



Cambridge English



# Grammar AND Vocabulary

FOR

**FIRST**

AND

**FIRST FOR  
SCHOOLS**

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with answers



# Contents

<b>Introduction</b>	5
<b>Map of the book</b>	7
<b>Exam summary</b>	10

## GRAMMAR SECTION

<b>Unit 1</b> Present tenses	12
<b>Unit 2</b> Past tenses	18
<b>Unit 3</b> Present perfect and past simple	24
<b>Unit 4</b> Past perfect	32
<b>Unit 5</b> Future (1)	40
<b>Unit 6</b> Future (2)	46
<b>Unit 7</b> Adjectives	54
<b>Unit 8</b> Adverbs	60
<b>Unit 9</b> Questions	66
<b>Unit 10</b> Countable and uncountable nouns; articles	72
<b>Unit 11</b> Modals (1)	79
<b>Unit 12</b> Pronouns and determiners	86
<b>Unit 13</b> Modals (2)	93
<b>Unit 14</b> Modals (3)	99
<b>Unit 15</b> Reported speech	107
<b>Unit 16</b> The passive	115
<b>Unit 17</b> Conditionals (1)	121
<b>Unit 18</b> The to infinitive and -ing	128
<b>Unit 19</b> Conditionals (2)	135
<b>Unit 20</b> Prepositions (1)	141
<b>Unit 21</b> Prepositions (2)	147
<b>Unit 22</b> Relative clauses	153
<b>Unit 23</b> Linking words (1)	159
<b>Unit 24</b> Linking words (2)	166

## VOCABULARY SECTION

Learning and revising vocabulary	172
<b>Unit 25</b> Earth, sea and sky	174
<b>Unit 26</b> Living a healthy life	178
<b>Unit 27</b> Sound waves	181
<b>Unit 28</b> Highs and lows	184
<b>Unit 29</b> Looking back	187
<b>Unit 30</b> Everyone's different	190
<b>Unit 31</b> Get active	194
<b>Unit 32</b> My world	197
<b>Unit 33</b> Moving around	200
<b>Unit 34</b> Time off	203
<b>Unit 35</b> Where you live	206
<b>Unit 36</b> Shared tastes	209
<b>Unit 37</b> Entertain me	212
<b>Unit 38</b> Home territory	216
<b>Unit 39</b> Green planet	219
<b>Unit 40</b> Read all about it	222
<b>Unit 41</b> Teenage style	226
<b>Unit 42</b> School days	230
<b>Unit 43</b> The world of work	233
<b>Unit 44</b> University life	236
<b>Answer key</b>	240



# Introduction

This book is for students who want to study and practise English grammar and vocabulary, especially if they are preparing for the *Cambridge English: First* or *Cambridge English: First for Schools* examination. It offers practice for all the tasks in the Reading and Use of English, Listening and Writing papers.

It can be used by students working alone or with a teacher.

## What this book contains

This book is updated for the new *Cambridge English: First* examinations introduced in 2015 and contains two main sections: **Grammar** (Units 1–24) and **Vocabulary** (Units 25–44).

The book also contains the following:

- **Map of the book:** This shows the topics that are covered and the exam tasks that are practised in each unit.
- **Exam summary:** This explains the aims and organisation of *Cambridge English: First* and *Cambridge English: First for Schools*.
- **Learning and revising vocabulary:** These pages give useful ideas to make your study more effective.
- **Answer key:** This gives the answers for all exercises and for all exam tasks except the Writing ones (for Writing answers, see *Model answers* below).

## What material can I find online?

The following resources for use with this book can be found online at [address?]

- **Audio recordings** for all listening exercises and for exam practice Listening tasks.
- **Audio scripts:** These are the full recording scripts for all listening tasks.
- **Model answers:** A sample answer is provided for each of the Writing tasks in the Exam practice sections of the Vocabulary units.
- **Wordlists** for Vocabulary units: These contain key words that you need to learn and also their pronunciation in IPA (International Phonetic Alphabet).
- **Irregular verbs list:** This gives the forms of important irregular verbs for *Cambridge First*.
- **Phrasal verbs list:** This gives the most important phrasal verbs that you need to know for *Cambridge First*.
- **Phrasal verb exercises:** These give extra practice of many of the important phrasal verbs for *Cambridge First*.

- **Word-building exercises:** These give extra practice of related nouns, verbs and adjectives, which is especially useful for *Cambridge First* Reading and Use of English Part 3 tasks.
- **Spelling:** This page helps you to avoid spelling errors commonly made by *Cambridge First* candidates.
- **Grammar glossary:** This explains the words we use to describe grammar.

## How do I use the book?


You can work through the units in any order, but we advise you to study every unit if you want to prepare thoroughly for the exam.

If you are studying alone, you may like to do alternate Grammar and Vocabulary units – this will give you more variety and give you time to absorb each topic.

## How do I use Grammar exercises?

Each of the 24 Grammar units has four sections. You should work through Sections A, B and C in order. You can do the Exam practice section immediately after these, or you can come back to it later for revision.

- A Context listening:** This section introduces the grammar of the unit in a short recording. You can listen to the recording, answer the questions and check your answers in the Answer key. This will help you to understand the grammar more easily when you study Section B. It also gives you useful listening practice.
- B Grammar:** This section explains the grammar points and gives examples. You should read it before doing the exercises in Section C and you can also refer to it while you are doing the exercises.
- C Grammar exercises:** The exercises cover the grammar in Section B. Check your answers in the Answer key. This gives the answers and also tells you which parts of Section B each exercise refers to.

You will see this symbol  in some of the exercises in Section C. It indicates that the sentences are ones in which candidates made errors as identified in the Cambridge Learner Corpus, a database made up of many thousands of exam scripts written by students taking Cambridge English exams in countries around the world.

**Exam practice:** There is one exam task, either Listening or Reading and Use of English, for each Grammar unit. These will prepare you for the types of tasks you will face in the exam.

Note: Some of the Use of English tasks test mainly the grammar taught in the unit, to give extra practice. However, in the real exam each question tests a different grammar point.



## 20 VOCABULARY UNITS

### Structure

Each of the 20 Vocabulary units has three pages based on a general topic.

On the first two pages, key vocabulary is introduced and practised in a range of different exercises. Some of these are listening exercises. To get the most out of the Vocabulary exercises, you will need access to a good dictionary. Use the *Cambridge Advanced Learner's Dictionary* (either online or as a book) or another suitable monolingual dictionary. You should try to do each vocabulary exercise without any assistance first, and then use your dictionary to help you with any answers you didn't know. Use the Answer key as a final check.

The third page is an **Exam practice** section with two exam tasks. The first is either a Listening or a Reading and Use of English task, and this is always followed by a Writing task. These tasks give you an opportunity to use the vocabulary from the unit.

There is a **Wordlist** for each Vocabulary unit on the website. When you finish the first two pages of each unit, go through the wordlist and check that you know the meaning of all the words and expressions. Note any words you don't remember and go back through the unit to revise them. You may want to note translations for some words or write them on a mind map, table or word tree (see **Learning and revising vocabulary** on pages 172–173).

### How should I use the Exam practice tasks?

You may want to do the exam tasks immediately after finishing the exercises in each unit, or you may choose to come back to them later for revision. In the Grammar section, if you do the exam task immediately, you can use the Grammar focus exercise(s) for revision later on if you wish.

To check how much you have learnt, it is a good idea to do the exam tasks without referring back to the unit, and then check the answers. Always answer all the questions in an exam task, even if you are not sure, before you check your answers. This is good exam practice, as you may get a mark for a good guess, but you can't get a mark for an empty answer space! Answers for the Reading and Use of English and the Listening tasks are in the Answer key. For the Writing tasks you will find model answers on the website – these show you the kind of answer you could produce, although the content of yours will of course be different.

Recordings for the Listening tasks follow the format of the exam, with the examiner's instructions included. For Part 1 tasks, the eight short recordings are repeated as in the exam, but for Parts 2–4 you will need to replay the whole recording yourself after you have listened to it the first time.

### Spelling corrections

This book generally uses contractions, for example *I'm* for *I am*, *wasn't* for *was not*, because these are always used in speech and are common in written English. The full forms are used in formal written English.

### Flexibility

This book can be used alongside a coursebook, in class or for private study. The flexible organisation of the book makes it particularly suitable for revision for students who are taking *Cambridge First* or for those who are re-taking the exam and also for classes where not all students are preparing for the exam. The Vocabulary units can be chosen to supplement topics in the order in which they arise in your coursebook. The Context listening (Section A) in the Grammar units can be used in class as an introduction, with students working in pairs or groups as preferred. Sections B and C and the Exam practice can be used in class or for private study as conditions allow.

The Exam practice tasks in this book have been informed by the English Vocabulary Profile, which is an online resource with detailed and up-to-date information about the words, phrases, phrasal verbs and idioms that learners of English should know at each of the six levels of the Common European Framework.



# Map of the book

GRAMMAR SECTION			
Unit	Title	Topics	Exam practice
1	Present tenses	Present simple; present continuous; state verbs; the verb <i>to be</i>	Listening Part 4
2	Past tenses	Past simple; past continuous; <i>used to + verb</i> and <i>would + verb</i> ; <i>be/get used to + -ing</i> or noun	Reading and Use of English Part 1
3	Present perfect and past simple	Present perfect and past simple; present perfect simple and continuous	Reading and Use of English Part 7
4	Past perfect	Past perfect simple and continuous	Reading and Use of English Part 5
5	Future (1)	Present tenses for future; <i>will</i> ; future continuous	Listening Part 2
6	Future (2)	<i>going to</i> ; future in the past; present tenses after time conjunctions; future perfect; <i>to be about to</i>	Reading and Use of English Part 7
7	Adjectives	Comparative and superlative adjectives; position; order; adjectives ending in <i>-ing</i> and <i>-ed</i>	Reading and Use of English Part 1
8	Adverbs	Adverb forms; adverbs and adjectives easily confused; comparative and superlative adverbs; modifiers; adverb position	Reading and Use of English Part 3
9	Questions	<i>Yes/no</i> questions; short answers; question words; question tags; agreeing	Listening Part 1
10	Countable and uncountable nouns; articles	Countable and uncountable nouns; <i>(a)n</i> , <i>the</i> and no article; special uses of articles	Reading and Use of English Part 4
11	Modals (1)	Use of modals; rules and obligation; necessity	Reading and Use of English Part 6
12	Pronouns and determiners	Possessives; reflexive pronouns and <i>own</i> ; <i>each other</i> and <i>one another</i> ; <i>there</i> and <i>it</i> ; <i>someone</i> , etc.; <i>all</i> , <i>most</i> , <i>some</i> , <i>no</i> and <i>none</i> ; <i>each</i> and <i>every</i> ; <i>both</i> , <i>neither</i> and <i>either</i>	Reading and Use of English Part 2
13	Modals (2)	Permission; requests; offers; suggestions; orders; advice	Listening Part 3
14	Modals (3)	Ability; deduction: certainty and possibility; expectations	Reading and Use of English Part 3
15	Reported speech	Tense changes in reported speech; reporting in the same tense; verbs for reporting; verbs for reporting with <i>to</i> infinitive; reporting questions; references to time, place, etc.	Reading and Use of English Part 4
16	The passive	The passive; <i>to have/get something done</i> ; <i>it is said that ...</i>	Reading and Use of English Part 4
17	Conditionals (1)	Zero, first, second and third conditionals; mixed conditionals	Reading and Use of English Part 6



18	The to infinitive and -ing	Verb + to infinitive; verb + infinitive without to; verb + -ing; verb + that clause; adjective + to infinitive	Reading and Use of English Part 1
19	Conditionals (2)	<i>unless; in case; provided/providing that and as/so long as; I wish and if only; it's time; would rather (not); otherwise and or else</i>	Reading and Use of English Part 4
20	Prepositions (1)	Prepositions of place and time	Reading and Use of English Part 2
21	Prepositions (2)	Prepositions which follow verbs and adjectives; prepositions to express <i>who, how and why</i> ; expressions with prepositions	Reading and Use of English Part 3
22	Relative clauses	Defining and non-defining relative clauses; relative pronouns and prepositions	Reading and Use of English Part 4
23	Linking words (1)	<i>because, as and since; so and therefore; in order to, to + infinitive and so (that); so and such; enough and too</i>	Reading and Use of English Part 1
24	Linking words (2)	<i>in spite of and despite; but, although and though; even though and even if; participle clauses; before and after + -ing; when, while and since + -ing</i>	Reading and Use of English Part 2

## NO. 2 QUIZRY SECTION

Unit	Title	Topics	Exam practice
25	Earth, sea and sky	Geography, climate and weather	Reading and Use of English Part 6 Writing Part 2 (email)
26	Living a healthy life	Health and fitness	Reading and Use of English Part 2 Writing Part 1 (essay)
27	Sound waves	Music, sounds	Reading and Use of English Part 2 Writing Part 1 (essay)
28	Highs and lows	Feelings	Listening Part 1 Writing Part 2 (article)
29	Looking back	The past, time	Reading and Use of English Part 1 Writing Part 2 (review)
30	Everyone's different	Personality	Reading and Use of English Part 5 Writing Part 2 (article)
31	Get active	Sport	Reading and Use of English Part 4 Writing Part 2 (email)
32	My world	Friends, family and relationships	Listening Part 3 Writing Part 1 (essay)
33	Moving around	Travel	Reading and Use of English Part 4 Writing Part 2 (article)
34	Time off	Leisure time, hobbies and games	Reading and Use of English Part 3 Writing Part 2 (email)
35	Where you live	Cities and towns	Reading and Use of English Part 1 Writing Part 2 (article)

36	Shared tastes	Food and art	Listening Part 2 Writing Part 1 (essay)
37	Entertain me	Television, cinema and theatre	Reading and Use of English Part 7 Writing Part 2 (review)
38	Home territory	Houses and homes	Reading and Use of English Part 3 Writing Part 1 (essay)
39	Green planet	Science, the environment	Listening Part 4 Writing Part 2 (letter)
40	Read all about it	Books and writing	Reading and Use of English Part 5 Writing Part 2 (review)
41	Teenage style	Clothes, rooms	Reading and Use of English Part 6 Writing Part 2 (story)
42	School days	School and education	Reading and Use of English Part 2 Writing Part 2 (story)
43	The world of work	Jobs and personal qualities	Reading and Use of English Part 3 Writing Part 2 (letter of application)
44	University life	University courses, expressing opinions	Reading and Use of English Part 7 Writing Part 2 (report)



# Exam summary

The *Cambridge English: First* and *Cambridge English: First for Schools* exams are for students who are at a B2 level in the CEFR. The *for Schools* version is for younger students who want to take the exam. Both exams have four papers with the *for Schools* version having topics that are more suitable for younger candidates.

## Reading and Use of English 1 hour 15 minutes

Parts 1 and 3 of the exam are designed to test vocabulary, Part 2 tests mainly grammar and Part 4 tests both grammar and vocabulary.

Parts 5, 6 and 7 are reading tasks based on texts of about 550–650 words. The texts can come from fiction or non-fiction sources such as newspapers and magazines, or informational sources like brochures, guides and websites.

You must write your answers on a separate sheet.

Part	Task information
1	8 multiple choice questions. You choose words from A–D to complete a gap in a text.
2	8 open gap-fill questions. You think of one word to complete each gap.
3	8 word formation questions. You complete the gaps with the correct form of the given word.
4	6 key word transformation questions. You complete a sentence with a given word to make a sentence with the same meaning as another one.
5	6 multiple choice questions. You read a text and then choose the correct answer from options A–D.
6	6 gapped text questions. You read a text which has had 6 sentences removed and you must decide where the sentences go in the text. There is one extra sentence which doesn't belong to the text.
7	10 multiple matching questions. You read a text or group of short texts and match the information in each question to the correct part of the text(s).

## Writing 1 hour 20 minutes

You must do Part 1 and choose one of the Part 2 tasks. You must write your answers in the booklet.

Part	Task information
1	You write an essay giving your opinion on the topic. You use your own ideas and the ideas given.
2	You may be asked to write an email, a letter, an article, a review, or a report ( <i>First</i> only) or story ( <i>First for Schools</i> only), based on a specific situation. The topic, purpose and reader will be explained to you. In the <i>for Schools</i> exam you can also choose from a set text.



### Listening about 40 minutes

You hear and see the instructions for the exam. You hear each part of the exam twice. Recordings are taken from a wide variety of sources. When one person is speaking you may hear news, instructions, a lecture, a report, a speech, a talk or an advertisement. If two people are speaking you may hear a discussion, a conversation, an interview or a radio programme.

You must write your answers on a separate sheet.

Part	Task information
1	8 multiple choice questions . You hear one or two people talking in eight different situations of about 30 seconds. You choose the answers from options A–C.
2	10 sentence completion questions. You hear one person talking and you complete sentences by writing a word or short phrase. The speech lasts for about 3 minutes.
3	5 multiple matching questions. You hear five short extracts that are linked by a common theme. Each extract is about 30 seconds. For each extract you choose from a list of eight possible answers.
4	7 multiple choice questions – You hear an interview or conversation between two people lasting for about three minutes. For each question you choose the answers from options A–C.

### Speaking 14 minutes

You usually do the Speaking part of the exam with another candidate. Sometimes you might be asked to do it in a group of three. There are two examiners in the room, but only one of them will ask you questions.

Each part of the exam lasts for 3 to 4 minutes.

Part	Task information
1	The examiner asks you some questions about yourself.
2	You talk for one minute about two pictures and then comment on the other candidate's pictures.
3	You discuss some prompts with the other candidate.
4	You have a conversation with the other candidate and the examiner about things connected to the topic in Part 3.

(Note that there are no Speaking tasks in the Exam practice sections of this book.)

# 1

## GRAMMAR SECTION

# Present tenses

Present simple; present continuous; state verbs; the verb to be

### A Context listening

**1** You are going to hear Millie talking on her phone to her friend Lisa. It's Saturday morning. Before you listen, answer these questions.

- 1 Where is Lisa? \_\_\_\_\_
- 2 Where is Millie? \_\_\_\_\_
- 3 Why do you think Millie is phoning Lisa? \_\_\_\_\_



Lisa

Millie

**2**  **02** Listen and check if you were right.

**3**  **02** Listen again and answer these questions. Write complete sentences.

- 1 What's Millie doing this morning? She's looking round the shops.
- 2 What does she do nearly every Saturday? \_\_\_\_\_
- 3 What's she looking for? \_\_\_\_\_
- 4 What's Lisa wearing? \_\_\_\_\_
- 5 What's she doing this morning? \_\_\_\_\_
- 6 What does she do whenever she goes to town? \_\_\_\_\_
- 7 What's Millie looking at right now? \_\_\_\_\_
- 8 What does Lisa want Millie to do now? \_\_\_\_\_

**4** Look at your answers to Exercise 3 and answer these questions.

- 1 Look at answers 2 and 6. What tense are they? \_\_\_\_\_
- 2 Look at answers 1, 3, 4, 5 and 7. What tense are they? \_\_\_\_\_
- 3 Which sentences are about regular actions? \_\_\_\_\_
- 4 Which sentences are about actions at or around the time of speaking? \_\_\_\_\_
- 5 Look at answer 8. Does it fit the pattern? \_\_\_\_\_



## B Grammar

### 1 Present simple

+	verb / verb + -s	<i>She <b>works</b> in London.</i>
-	do/does not + verb	<i>He <b>doesn't work</b> in London.</i>
?	do/does ... + verb?	<i>Where <b>do you work</b>?</i>

We use the present simple:

- to say when things happen if they take place regularly:  
*They **eat lunch at two o'clock**.*
- to talk about permanent situations:  
*I **work** in London.*
- to state general truths:  
*Those bags **sell** really fast.*  
*The moon **goes** round the earth.*
- to talk about habits and how often they happen:  
*You **buy new clothes every Saturday**.*
- to describe the plots of books and films:  
*The story **begins and ends** in Spain. The year **is** 1937.*

### 2 Present continuous

+	am/is/are + verb + -ing	<i>He's <b>working</b> in London this week.</i>
-	am/is/are not + verb + -ing	<i>I'm <b>not working</b> in London this week.</i>
?	am/is/are ... + verb + -ing?	<i><b>Are you working</b> in London this week?</i>

We use the present continuous:

- to talk about the present moment:  
*I'm **wearing** a pair of old jeans.*  
*I'm **looking** at a blue bag right now.*
- to suggest that an action is temporary, often with words like *now*, *at the moment*, *at present* or *just*:  
*They're **eating** lunch at the moment.*  
*I'm **working** in London this week. (= I don't usually work in London)*
- for an action around the time of speaking, which has begun but is not finished:  
*I'm **cleaning** my room.*  
*I'm **looking round** the shops. (Millie isn't looking round at this moment – she has stopped to talk to Lisa – but she plans to continue looking round later.)*
- for changing or developing situations:  
*Navy blue bags **are getting** really fashionable.*  
*The Earth's temperature **is rising**.*
- with a word like *always* or *continually* if we want to criticise or complain:  
*You're **always buying** new clothes! (= you buy too many)*  
*He's **always complaining** about things.*
- with *always* when something unexpected happens several times:  
*I'm **always meeting** my neighbour John near the station. I guess he works somewhere near there.*

# 1 Present tenses

## 3 State verbs

These verbs are nearly always used in a simple rather than a continuous tense. They are mostly about thoughts, feelings, belonging and the senses:

... *that leather bag you want to get* (~~not you are wanting to~~)

*You don't deserve to hear it.* (~~not you aren't deserving to~~)

The following are some important state verbs:

- thoughts: *believe, know, mean, realise, recognise, remember, suppose, understand, feel* (= believe), *think* (= believe):

*I think you're wrong.*

*We feel this decision is right.*

- feelings: *adore, dislike, despise, hate, like, love, want, wish, prefer*:

*They despise me because of the way I'm living.*

- belonging: *belong, have* (= possess), *own, possess*:

*It belongs to my father.*

*The manager has the biggest company car.*

- senses: *smell, taste, hear, see*:

*This sauce tastes great.*

*I hear what you're saying to me, but I don't agree.*

*Do you see anything you want to buy here?*

We use *can* with these verbs to show we are talking about this moment:

*I can see you're tired.*

*I can hear someone in the next room.*

- other state verbs: *need, contain, deserve, fit, seem, look* (= seem), *look like, matter, weigh*:

*This medicine contains aspirin.*

*Mark weighs 70 kilos.*

▲ *Think* is not a state verb when it refers to what someone is doing, not what they believe:  
*I'm thinking about my holiday.*

▲ *Have* can be continuous when it does not mean 'possess':

*Steve is having a difficult time at college this term.*

*Can I phone you back later? We're having lunch right now.*

▲ *Taste* and *smell* can be continuous when they refer to what someone is doing:

*I'm tasting the sauce.*

▲ *Listen to, watch* and *look at* are not state verbs and can be continuous:

*We're listening to music and Diane is watching a DVD upstairs.*

▲ *See* can be continuous when it means 'meet with':

*Lara's at the medical centre. She's seeing a doctor about her sore throat.*

▲ *Weigh* can be continuous when it refers to what someone is doing:

*The shop assistant is weighing the cheese.*

## 4 The verb to be

The verb *to be* is nearly always used in a simple rather than a continuous tense. When it is continuous it emphasises that a situation is temporary. It often describes a person's behaviour:

*You're being so impatient!* (Millie doesn't believe that Lisa is normally an impatient person.)

*My brother is being very nice to me this week. I wonder what he wants!*

*Francis is filling in a form online, so we're all being quiet as we don't want him to make any mistakes.*



## C Grammar exercises

### 1 Choose the correct sentence from each pair.

- 1 a My brother lives with us until he can find a flat of his own.  
b My brother is living with us until he can find a flat of his own. ✓
- 2 a Megan goes to Hong Kong every January.  
b Megan's going to Hong Kong every January.
- 3 a I don't have enough money for a long holiday this year.  
b I'm not having enough money for a long holiday this year.
- 4 a Everyone needs a break from work sometimes.  
b Everyone is needing a break from work sometimes.
- 5 a What period of history do you study this term?  
b What period of history are you studying this term?
- 6 a The team manager looks bad-tempered in public, but he's always being very kind to young players.  
b The team manager looks bad-tempered in public, but he's always very kind to young players.

### 2 Complete these sentences with the present simple or present continuous form of the verbs.

- 1 My father knows (know) all about mending cars, but nothing about bicycles.
- 2 This pie smells (smell) a bit odd. What's in it?
- 3 I don't like (like) the jacket of this suit, but unfortunately the trousers don't fit (not fit) me any more.
- 4 You're very quiet this evening. What are you thinking (you / think) about?
- 5 Who is (be) that man? Why is your sister (your sister / be) so rude to him? She has (have) such beautiful manners normally.

### 3 Fill in the gaps with the present simple or present continuous form of the verbs.

- 1 Alex: Why are you wearing (you / wear) my coat?  
Ben: Oh, I'm sorry. It looks (look) like mine in this light.
- 2 Carl: I don't know (have) no idea what this sentence means (mean).  
Can you translate it?  
Donna: No, sorry. I don't understand (not understand) it either.
- 3 Eddie: Are you seeing (you / see) those men near the door? They are looking (look) at us very strangely.  
Fergus: Yes. You're right. Are you recognising (you / recognise) them from anywhere?  
Eddie: No, but they certainly seem (seem) to know us. They are coming (come) across to speak to us.
- 4 Gina: What are you doing (you / do) in the kitchen? Our guests are waiting (wait) for their dessert, and you are getting (get) in my way!  
Hamid: I just want (want) to be somewhere quiet for a while. Everyone is being (be) so noisy this evening! I don't know (not know) why – it's very unusual.

# 1 Present tenses

🔑 Complete the email using the present simple or present continuous form of these verbs.

behave come cost eat enjoy feel go have like love pay realise say  
seem serve show smile stay take visit

Dear Stephanie,

How are you? We're fine. Our trip round the States (1) is going well and we (2) \_\_\_\_\_ ourselves a lot. One good surprise is that things (3) \_\_\_\_\_ less here than back home. For example, this weekend we (4) \_\_\_\_\_ in a motel beside a lake and we (5) \_\_\_\_\_ only \$65 per night for a room with a beautiful view.


The only thing we (6) \_\_\_\_\_ (not) much is the food. Restaurants (7) \_\_\_\_\_ dinner rather early. We (8) \_\_\_\_\_ (never) at six o'clock at home so we (9) \_\_\_\_\_ (not) hungry then and American portions (10) \_\_\_\_\_ very big to us. Apart from that, we (11) \_\_\_\_\_ a wonderful time. We (12) \_\_\_\_\_ lots of interesting little towns and we absolutely (13) \_\_\_\_\_ the scenery.

People here (14) \_\_\_\_\_ in a very friendly manner towards strangers. All the shop assistants (15) \_\_\_\_\_ at us, and everyone (16) \_\_\_\_\_ 'Have a nice day!'

At home, the TV (17) \_\_\_\_\_ (always) us bad news stories about the States, but in fact, when you (18) \_\_\_\_\_ here, you (19) \_\_\_\_\_ it's a really great place.

We (20) \_\_\_\_\_ lots of photos to show you.

Much love,  
Mick and Mary



👁️ Cambridge First candidates made mistakes in the following sentences. Choose the correct verb forms.

- 1 I want / *am wanting* to help out at the camp this summer.
- 2 Most Spanish companies *belong* / *are belonging* to multinationals nowadays.
- 3 I *think* / *am thinking* about interviewing my grandfather's friend, who collects vintage cars.
- 4 My father went to that university, so he *knows* / *is knowing* all about it.
- 5 Ned *has* / *is having* a lot of problems with his teacher at the moment.
- 6 Every town *needs* / *is needing* a library, even though everyone has the internet nowadays.



## Listening Part 4

**03** You will hear an interview with a man called Martin Holloway who is a sound engineer. For questions 1–7, choose the best answer (A, B or C).

- |  |  |
|--|--|
| <p><b>1</b> The mistake people make about sound engineers is to think that</p> <p><b>A</b> they spend most of their time working indoors.</p> <p><b>B</b> their job is the same as that of a disc jockey.</p> <p><b>C</b> they are responsible for the quality of the music.</p> <p><b>2</b> What does Martin say helped him to begin earning money?</p> <p><b>A</b> the course he did</p> <p><b>B</b> some of the bands he played in</p> <p><b>C</b> some people he met</p> <p><b>3</b> Martin first gets involved in a project</p> <p><b>A</b> as soon as the band is booked.</p> <p><b>B</b> when he visits the venue.</p> <p><b>C</b> while the band is rehearsing.</p> <p><b>4</b> What does Martin often find during a show?</p> <p><b>A</b> There are problems with the equipment.</p> <p><b>B</b> Very little goes wrong for him.</p> <p><b>C</b> The performers don't communicate with him.</p> | <p><b>5</b> What change in equipment has Martin appreciated the most over the years?</p> <p><b>A</b> It is more portable.</p> <p><b>B</b> The sound quality is better.</p> <p><b>C</b> It is less expensive.</p> <p><b>6</b> According to Martin, what is the most important quality in a sound engineer?</p> <p><b>A</b> some musical ability</p> <p><b>B</b> good communication skills</p> <p><b>C</b> practical technical knowledge</p> <p><b>7</b> What does Martin find most difficult about his job?</p> <p><b>A</b> working in difficult environments</p> <p><b>B</b> being away for periods of time</p> <p><b>C</b> waiting for things to happen</p> |
|--|--|



### Example

The question helps you find your place in the recording. If you miss an answer, listen for the next one and go back later.

## Grammar focus task

**03** Here are some extracts from the interview. Choose the present tense that the speaker uses. Listen again to check.

- 1 I usually set up / *am usually setting up* the equipment before the show.
- 2 What you *hear* / *are hearing* is out of tune.
- 3 People sometimes *call* / *are calling* me a disc jockey.
- 4 This weekend, I *work* / *am working* at a music festival.
- 5 I mostly *work* / *am working* out of doors.
- 6 Some people *think* / *are thinking* we just turn up on the day.
- 7 Everything *gets* / *is getting* smaller all the time.
- 8 But I *always tell* / *I'm always telling* people and they never listen.
- 9 They just *don't realise* / *aren't realising* that what's crucial is being able to get on with people.
- 10 An interest in music *means* / *is meaning* it is more enjoyable.

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