

For the
2015
exam

with DVD

with comments and analysis

Cambridge English First Result

Teacher's Pack

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Reading

Vocabulary

Grammar

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

Lead in

at the start of every unit

Review

at the end of every unit

Introduction

page 4

Exam Overview

page 5

test via the free Learning Management System (LMS), where it's easy to:

- manage what exercises and tasks your students do and when they do them.
- see your students' results in an online markbook so that you can identify areas of class or individual weakness, allowing you to focus on what students really need to work on.
- read, comment on and mark your students' extended Writing tasks online, with an option to return work to students for them to improve and resubmit. A marking guide and sample answer are provided.
- listen to, comment on and mark your students' recorded responses to Speaking tasks online.

You can choose whether to assign the exercises and tasks in the Online Practice with 'no help' (for assessment) or 'with help' (for supported learning). For exercises and tasks you set 'with help', students are allowed to:

- mark their answers, try again if they got anything wrong, and see the correct answers with explanatory feedback.
- look up the meaning of words in questions and texts in the integrated online *Oxford Advanced Learner's Dictionary*, 8th Edition. This saves time and helps students improve their vocabulary.
- read tips and strategies to help them prepare for the exam.
- see sample answers for the Writing tasks and useful language for the Speaking tasks.

If you assign exercises with 'no help', these support features will be disabled.

You could choose the sections or exercises of the Online Practice you wish students to do, and assign them first with 'no help', i.e. with all support features disabled. This will allow you to assess how well prepared your students are at any stage of the course. You can then assign any problematic exercises again 'with help', i.e. all support features enabled, so that individual students can benefit from the learning support features. You can assign all the Online Practice, or one unit, or a selection of sections or exercises.

If you choose to use the LMS, we recommend following instructions for Option 1 on the card in the Student's Book. If you would prefer to register students yourself, you will need to collect their cards with unlock codes and follow the instructions for Option 2.

Self-study Online Practice

You may prefer your students to work through the material in the Online Practice and practice test at their own pace, using the 'self-study' option. Students will need an email address to register. They will need to follow the instructions for Option 3 on the card in their books. For this option, students will have access to all the learning support features (see below), but you will not be able to track their progress, see their results or do any marking online.

Note!

It is very important that you tell your students which access option you want to use. For more information about Online Practice, online practice tests and the LMS go to www.oxfordenglishtesting.com.

Students have one year to complete the Online Practice and online practice test from the time they register.

Online Practice content

The Online Practice material is divided into four sections, which correspond to the four papers in the exam. Within each section – Reading and Use of English, Writing, Listening and Speaking – each part of each paper is practised separately. Each section starts with some skills training exercises and concludes with an exam-type task. The skills training exercises focus on the sub-skills and strategies that will help students with specific exam tasks.

Learning support features

These learning support features are available to students for assignments set 'with help' or if students are using the self-study option.

Feedback	Students get answers and explanatory feedback on automatically marked questions. If they can understand why they answered a question incorrectly, it will help them to think more clearly about a similar question the next time.
Dictionary look-up: <i>Oxford Advanced Learner's Dictionary</i> , 8 th Edition	Allows students to look up the meaning of words in exercises and texts. They type the word in the search box and get a definition from the <i>OALD</i> .

Reading p118

- 1 The aim of this task is to show how difficult it is to make accurate calculations like these without the aid of instruments. The type of calculations in a–d are normally almost impossible for ordinary people to make. The reading text that follows is about savants, some of whom can perform such calculations easily.

Key

- a Doors are normally about 800mm wide. It's impossible to judge to the nearest millimetre.
- b It's impossible to guess the time to the nearest second.
- c It was a Wednesday. It's very difficult and time-consuming to work this out, but not impossible.
- d 35,004,816. This calculation is extremely difficult unless you are very good at mental arithmetic.

2 Key

- a Rain Man
- b Leslie Lemke
- c Allan Snyder

- 3 Before looking at the text, ask students to read the **how to do it** box for *Gapped texts* on page 94. For weaker classes, pre-teach some of the following words and expressions:

recite (l. 3) = say something you have learnt, such as a speech or a list of numbers, out loud

feats (l. 8) = actions or pieces of work that need skill, strength, or courage

abstract (l. 10) = based on general ideas, not a particular real thing

acquire (l. 40) = to get or obtain something

Key

- 1 D Sentence D gives examples of the *everyday tasks* that Daniel is *incapable of* (l. 6), which make him typical of savants. The sentence after the gap introduces a contrast.
- 2 G The reference to Tammet being a good *communicator* (l. 7) and to his explaining his own *abilities* (l. 6) are the main clues here.
- 3 F The sentence before the gap refers to the character in the film *Rain Man* who is a savant like Daniel. Sentence F names *the real-life savant on whom the character in the movie is based*, who is compared with Daniel in the following sentence.

- 4 C *However* in sentence C introduces a contrast with the information in the preceding sentence, and the following sentence illustrates his *extraordinary mental abilities*.
- 5 A Sentence A forms part of a list of the varying *special abilities* of savants. (l. 29)
- 6 B The word *different* in sentence B introduces a contrast with people who are not savants, who lose their *amazing abilities* as they *grow up* (l. 37–38), and forms part of *This theory* in the following sentence. (l. 39)

Sentence E is not needed.

4 Key

- a fluently (l. 4)
- b with astonishing speed and accuracy (l. 13–14)
- c simultaneously (l. 25)
- d without hesitation (l. 31)
- e very occasionally (l. 39)
- f temporarily (l. 47)

Vocabulary p120

1 Key

- a 8 b 4 c 2 d 10 e 6 f 1 g 3 h 9 i 5
j 7

2 Key

- a contemplate, doubt
- b occurred, remind
- c considered, analyse
- d memorized, suspect
- e recollect, comprehend

Grammar p120

1 Key

- a comparatives: 1, 2, 5, 6, 7, 8
superlatives: 3, 4

2 Suggested answers

- a My best friend doesn't drive as fast/quickly as I do.
- b The weather is not as warm/hot in the autumn.
- c Air tickets are getting cheaper and cheaper.
- d In my opinion, this exercise is harder than it looks.
- e This school is smaller than I remember it.
- f Our local shops are not as close/near as we'd like them to be.

a radio

Useful for listening to live spoken word programmes, news and music. Portable radios are much easier to carry around than televisions, the sound quality is better than on a smartphone, and a radio can be fitted into a car. If we didn't have radios we would have to rely on television or newspapers to find out the news.

5 Suggested answers

- Usually yes, but some gadgets have become very complicated to use (e.g. some DVD players, mobiles and computers) and are accompanied by thick manuals which are difficult to read and understand. We have come to rely heavily on gadgets, so when they go wrong it can be very disruptive to our lives.
- Good examples of unnecessary gadgets are things that do something electronically that could just as easily be done manually. Examples include electronic letter-openers, pencil-sharpeners and can-openers (although these items are useful for people with disabilities).
- Computers are obviously very useful, sometimes indispensable, in the modern world. Like any tool, they are a problem when they go wrong and there is no other means of carrying out the task. Although few people would suggest we go back to old-fashioned paper files, it is important to keep 'hard' (paper) copies of important documents in case of computer failure – something students should bear in mind when writing class assignments!
- Young people may spend a lot of time at their computers, either playing games or surfing the Internet. It is argued that all this solitary activity can lead to underdeveloped social skills.

Use of English p136

This section focuses on gapped prepositions in the open cloze, and encourages students to use a dictionary when practising this exam part.

1 Key

- on
- for
- on

2 Key

- | | |
|--------|--------|
| a on | e for |
| b with | f to |
| c to | g with |
| d for | |

3 Key

- of
- to
- in
- so
- have
- than
- been
- to

4 Key

- 3 (competing in)
- 2 (similar to)
- 1 (teams of), 8 (in order to)

Vocabulary p137

1 Key

- Internet access, search engine
- mobile phone, artificial intelligence, instant messaging

2 Key

- search engine
- instant messaging
- mobile phone
- Internet access
- artificial intelligence

- 3 Explain to students that even native speakers will often disagree about whether to use hyphens in some compound nouns. This is because words which are frequently used together become, over time, regarded as one word. If students are not sure, they should probably not use them. The most important point for the exam is distinguishing between single-word and two-word compounds, as in this exercise.

Key

- keyboard
- website
- battery life
- computer screen
- laptop
- text message

5 Complete sentences a–f with suitable prepositions.

- a People sometimes complain losing money when shopping on the Internet.
- b Whenever you buy something, you should insist getting a receipt.
- c I object receiving emails from people I don't know.
- d An actor has confessed pretending to be the Prime Minister.
- e Sophie begged her parents some cash to buy a new mobile phone.
- f Sammy is always boasting how he was on TV once.

(6 marks)

6 For 1–10 choose the correct alternative in italics.

I was talking to Stacey last Monday and she told me she'd bought a new computer (1) *yesterday/the day before*. She said she (2) *was saving up/d been saving up* for months to get it, so when she got it home and found it didn't work she was very upset. She phoned the shop and told the assistant that she (3) *can't/couldn't* switch it on, and asked him what he (4) *'s going to/was going to* do about it. He said that she (5) *had to/d had to* take it back to the shop, but Stacey replied that it wasn't (6) *my/her* fault it was broken. She reminded him that she (7) *asked/d asked* him at the time what (8) *had happened/would happen* if there were any problems, and he had said that they (9) *sent/would send* someone to repair it. In the end the shop assistant promised to sort it out (10) *this/that* afternoon, and by Monday evening it was working properly.

(10 marks)

7 Rewrite sentences a–e in reported speech.

- a 'Who did you see at the café last night?'
She asked me
- b 'I won't be late.'
He promised her
- c 'They didn't tell me the truth.'
She complained
- d 'You're making a big mistake.'
He told the police
- e 'Do you want to phone home?'
They asked her

(5 marks)

8 Put the words and phrases below under the correct heading.

lie forgery legitimate genuine pretend cheat own up truthful

honest

not honest

.....
.....
.....
.....

(8 marks)

Total: / 50

- 2 For questions 1–10, 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 it

Writing by Internet

In recent times, the Internet has made (0) *it* possible to communicate with other people in many different ways, not only by email (1) also through instant messaging and in chat rooms. As (2) as keeping in touch with friends, we may contact strangers, and (3) the fact that we've never met them, politeness is still important. Even (4) you are writing an electronic message, the rules are quite similar (5) those for writing a letter by hand. If you were writing a letter by hand, for instance, you (6) not write entire words or sentences in capital letters. Neither would you send the letter if you (7) not checked it first for spelling and grammar mistakes. Shortened forms of words are becoming more and (8) common in text messages, but not everyone is familiar (9) the latest ones. So use full words (10) you're not sure the person you're writing to will understand the short forms.

(10 marks)

- 3 For questions 1–10, 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 elder

MY BROTHER

Michael, my (0) *elder* brother, works as a doctor in a hospital in Scotland. I always knew he would be (1), as I think he always realized the (2) of studying hard. From quite an early age he had a lot of (3) to his work, and I remember his great (4) when he passed all his exams with 'A' grades. Despite this, he still found plenty of time for (5) of all the things that children do, and his (6) with other kids was only partly due to the fact that he used to help them with their homework. He's lucky in that he's always had great (7) in his studies or work, and also (8) in his personal life. Unfortunately, my (9) have not been quite as good as his. Sometimes I wish there were more (10) between Michael and myself, although most of the time I'm glad I'm me, not him!

OLD
SUCCESS
IMPORTANT
COMMIT
EXCITE
ENJOY
POPULAR

ABLE
HAPPY
ACHIEVE
SIMILAR

(10 marks)

Progress test 1

- 1** 1 B 2 A 3 D 4 C 5 B
6 C 7 A 8 D 9 B 10 C
- 2** 1 adventurous
2 sensible
3 argumentative
4 bossy
5 unconventional
6 rebellious
7 abilities
8 creative
9 humorous
10 comedian
- 3** 1 funniest joke I've ever
2 have been/'ve been learning Chinese for
3 haven't/have not been abroad since
4 it rained/was raining so heavily
5 the thieves had already got
- 4** 1 a 2 c 3 b 4 c 5 a
6 c 7 b 8 b 9 a 10 c

Progress test 2

- 1** 1 A 2 B 3 D 4 A 5 D
6 B 7 C 8 B 9 A 10 D
- 2** 1 daily
2 unrealistic
3 improbable
4 inaccurate
5 dishonest
6 disloyal
7 unlikely
8 uncivilized
9 illegal
10 disappear
- 3** 1 in order that nobody could
2 admitted (that) he had
3 whether I liked her
4 talk Karen into coming
5 I'd/I had met the day

- 4** 1 in
2 have
3 if
4 the
5 of
6 well
7 has
8 been
9 by
10 in

Progress test 3

- 1** 1 friendly
2 relaxed
3 tasteful
4 romantic
5 expensive
6 amazing
7 chewy
8 fried
9 spiciest
10 pleasant/pleasing/pleasurable
- 2** 1 who
2 was
3 are/were
4 being
5 them
6 It
7 which
8 where
9 have
10 be
- 3** 1 D 2 A 3 C 4 D 5 D
6 B 7 D 8 C 9 A 10 B
- 4** 1 might have gone to
2 give me a hand
3 he was being followed by
4 must still be playing
5 is expected that Sally will
6 is believed to be living
7 told her son off
8 keep an eye on
9 were held up by
10 is said to have been

Progress test 4

- 1** 1 bear in mind (that)
2 have fixed the computer if
3 reminds me of
4 won't/will not mind letting
5 if I hadn't/had not missed
6 suddenly occurred to me
7 hasn't/had not succeeded in raising
8 I see what you mean
9 must have/get my bike fixed
10 if they hadn't/had not helped
- 2** 1 but
2 well
3 despite
4 though/if
5 to
6 would
7 had
8 more
9 with
10 if
- 3** 1 successful
2 importance
3 commitment
4 excitement
5 enjoyment
6 popularity
7 ability
8 happiness
9 achievements
10 similarity/similarities
- 4** 1 D 2 C 3 D 4 A 5 B
6 A 7 C 8 A 9 B 10 C



Do not write in this box

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Centre No.

Candidate Signature _____

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

**Examination
Details**

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

SAMPLE

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:

Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:



Part 2:

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start.