

Cambridge English  
First  
Result

Teacher's Pack

DAVID BAKER

Revised and updated by Helen Forrest

OXFORD  
UNIVERSITY PRESS

**OXFORD**  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014

2018 2017 2016 2015

10 9 8 7 6 5 4 3

All rights reserved. No part of this publication may be reproduced, stored  
in a retrieval system, or transmitted, in any form or by any means, without  
the prior permission in writing of Oxford University Press, or as expressly  
permitted by law, by licence or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction outside  
the scope of the above should be sent to the ELT Rights Department, Oxford  
University Press, at the address above

You must not circulate this work in any other form and you must impose  
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for  
information only. Oxford disclaims any responsibility for the materials  
contained in any third party website referenced in this work

### **Photocopying**

The Publisher grants permission for the photocopying of those pages marked  
'photocopiable' according to the following conditions. Individual purchasers  
may make copies for their own use or for use by classes that they teach.  
School purchasers may make copies for use by staff and students, but this  
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 451188 9

Printed in China

This book is printed on paper from certified and well-managed sources

### **ACKNOWLEDGEMENTS**

Tables on pp.128–9 and answer sheets on pp.132–6 reproduced with  
permission of Cambridge English Language Assessment © 2014



# Contents



Student's Book Contents	4
Introduction	6
<b>Unit 1</b>	11
<b>Unit 2</b>	17
<b>Unit 3</b>	24
<b>Unit 4</b>	30
<b>Unit 5</b>	36
<b>Unit 6</b>	42
<b>Unit 7</b>	48
<b>Unit 8</b>	55
<b>Unit 9</b>	61
<b>Unit 10</b>	67
<b>Unit 11</b>	73
<b>Unit 12</b>	79
Unit and Progress Tests	84
Unit and Progress Tests Answer Key	121
Assessment criteria for Speaking	128
Assessment criteria for Writing	129
Answer Sheets	131

## Reading

## Vocabulary

## Grammar

- |  |   |                                      |   |
|--|---|--------------------------------------|---|
| <b>1</b> <b>The circle of life</b><br>page 9   | Part 5 Multiple choice<br><b>The Jim twins</b>                        | <b>Describing personality</b>        | <b>Talking about the future</b>                                 |
| <b>2</b> <b>Wild</b><br>page 21                | Part 7 Multiple matching<br><b>Born to be wild</b>                    | <b>Describing natural landscapes</b> | <b>Verb patterns</b>  |
| <b>3</b> <b>What's so funny?</b><br>page 33    | Part 6 Gapped text<br><b>Strange but true</b>                         | <b>Extreme adjectives</b>            | <b>Talking about the past</b>                                   |
| <b>4</b> <b>Inspired</b><br>page 45            | Part 6 Gapped text<br><b>When the music takes you</b>                 | <b>Films</b>                         | <b>Simple and continuous tenses</b>                             |
| <b>5</b> <b>Real or fake?</b><br>page 57       | Part 7 Multiple matching<br><b>Impostors</b>                          | <b>Verbs connected with speech</b>   | <b>Reported speech</b>  |
| <b>6</b> <b>Journeys</b><br>page 69            | Part 5 Multiple choice<br><b>Coast to coast</b>                       | <b>Travel</b>                        | <b>Modal verbs: advice, ability, prohibition and obligation</b> |
| <b>7</b> <b>I get the message</b><br>page 81   | Part 7 Multiple matching<br><b>Rescue!</b>                            | <b>The verb <i>get</i></b>           | <b>Passives</b>   |
| <b>8</b> <b>A matter of taste</b><br>page 93   | Part 6 Gapped text<br><b>The great taste sensation</b>                | <b>Food</b>                          | <b>Speculating about the present and past</b>                   |
| <b>9</b> <b>Going to extremes</b><br>page 105  | Part 5 Multiple choice<br><b>Against all odds</b>                     | <b>Compound adjectives</b>           | <b>Relative clauses</b>   |
| <b>10</b> <b>All in the mind</b><br>page 117   | Part 6 Gapped text<br><b>Switch off your mind and become a genius</b> | <b>Mental activities</b>             | <b>Comparatives and superlatives</b>                            |
| <b>11</b> <b>Man and machine</b><br>page 129   | Part 5 Multiple choice<br><b>The gadget generation</b>                | <b>Gadgets and their parts</b>       | <b>Conditionals</b>   |
| <b>12</b> <b>Make a difference</b><br>page 141 | Part 7 Multiple matching<br><b>Performing protests</b>                | <b>Achievement and success</b>       | <b>Causative verbs: <i>have, make, let</i> and <i>get</i></b>   |

### Lead in

at the start of every unit

### Review

at the end of every unit

### Introduction

page 4

### Exam Overview

page 5

## Listening

## Speaking

## Use of English

## Vocabulary

## Writing

Part 4 Multiple choice

Part 1

Part 4 Key word transformations

**Using a dictionary**

Part 2 An informal email

Part 2 Sentence completion

Part 2

Part 2 Open cloze

**Collective nouns**

Part 1 An essay

Part 1 Multiple choice

Parts 3 and 4

Part 1 Multiple-choice cloze

**Phrasal verbs with put**

Part 2 An article

Part 1 Multiple choice

Part 2

Part 2 Open cloze

**Phrasal verbs with take**

Part 2 A review

Part 4 Multiple choice

Part 1

Part 3 Word formation

**Idioms connected with speech**

Part 2 A report

Part 1 Multiple choice

Parts 3 and 4

Part 4 Key word transformations

**Idioms with come and go**

Part 1 An essay

Part 3 Multiple matching

Parts 3 and 4

Part 1 Multiple-choice cloze

**Phrasal verbs**

Part 2 A review

Part 3 Multiple matching

Parts 3 and 4

Part 3 Word formation

**Word pairs**

Part 2 A report

Part 2 Sentence completion

Part 2

Part 4 Key word transformations

**Body idioms**

Part 1 An essay

Part 3 Multiple matching

Part 2

Part 3 Word formation

**Expressions with mind**

Part 2 A letter

Part 4 Multiple choice

Parts 3 and 4

Part 2 Open cloze

**Compound nouns**

Part 1 An essay

Part 2 Sentence completion

Part 2

Part 1 Multiple-choice cloze

**Compound adjectives**

Part 2 An article

## Appendix

page 153

## Writing Guide

page 155

## Grammar Reference

page 163

# Introduction

## Course overview

*Cambridge English First Result* is a contemporary and attractively designed course with appealing, eye-catching artwork. It covers the major language skills, and provides students with comprehensive preparation for *Cambridge English: First* at the Council of Europe B2 level. Its lively, up-to-date texts are taken from contemporary sources, such as newspapers, magazines, brochures and books, and include interviews and radio programmes. Its engaging topics are designed to stimulate interest and provoke discussion.

Each unit of the course has a general topic heading, but each section within the unit is free-standing and has a different angle on the overall topic. This gives teachers flexibility in planning lessons and provides variety for students. There is an emphasis on grammar and vocabulary work throughout the course and a review section at the end of each unit which allows students to check what they have learned. Dictionary skills work is integrated throughout the Student's Book and Workbook.

As well as being encouraged to consolidate, improve and activate their knowledge of the English language, students are given extensive training in all the examination skills and task types. The *How to do it* boxes offer general help in tackling these task types, and in building on their language skills, while the *Tip* boxes give additional helpful hints on how to approach individual tasks.

The flexibility, organization and additional components of the course enable it to be used with students studying several hours a week throughout the academic year, or with students on shorter, more intensive courses.

The course consists of a Student's Book with Online Practice plus online practice test, two class audio CDs, a Teacher's Pack with Speaking DVD, and a Workbook Resource Pack (with or without key).

## Course components

### The Student's Book

The course consists of 12 units, each of which is divided into these sections:

- Lead in
- Reading
- Vocabulary
- Grammar
- Listening
- Speaking
- Use of English
- Vocabulary
- Writing
- Review

The Lead in sections are designed to introduce, through a variety of skills input and activities, the various sub-topics and key vocabulary of the unit.

The Reading sections deal comprehensively with all the Reading task types. There is a short lead-in question before students tackle the exam task and sometimes a short exercise based on the vocabulary in the text itself, although students are not encouraged to find out the precise meaning of all the words in the text. The last exercise often invites students to react to what they have just read.

The Vocabulary sections draw on and expand topic or lexico-grammatical vocabulary from the Lead in, Reading or Use of English pages, and encourage students to use the vocabulary in context. As well as topic-related vocabulary, there are functional phrases, useful expressions, easily confused words, word formation tasks and phrasal verbs. Many of these sections encourage students to refer to a dictionary, and a number of exercises are designed to show students how a dictionary can help specifically with exam tasks, as well as generally supporting their language learning, and helping them to become more independent learners.

The Grammar sections adopt a holistic approach to grammar, tackling general areas by checking what students already know, and then inviting them to

practise newly acquired knowledge. The sections are cross-referenced to the Grammar Reference at the back of the Student's Book.

The Listening sections introduce the topic in question and encourage students to react to what they have heard. The tasks cover all the Listening task types and students are encouraged to build on their listening skills in a variety of ways, e.g. by deciding why answers are wrong.

The Speaking sections focus on a particular part of the Speaking test. Many units have recorded models of the tasks for students to listen to, either to analyse them or to use as a model before doing the task themselves. As well as the *How to do it* boxes, help is also given in the form of groups of phrases which students can use when doing the tasks. Colourful artwork also appears in the form of illustrations or pictures used for the exam tasks. Wherever possible, the pictures have been given a prominent position on the page to facilitate their use for exam tasks.

As well as highlighting the individual task types, care has been taken to make the Use of English sections as interesting and stimulating as possible. Each section covers one or more of the four task types and most also focus on another aspect of language, e.g. spelling and punctuation, grammar or vocabulary. Dictionary skills work, similar to that in the vocabulary sections, also features here.

The Writing sections deal comprehensively with the compulsory Part 1 question and all the choices in the Part 2 examination task types. Models of good writing styles are given and students are invited to analyse these, practise their writing skills at sentence or paragraph level, then produce a complete piece of writing of their own.

The Review sections mainly test the key vocabulary and grammar studied in the unit. Several short exercises invite students to revise this material and identify any areas requiring further study. They provide a valuable progress check at regular intervals and can be done in class or set for homework, depending on the time available.

The Exam Overview outlines comprehensively what each part of the exam consists of, how long each paper lasts and the number of marks awarded, and explains the grading system or criteria for assessment, where applicable. Each paper is broken down into the following:

- the number of items, sections or task types in each part
- what you do in each part
- what each part tests

Cross-references to the *How to do it* boxes on the relevant pages of the Student's Book are given here.

The Appendix contains additional material for certain pages of the Student's Book.

The Writing Guide gives students additional support with further questions, model answers and guidance for writing letters and emails, magazine articles, reviews, essays, and reports.

The Grammar Reference provides comprehensive rules and explanations for the usage of individual grammar items, namely: articles, simple and continuous tenses, present tenses, talking about the future, talking about the past, verb patterns, reported speech, modals, passives, *so* and *such*, relative clauses, comparatives and superlatives, conditionals, and causatives.

## Online Practice

The Student's Book provides access to the First (FCE) Online Practice and an online practice test.

### Using the Online Practice

The Online Practice is accessed via a unique 'unlock' code. This can be found on the card at the back of the Student's Book. The exercises and tasks in the Online Practice allow students to continue to develop the language skills and sub-skills they need for the exam outside class time.

The Online Practice can be:

- **teacher-managed** via a free Learning Management System (follow the instructions for Option 1 or Option 2 on the card at the back of the Student's Book)

OR

- used by individual students for **self-study** (refer your students to the instructions for Option 3 on the card at the back of the Student's Book).

### Teacher-managed Online Practice

If teaching the Student's Book in class, we recommend choosing this option in order to assign exercises and tasks from the Online Practice and the online practice

- 3 A ✗ *The two Jims were finally reunited at age 39 (l. 47) – long after they had grown up.*  
 B ✓ *At age five, Lewis learned that he had a twin (l. 42–43), Springer learned of his twin at age eight (l. 45), but they had no contact with each other.*  
 C ✗ See B above.  
 D ✗ *Springer’s adoptive parents believed the brother had died. (l. 46) There is no suggestion that either brother was prevented from seeing the other.*
- 4 A ✗ *The opposite is true: they were amazed by the similarities. (l. 48).*  
 B ✗ *There is no reference to this.*  
 C ✗ *There is no reference to this.*  
 D ✓ *The similarities the twins shared ... amazed each other ... (l. 48–49). This means: ‘They were both amazed by the similarities between each other.’*
- 5 A ✗ *We don’t know whether this is true or not.*  
 B ✗ *Each Jim had been married twice. (l. 53) They did not have two wives.*  
 C ✓ *As youngsters, each Jim had a dog named ‘Toy’. (l. 52).*  
 D ✗ *There is no reference to this.*
- 6 A ✗ *Other cases are referred to as not as eerily similar as the Jim twins. (l. 64).*  
 B ✓ *While not as eerily similar as the Jim twins (l. 64) means ‘Although they are less surprising ...’. The remainder of the paragraph contains examples of other interesting coincidences.*  
 C ✗ *Other cases are referred to as not as eerily similar as the Jim twins. (l. 64).*  
 D ✗ *The text does not say this.*

## Vocabulary p12

- 1 Ask students if any of the personality adjectives they used in the last part of exercise 4 page 9 are the same as those here. In some cases, students may not necessarily agree about which adjectives are positive or negative. Encourage them to give reasons why, with examples.

### Suggested answers

- a easy-going, honest, loyal, open-minded, sensible  
 b argumentative, arrogant, bossy, narrow-minded  
 c eccentric, sensitive

- 2 Ask students to note down the key phrases in each description. These are marked in bold in the audio script below. Compare answers (and key phrases) as a class.

### Key

Speaker 1: narrow-minded

Speaker 2: arrogant

Speaker 3: eccentric

Speaker 4: bossy

Speaker 5: honest

### Audio script 1

#### Speaker 1

I don’t really get on with my uncle – we disagree about almost everything! We rarely argue, though, because there’s no point. **He never changes his mind!** What really annoys me is that **he won’t even listen to other points of view. He doesn’t realize that other people see things from other perspectives** – and might actually be able to teach him something new!

#### Speaker 2

I love my brother, of course, but sometimes he really annoys me. **He’s always talking about how popular he is, and how good he is at sport.** I’m not saying that he isn’t – I’m just saying he shouldn’t talk about it! **People don’t want to hear him boasting. He should learn some modesty!**

#### Speaker 3

It’s always fun being with my friend Lulu – she’s different from anyone else I know. And it’s impossible to be bored when you’re with her. I suppose **it’s because she doesn’t really care what anybody else does – she does her own thing.** For example, she wears old dresses that she buys in second-hand shops – whereas we all wear jeans and T-shirts. And the music she listens to is really unusual. **She’s a bit unusual in lots of ways,** but she’s good fun to be with.

#### Speaker 4

We go to visit our aunt and uncle in Brighton about once a month. They’ve got one daughter – Vanessa. She’s a year younger than I am, but for some reason, **she imagines that she can tell me what to do all the time!** ‘Put your coat on, we’re going for a walk,’ she’ll say. Or if her mum asks her to wash the dishes, she tells me that I have to help! I don’t argue much, because I’m such an easy-going person, but I don’t really like it.

#### Speaker 5

My dad has got loads of friends, but he’s lost a few friends over the years too, because **he’s got this habit of speaking his mind.** Whatever he thinks, he says – and sometimes, people get offended. So, for example, he’ll ask one of our neighbours why she’s put on so much weight. He isn’t exactly rude – well, he doesn’t mean to be, anyway. **He’s just says things as he sees them, really.**

- 3 Go through the **tip** box with the students and ensure that they use the modifying adverbs correctly in their descriptions.



### 3 Key

Examples: *Stolen phones can be blocked, SIM cards can sometimes be replaced.*

- a can/could be seen
- b mustn't be worn
- c should be completed
- d should never have been allowed
- e might not have been killed
- f must have been posted

### 4 Explain to students that we use these structures when we're focusing on what is believed, but not on who believes it.

#### Key

- a *it was believed that*
- b *Over 200 mobile phones an hour are thought to have been stolen*

### 5 Key

- a It was reported that a coach collided with a lorry on the motorway last night.  
A coach was reported to have collided with a lorry on the motorway last night.
- b It was thought the politician was telling the truth.  
The politician was thought to have been telling the truth.
- c It is believed the police have arrested the wrong man.  
The police are believed to have arrested the wrong man.  
The wrong man is believed to have been arrested by the police.
- d Mary is expected to pass all her exams.  
It is expected that Mary will pass all her exams.
- e He is considered to be one of the finest writers alive.  
It is considered that he is one of the finest writers alive.
- f It is believed that the woman was driving too fast when she crashed into the tree.  
The woman is believed to have been driving too fast when she crashed into the tree.

### 6 Point out that the indirect object is usually a person (see Grammar Reference on Verbs with two objects, page 170).

#### Key

- a two: *me* is the indirect object, £50 is the direct object.
- b the indirect object

### 7 Point out that the agent, preceded by *by*, normally comes at the end (see Grammar Reference on Verbs with two objects, p. 170).

#### Key

- a We are taught English by Mr Fielding.
- b I'll be sent a receipt in the post by the online store.
- c He has been given two days by the kidnapers to pay the ransom. (or ... to pay the ransom by the kidnapers).
- d The children were read a bedtime story by my wife.
- e She was brought two letters to sign by her secretary.

## Listening p86

### 1 As this is the first time students have studied Listening Part 3, make sure they understand that they only have to match each speaker with one of the misunderstandings A–H and that three of the answer options will not be used. The phrases in bold in the audio script show where the answers can be located.

#### Key

- 1 D 2 A 3 E 4 C 5 F  
The extra items are B, G and H.

#### Audio script 18

##### Speaker 1

There was a big sales conference coming up. Our boss called us all to a meeting and told us we all had to prepare a talk about a different product. I remember feeling really tired that day, and maybe I wasn't really paying attention. Anyway, on the big day, the first person to speak did a presentation about my product. I was shocked! **It turned out that I had prepared a talk on the wrong thing.** Instead of giving my presentation, I had to apologize in front of everybody. It was terrible!

##### Speaker 2

Last week I went to the cinema with my friend Becky. We'd arranged to meet at ten to seven outside the Palace cinema. I was a bit late but there was still plenty of time before the film started, so that wasn't a problem. What was a problem was that Becky didn't turn up. I waited till seven and then called her mobile. She says she's outside the Palace cinema. 'You can't be' I say. 'That's where I am!' **What I didn't know was that there are two Palace cinemas in Oxford and I'd got the wrong one!**

**5** Complete the phrasal verbs in a–f using each of these particles once.

across away down in off through

- a A recent rebellion was put ..... by the government.
- b The risk of injury puts some people ..... playing rugby.
- c My grandfather put ..... many years of hard work in that factory.
- d Remind the children to put ..... their toys after they've played with them.
- e The team don't know what they put their fans ..... when they play that badly.
- f It's a complicated idea that I can't put ..... easily in words.

(6 marks)

**6** Complete sentences a–f with the correct form of these verbs.

go help make produce take view

- a Everyone in the village ..... part in last year's carnival.
- b Many people ..... him as a genius.
- c Those shoes and trousers ..... together very well.
- d The way he tells stories always ..... people laugh.
- e The new traffic system didn't ..... the results we expected.
- f This book can ..... people learn more quickly.

(6 marks)

**7** For 1–10 choose the correct verb in italics.

One of the funniest stories I (1) *'ve heard/heard* recently was about a thief who (2) *broke into/has broken into* an office block last year. He (3) *wanted/was wanting* to steal an expensive new computer that the company (4) *bought/had bought*, so one night he (5) *forced/was forcing* open a window and got in. The computer was quite heavy, and as he (6) *has been lifting/was lifting* it through the window he (7) *dropped/was dropping* his mobile phone. An hour later, the police arrived and discovered the phone, but soon realized the thief (8) *stole/had stolen* that, too. Then they had a piece of luck, when a text message came through saying 'Hurry up! I (9) *'ve waited/'ve been waiting* at the train station for over an hour!' When the thief eventually (10) *has arrived/arrived*, he was arrested.

(10 marks)

**8** Choose the correct form of the verb, a, b or c, to complete each sentence.

- 1 When I got home, my parents ..... a new comedy show on TV.  
a watched b were watching c have been watching
- 2 How long ..... out with Richard?  
a have you gone b are you going c have you been going
- 3 Nobody laughed because they ..... that joke many times before.  
a heard b had heard c had been hearing
- 4 I think I ..... lots of mistakes in the exam yesterday.  
a made b 've made c 'd made
- 5 By the time Katy arrived, I ..... outside the cinema for half an hour.  
a stood b 'd stood c 'd been standing

(5 marks)

**Total: / 50**

**4** Complete each of sentences a–h with one of these words or phrases.

friendly formal cramped value for money romantic trendy overpriced noisy

- a With music always playing and people talking very loudly, it's a ..... café.
- b The room was rather ..... because the tables were too close together.
- c The food there is ..... . It isn't very good and it costs a lot.
- d At my local takeaway, the staff are ..... and they always have time to talk to the customers.
- e You have to wear a suit so it's rather ..... , but it's not an expensive restaurant.
- f Fruit and vegetables at the street market are good ..... and much cheaper than in the supermarket.
- g It's a ..... restaurant, popular with TV stars and pop singers.
- h We're going somewhere ..... for dinner. I think he's going to ask me to marry him!

(8 marks)

**5** Complete sentences a–h using *must (have)*, *might (have)* or *can't (have)* and the verb in brackets.

- a It ..... (be) Martin in this picture. He's much taller than that.
- b There are a few dark clouds in the sky, so it ..... (rain) soon.
- c I ..... (leave) my phone at the restaurant last night, but I'm not sure.
- d Steve ..... (spend) all his money already. I lent him 100 euros this morning.
- e These shoes are enormous; Joe ..... (have) very big feet!
- f They ..... (fix) the air-conditioning yesterday because it's working now.
- g I don't know where Barbara is but I think she ..... (go) home.
- h They've put too many drinks on this bill. They ..... (make) a mistake.

(8 marks)

**6** Rewrite sentences a–h using modal verbs.

- a I'm certain that's not Sarah's motorbike.  
.....
- b It's possible the café will be closed by ten o'clock.  
.....
- c That's definitely the best restaurant in town.  
.....
- d I'm sure your brother ate all the chocolates.  
.....
- e It's possible the waiter didn't write down your order.  
.....
- f I'm certain you didn't see Maria out shopping.  
.....
- g I'm sure you're feeling full after all that food!  
.....
- h There's no possibility that they cooked this properly.  
.....

(8 marks)

**Total: / 50**

4 For questions 1–10, 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 done (B) made C got D had

### Reclaimed from the sea

A recent story that has (0) *made* front-page news in the UK is the plan to flood land on the east coast of England. Following (1) ..... with local people, the Royal Society for the Protection of Birds (RSPB) has announced that it (2) ..... to buy a large area of farmland and turn it into a wildlife reserve. The flat land has been farmed ever since the Dutch (3) ..... to build a wall around it 500 years ago, (4) ..... a single island where previously there had been five. Now the plan is to make gaps in this wall, (5) ..... the sea come back in to cover the land to a depth of 50 centimetres. This, according to the RSPB, will (6) ..... to the return of many kinds of birds, fish, wild plants and animals that used to live there before it was drained. The scheme also aims to protect the English coast from the effects of climate (7) ..... , in particular flooding, as the sea level continues to (8) ..... . The RSPB hopes to (9) ..... public awareness of this problem by (10) ..... people to visit the area when the work has been completed.

- |    |               |                 |                 |               |
|----|---------------|-----------------|-----------------|---------------|
| 1  | A information | B comprehension | C participation | D discussion  |
| 2  | A considers   | B arranges      | C intends       | D commits     |
| 3  | A succeeded   | B achieved      | C reached       | D managed     |
| 4  | A creating    | B bringing      | C doing         | D setting     |
| 5  | A getting     | B letting       | C forcing       | D allowing    |
| 6  | A lead        | B cause         | C produce       | D happen      |
| 7  | A alteration  | B difference    | C change        | D replacement |
| 8  | A rise        | B lift          | C climb         | D ascend      |
| 9  | A remind      | B raise         | C recollect     | D restore     |
| 10 | A making      | B having        | C encouraging   | D advertising |

(10 marks)

**Total: / 50**

