way to get involved is to contact the organisation's co-ordinator in your area, and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part – and, as you'll learn if you join us, patience is pretty essential too!
- C** Although we are pleased to receive any information on public sightings of whales, dolphins and porpoises, it is also important for us to have 'effort-related' data collected by trained volunteers. 'Effort-related' data is that recorded by observers who time their watch and note down specific environmental data every 15 minutes. It doesn't matter how long each watch is, provided that its date and location are carefully noted down along with any details about sightings of sea creatures. We emphasise the need to do some basic training in observation before taking part in a watch because it's not as simple as it sounds. For example, despite the bottlenose dolphin being the probably the best-known type of dolphin, it is in fact rather tricky to identify with any confidence, since it has no clear pattern markings. The upper part of its body is plain dark brown and the underside is a paler brown or grey. So volunteers need plenty of guidance regarding how exactly to recognise it.
- D** The Sea Mammal Institute has been running courses for over twenty years, making it the most experienced organisation for training observers and students interested in sea animals in the country. It provides staff training for leading conservation organisations, and guarantees a very high quality of training from expert course leaders. The two-day introductory course recommended for new volunteer observers teaches participants the basics of how to identify different species, estimate group size, distinguish between calves, juveniles and adults and to assess the state of the sea. Plenty of practice conducting both land and boat-based surveys is given. Also included are sessions on basic photographic techniques to enable observers to identify an individual animal through distinctive markings, body size or injury scars.
- E** One of the strengths of our organisation is that we do long-term, continuous research. Over the 25 years since Sea Watch was set up, some significant insights have resulted from this research. For example, our monitoring of bottlenose dolphins shows that even in locations that are already controlled conservation areas, large numbers of motorised boats may be causing changes in their behaviour. Although strict codes of conduct stop boats approaching dolphins too closely or too fast, it is believed that the creatures' social structures are being affected by the presence of so many boats in these areas.



Get it right!

Look at the sentence below. Then try to correct the mistake.

It is told that animals suffer a lot if they are kept in cages or behind fences.



AN ESSAY

Hobbies and leisure

1

Complete the opinions below using words from the box. Which opinions do you agree with?

believe in my personally say see seems view would

1.

..... opinion, young people don't get enough free time these days. They're under too much pressure at school.

2.

I that having hobbies you enjoy helps you to work hard and do well in exams.

3.

It to me that there are lots of opportunities to do exciting hobbies such as rock climbing or skydiving, but you always need money to join in!

4.

In my most teenagers spend too much time on their mobile phones. They should get out and spend more time making friends!

5.

As I it, the internet has created loads of opportunities to explore new hobbies and interests, such as film-making and photography.

6.

I would that schools should do more to encourage young people to have a range of interests in their free time.

7.

Most people agree that it isn't healthy to spend all your time working or studying.

8.

....., I think it's really important to be active and do sport in your free time.

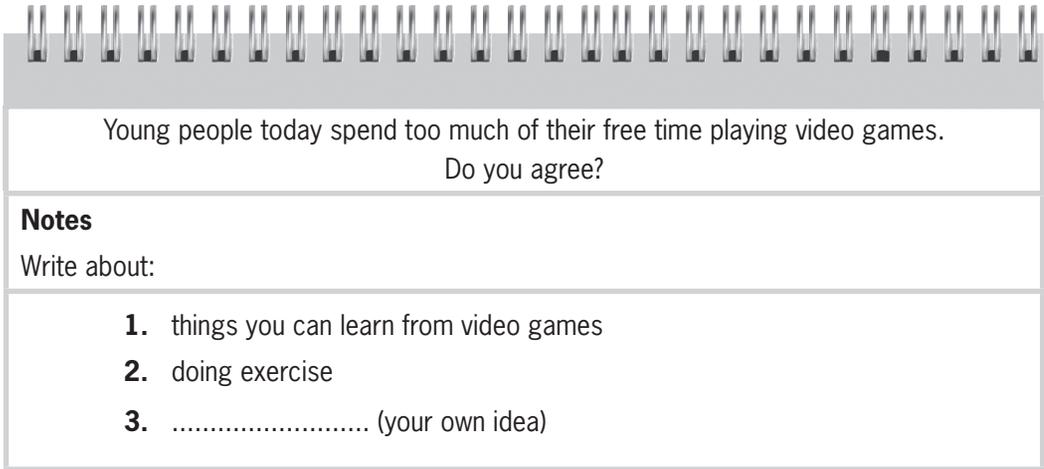


 **Exam task**

2

In your English class you have been talking about hobbies and free time. Now your English teacher has asked you to write an essay.

Write your essay using all the notes and giving reasons for your points of view. Write your essay in 140–190 words in an appropriate style.



Young people today spend too much of their free time playing video games.
Do you agree?

Notes
Write about:

1. things you can learn from video games
2. doing exercise
3. (your own idea)

3

Complete the paragraphs about people's hobbies with the correct words and phrases.

I started playing the guitar a year ago, and I would recommend it as a hobby to anyone who likes music. Taking up an instrument doesn't need to be expensive. **(1)** *Therefore / For instance*, you can buy a second-hand guitar very cheaply online. **(2)** *As for / Therefore* lessons, you don't need to pay a teacher because there are lots of videos online that you can use to teach yourself to play. Playing music is really relaxing. **(3)** *Moreover / For example*, there are lots of opportunities to join a band and start performing. **(4)** *To sum up / In this way*, you can improve your skills and make friends. Why not have a go?

I have always been interested in food. **(5)** *For instance / For this reason*, I was delighted when my local college started offering cookery lessons. The classes weren't expensive, and I **(6)** *therefore / in this way* decided to sign up. I loved it from the start, and I've learned to make some great dishes. Cooking is a really creative hobby. **(7)** *As a result / Furthermore*, it's something you can share with your friends, because everyone enjoys eating good food! It isn't expensive, either. **(8)** *As a result / To sum up*, cooking is an affordable, fun and sociable thing to do in your free time – you should definitely try it!

 **Exam facts**

- In this part, you are given a question or statement and some notes.
- You have to write an essay of between 140 and 190 words that gives your opinion about the question or statement.
- You have to include the points given in the notes and an idea of your own.

© Cambridge University Press and UCLES 2015



AN ESSAY

Health and fitness

1

Read the task and the essay. Then read the sentences and choose the correct answer, a or b.
Should adverts for junk food be allowed on TV?

Notes

Write about:

1. the problem with junk food
2. the effect of advertising on children
3. (your own idea)



1. People see adverts for junk food such as burgers and chocolate bars on their TV screens every day. Although there are problems with people eating too much junk food, banning adverts for it is not necessarily the answer.
2. It is true that eating junk food can have a bad effect on people's health. Eating foods that contain a lot of fat or sugar can make people overweight and cause health problems such as heart attacks. Moreover, advertising can have a very strong effect on children, especially if adverts use popular cartoon characters. This can encourage them to develop unhealthy eating habits.
3. On the other hand, eating junk food from time to time is not bad for your health, and can be nice on special occasions. Imagine a day at the seaside without an ice cream, or a birthday celebration without a box of chocolates! Without advertising, people wouldn't have good choices for these products.
4. In my view, the most important thing is to educate children about the importance of a healthy diet. In this way, they can enjoy junk foods occasionally, but also stay fit and healthy.

1. The first sentence of the essay ...
 - a introduces the topic and gives the writer's opinion.
 - b gives a general introduction to the topic.
2. In paragraph 1, the writer ...
 - a contrasts two different opinions about junk food and advertising.
 - b gives two similar opinions about the problem with junk food.
3. Paragraph 1 is ...
 - a quite short.
 - b longer than all the other paragraphs.
4. In paragraph 2, the writer ...
 - a gives arguments for and against junk foods.
 - b gives detailed arguments about the problem with junk foods.
5. In paragraph 3, the writer ...
 - a adds more arguments against junk food.
 - b gives a different point of view about junk food.

6. Paragraph 4 ...
- a states the writer's conclusion and opinion.
 - b repeats all the opinions from paragraphs 2 and 3.

 **Exam task**

2

In your English class you have been talking about healthy living. Now your English teacher has asked you to write an essay.

Write your essay using all the notes and giving reasons for your points of view. Write your essay in 140–190 words in an appropriate style.



Schools are responsible for teaching young people all the skills they need to stay fit and healthy. Do you agree?

Notes

Write about:

1. exercise
2. food
3. (your own idea)

3

Complete the sentences with the correct words and phrases.

1. *Although / However* Jack is only fifteen, he takes his health very seriously.
2. Junk food is cheap, *despite / whereas* healthy foods are often quite expensive.
3. Schools can't force young people to do exercise. *On the other hand / Whereas*, they can certainly encourage them to take up a sport.
4. Joining a gym is quite expensive. *Although / However*, it can bring a lot of benefits.
5. I went for a run this morning *despite / in spite* the bad weather.
6. *While / Nevertheless* a lot of people would like to cycle to work, they don't do it because they think the roads are not safe.
7. We all know that junk food is bad for us, but *in spite of / although* this, we all eat it from time to time.
8. Walking is a very gentle form of exercise. *Nevertheless / Although*, it is still very good for your health.

 **Exam tips**

- Quickly plan what you are going to include in your essay.
- Remember to include a brief introduction and a conclusion.
- Make sure you answer the question, include all the points given in the notes, including your own idea, and give reasons for your opinions.



AN ESSAY

The environment

1

Match the definitions with the words and phrases.

- | | |
|---|------------------|
| 1. This gas causes pollution, and is causing the earth to become hotter. | a drought |
| 2. This is a clean form of energy that uses light from the sun. | b carbon dioxide |
| 3. This happens when there is a lot of rain. | c climate change |
| 4. This describes animals that could disappear in the future. | d famine |
| 5. The process of taking action to protect the environment. | e flooding |
| 6. This is the process in which the weather is gradually changing because of pollution. | f endangered |
| 7. This is a situation in which a lot of people suffer because they have no food. | g conservation |
| 8. This happens when the land becomes very dry because there is no rain. | h reserve |
| 9. To make water, air, soil, etc. dirty or harmful. | i pollute |
| 10. This is an area of land where animals and plants are protected. | j solar |

2

Read the task and the main paragraphs of the essay. Then read concluding paragraphs a–c and answer the questions. Which is the best concluding paragraph? Why?

Individuals can do a lot to help the environment. Do you agree?

Notes
Write about:

1. recycling
2. transport
3. (your own idea)

The environment is a very important problem in the world today. While governments clearly need to take action to protect the world we live in, individuals can also make a big contribution to improving the environment.

Firstly, people can buy products that can be recycled. When we throw things away, they often end up in the environment and cause a lot of pollution. If everyone recycled as much as possible, there would be a lot less rubbish in our seas and under the ground.

Secondly, people can think about how they travel to school or work. Cars have a very bad effect on the environment, so individuals can help by walking or cycling, or using public transport.

However, individuals cannot solve all our environmental problems. There are some things that only governments can do, such as deciding which forms of energy the country should invest in, or deciding whether to build new airports.

- a *Another thing that individuals can do is refuse to fly, as planes cause a lot of pollution. On the other hand, it is the government's responsibility to decide on the price of flying. If they put the prices up, this would prevent people from using this damaging form of transport.*
- b *Both individuals and governments can play an important role in protecting the environment, and both should take this problem seriously and do what they can to help. If this happens, I believe that in the future the world will be a cleaner and safer place to live in.*
- c *Individuals can make a big difference to the environment by choosing environmentally friendly forms of transport, and by reusing or recycling products. However, governments must also help protect our world, for example by choosing clean forms of energy. Scientists all agree that we must take action soon.*

Which concluding paragraph ...

1. introduces a new argument?
2. repeats all the arguments from the previous paragraphs?
3. provides a short summary of the arguments from the previous paragraphs?
4. expresses two different points of view? (2 answers)
5. ends with the writer's opinion?
6. ends by expressing someone else's opinion?

 **Exam task**

3

In your English class you have been talking about the environment. Now your English teacher has asked you to write an essay.

Write your essay using all the notes and giving reasons for your points of view. Write your essay in 140–190 words in an appropriate style.

 <p>There are lots of things governments could do to help deal with environmental problems. Do you agree?</p>
<p>Notes Write about:</p> <ol style="list-style-type: none"> 1. pollution 2. cost 3. (your own idea)

 **Get it right!**

Look at the sentence below. Then try to correct the mistake.

Concluding, I think life nowadays is better than it was in the past.



AN ARTICLE

Exam facts

- In this part, you choose one writing task from four options.
- In **Cambridge English: First** the possible tasks are: an article, an informal letter or email, a formal letter or email, a review and a report.
- In **Cambridge English: First for Schools** the possible tasks are: an article, an informal letter or email, a formal letter or email, a review and a story.
- You have to write between 140 and 190 words.

Travel and holidays

1

Complete the travel problems with the words and phrases in the boxes. There are two words in each box that you don't need.

horn lane overtake reverse rush hour traffic jam



Driving in Paris isn't easy. We made the mistake of trying to drive across the city at 7.30 in the morning – right in the middle of the morning **(1)** ! First, we were stuck in a huge **(2)** for about twenty minutes. When we started moving again, we tried to **(3)** another car because it was going so slowly, but we ended up in the wrong **(4)** by mistake and had to turn off in completely the wrong direction – it was a nightmare!

12 3

connection immigration landing scheduled stopover terminal



I flew to Australia last summer with my family and it was awful! We chose a cheap route, changing at Singapore. Although our flight from London to Singapore was **(5)** to leave at 6.30 in the morning, it didn't take off until 10.30, so we spent hours waiting in the **(6)** Then, because this flight was delayed, we missed our **(7)** to Sydney, so we had to spend an extra day in Singapore. When we finally got on our plane to Australia, the weather was really bad, and the **(8)** at Sydney airport was very scary. I was so glad to finally be there!

7 1

2

Choose the correct alternatives to complete the article.

A trip to a different world



Are you looking for somewhere different to go on holiday? Why not try India? I went there last year, and had an amazing three weeks!

(1) *As soon as / At first* we drove out of the airport, I felt as though I was in a different world. There were so many people, and so many interesting things to look at. I couldn't speak

(2) *after / for some time* because I was so busy looking

around me. Half an hour (3) *later / longer* we arrived at our hotel, left our bags there and decided to go out and explore. (4) *Immediately / At first*, everything felt strange. Seeing cows on the streets of busy towns and cities was certainly new to me! But (5) *before long / at the same time* I started to feel more at home in this fascinating and colourful country. We saw many wonderful sights (6) *as / between* we travelled around. One day we watched some people riding camels through a town centre, while (7) *finally / at the same time* normal life went on around them! Everyone we met was really friendly. I felt ill one day when we were out sightseeing, and people (8) *at first / immediately* came to offer me help. When it was (9) *lastly / finally* time for us to go home, I was surprised at how upset I felt. I can't wait to go back!



Exam task

3

You see this announcement on an English-language website. Write your answer in 140–190 words in an appropriate style.

Articles wanted

The best holiday I have ever had

Where was your best holiday, and who were you with?

What did you do, and why was it so good?

We will publish the best articles on our website.

Write your **article**.



AN INFORMAL LETTER OR EMAIL

Cultures and customs

1

Complete the travel advice with the words and phrases in the box. Which two people offer help?

could always good idea how about If I were you if you like must recommend
 why don't worth would you like

**I love travelling, and I love going to festivals.
 What are the best festivals in the world to see?**



I'd definitely **(1)** the carnival in Rio de Janeiro, in Brazil. I can help you find a place to stay, **(2)**

Fabio

If you're in Thailand in April, it's **(3)** joining in with the Songkran celebrations. Our New Year begins on 13 April, and we celebrate by having big water fights in the street! You'll get wet, but it's great fun. **(4)** , I'd wear old clothes, though!

Alak

(5) you come to Pamplona, in Spain? In July each year, we have the 'Running of the bulls' festival, when bulls run through the streets and some (crazy!) people run with them! **(6)** me to send you a link to the website?

Ana

You really **(7)** see the St Patrick's Day Parade in Boston. It's on March 17, and some of the costumes are amazing! It's a **(8)** to get there early, so you get a good view of the parade!

Emma

(9) coming to Scotland for Hogmanay? That's our name for New Year's Eve. There are brilliant fireworks in Edinburgh at midnight, and you **(10)** travel a bit further north and go skiing afterwards if you want!

Fergus

2

Read the two emails below. Then answer the questions.

From: Tom
Subject: Summer holidays

Hello Sam,
How are things? Do you fancy coming to stay with me for a few days in the summer holidays? My uncle's given me his old canoe, so we could try it out on the lake near our house. Do you think we'll be able to steer it together? Plus, I've got a new tent, so we could camp out if the weather's good. Should be fun! Let me know.
Write soon,
Tom

From: Sam
Subject: Summer holidays

Hi Tom,
Great to hear from you! Yeah, that sounds amazing! I've done canoeing before, so I reckon we'll be fine. Camping sounds pretty cool too!
See you soon,
Sam

Find ...

1. two ways of beginning informal emails.
2. two ways of ending informal emails.
3. four contracted forms.
4. an informal way of giving an opinion.
5. an informal word for *also*.
6. an informal way of inviting someone to do something.
7. an example of a word omitted from a sentence to make it more informal.
8. an informal word for *very*.

 **Exam task**

3

You have received an email from your English-speaking pen friend Rob. Write your answer in 140–190 words in an appropriate style.

From: Rob
Subject: Festivals

Can you help me with a class project? I have to write about festivals in different countries, and the way people celebrate them. Can you tell me about your favourite festival in your country? What is it and when does it take place? How do people usually celebrate it? Why do you enjoy it?
Thanks,
Rob

Write your **email**.

 **Exam tips**

- You must answer all the questions in the letter. You may need to give advice, offer help, make suggestions or express your opinions.
- Remember to use informal language.
- Don't forget to open your letter or email correctly (*Hi Alison, Dear Nick*) and include an appropriate closing (*Best wishes, All the best*).



A FORMAL LETTER OR EMAIL

Education and work

1

Complete the sentences with the words in the box. Which TWO sentences are false?



academic campus graduate institution lecturer qualify seminar sit

1. You go to university to get qualifications.
2. Cambridge University is a well-known educational
3. A is a discussion class for a small group of students.
4. A is an area where there are university buildings and accommodation for students.
5. Most students and are awarded their degree after three years of study.
6. In Britain, it takes around four years of study to as doctor.
7. Most university students exams at the end of each year of their course.
8. A is a university teacher who usually teaches small groups of students.



Exam task

2

Read the task. Write your answer in 140–190 words in an appropriate style. You have seen this advertisement for a summer job.

Young people wanted

We are looking for enthusiastic, outgoing young people to work as team leaders in our summer camps, organising activities for children aged 7–12. You must get on well with children and be good at sport.

Please apply saying why you are suitable for the job and what qualifications and experience you have that would be useful in the job.

Write your **letter of application**.

3a

Choose the correct relative pronouns to complete the sentences. Then answer the questions.

1. I have found a course *which / who / when* I would like to apply for.
2. York University, *which / where / when* I studied, is one of the best universities in the country.
3. Rob has run his own business since 2012, *where / when / which* he left university.
4. I get on well with the tutors *which / who / whose* teach the course.
5. Tim, *who / whose / which* parents are both teachers, always works hard at school.
6. I asked my uncle about the university *which / where / when* he studied.
7. Travelling is the part of my job *where / which / who* I love the most.
8. Janet, *who / where / which* I work with, has got a degree in medicine.

a. Which sentences are defining relative clauses, and which are non-defining?
.....

b. In which sentences could you omit the relative pronoun?
.....

c. In which sentences could you also use the relative pronoun that?
.....

3b

Complete the sentences with the correct relative pronoun. If no relative pronoun is needed, write ' - '.

1. My brother studied at the University of Cambridge, is one of the most prestigious universities in the world.
2. In the UK, a 'fresher' is a student has recently started college or university.
3. What was the name of that book by Emily Brontë we read in our English literature class last year?
4. Will, dream is to be a graphic designer, built our new school website – it looks amazing!
5. May is the month university students normally sit their exams.
6. Can you see that really tall building over there? That's my sister works.
7. My grandmother, was the first person in my family to go to university, is probably the most intelligent person I know.
8. A careers adviser is a person you can talk to if you aren't sure what job you'd like to do in the future.

 **Exam tips**

- Remember to divide your letter into paragraphs.
- Make sure you use formal language.
- You must open your letter or email correctly (*Dear Mr Anderson, Dear Madam*) and include an appropriate closing (*Yours sincerely, Yours faithfully*).



A REVIEW

Shopping and fashion

1

Complete the fashion show reviews with the adjectives in the boxes.



dreadful fantastic impressive

I loved Kurt Jackson's last collection, and this one is even better – some of his dress designs are absolutely **(1)** ! Look out for his stunning evening dresses! He isn't so good at menswear, though, and some of his suits were really **(2)** Overall, though, this is a very **(3)** collection from such a young designer!

bizarre delightful genuine

Poppy Grey is known for her slightly strange designs, but some of her latest clothes look really **(4)** and are definitely not things you would want to wear! The only piece I liked was a **(5)** pink summer dress, which I would love to buy if I could afford it! I think Poppy has some **(6)** talent, but she should definitely stick to more traditional designs.

brilliant entertaining poor

This is Joe Darnley's first big collection, and he used a lot of clever tricks to make the show lively and **(7)** However, I think his basic designs are **(8)** and lacking in imagination. This wasn't a **(9)** start to his designing career, and he will need to improve if he wants to reach the top!

✓ Exam task

2

Read the task. Write your answer in 140–190 words in an appropriate style.

Reviews wanted

We are looking for reviews of online clothes shops. Write a review of an online clothes shop you have used recently. Explain what kinds of clothes it sells, how the prices compare to other shops and how easy it is to find what you want. Would you recommend this online shop to other people?

The best reviews will be published in next month's magazine.

Write your **review**.

3

Choose the correct alternative to complete the recommendations.

1. I *would / must* recommend this book to anyone who likes crime fiction.

2. I'd *suggest / advise* against paying too much for a tablet, when technology is changing so fast.

3. The new shopping centre is definitely worth *a visit / to visit*.

4. I would suggest *to shop around / shopping around* before you buy a new camera – there are some great deals online.

6. If you like fashionable clothes, you should *completely / definitely* check out this new website.

5. I wouldn't *recommend / advise* this shop to people who have only a limited budget.

7. I *thoroughly / incredibly* recommend this restaurant to all lovers of good food.

8. Her fashion shows are very popular, so I would advise *you to buy / that you buy* a ticket well in advance.

✓ Exam tips

- You should describe the thing or place you are reviewing. Try to use a range of descriptive adjectives and adverbs.
- Remember to include your opinions and give reasons – say why you liked it or why you didn't.
- You usually need to say if you'd recommend the subject of your review to other people or not.



A REPORT



Exam fact

If you're taking **Cambridge English: First**, in Writing Part 2, there may be a question asking you to write a report. You won't be asked to write a report if you're taking *Cambridge English: First for Schools*.

Places and buildings

A REPORT is usually written for a superior (e.g. a teacher) or a peer group (e.g. members of an English club). Candidates are expected to give some factual information and make suggestions or recommendations. A report should be clearly organised and may include headings.

1a

Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one form is possible.

1. We posters to advertise the new swimming pool. (put up)
2. New bus shelters could near the sports centre. (provide)
3. It would be beneficial better public transport in the town. (have)
4. If there were studios available, young artists to develop their talents. (be able)
5. We recommend that the old cinema should (pull down)
6. Our main recommendation is the old bank into a youth cafe. (turn)
7. We would suggest a new arts centre. (open)
8. The museum needs to so that more people will visit it. (improve)

1b

Complete the sentences with your own ideas.

1. To help protect the environment you should
2. In order to improve public transport in my town or city, my main recommendation would be
3. I would recommend that visitors to my town or city
4. In my place of study or work, it would be beneficial.....
5. In order to improve the main shopping area of my town or city I suggest
6. To improve leisure facilities in my town or city I would suggest



Exam task

2

Read the task. Write your answer in 140–190 words in an appropriate style.

Your local government wants to improve leisure facilities in your town. Your English teacher wants to know the opinions of the students at your language school. Write a report for your teacher, explaining what facilities there are already in your town and recommending new facilities that would benefit young people.



Write your **report**.

3

Rewrite the sentences with the correct punctuation.

1. the new sports centre opened in june
.....
2. what facilities are available
.....
3. thats terrible news
.....
4. im going to the gym she said
.....
5. the most popular sports are football tennis and rugby
.....
6. if they opened a new cinema a lot of people would go to it
.....
7. although there is a youth club not many people use it
.....
8. finally i would recommend building a new swimming pool
.....



Exam tips

- In the first paragraph, you should say what the purpose of your report is – why you are writing it.
- Make sure you organise your report into paragraphs. You can include section headings to make the structure clearer.
- Remember to write in full sentences and use a range of language with accurate spelling.



A STORY



Exam fact

If you're taking **Cambridge English: First for Schools**, in Writing Part 2, there may be a question asking you to write a story. You won't be asked to write a story if you're taking *Cambridge English: First*.

Family and friends

1

Complete the story with the correct form of the verbs in brackets. Use the past simple, past continuous or past perfect.



Ellie rang the doorbell and (1)
 (stand) by the door while she (2)
 (wait) for her friend to answer it. She was feeling slightly nervous. Her friend, Sara, (3) (call)
 her earlier to ask her to come round at six o'clock, but she (4) (not give) her a reason. Ellie (5) (not know) what to expect.
 Before long, Sara (6) (come) to the door. "Come in," she (7)
 (say) cheerfully. "We'll go into the living room." "Why are there no lights on?" Ellie
 (8) (ask). "Oh, I (9) (watch) a film," Ellie replied casually. "I like
 watching films in the dark. I'll put the lights on now." As soon as she put the lights on, Ellie realised
 why Sara (10) (be) so secretive earlier. The room was full of all her friends,
 and one of them (11) (hold) a cake with candles on it. "Happy birthday!" they all
 (12) (shout)!



Exam task

2

Read the task. Write your answer in 140–190 words in an appropriate style.

Send us a story!

We are looking for stories for our English-language magazine for young people. Your story must **begin** with this sentence:

When Max opened the letter, he was so excited that that he started dancing around the room.

Your story must include:

- a journey
- a meeting

Write your **story**.

3

Read the speech bubbles. Then complete the sentences with adverbs formed from the adjectives in the box.

cheerful confident furious honest impatient nervous proud unexpected

1. Where is she? It's so annoying!
I can't believe she's so late!

Fran was waiting for her friend.

2. Of course I'm very angry – you've
broken my phone!

Sam reacted when his brother
broke his phone.

3. What a great day for going
to the beach!

Johnny greeted his friends as
they got on the bus.

4. Of course I can do it! No problem!

Ralph accepted the challenge

5. I won the tournament! I'm so
pleased with myself!

Dan told his parents that he had
won the tournament.

6. What are you doing here, Freddie?
I thought you were on holiday.

Freddie arrived

7. Yes, I promise I'll tell you the truth
about what happened.

Mia promised to speak about what
had happened.

8. I'm really worried that I may have
failed my exams!

Ruth opened her exam results



Exam tips

- You must begin your story with the prompt sentence.
- Make sure you include both the ideas mentioned in the instructions.
- Remember to use a range of past tenses – past simple, past continuous and past perfect.



Education and study



1

Put the words in order to make **yes / no** questions. Write the short answer. Then write another sentence to explain your answer.

1. education / you / at / are / in / moment / the / ?

2. favourite / you / teacher / did / have / school / a / at / ?

3. there / to / like / subject / more / know / is / a / about / you'd / ?

4. challenging / have / a / found / ever / you / subject / ?

5. two / can / speak / languages / more / you / than / ?

6. in / taught / creative / schools / like / should / art / be / subjects / ?

7. to / subjects / could / different / would / if / you / choose / you / study / ?

8. enjoy / maths / learning / science / you / do / about / and / ?

2

Match adjectives 1–8 with their synonyms a–h.

1. fascinated
2. unsure
3. anxious
4. worried
5. furious
6. enthusiastic
7. optimistic
8. inspired

- a nervous
- b motivated
- c doubtful
- d eager
- e annoyed
- f concerned
- g positive
- h interested

Exam task

3

 **Track 1** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a woman telling her son about her favourite schoolteacher.
What did the woman like about her history teacher?

 - A his acting skills
 - B his sense of humour
 - C his passion for the subject
- You hear a girl talking about maths.
What does the girl enjoy most about maths?

 - A getting clear answers
 - B applying it to everyday life
 - C solving difficult questions
- You hear a man telling a friend about being unable to study art at school.
He says that he would have liked to study art in order to

 - A know more about art history.
 - B learn some techniques.
 - C follow a career in art.
- You hear two students discussing a sports class they have just attended.
What do they agree on about the class?

 - A how relevant the information was for them
 - B how knowledgeable the teacher was
 - C how inspiring the new ideas were
- You hear a girl telling a friend about her brother.
How does the girl's brother feel about starting university?

 - A anxious about meeting new people
 - B worried about managing the workload
 - C concerned about his abilities in his subject
- You hear a student talking to his teacher about an assignment.
The boy says that he feels

 - A uneasy about having to write about an unfamiliar topic.
 - B unsure about how to carry out some research.
 - C doubtful about which writing style to use.
- You hear a science teacher talking to her class.
What is she doing?

 - A cancelling an activity / a plan
 - B changing an arrangement
 - C correcting some information
- You hear two friends discussing learning foreign languages.
They both hold the opinion that

 - A communication does not rely on speaking a language.
 - B it's possible to learn about culture through language.
 - C learning languages is essential for travel.

Exam facts

- In this part, you listen to eight short recordings of one or two people speaking.
- There is a multiple-choice question for each recording.
- You have to choose the correct answer (A, B or C) for the questions.

© Cambridge University Press and UCLES 2015



Hobbies and leisure

1

Choose the correct form of the adjective to complete the sentences.

1. How people can walk along a tightrope I'll never know – it's *astounding* / *astounded*.
2. I've just started climbing. I've always found it *fascinating* / *fascinated* to watch.
3. Watching the ice-skaters on the pond kept me *entertaining* / *entertained* for a couple of hours.
4. I've been trying to finish this puzzle for ages – I can't do it and it's *so irritating* / *irritated*!
5. Ben was *exhausting* / *exhausted* when he got back from playing football. He slept for an hour.
6. What a brilliant programme. I feel really *motivating* / *motivated* to take up a new hobby.
7. Have you seen that new action film? It's *thrilling* / *thrilled*!
8. I found my new piano teacher very *encouraging* / *encouraged*. I feel much better about my playing.



2

Complete the sentences with appropriate question tags.

1. You go swimming a lot, you?
2. You'll come with me to the theatre, you?
3. You've done some interesting things, you?
4. You're going surfing this weekend, you?

3

Complete 1–4 with appropriate question words. Then answer the questions.

1. 's your favourite band?
.....
2. kind of films do you like?
.....
3. would be your perfect weekend?
.....
4. do you spend your free time?
.....

Exam task

4

 **Track 2** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1. You hear an announcement about a band called the Big Bang.
What is the purpose of the announcement?

A to offer music lessons
B to promote a concert
C to recruit band members
2. You hear a young woman telling her friend about an article she has read.
After reading it, the woman says that she felt

A convinced to try a new activity.
B encouraged to continue doing an activity.
C keen to avoid one particular activity.
3. You hear two friends discussing free time.
They agree that it is important to

A spend time outside the house.
B do nothing sometimes.
C try out a range of activities.
4. You hear a boy telling a friend about the sport of diving.
What does he say about it?

A Jumping from the highest board is frightening.
B Completing a successful dive is motivating.
C Watching professionals dive is thrilling.
5. You hear two friends talking about hiking.
What is the man's primary reason for trying it?

A to see more of where he lives
B to be physically fitter
C to overcome a fear
6. You hear a man telling a friend about producing furniture as a hobby.
Why does the man enjoy working with wood?

A He takes pleasure in producing something useful.
B He likes recycling existing pieces of furniture.
C He appreciates the opportunity to be creative.
7. You hear a review of a film.
What is the reviewer's opinion of it?

A the ending was disappointing
B the scenery was breathtaking
C the acting was unconvincing
8. You hear two friends talking about taking photos to put on social media websites.
What does the boy say he likes about it?

A trying different techniques
B receiving positive comments
C analysing his friends' photos

Exam tips

- Each question has two sentences. The first sentence tells you who'll be talking and what they'll be talking about; the second sentence is the question you have to answer.
- You'll hear each recording twice. Try to answer the questions the first time you listen, and check your answers the second time you listen.
- If you still don't know the answer after the second listening, make a guess. You won't lose marks for incorrect answers.



Health and fitness

1a

Read 1–4 and match with the correct response, a–d.

1. I try my best to eat well and get plenty of rest.

a So have I.

2. I can't run very far without getting out of breath.

b Nor do I.

3. I don't think you should exercise immediately after eating.

c So do I.

4. I've just made a healthy eating and exercise plan.

d Neither can I.

1b

Now write four sentences about health and fitness to give B's responses.

1. A: B: So can I.

2. A: B: Nor have I.

3. A: B: Neither do I.

4. A: B: Nor can I.

2

Match definitions 1–8 with phrases from the box.

break a record

burn out

do someone good

get out of breath

keep in shape

push yourself

warm up

work out

1. become very tired from doing too much
2. make yourself work very hard to achieve something
3. do something better than anyone else
4. get ready by exercising gently
5. be breathing quickly because of doing exercise
6. do exercise in order to improve strength
7. stay healthy and physically strong
8. have a positive effect on someone



 **Exam task****3**

 **Track 3** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1. You hear a teacher talking to her class.
What is she doing?
A explaining the results of a competition
B thanking them for taking part in an event
C encouraging them to complete a challenge
2. You hear two friends talking about learning to ski.
What do they agree about?
A how much fun the classes are
B how difficult it is to learn the techniques
C how physically tiring the activities can be
3. You hear a sports instructor talking to an athletics class.
What does he say about the current long jump record?
A It hasn't been broken for a long time.
B It will be difficult to break.
C It's something he has tried to break himself.
4. You hear a girl telling a friend about lessons on eating and exercising that she has done at school.
How does she feel about what she has learned?
A doubtful that some of the advice will benefit her
B surprised by some of the information
C keen to try out a suggestion
5. You hear a student talking to his sports teacher about getting fit.
What would the boy like to do?
A take part in a competitive sport
B use some gym equipment
C find a training partner
6. You hear two friends talking about a TV programme they have watched.
What does the woman think about it?
A It contained some useful tips.
B It raised surprising arguments.
C It discussed interesting new research.
7. You hear an expert talking about what being healthy really means.
She believes that many people have a mistaken idea about
A how important social contact is.
B how much exercise they need.
C how important it is to have a good diet.
8. You hear a fitness expert talking about warming up before exercise.
He says that people don't always warm up because they
A have not been educated about its importance.
B want their exercise sessions to be quick.
C don't enjoy preparation exercises.

 **Get it right!**

Look at the sentences below. Then try to correct the mistake.

I know you don't like sports. So do I.



Food and drink

1

Put the words into the correct column in the table. Some words fit in more than one column.

balanced	catering	chop	consume
portion	swallow	taste	vitamin



Noun	Verb	Adjective
.....
.....
.....
.....
.....

Exam task

2

Track 4 You will hear a girl called Lydia giving a talk about a project she has been involved in on healthy eating. For questions 1–10, complete the sentences with a word or short phrase.

The healthy eating project

Lydia says an alternative name for healthy eating is having a (1)

Lydia compares the food we eat to (2) for our bodies.

Lydia says people do not need to avoid certain foods such as (3)

Lydia says the food pyramid describes the foods we ought to eat and their (4)

Lydia offers to provide listeners with (5) which contain fruit and vegetables.

Lydia points out that (6) is a non-food source of one vitamin.

Lydia says that (7) is an example of a snack we needn't avoid.

Lydia says the action of (8) salad items doesn't burn more energy than the food provides.

Lydia gives the example of (9) as a drink that is useful for our bodies.

Lydia explains that some people think (10) is a substitute for eating healthily.

3a

Match the items from each column to make four definitions.

- | | | |
|------------|------|--|
| 1. to cut | up | means to finish everything you've been given |
| 2. to eat | down | means to eat only a particular food |
| 3. to heat | on | means to eat or drink less of something |
| 4. to live | up | means to make warm |

3b

Write four sentences using each of the phrasal verbs in exercise 3a.

1.
2.
3.
4.

4

In pairs, ask and answer the following questions.

1. Do you think you have a healthy diet?
2. In what ways could you eat more healthily?
3. In general do people in your country eat more healthily now than they used to?
4. In which country do you think people have the healthiest diet? And the worst?

 **Exam facts**

- In this part, you listen to a recording of one person speaking.
- There are ten sentences with some information missing.
- You have to write words from the recording to complete the sentences.

© Cambridge University Press and UCLES 2015



Work

1

Put the words into the correct column in the table.

duty earnings hire income position profession take on task

Responsibility	Salary	Job	Employ
.....
.....



Exam task

2

Track 5 You will hear a young woman called Jenny Smythe talking about her job as an events organiser. For questions 1–10, complete the sentences with a word or short phrase.

Jenny Smythe: Events organiser

The events Jenny prefers to organise are (1)

Jenny is currently organising a street fair in the (2) quarter of her town.

Jenny feels (3) about the event she's currently organising.

When Jenny takes on a job, she makes something she calls a '(4)

After talking to clients, Jenny then contacts (5), who offer the necessary services.

Jenny uses the word '(6) ' to describe how she feels when an event goes well.

Jenny studied (7) before she became an events organiser.

Jenny believes that being (8) is the most important requirement for her job.

When Jenny had a problem with one event, she used the (9) she had made.

Jenny recommends getting experience in any kind of (10) job, like the one she did.



3a

Choose the appropriate linking word from the box to complete the sentences. Use each linking word once only.

considering if now once provided though where whereas

1. Olivia did well to get the job her lack of experience.
2. I can drive to work that I've bought my first car.
3. Ben should do well at work that he works hard.
4. I'd like to have a creative job I'm not sure what exactly!
5. My sister's got a part-time job I work full time.
6. I'll be able to save for a holiday I've got a job.
7. Matt's reached the stage in his career he'd like to be promoted.
8. I wouldn't have accepted the job I'd known how difficult it was.

3b

Choose the correct linking word to complete the sentences.

1. My parents have reached the stage in life *where / whereas / now* they need to start planning their retirement.
2. You could become a doctor one day, *once / provided / if* that you study hard and get good grades.
3. *Considering / Provided / Whereas* he never pays attention in class, Dan did surprisingly well in his exams.
4. *Where / Though / Now* I've finished university, I need to start looking for a job.
5. My dad works from home, *where / whereas / considering* my mum's office is in the city.
6. I'll be able to move out of my parents' house *if / though / once* I've found a job.
7. The company wouldn't have hired Sam *whereas / though / if* they'd known how lazy he was.
8. Marta's been working at the same company for 15 years, *though / provided / considering* she really dislikes her job.

 **Exam tips**

- Before the recording starts, quickly read the instructions, title and ten sentences. Think about what kind of word you need to write in each gap.
- The ten sentences follow the order of the information in the recording.
- You usually have to write between one and three words in each gap. You should write the words exactly as you hear them in the recording.



The natural world

1

Complete the sentences with the words from the box.

climate change	conservation	ecology	endangered
evolution	green	pollute	worldwide

- is another way to say environmentally friendly.
- is the protection of nature.
- means existing or happening all around the Earth.
- is the way the Earth's weather is changing.
- means an animal may disappear forever because there are very few left.
- means to make water, air or soil dirty or harmful.
- is the way in which living things change and develop over millions of years.
- is the relationship between living creatures and their environment, or the scientific study of this.



2

Complete the sentences with the words in brackets. Use the present perfect simple or present perfect continuous.

- How long (you / interested in) animal conservation?
- I'm dirty because I (clear) rubbish from the pond all morning.
- The study of climate change (go on) since the 1800s and continues today.
- We (learn) a lot about evolution so far this term.
- I (just / find out) what being 'green' means.
- (you / ever / look) at the list of endangered animals in our country?
- My uncle (travel) worldwide in search of rare species during his lifetime.
- We (study) ecological disasters in our geography class.

Exam task

3

Track 6 You will hear a boy called Jake Castle giving a class presentation about an animal called a hedgehog. For questions 1–10, complete the sentences with a word or short phrase.

Hedgehog conservation

Jake says the hedgehog population is declining as quickly as that of the

(1)

Jake says hedgehogs are decreasing in number with the disappearance of

(2) and countryside.

Jake explains that hedgehogs particularly like eating worms, along with

(3) and other small creatures.

Jake's club is encouraging people to help make what's known as a 'hedgehog

(4)

Jake says hedgehogs can pass between gardens through fences or via a

(5) which neighbours create.

Jake advises against removing (6) from a garden, as they can be used to shelter hedgehogs.

Jake hadn't realised that hedgehogs have good (7)

If a sick hedgehog is found, Jake says the best place to take it is a local

(8)

Jake suggests leaving out food which is suitable for (9) for hedgehogs in winter.

Jake says that the (10) is a good organisation for those interested in other species.



Get it right!

Look at the sentence below. Then try to correct the mistake.

Since the end of the Second World War, the world's population is increasing rapidly.



Shopping and fashion

1a

Match 1–8 with a–h to make shopping and fashion phrases.

1. casually

2. designer

3. browse

4. find a

5. be

6. make a

7. launch a

8. debit

a purchase

b dressed

c new range

d bargain

e card

f the internet

g out of stock

h clothing

1b

Match the phrases from exercise 1a with the definitions.

1. buy something
2. a plastic card used to pay for things directly from your bank account
3. expensive clothes made by a well-known company
4. find something on sale for less than its true value
5. wearing clothes that are not formal
6. be unavailable in a shop
7. look at information on the web
8. start selling a new group of products



Exam task

2

 **Track 7** You will hear five short extracts in which people are talking about shopping for clothes. For questions 1–5, choose from the list (A–H), what each speaker enjoys about shopping for clothes. Use the letters only once. There are three extra letters which you do not need to use.

A searching for bargains

B looking at goods in windows

C keeping up with trends

D buying occasional designer items

E trying unusual items on

F finding copies of expensive items

G buying things for other people

H getting employee discounts

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

3

Choose the correct alternative to complete the sentences about the past.

1. I wish *I'd worn* / *I wore* more fashionable clothes when I was younger.
2. My brother *used to be* / *would be* into designer clothes but he isn't bothered about them now.
3. *Had* / *Have* you just come back from shopping? Where did you go?
4. I *stood* / *was standing* in the queue when a woman came up and pushed in front of me!
5. When I got to the shops, Mum *was already waiting* / *had already been waiting* for me.
6. I've *been browsing* / *browsed* the internet for bargains all morning.
7. I've missed the deadline for getting those cool boots in the online sale – it *has been* / *was* at 12 o'clock.
8. *You were* / *You've been* online all morning looking at clothes! Why don't we go out now?

Exam facts

- In this part, you listen to recordings of five different people talking about a related topic.
- You have to choose which option (A–H) matches what each speaker says.

© Cambridge University Press and UCLES 2015



Places and buildings

1

Read the definitions and write the word.

1. a group of houses, flats or factories built in a planned way _ _ t _ _ _
2. an area inside the main entrance of a building _ o _ _ _
3. a room or set of rooms that is below ground level in a building _ _ s _ _ _ n _
4. a room under the ground floor of a building, used for storage c _ _ _ _ _
5. a long passage in a building or train _ _ r _ _ _ _ _
6. a building or area of land _ _ _ _ _ _ _ y
7. a room where an artist works, or a very small flat _ _ u _ _ _ _
8. a flat area outside a house or restaurant where you can sit _ _ _ _ _ c _



Exam task

2

Track 8 You will hear five short extracts in which people are talking about houses they used to live in. For questions 1–5, choose from the list (A–H) the main disadvantage of each speaker's previous house. Use the letters only once. There are three extra letters which you do not need to use.

- A the noise
- B the temperature
- C the expense
- D the maintenance
- E the views
- F the location
- G the neighbours
- H the design

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

3a

Complete the sentences with the correct form of *used to* or *be / get used to*.

1. My grandparents live abroad and we would visit them every summer.
2. Did you play 'hide and seek' at home when you were a child?
3. I'm living in a city, so I'd never move to the countryside.
4. I to like our old house 'cos it was too far from where my friends lived.
5. My sister moved out of my parents' house and is living on her own.
6. They the size of the house now, though it seemed enormous when they moved in.
7. you use to live next door to me when we were kids?
8. I never sharing a bedroom, so I'm glad I've got my own again now we've moved.

3b

Match structures 1–3 with uses / meanings a–c. Use the examples to help you.

1. **used to + infinitive**

When we lived on the coast, we **used to take** our dog for long walks on the beach.

My grandparents **used to have** a big house, but a few years ago they decided to move to a smaller flat.

2. **be used to + -ing / noun**

I grew up in New York, so I'm **used to living** in a big city.

When my family first moved to London from Spain, I didn't like it because I **wasn't used to the weather**.

3. **get used to + -ing / noun**

Our new house is much bigger than the last one. We're still **getting used to having** so much space!

When we moved to a new town I had to change school, but it didn't take me long to **get used to it**.

- | |
|---|
| <p>a become familiar with something</p> <p>b be familiar with something</p> <p>c to talk about actions that happened often in the past but no longer happen, or to talk about things that were true in the past, but are no longer true</p> |
|---|

3c

Complete the sentences with your own ideas. Pay attention to the form of the verb after *used to* and *get used to*.

1. When I was younger I used to
2. It was difficult for me to get used to
3. 100 years ago, people used to
4. I didn't use to

 **Exam tips**

- Read the instructions and the eight options (A–H) carefully and underline the most important words.
- The eight options (A–H) don't usually follow the order of what you hear in the recording.
- There are three options that you don't need.



Travel and holidays

1a

Match the definitions with the words in the box.

amused	cheerful	dissatisfied	enthusiastic
fed up	impressed	puzzled	relieved

- happy that something unpleasant has not happened, or has ended
- showing that you think something is funny
- feeling admiration or respect for someone or something
- annoyed or bothered by something you have experienced for too long
- feeling positive and happy
- confused because you do not understand something
- feeling energetic interest in something and eager to be involved in it
- not pleased or happy with something

1b

In which situations might you use these adjectives to describe how you're feeling?



Exam task

2



Track 9 You will hear five short extracts in which people are talking about holiday accommodation. For questions 1–5, choose from the list (A–H) each speaker's first impression of the accommodation. Use the letters only once. There are three extra letters which you do not need to use.

- A the size of the building
- B how peaceful the surroundings were
- C how impressive the setting was
- D how suitable the location was
- E how beautiful the scenery was
- F how comfortable the furnishings were
- G how well-equipped the accommodation was
- H how welcoming the people were

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

3a

Complete the sentences with words connected with flying.

1. The flight leaves from Gate 12 in T_____ 3.
2. Once everyone has safely b_____, the doors will be closed.
3. All electronic devices must be switched off while the a_____t is in flight.
4. Air traffic control have just cleared us for t____ o____.
5. This is your c_____ speaking. We are currently cruising at a height of 10,000 metres.
6. We are now making our a_____ch into Doha.
7. The plane had to make its l_____ in stormy weather.
8. All sc_____d flights have been cancelled until further notice.

3b

Match the words from exercise 3a with the definitions.

1. travelling at a regular time each day or week
2. the person who controls a ship or plane
3. the part of a flight when the plane starts to slowly descend towards an airport
4. get onto a plane or other form of public transport
5. the moment when a plane leaves the ground and starts to fly
6. any vehicle that can fly, for example, a plane or helicopter
7. when a plane arrives on the ground at the end of the flight
8. the area of an airport where you can get onto an plane



Get it right!

Look at the sentences below and choose the correct one.

Our holiday was very amused, and Crete was beautiful.

Our holiday was very amusing, and Crete was beautiful.



**Cultures and customs**

1

Complete the sentences with the words in the box.

beliefs culture shock diverse dress interpret manners tradition values

1. It's considered good to take your shoes off before entering someone's home.
2. The tour guide had to for us because we couldn't speak the language.
3. My dad has strong family He always thinks of us before anyone else.
4. It's a to have firework displays at New Year.
5. I like the national of Ghana – it's very colourful.
6. You should respect other people's , even if their ideas are very different to your own.
7. When you spend time in a country that is very different to your own, you might experience
8. There are students from a range of countries in our class – there are people from all over the world.

2

Choose the correct alternative to complete the sentences.

1. The receptionist listened *patiently* / *carelessly* while I tried to speak Spanish to her.
2. The salsa band performed *furiously* / *brilliantly* – I'd never heard such amazing music!
3. The guide *eagerly* / *suspiciously* showed us around the ancient temple. He was very enthusiastic about it.
4. The host greeted us *warmly* / *nervously*, which made us feel at home immediately.
5. We looked around *proudly* / *curiously* – it was fascinating to visit somewhere so different.
6. I *accidentally* / *anxiously* made a mistake when I ate all the food on my plate – it's polite to leave a little in some countries.
7. Dan *confidently* / *nervously* asked for directions in Portuguese – he didn't know whether he would understand the reply.
8. We *calmly* / *enthusiastically* read about the traditions of Japan and couldn't wait to take part in them.



Exam task

3

 **Track 10** You will hear an interview with a travel writer called Anna Bryant, who is talking about what to do when visiting other countries. For questions 1–7, choose the best answer (A, B or C).

1. Before travelling to another country, Anna always tries to
 - A watch people practising their traditions.
 - B talk to someone from that country.
 - C do some background reading.
2. How does Anna feel about her language skills?
 - A regretful that she didn't pay more attention at school
 - B confident that she can communicate fairly easily
 - C amazed by how many languages she has acquired
3. Anna says that when visiting someone in their home
 - A it's fine to let them know you're anxious.
 - B it's a good idea to copy how they behave.
 - C it's advisable to find out what to do in advance.
4. How did Anna feel when she made a mistake?
 - A annoyed that she had forgotten some advice
 - B grateful that her host was sympathetic
 - C amused by her own behaviour
5. How did Anna overcome culture shock when she lived abroad?
 - A by studying the culture carefully
 - B by getting to know local people
 - C by establishing a routine
6. How did Anna feel when she was at the Lantern Festival?
 - A astonished that she had never heard about it
 - B anxious to remember every moment of it
 - C eager to participate in it
7. What does Anna say about the book she is writing about culture?
 - A She is disappointed in her progress so far.
 - B She is keen to get feedback from people she knows.
 - C She is unsure about including her own experiences.

Exam facts

- In this part, you listen to a recording of two people speaking.
- You have to choose the correct answer (A, B or C) for seven questions.

© Cambridge University Press and UCLES 2015



The environment

1

How much do you know about the environment? Complete the quiz with the words at the bottom of the page to find out. Then discuss the question with a partner.

ENVIRONMENT QUIZ

- 1 This means not harmful to the environment.
- 2 This is the amount of energy that a person/organisation uses.
- 3 This is the word you use to describe the mixture of gases around the Earth.
- 4 This is when you make a place tidy by removing things from it.
- 5 This is a basic substance that is used in or produced by chemistry.
- 6 This word means to be likely to cause harm or damage to something or someone.
- 7 This is the increase in world temperatures caused by polluting gas.
- 8 This word means not using chemical products when growing plants for food.



How 'green' are you? What could you do to be more environmentally friendly?

- carbon footprint
- environmentally friendly
- threaten
- atmosphere
- chemical
- global warming
- organic
- clean up

Exam task

2

 Track 11 You will hear an interview with a boy called Liam Banks, who helped to organise a local environmental project called a clean-up day. For questions 1–7, choose the best answer (A, B or C).

- When did Liam decide to get involved in cleaning up his town?
A when neighbours asked him to join in
B when he studied the environment at school
C when the local council asked for volunteers
- How did Liam feel while he was looking for volunteers?
A surprised by the amount of support he got
B concerned about how to inform people
C pleased to be offered free materials
- On the morning of the clean-up, Liam felt
A admiration for the people of his town.
B respect for the other organisers.
C delighted at the number of reporters there.
- How did Liam feel when he was cleaning the pond?
A upset at the thought of animals being harmed
B angry at the people who had left rubbish there
C worried about how to make sure it stayed clean
- What disappointed Liam and the other organisers on the day?
A volunteers complaining about the work
B not having time to meet all the volunteers
C forgetting to arrange food for volunteers
- How does Liam feel about his involvement in the clean-up?
A proud that he has made a positive difference
B keen to organise further environmental projects
C confident he can improve things on a wider scale
- What advice does Liam give about becoming environmentally friendly?
A Make small changes in behaviour.
B Read about issues affecting the Earth.
C Look out for local environmental events.

3

Complete the phrasal verbs in these sentences. Use *in, on, out, up* or *with*.

- I agree the fact that everyone's got a part to play in reducing the impact of global warming.
- If you present your chemical clean-up ideas to the council, I'll come along and back you
- If you really believe making changes, you've got to do something about it.
- Our class have come up some interesting ways to save water.
- Can I count you to help me clean up the riverbank?
- We've got to deal the issue of littering in the school grounds.
- We need to face to the fact that if we don't act now, the planet will be damaged forever.

Exam tips

- Before the recording starts, there is a pause of one minute. Use this time to read the questions and options carefully.
- Every question has a 'cue' – words that have a similar meaning to the question. This tells you that you are about to hear the answer in that part of the recording.
- The correct answer usually expresses what the speaker says using different words and phrases.



Sport

1

Complete the sentences with the words in the box. Which sport do all the words relate to? Which of the words are used for other team sports that you know about?

defender	division	opponent	penalty
pitch	referee	save	tackle

1. A is a person who is in charge of the game and makes sure the rules are followed.
2. A is an advantage given to a sports team or player when the other team or player breaks a rule.
3. A is someone in a sports team who tries to prevent the other team from scoring points or goals.
4. A contains groups of sports teams in a league.
5. Someone who you compete against in a game or competition is your
6. If you someone, you try to get the ball from someone in a game.
7. The is an area painted with lines for playing particular sports.
8. If you a goal, you prevent a player from scoring.



Exam task

2



Track 12 You will hear an interview with a springboard diver called Max Hart, who is talking about his sport. For questions 1–7, choose the best answer (A, B or C).

1. Max says that he became a diver because
 - A he had competed in a similar sport.
 - B it felt like the natural thing to do.
 - C someone suggested he try it.
2. How did Max feel before his first competition?
 - A confident that he would enjoy taking part
 - B surprised by how many spectators there were
 - C nervous about competing against experienced divers
3. What does Max say about doing arm stand dives?
 - A He found them challenging at first.
 - B He now prefers them to other dives.
 - C He only performs them when he has to.
4. What was Max worried about when he had to change a dive?
 - A not remembering what he had to do
 - B not having had enough time to practise it
 - C not being physically able to do it
5. Max enjoys his practice sessions because he
 - A gets to see what everyone else is doing.
 - B notices improvements in his dives every time.
 - C has fun with the other students in the class.
6. What would Max like to do next?
 - A take part in a major competition
 - B learn to dive with a partner
 - C beat his best score
7. Max enjoys diving so much because he feels
 - A thrilled by the atmosphere at diving events.
 - B excited when he comes first in competitions.
 - C confident that he will continue to improve.

3

Choose the correct alternative to complete the sentences.

1. We won't win the race because there's *too much / enough* competition.
2. That shot wasn't *too good / good enough* to win the competition.
3. Martial arts are *too / enough* challenging for me.
4. Have we got *too / enough* time to train for the marathon?
5. Are we training *too hard / hard enough* to qualify?
6. The score was *too good / good enough* for me, though we could have done better.
7. I'm *too / enough* tired to go for a run this afternoon.
8. Slow down! You're running *too fast / fast enough* for me!



 **Get it right!**

Look at the sentences below. Then try to correct the mistake in each one.

I don't think it's enough big.

I think it's possible to go by bike, but we don't have time enough.

Family and friends



1a

Complete the questions with the words in the box. Then match 1–4 with a–d.

like (x2) alike look like

1. What does your friend ?

a He / She likes extreme sports and gaming.

2. What's your friend ?

b He / She's tall and slim, with fair hair.

3. What does your friend doing?

c We both have a good sense of humour.

4. How are you and your friend ?

d He / She's confident and energetic.

1b

Write four sentences about a member of your family.

Name of family member:

1. What's your like?

.....

2. What does he / she look like?

.....

3. What does he / she like doing?

.....

4. Are you and him / her alike?

.....

If so, how are you alike?

.....

2a

Match 1–7 with a–g to make phrases for asking for clarification / repetition.

1. Could you repeat

a you're asking me.

2. Sorry, I'm not sure what

b was that?

3. I'm sorry, I didn't

c again, please?

4. Could you say that

d the question, please?

5. Would you mind

e catch that.

6. Could you speak up

f repeating what you just said?

7. Sorry, what

g a little, please?

2b

Circle the word or words you *shouldn't* use in polite situations to ask for clarification or repetition.

Pardon?

What?

Sorry?

 **Exam task**

3a

 **Track 13 Put the words in order to make the examiner's questions. Then listen and check.**

1. family / do / large / have / you / or / small / a / ?

2. important / life / most / people / who / in / are / the / your / ?

3. spend / you / with / family / time / your / do / how / ?

4. about / your / tell / us / good / one / friends / of / .

5. share / family / you / interests / do / your / similar / and / ?

6. you / friends / and / what / enjoy / doing / together / do / your / ?

7. friends / about / your / have / you / do / and / ideas / similar / life / ?

8. get / family / on / in / your / best / do / who / you / with / ?

3b

In pairs, ask and answer the questions in exercise 3a.

 **Exam facts**

- In this part, the examiner asks you questions about yourself.
- The questions are usually about your name, hobbies, family and friends, future plans, etc.

© Cambridge University Press and UCLES 2015

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Hobbies and leisure

1

Put the phrases in the correct column.

Another thing is (that) ...	Apart from that ...	as / because / since
As well as that ...	Obviously, it's ...	The main thing is (that) ...
The reason for this is (that) ...		There's also the fact that ...

Giving reasons	Adding reasons
.....
.....
.....
.....

2

Choose the correct linking word to complete the sentences.

1. *Due to the fact / Owing to* that so many people want to try surfing, we've put on some extra classes.
2. *Since / Owing to* you love gaming so much, why don't we go the new gaming hall in town?
3. The play should have been held outside, but it was cancelled *because / because of* the high winds.
4. Unfortunately, the dance class has been cancelled *because / owing to* lack of interest.
5. I think I'm going off action films, *since / so* I might not watch any more.
6. The town's really busy today *as / due to* the music festival that's taking place.
7. The match was cancelled and we *so / therefore* got our money back.
8. So many people wanted to see the film that the cinema put on another screening of it *because of / as a result*.



 **Exam task**

3a

 Track 14 Match 1–8 with a–h to make examiner’s questions. Then listen and check and write the additional questions.

1. How do you like to

2. Do you prefer spending your

3. What’s your most

4. What kinds of books or films

5. Do you enjoy going to the

6. Do you enjoy keeping up with

7. How much do you enjoy parties

8. Tell us about something interesting you’ve

a the news?

b interesting hobby?

c done in your free time recently.

d free time indoors or outdoors?

e cinema, theatre or concerts?

f spend your evenings and weekends?

g or large social events?

h do you like.

3b

In pairs, ask and answer the questions in exercise 3a. Use linking words and give reasons for your answers.

 **Exam tips**

- Answer in full sentences. Don’t give one-word answers.
- If you don’t understand something, ask the examiner to repeat it.
- Try to give reasons and examples in your answers.

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Education and work

1a

Match 1–4 with a–d to make expressions which give you time to think.

1. That's an interesting

2. Let me think about

3. That's a

4. I'm not sure about that –

a tough one!

b let me see ...

c that for a minute.

d question.

1b

In pairs, talk about the following for two minutes each. Use the expressions in 1a.

1. Your favourite subject at school and what you like / liked about it
2. Your ideal job and why you'd like to do it
3. What you enjoy about learning English and why
4. How education has been useful in your life, giving an example



Exam task

2a

Track 15 Complete the examiner's sentences and questions with the words in the box. Then listen and check.

ambitions environment kind online on your own physically project subjects

1. What are your work or study
2. Tell us about the which you find most interesting.
3. Do you prefer working or studying or with other people?
4. What of work would you like to do in the future?
5. Do you prefer mentally or challenging work?
6. What kind of do you enjoy working or studying in?
7. How often do you go to find out about something?
8. Tell us about an interesting work or study you've done recently.



2b

In pairs, ask and answer the questions in exercise 2a.

3

Look at the phrases. Underline the verbs which are used to talk about plans and hopes for the future. Then complete the sentences so that they are true for you. Tell your partner about your plans and hopes.

At some point in the future, I'd like to

.....

I'm planning to

.....

I hope that I'll

.....

In five years' time, I expect to

.....

Before the end of the year, I want to

.....

This weekend, I intend to

.....

I'm going to

.....

I wish I could

.....



Get it right!

Look at the sentence below. Then try to correct the mistake.

I wish I become a teacher one day. After I graduate, of course!

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Shopping

1

Complete the description of the photos using the words and phrases in the box.

both In contrast In the same way main similarity
 most obvious difference nearly as nice as whereas while



The **(1)** between the two pictures is that they **(2)** show people shopping. The **(3)** is where the people are shopping. The first picture shows two men window shopping. It appears to be an expensive shoe shop, **(4)** the people in the second picture look as if they are at a market of some kind. The market doesn't look **(5)** the shoe shop. It could be a second-hand clothing stall. The men in the first picture look like they're relaxed. **(6)** , the women in the second picture look serious. The men in the first picture might be on a day out, **(7)** the women in the second picture could be shopping out of necessity. It's difficult to say whether the men in the first picture will actually buy the shoes they're looking at. **(8)** , we don't know whether the women at the market will buy anything either.

2

Look at the modal forms in the box. Which express certainty? Which express possibility? Complete the sentences with an appropriate form from the box.

can't have could couldn't have may might might have must (x2)

1. It be a second-hand clothing stall. (possibility)
2. They be about to try on the hats. (possibility)
3. The boy need a new mobile phone. (certainty)
4. They bought anything – they don't have any bags. (certainty)
5. The women be on a shopping trip. (possibility)
6. The girls afforded to buy the car. They didn't have any money. (certainty)
7. The man left his wallet at home. (possibility)
8. It be a large shop because there are some lifts in the background. (certainty)

Exam task

3

 Track 16 Here are some photographs of people shopping. Talk about them with a partner. Answer the questions.

Student A, here are some photographs (1 and 2) of people shopping in different ways. What do you think are the advantages for the people of shopping in these different ways?

Photograph 1



Photograph 2



Student B, do you like shopping online? Why? / Why not?

Student B, here are some photographs (3 and 4) of people shopping for food in different places. What might the people enjoy about shopping for food in these places?

Photograph 3



Photograph 4



Student A, which of these places would you prefer to shop in? Why?

Exam facts

- In this part, you are given two photos to talk about.
- You have to compare the photos and answer a question about them.
- You also have to answer a question about the other candidate's photos.

© Cambridge University Press and UCLES 2015

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Hobbies and leisure

1a

Put the discourse markers in the correct column.

also ...	alternatively ...	as well ...	as with ...	instead of ...
like ...	likewise ...	unlike ...	what's more ...	

Comparing	Contrasting	Adding
.....
.....
.....

1b

Compare the photos using the discourse markers.



2

Match 1–8 with a–h to make phrases for dealing with difficulties when speaking.

1. Sorry, I've forgotten what
2. What I meant
3. I can't remember
4. Sorry, I'm not
5. What I was
6. What was I
7. That's not really what
8. What do you call

- a the word for ...
- b I meant.
- c explaining myself very well.
- d I was about to say.
- e saying?
- f the thing that ...
- g trying to say was ...
- h to say was ...

Exam task

3

Track 17 Here are some photographs of people doing different activities. Talk about them with a partner. Answer the questions.

Student A, here are some photographs (1 and 2) of people doing different water sports. What might attract the people to these activities?

Photograph 1



Photograph 2



Student B, which of these activities would you most like to do? Why?

Student B, here are some photographs (3 and 4) of people doing different activities. What might the people find difficult about doing these activities?

Photograph 3



Photograph 4



Student A, what creative activity would you like to be able to do? Why?

Exam tips

- Don't just describe the two photos. You must say what is similar and different about them.
- If you can't remember a word, think of other words to express what you want to say. It's important that you continue talking and complete the task.
- Don't interrupt the other candidate. The examiner will ask you a question when it's your turn to speak.

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Travel and holidays

1

Complete the sentences using the phrases in the box.



doesn't look as	far more	isn't quite as
much later than	nowhere near as	the more annoyed

- The man in the second photo looks bored **than** the woman in the first picture.
- The train journey in the first picture looks stressful **as** the road journey in the second picture.
- The man in the second picture happy **as** the woman in the first picture.
- The more** the man sits in traffic, he'll probably get.
- Travelling by car comfortable **as** travelling by train.
- The man in the car will probably arrive he wanted to.

2a

Choose the correct alternative to complete the sentences.

- It *looks / looks as if* the man is about to run into the sea.
- The hotel *seems / looks* to be in a very peaceful location.
- The tourists *look like / appear to be* lost.
- The pool *looks / appears* really inviting. I'd love to dive in!

2b

Write four sentences about the picture using *looks (as if / though), looks like, appears* and *seems*.

-
-
-
-



 **Exam task**

3

 **Track 18** Here are some photographs of people on holiday. Talk about them with a partner. Answer the questions.

Student A, here are some photographs (1 and 2) of families having different kinds of holidays. Why might these families have chosen these different holidays?

Photograph 1



Photograph 2



Student B, which of these holidays would you prefer? Why?

Student B, here are some photographs (3 and 4) of people sightseeing in different ways. What do you think the people enjoy about sightseeing in these ways?

Photograph 3



Photograph 4



Student A, do you enjoy guided tours? Why? / Why not?

 **Get it right!**

Look at the sentence below. Then try to correct the mistake.

She looks as a shy young girl.

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.

Health and fitness

1

Make suggestions for getting healthier and fitter, using the phrases in the box. Use each phrase once only.

How about ...	I suggest ...	I think we should ...	Let's ...
Shall we ...	We could ...	What about ...	Why don't we ...

1.
2.
3.
4.
5.
6.
7.
8.

2

Match 1–8 with a–h. Then discuss the questions in pairs. Encourage your partner to give their opinions.

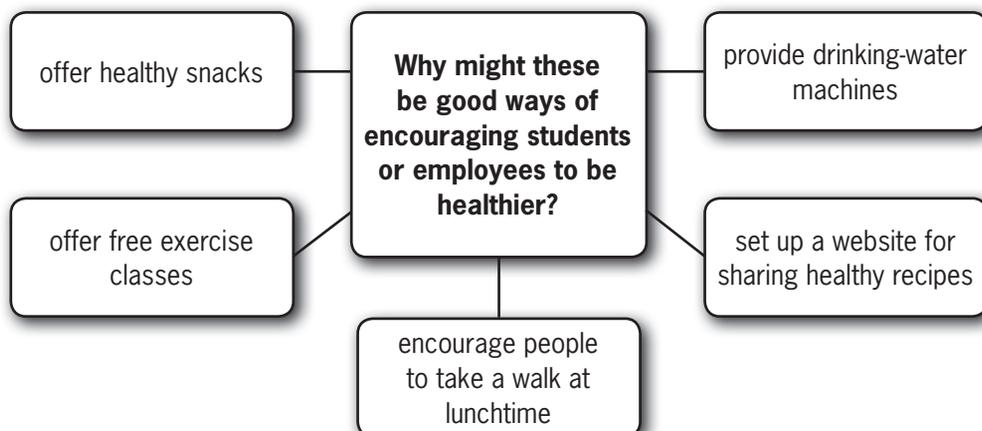


- | | |
|--|---|
| 1. Do you think you need to join a gym or exercise class | a what else can you do to stay healthy? |
| 2. Some people say that it can be difficult to find time | b who doesn't enjoy exercise or healthy food? |
| 3. Do you agree that you have to spend | c time outdoors every day? |
| 4. Apart from exercising and eating well, | d to exercise or cook. What do you think? |
| 5. How important do you think it is to choose | e a lot of money in order to be fit and healthy? |
| 6. What could you say to encourage someone | f helps you stay healthy? |
| 7. Do you think eating meals at regular times | g a form of exercise that you enjoy? |
| 8. How important do you think it is to spend some | h in order to get fit? |

Exam task

3

 Track 19 Here are some things that schools and workplaces do to encourage their students and employees to be healthier.



Talk to each other about why these might be good ways of encouraging students or employees to be healthier. Then decide which way of encouraging students or employees to be healthier would make the most difference to them.

4

 Track 20 Listen to the examiner's questions and take turns answering them.

Exam facts

- In Part 3, you and the other candidate are given a question and five ideas.
- Together, you have to talk about the different ideas, make suggestions, agree or disagree and try to decide on an answer to the question.
- In Part 4, the examiner asks you some questions related to the topic you discussed in Part 3.

© Cambridge University Press and UCLES 2015

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.

Family and friends

1a

Put the phrases in the correct columns.

As far as I'm concerned, ... In my experience, ... Let me explain ...
 Personally, I'd say that ... Speaking for myself, ... The reason I say this is because ...
 To put it another way, ... What I mean by that is ...

Giving an opinion	Clarifying an opinion
.....
.....
.....
.....

1b

Then give your opinions on 1–4. Support your arguments with examples.

1. You don't need more than a couple of good friends.
2. It's important to maintain the same friendships throughout life.
3. You only find out who your real friends are when you have a problem.
4. You should talk to your family first when you need advice.

2

Match 1–8 with a–h to make concluding statements and questions.

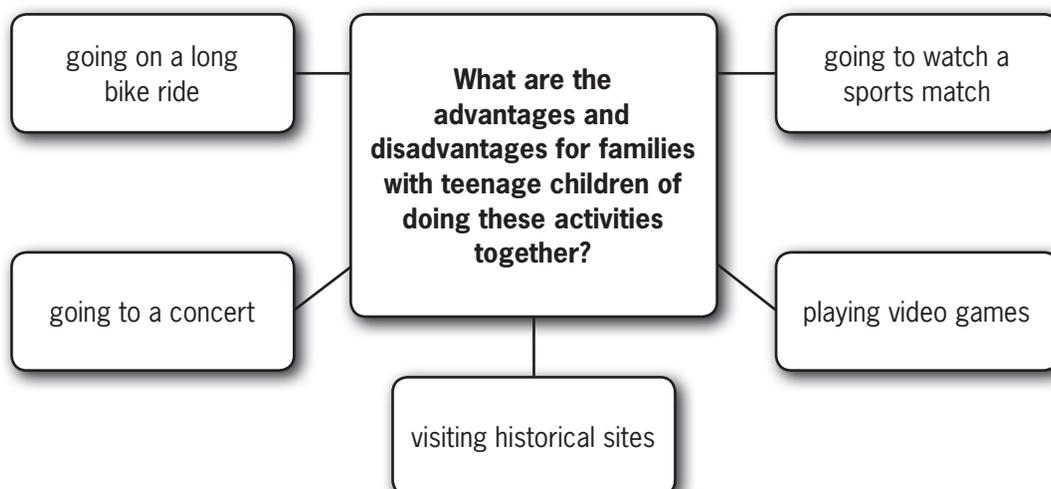
- | | |
|----------------------------|-----------------------------|
| 1. OK then, we have | a on that? |
| 2. Shall we make our final | b think that ... |
| 3. So, we both | c made a decision. |
| 4. What have | d an agreement. |
| 5. I think that's it, | e don't you? |
| 6. Are we agreed | f decision now? |
| 7. I think we've come | g we decided then? |
| 8. We've reached | h to a conclusion about ... |



Exam task

3

Track 21 Here are some activities that families with teenage children can do together.



Talk to each other about the advantages and disadvantages for families with teenage children of doing these activities together. Then decide which activity you think is best for bringing families with teenage children closer together.

4

Track 22 Listen to the examiner's questions and take turns answering them.

Exam tips

- In Part 3, you must talk to the other candidate and not the examiner.
- You should talk about three or four of the ideas with the other candidate. Don't try to reach a decision too quickly.
- To keep the conversation going, use phrases like *What do you think?* or *Shall we move on to the next one?*
- In Part 4, you should try to give extended answers, with details and examples supporting your ideas.

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.

Education and study

1

Do these phrases express agreement or disagreement? How strong are they?

I agree to a large extent.	I couldn't agree more.	I'd say the exact opposite.
I'm not sure about that.	I partly agree.	I totally disagree.
No doubt about it.	No way.	

100% agree

.....

.....

.....

.....

.....

.....

.....

100% disagree

2

Give your opinions about the following. Use the phrases from exercise 1 and give reasons for your answers.

- It's impossible to get a good job if you don't go to university.
- There's no point studying subjects you don't like at school.
- Subjects like philosophy and psychology should be studied from a young age.
- Getting good grades isn't important if you've tried your best.



3a

Complete the phrases with the words in the box.

account	although	balance	general	hand	sides	tend	whole
---------	----------	---------	---------	------	-------	------	-------

- On, I'd say that
- On the, I believe that
- I to think that
- In, I believe that
- On the one, on the other
- I think, I also think
- I can understand both of the argument, so
- Taking everything into,

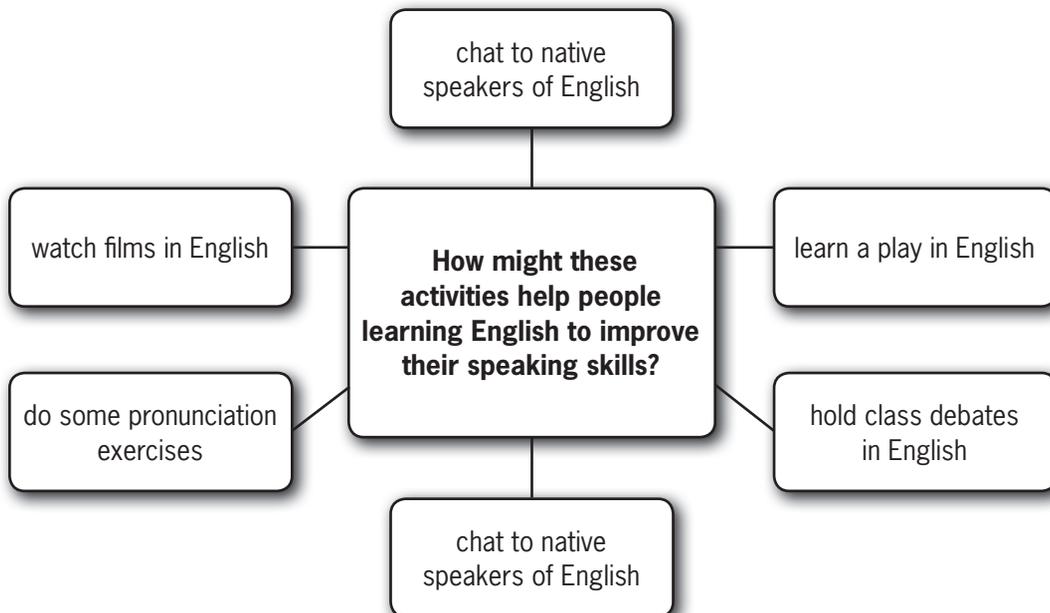
3b

When might you use these phrases? Finish the sentences so that they are true for you, using your ideas from exercise 2.

 **Exam task**

4

 Track 23 Here are some activities that people learning English can do to improve their speaking skills.



Talk to each other about how these activities might help people learning English to improve their speaking skills. Then decide which activity would be least helpful to people learning English.

5

 Track 24 Listen to the examiner's questions and take turns answering them.

 **Get it right!**

Look at the sentence below. Then try to correct the mistake.

I think you will be agree with me.

Go to <https://www.youtube.com/user/cambridgeenglishtv> to watch official Cambridge English videos of *First* and *First for Schools* Speaking tests.



Think about it

First Reading and Use of English Part 1

Read the sentences about First Reading and Use of English Part 1. Are they TRUE or FALSE?

1. Part 1 tests your knowledge of how to use lexis (words and phrases) rather than grammar.
2. To complete the gaps in the text, you have to choose from three word options.
3. The options you choose from may be words or phrases that are quite similar in meaning.
4. There is an example at the beginning of the task.
5. Sometimes more than one answer may be correct.
6. There are ten questions in the task.
7. Phrasal verbs may be tested in Part 1.
8. The reading text is about 300 words long.



Think about it

First Reading and Use of English Part 2

Complete the sentences about First Reading and Use of English Part 2 with the words from the box. There are four words or numbers you do not need.

eight	example	grammar	linkers	phrase	option
six	topics	vocabulary	word	240	160

The focus of the Part 2 task is **(1)** You have to complete a text containing missing words such as prepositions, verb forms, **(2)** and articles. There are **(3)** gaps to fill.

The first sentence of the text contains a gap with an **(4)** Most sentences in the text will have a missing **(5)** The text you have to read will be no more than **(6)** words long.

Part 2 texts can be about a variety of **(7)** including daily life, education, work, sport, science and technology, but will not contain difficult or technical **(8)**



Think about it

First Reading and Use of English Part 3

Complete the sentences about First Reading and Use of English Part 3 with the correct alternatives.

1. In Part 3 the text you read is about *160 / 220* words long.
2. The focus of the task is *tense formation / word formation*.
3. You have to answer *eight / twelve* questions.
4. You answer each question by *filling in a gap / choosing an A, B, or C option*.
5. You must change a *sentence / word* into another form to answer each question.
6. You need to pay special attention to *spelling / punctuation* in this task.
7. You are often tested on your knowledge of *prepositions / prefixes* in this part of the exam.
8. You can make a maximum of *one change / two changes* to the word you are given.



Think about it

First Reading and Use of English Part 4

Read the sentences about First Reading and Use of English Part 4. Are they TRUE or FALSE?

1. In Part 4 you will read sentences rather than a text.
2. The sentences in the task will all be about the same topic.
3. Part 4 tests the ability to use lexical and grammatical structures.
4. You have to complete eight sentences in the task.
5. You have to change each sentence into another that has the same meaning.
6. In each question you are given a key word which you must use in your answer.
7. As in Part 3, the key word given can be changed to a different form.
8. You must complete the gap in the second sentence with between three and six words.



Think about it

First Reading and Use of English Part 5

Match 1–8 with a–h to make sentences about First Reading and Use of English Part 5.

- | | |
|---|--|
| 1. Part 5 consists of a text followed by | a opinion or attitude, which may be inferred rather than stated. |
| 2. Part 5 is a multiple- | b pronouns. |
| 3. Each question has | c from its context. |
| 4. The text can be an article or an extract from | d four options. |
| 5. The questions may focus on detailed | e a modern novel. |
| 6. The questions may also test your comprehension of the writer's | f choice task. |
| 7. Questions may test your comprehension of reference words in the text such as | g six questions. |
| 8. You may also have to work out the meaning of a word or phrase | h understanding or the main ideas of the text. |



Think about it

First Reading and Use of English Part 6

Complete the text about First Reading and Use of English Part 6 with the correct word or phrase from the box.

individual sentences	signalling and linking	more than one	have been removed
articles	answer options	numbered gap	does not fit

The texts for Part 6 are usually **(1)** from magazines or newspapers, or informative texts. Following the text, there is a box with seven sentences in it. These are the **(2)**

Six of the seven sentences **(3)** from the text, and all seven are in a random order.

The exam questions are gaps numbered one to six in the text. You have to decide which sentence belongs in which **(4)** The seventh sentence in the box **(5)** in any of the gaps. You may not use any sentence for **(6)** question.

To do this task well, you have to focus on how texts are structured, rather than concentrating on **(7)** This means you will need to follow the development of ideas, opinions and events through the text as a whole. For this reason, a good understanding of **(8)** devices in a text is essential for this part of the exam.



Think about it

First Reading and Use of English Part 7

Read the text about First Reading and Use of English Part 7. Are they TRUE or FALSE?

Part 7 is the final part of the Reading and Use of English paper and consists of one long text with several paragraphs, or up to six shorter texts. It is preceded by ten questions. Candidates are required to locate the specific information which matches the questions. To do this, they need to understand detail, attitude or opinion in the question and locate a section of text where that idea is expressed, discounting ideas in other sections which may appear similar but which do not reflect the whole of the question accurately. Some of the options may be correct for more than one question.

1. There may be six short texts in this part of the test.
2. There may be one text in this part containing up to six paragraphs.
3. You need to understand what the writer of the text thinks to do this task well.
4. There is only one question for each text in this part of the test.
5. There are between six and ten questions in this part of the reading exam.
6. Some parts of the text may contain words, information or ideas that look like the answer to the question but say something a little different.
7. The questions are positioned before the text on the paper.
8. This is the last part of the Reading and Use of English paper.



Think about it

First Writing Part 1

Complete the sentences about First Writing Part 1 with the correct alternatives.

1. In Part 1, you have to write *a story / an essay* about a particular topic.
2. The task gives *two / three* points you must discuss in your essay.
3. You *must / don't have to* add your own ideas as well.
4. You should write between 140 and *160 / 190* words.
5. It *is / isn't* important to write the correct number of words, or you may get a lower mark.
6. You *should / mustn't* discuss different opinions and points of view on the topic.
7. Your essay should be organised into clear *paragraphs / numbered sections*.
8. Your essay should end with *a conclusion / a conclusion and your opinion*.



Think about it

First Writing Part 2

Read the sentences about First Writing Part 2. Are they TRUE or FALSE?

1. In Part 2, you can choose what kind of writing task you do.
2. You can choose tasks such as writing a letter, an article, a review or an essay.
3. It is important to read the task carefully and include all the points or ideas that are mentioned.
.....
4. Different tasks may specify that you should write different numbers of words.
5. It is important to think about who you are writing for, and what style you should use in your answer.
.....
6. You should use formal or informal language in your answer, depending on the type of task.
7. It is important to organise your writing in clear paragraphs or sections, and use linking words to link your ideas.
.....
8. You should try to use a good range of vocabulary, expressions and grammar in your writing.
.....



Think about it

First Listening Part 1

Read the sentences about First Listening Part 1. Are they TRUE or FALSE?

1. You may hear one or two speakers.
2. You will hear seven different texts.
3. For each question, there are three options for you to choose from (A, B or C).
4. Some of the questions focus on the opinions or feelings of the speaker(s).
5. The options for each question are always presented in the same order as you hear related information.
6. You will hear exactly the same words as you read in the options.
7. You will receive one mark for each correct answer.
8. Sometimes you may have to decide whether two speakers agree with each other.



Think about it

First Listening Part 2

Complete the text about First Listening Part 2 with the words from the box. Use each word once only.

answer changes marks minutes order phrase presentation sentences

In Part 2, you will hear one person talking. This talk may be a **(1)** or another kind of monologue and it lasts for about three **(2)** As you listen, you have to complete ten **(3)** about the talk. Each sentence has one gap, and you have to write a word or short **(4)** in each gap, according to what you hear. The information in the sentences is presented in the same **(5)** as the information you hear. You should write exactly the words you hear which fit the meaning of the sentence, without making any **(6)** to the words. You should try to spell the words correctly, as you may lose **(7)** for incorrect spelling. You will receive one mark for each correct **(8)**



Think about it

First Listening Part 3

Match 1–8 with a–h to make sentences about First Listening Part 3.

- | | |
|--|------------------------------|
| 1. In Part 3, you will hear | a to choose from. |
| 2. Each speaker is talking about | b for each correct answer. |
| 3. Each monologue lasts for about | c the same topic. |
| 4. You will see eight possible options | d per speaker. |
| 5. You should choose one option | e do not need to use. |
| 6. You have to answer the same | f 30 seconds. |
| 7. There are three options which you | g question for each speaker. |
| 8. You will receive one mark | h five speakers. |



Think about it

First Listening Part 4

Complete the sentences about First Listening Part 4 with the correct alternatives.

1. In Part 4 you hear *one / two* speakers.
2. You have to answer *six / seven* questions.
3. Each question has *three / four* options to choose from.
4. The questions *follow / may not follow* the order of the information you hear.
5. The options *will be / may not be* presented in the same order as the related information you hear.
6. There is *a short pause / no pause* between each question.
7. You *may / won't* have to understand a speaker's opinions and attitudes.
8. You will receive *one / two* mark(s) for each correct answer.



Think about it

First Speaking Part 1

Complete the text about First Speaking Part 1 with the words from the box. Use each word once only.

conversation	information	interview	life	live	minutes	partner	reasons
--------------	-------------	-----------	------	------	---------	---------	---------

In Part 1, you will have a **(1)** with the examiner. This is known as the **(2)** task. The examiner will ask you some questions about you and your **(3)** These may include questions about your hobbies and interests, work or study, where you **(4)** , your family, and so on. You should answer the questions providing as much **(5)** as you can, giving examples and **(6)** for your answers where appropriate. You do not need to talk to your **(7)** during this part of the test. Part 1 of the First Speaking test will last for about two **(8)**



Think about it

First Speaking Part 2

Read the following sentences about First Speaking Part 2. Are they TRUE or FALSE?

1. The examiner will give you two photographs to compare.
2. The photographs will be connected in some way.
3. You will have a conversation with the examiner about the photographs.
4. The examiner will ask you to talk about the photographs in a particular way. For example, you might talk about the advantages for the people in the photos of an activity they are doing.
5. The question you have to answer is shown above the photos as a reminder.
6. You have to speak for about one minute without interruption.
7. Your partner will not comment on your photos.
8. The process is repeated, with your partner looking at some different photos.



Think about it

First Speaking Part 3/4

Match 1–8 with a–h to make sentences about First Speaking Parts 3 and 4.

- | | |
|---|---------------------------------|
| 1. In Part 3, you will have a conversation with | a for you to discuss. |
| 2. The examiner will give you some material to | b questions for you to discuss. |
| 3. You will see some written prompts and a question | c with the other candidate. |
| 4. You should talk about the ideas with the other candidate | d make a decision. |
| 5. After this, the examiner will ask you to | e you did in Part 3. |
| 6. In Part 4, the examiner will ask | f look at, and a task to do. |
| 7. The questions are related to the task | g for two minutes. |
| 8. You can agree or disagree | h the other candidate. |

ACKNOWLEDGEMENTS

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: TL = Top Left, TR= Top Right, CL = Centre Left, CR = Centre Right, BR = Below Right.

p. 7: pixdeluxe/E+/Getty Images; p. 9: snedrez/iStock/Getty Images; p. 11: Photo and Co/Photographer's Choice/Getty Images; p. 12: Doug McKinlay/Lonely Planet Images/Getty Images; p. 14: Hill Street Studios/Blend Images/Getty Images; p. 16: Wavebreakmedia Ltd/Getty Images; p. 18: DAVID NUNUK/Science Photo Library/Getty Images; p. 21: Jake Curtis/Iconica/Getty Images; p. 23: Federico Cabrera/LatinContent/Getty Images; p. 24: sbostock/iStock Editorial/Getty Images; p. 26: Toby Burrows/DigitalVision/Getty Images; p. 28: Dreet Production/MITO images/Getty Images; p. 30: ML Harris/Photographer's Choice/Getty Images; p. 32: Javier Pierini/Taxi/Getty Images; p. 34: Justin Lewis/The Image Bank/Getty Images; p. 36: Tom Martin/AWL Images/Getty Images; p. 38: PIERRE VERDY/Staff/AFP/Getty Images; p. 40: monkeybusinessimages/iStock/Getty Images; p. 42: Chung Sung-Jun/Staff/Getty Images; p. 46: Cultura Exclusive/Tim E White/Getty Images; p. 48: Vesna Andjic/E+/Getty Images; p. 50: Tadeusz Wejkszo/iStock/Getty Images; p. 55: George Wright/Perspectives/Getty Images; p. 56: Alexandro Auler/STR/LatinContent WO/Getty Images; p. 58: gradyreese/E+/Getty Images; p. 60: EvrenKalinbacak/iStock Editorial/Getty Images; p. 63: PeopleImages.com/DigitalVision/Getty Images; p. 64: Dave and Les Jacobs/Blend Images/Getty Images; p. 66: Caiimage/Chris Ryan/OJO+/Getty Images; p. 68: annedde/E+/Getty Images; p. 70: Jordan Siemens/Iconica/Getty Images; p. 72: Mint Images - Tim Robbins/Getty Images; p. 74: Ezra Bailey/Taxi/Getty Images; p. 77: Tim Melling/Moment/Getty Images; p. 78: Zero Creatives/Cultura/Getty Images; p. 80: James Ross/Photographer's Choice/Getty Images; p. 83: stevecoleimages/E+/Getty Images; p. 84: Asia Images/Getty Images; p. 86: FabioFilzi/E+/Getty Images; p. 89: tomazl/E+/Getty Images; p. 90: Tadej Zupancic/iStock/Getty Images; p. 92: Andrew Watson/AWL Images/Getty Images; p. 94: Christopher Fitcher/E+/Getty Images; p. 96 (TL): Marcelo Santos/Stone/Getty Images; p. 96 (TR): by Tatsiana Volskaya/Moment/Getty Images; p. 97 (photo 1): anyaberkut/iStock/Getty Images; p. 97 (photo 2): George Clerk/iStock/Getty Images; p. 97 (photo 3): Jupiterimages/Photolibrary/Getty Images; p. 97 (photo 4): Robert Nicholas/OJO Images/Getty Images; p. 98 (CL): Klaus Vedfelt/Taxi/Getty Images; p. 98 (CR): Tom Werner/Taxi/Getty Images; p. 99 (photo 1): Paul Kennedy/Lonely Planet Images/Getty Images; p. 99 (photo 2): Steve Woods Photography/Cultura/Getty Images; p. 99 (photo 3): PhotoPlus Magazine/Future/Getty Images; p. 99 (photo 4): Maxim Chuvashov/Blend Images/Getty Images; p. 100 (BR): Hill Creek Pictures/UpperCut Images/Getty Images; p. 100 (TL): Berc/iStock/Getty Images; p. 100 (TR): Digital Vision/Photodisc/Getty Images; p. 101 (photo 1): Hero Images/Getty Images; p. 101 (photo 2): Purestock/Getty Images; p. 101 (photo 3): Cultura RM Exclusive/Seb Oliver/Getty Images; p. 101 (photo 4): Westend61/Getty Images; p. 102: Ivanko_Brnjakovic/iStock/Getty Images; p. 104: Hero Images/Getty Images; p. 106: Digital Vision/Getty Images.

The publishers are grateful to the following contributors:

layout by Q2A Media Services Pvt. Ltd.; audio production by Hart McLeod, Cambridge