

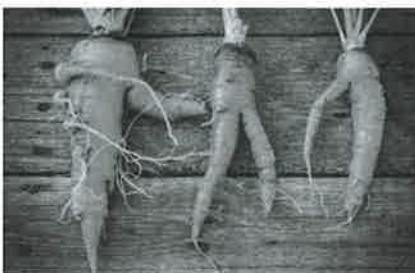
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Searching for solutions

1 Look at the photos and discuss in pairs. What issue do all the photos raise?



2a Read the first part of an article below. Which title fits the article best?

According to **findings** from an environmental group based in New York City, as much as 40 per cent of the food produced in the US never gets eaten. The thrown-out food is worth about 1,500 calories per person per day – almost enough to feed an additional person – and **adds up to** an incredible \$165 billion **annually**. 'Some people might **claim** that they don't waste food, but all of us do,' says Elise Golan, a food economist at the U.S. Department of Agriculture in Washington, D.C. 'We just don't pay attention.'

Growing food that ends up being thrown away isn't just wasteful. It **adversely affects** the environment too, using up water and other resources and adding to already overflowing **landfills**. This food could also be used to help those who don't have enough to eat. All of these factors **have led** experts to search for solutions to fight **widespread** food waste.

a) Specialist solutions

b) What a waste!

c) Going hungry

2b Match the words in bold in the text in exercise 2a with the definitions.

a) every year

b) have caused (someone to)

c) information gathered from research or study

d) forms a total of

e) existing in many places and situations

f) has a negative effect on

g) say that something is true even though you cannot prove it

3a Which of the words connected to research is the odd one out in each set?

1 a) research

b) study

c) theory

5 a) deny

b) maintain

c) claim

2 a) information

b) data

c) tips

6 a) criticise

b) examine

c) analyse

3 a) effects

b) results

c) findings

7 a) notice

b) observe

c) comment

4 a) prove

b) confirm

c) propose

3b Complete the sentences with the words in the box. You may have to change the form of the word.

analyse claim criticise prove recommend theory

a) The study contains some errors and has been widely

b) The researcher the children's eating habits to find out whether they were eating a balanced diet.

c) The hospital that they have reduced food waste but this has not been confirmed.

d) Professor Ronan has a very interesting about the origins of our throw-away culture.

e) This research beyond all doubt that landfill sites have a negative impact on the environment.

f) The government study finishes with some very useful for the future.

Vocabulary tip!

Many words used in academic texts have a less formal equivalent, e.g. propose (more formal) = suggest

4 Discuss the questions in pairs.

- Explain your answers to these questions. Would you ...
... buy a damaged packet of food?
... eat food past its sell-by date?
... buy fruit and vegetables that don't look perfect?
- How can families and individuals reduce the amount of food they waste?
- Who do you think wastes more food: consumers or companies, e.g. supermarkets?

5a Read the second part of the article. What solutions have been found to reduce food waste?

Grocery stores and restaurants are major sources of food waste. They often send back food shipments because they don't look appealing or are slightly damaged. For example, if a refrigerated product arrives even one degree above the recommended temperature, a store can reject it. Damaged cans and packaging can also be refused. At home, people throw out perfectly good food instead of eating leftovers because the sell-by date has passed.

But many of these foods are still nutritious and safe to eat. In an effort to combat this waste, some stores have begun selling imperfect or 'ugly' fruit and other produce at cheaper prices. Others are stocking foods rejected by competitors because they're close to their sell-by dates. Both tactics offer healthy and inexpensive options for people in need. Some smaller store owners work directly with local farmers, fishermen and manufacturers to recover surplus food at low or no cost.

5b Find a word or words in the text in exercise 5a which mean:

- a) good for you b) having some bad characteristics c) cheap d) more than is needed

 EXAM TASK: Reading and Use of English (Part 1)

6 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Reducing food waste at college

When she was seventeen, Nicola Esposito wanted to (0) find a solution to the food waste problem at the college she attended. First, she (1) students and teachers during mealtimes. She (2) that they were piling too much food on their plates which they were unable to finish, often leaving the (3) , but not so tasty, parts of the meal.

Nicola (4) possible solutions to the problem and came up with one or two, such as asking the cafeteria staff to serve smaller portions, and cooking vegetables in a different way. Once she had done this, she (5) which solutions would have the greatest impact on reducing waste. Then she asked her classmates for feedback, and asked them to make (6) on how her ideas could be improved. Based on what they said, Nicola adjusted her proposals and put them into action.

Later, she collected (7) to see whether her solutions had been successful at reducing waste. Her efforts (8) in less waste and tastier, healthier meals.

- | | | | | |
|---|----------------|---|----------------|-------------------|
| 0 | A look | ☒ B find | C search | D hunt |
| 1 | A viewed | B observed | C inspected | D discovered |
| 2 | A noticed | B watched | C caught | D examined |
| 3 | A delicious | B imperfect | C nutritious | D unhealthy |
| 4 | A looked after | B looked around | C looked up | D looked for |
| 5 | A regarded | B considered | C reflected | D thought |
| 6 | A directions | B findings | C instructions | D recommendations |
| 7 | A theories | B knowledge | C tips | D data |
| 8 | A finished | B concluded | C resulted | D founded |

Exam tip!

The options will always fit the gap grammatically (e.g. all four options will be verbs), but only one word will fit the **context**. Read the sentence around the gap very carefully.

Video game craze

1a The text below is the first part of an article. Read the title of the article. What is the article about? What does 'conquered the world' mean? Read the text quickly to check your answers.

1b Read the first part of the article. Find synonyms for the following words in the text.

- | | | | |
|-------------------|---------------|----------------|---------------------|
| a) craze (n) | b) fan (n) | c) goal (n) | d) imaginary (adj) |
| e) original (adj) | f) player (n) | g) release (n) | h) was released (v) |

The games that conquered the world

They wandered in groups, their eyes glued to their phones. They walked slowly, zigzagging through streets, wandering through national parks, and hanging around in front of strangers' homes. They were players of *Pokémon GO* when it was brought out in July 2016. Entrepreneur John Hanke thought that enthusiasts of *Pokémon*, which started out as a video game in 1996, would love a new kind of game. He was right. Within ten days of its launch, the mobile app was downloaded by 15 million people. **1** In some ways, it did.

The object of *Pokémon GO* is simple: to find and capture fictional creatures known as Pokémon which are hiding outside in your neighbourhood. The augmented reality feature of the game allows you to see the creatures in your actual environment, making the game personal to the user. The ultimate aim of the game is to collect all the Pokémon which may also be used to battle those of an opponent.

2 Another innovative feature was the promotion of physical exercise. *Pokémon GO* got millions of people outdoors. In the early days, most people played the game with friends, and got exercise while they were doing it. Playing the game wasn't always safe, though. **3** This led to Hanke's team working on improving the safety of the game. In its first year, the app was downloaded 750 million times worldwide, and an estimated 10% of all mobile phones in the US had the app installed. Though the peak of the *Pokémon GO* trend has now passed, playing figures continue to be impressive.



2a Complete the gaps with the three sentences (A–C) which have been removed.

- A It was this combination of the player's real world with the cartoon world of *Pokémon*, a mix of fact and fantasy, that made the game so **unlike** others at the time.
- B In its initial few months, distracted players **not only** walked into traffic **but also** stumbled off bridges and even fell off cliffs.
- C The game was **a great deal more** popular than many other video games had been, and many people believed it would forever change the way video games were played.

Vocabulary tip!

Print out an interesting article and blank out one or two sentences. Then swap texts with a partner and see if they can guess what information is in the missing sentences.

2b Look at the words and phrases in bold in sentences A–C in exercise 2a. What is the function of these phrases?

3 Complete the sentences with the words and phrases in the box.

- a) This console is much smaller the previous version.
- b) The quality of the graphics in the latest games is to those in early games.
- c) The gameplay in original video games was basic, today people's expectations are much higher.
- d) Early video games were complex than the latest games which have huge development budgets.
- e) In this game you need good hand-eye coordination, but also fast reactions.
- f) many players, I prefer strategy games to action games.

EXAM TASK: Reading and Use of English (Part 6)

4 You are going to read the second part of the article. Four sentences have been removed from this part of the article. Choose from the sentences D–G the one which fits each gap (4–6). There is one extra sentence which you do not need to use.

4 Today *Pong* seems like a very basic match of ping pong played on a TV screen. But on its launch on a September morning in 1972, a crowd of people got up early to line up outside a gaming arcade in Sunnyvale, California, for the chance to play the innovative game.

Pong was invented by a maths expert called Nolan Bushnell. As a college student, he spent long hours alone working in the computer lab. **5** It could take hours for them to complete a single problem. Students like Bushnell needed something fun to do while they waited. Bushnell passed a lot of time playing a computer game called *Spacewar*. But the game was difficult to play unless you were a maths whizz. **6** The directions were just one line: 'Avoid missing ball for high score.' *Pong* became a huge hit in arcades. A few years later, Bushnell's company, Atari, released a version that could be played on a TV set at home. *Pong* was a simple game – two lines and a dot on a screen. But Bushnell had changed everything: the video game industry had begun. And, as the popularity of games like *Pokémon GO* demonstrate, it hasn't stopped evolving since.

D He wanted to create a game that, in contrast, anyone could play, and after several attempts, he came up with *Pong*.

E Computers were extremely slow in comparison with today.

F One difference which stands out is the technology used in each of the games.

G *Pokémon GO* is an incredibly sophisticated game, whereas *Pong*, the first commercially successful video game, was significantly simpler.

5 Read the whole text again. In your pairs, compare and contrast the two video games, *Pokémon GO* and *Pong*. Use the phrases in the box to help you.

both not nearly as ... as ... compared to
on the other hand far more ... than ... unlike

6 Discuss the questions in your pairs.

- Would you describe yourself as a gamer?
- Have you ever downloaded a new game on the day of its release?
- What's your favourite video game? What's the aim of it?
- What do you do to pass the time, on long journeys, for example?

Exam tip!

Look carefully at linking words and comparisons. They may help you choose the correct sentence for each gap.

Setting off

1a Work in pairs. Which of the verbs in the box can be used with these nouns? There is more than one possible answer.

collect download call arrive board go through make pack check in

- | | |
|--|--|
| a) a plane | f) at the airport |
| b) a taxi | g) a suitcase |
| c) your luggage | h) at your destination |
| d) an online booking | i) passport control / customs / security |
| e) a boarding pass / an e-ticket | |

1b Discuss in your pairs. What are the people doing in each photo? What other things do they need to do at the airport? Use the phrases in exercise 1a to help you.



2a Which verbs in exercise 1a can be replaced with:

- get on?
- pick up?

2b Complete the sentences with one of the following verbs: *pull out, pull over, pull up*.

- a) She was driving too fast on the motorway and a traffic cop her
- b) The ambulance at the school gates and the medical team jumped out.
- c) I didn't see the other car. It was such a shock! It just in front of me.

3 Read two people's descriptions of memorable trips. Complete the texts, using the prepositions in the word box. There is more than one possible answer.

around away back in off out over to up

Vocabulary tip!

A verb can sometimes take different particles to make phrasal verbs with different meanings. Keep a record of phrasal verbs like this.



I went to Madrid on a business trip with a colleague last summer. We couldn't wait to (1) get from the office for a few days. Once we were (2) dropped at our hotel, we (3) checked and then went to find out about the local transport and facilities. Fortunately, we'd packed small carry-on bags as our suitcases didn't (4) turn until the next day! We spent most of our time in meetings, though we did go into the local town to (5) look We might be (6) going to the same hotel next year and I'm really (7) looking forward it.

I had an exhausting journey when I moved to Australia with my family to live. We (8) set at five in the morning and our parents came to (9) see us at the airport. The kids were a bit nervous about flying for the first time but as we (10) picked speed along the runway, they started to get pretty excited. We (11) stopped in Hong Kong for a night which was interesting but very tiring. None of us slept very well. Our final flight eventually (12) got 36 hours after we (13) took And we (14) stepped the plane and into a new adventure!



4 Complete the sentences with phrasal verbs from exercises 1–3. You may need to change the tense of the verb.

- If your luggage doesn't, it means that it fails to arrive.
- My train was half an hour late – we didn't until nine-thirty.
- My boyfriend me at the airport. He always comes to wave goodbye.
- Dad us at the station in his car. We would've missed our train otherwise.
- Are you anywhere on your way to Japan? It'll be nice to break up the journey.
- I'm very early tomorrow morning, so I'll get my things ready now.
- Are you meeting your new customer? You haven't met her before, have you?
- I don't always have time to a new place when I'm there on business.

5 Discuss these questions in pairs.

- Have you ever travelled by air? What do / would you like or dislike about air travel?
- How often do you travel by rail, sea or road? Which do you prefer? Why?
- Describe a memorable journey you have made, using some of the vocabulary in this lesson.

EXAM TASK: Writing (Part 1)

6 Write your answer in 140–190 words in an appropriate style.

In your English class, you have been talking about travel and transport. Now your English teacher has asked you to write an essay.

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

Some people say that the best way to travel is the one that gets you there the quickest.

Do you think this is true?

Notes

Write about:

- forms of transport
- length of journey
- (your own idea)

Exam tip!

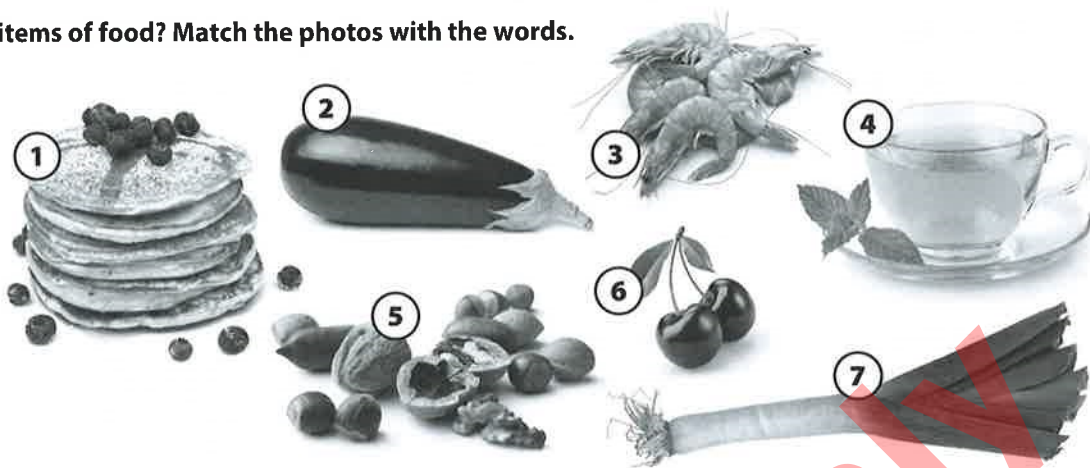
Read the notes you are given and think about how they link to the essay title. Then think of a third point and decide what you will say about it. Planning will help you write a better essay more quickly!



Mmm, that looks delicious!

1a What are these items of food? Match the photos with the words.

- a) aubergine
- b) cherries
- c) leek
- d) mint
- e) nuts
- f) pancakes
- g) prawns



1b Are these food items common where you come from? If so, what dishes are made with them? What foods are common in the diets of your country or region?

2 Work in pairs. Answer the food quiz. Compare your answers with another pair of students. Who got the most right?

How well do you really know your food?

- | | |
|--|--|
| <p>1 Which of these foods can be salty?
a coffee b nuts c mint</p> <p>2 Indian curries can be hot or ...
a mild b weak c tough</p> <p>3 Which of these foods can be either ripe or rotten?
a chocolate b cherries c rice</p> <p>4 Which of these foods is rich?
a cream b mushrooms c strawberries</p> | <p>5 There's no flavour in this tea. It looks very ...
a strong b fresh c weak</p> <p>6 Which of these foods can be tough?
a steak b lentils c spices</p> <p>7 Which of these is seafood?
a aubergine b cheese c prawns</p> <p>8 Which of these can be savoury or sweet?
a pancakes b leek c honey</p> |
|--|--|

3 Read the article on pages 52 and 53. Which of these ways of eating appeals to you most? Why?

Healthy secrets from around the world

It's a cliché: people in all corners of the world live on pizza, stuff down fries and drink cola by the litre. While it's true that **junk food** has penetrated the planet, when hunger strikes, people in other countries still open the fridge and find other treats to feast on – and some of their tastes are considerably healthier. Here's what a few of them say:



Remember how your parents always used to tell you to eat up your vegetables? Well, in France they're part of every meal, which often starts with salad or soup. They say vegetables are rich in **fibre** – which helps you feel full – they taste good too. It's also common to have three meals a day. If I'm really hungry, I'll have a snack like a sweet biscuit to keep me going, but I hardly ever have junk food. I think the variety means we have a pretty **well-balanced** diet.



A traditional Japanese bento box – which we have for lunch – has five colours of food in it, which means you're getting important **nutrients** from fruit, vegetables and whole grains. This helps power your system! People in Japan don't consume a lot of **dairy** products. That's important because they're difficult for humans to digest. We're encouraged to have a bite of everything – fussy eating is looked down on.

I live on **legumes**, like lentils and chickpeas. They're common in Indian food because they're a source of **protein** and have loads of B **vitamins** in them – great for keeping you energized! Many people in India are vegetarian. Half a cup of lentils has the protein of about 75g of meat and only one gram of **fat**. They're better for you than lamb or steak and keep you just as full.



4a Match the words from the text with their definitions. Are the words used as nouns or verbs in the text? Which of these words can be a noun and a verb?

- | | |
|-----------|--------------------------------------|
| 1 bite | a) the kind of things a person likes |
| 2 consume | b) something special |
| 3 taste | c) a small piece of food |
| 4 treat | d) eat or drink |

Vocabulary tip!

Some nouns and verbs take the same form but they may be pronounced differently, e.g.

You should **increase** the amount of fruit you eat each day.

There's been an **increase** in sales of fruit recently.

4b Work in pairs. Discuss the meaning of the words in bold in the text. Use your dictionary to help you.

4c Work with another pair. Take turns to describe one of the words. Do your classmates know which word you are describing?



EXAM TASK: Speaking (Part 1)

5 Work in pairs. Take turns to ask and answer these questions.

- What kind of food do you enjoy most? What don't you like? Why?
- Do you like food from other countries? What food do you like best?
- Do you like cooking? What kind of things do you cook?
- Tell me about a really good meal you've had. What was special about it?
- Who do you enjoy eating with? Why?
- Do you eat a balanced diet? What healthy food do you eat most often?
- How often do you go out for a meal? Where do you like going?

Exam tip!

Say as much as you can in answer to the examiner's questions. It doesn't matter whether you answer yes or no!

Examiner: Do you like cooking?

Student: No, not really. I don't have much time and I'm not very good at it!

Student: Yes, I do! I like experimenting with recipes from around the world.



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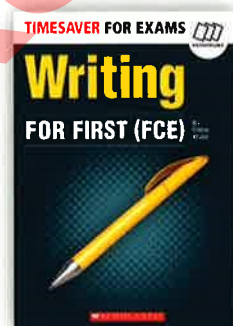
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