

## 1

## LIFESTYLE

## KEY LANGUAGE

Habitual behaviour  
*Be used to, get used to and used to*  
 Lifestyle  
 Clothes  
 Get

## PRONUNCIATION

Pronouncing questions

## EXAM PRACTICE

Reading and Use of English Parts 1, 2, 4 & 7  
 Writing Part 2  
 Listening Parts 1 & 3  
 Speaking Parts 1 & 2

## Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What do you usually do at the weekend?
- 2 Describe your morning routine before you go to school/college/work.
- 3 Do you ever meet up with your friends on weekday evenings?
- 4 What is your favourite weekday?
- 5 What did you do yesterday evening?

## How to go about it

- Do not answer just 'yes' or 'no' to the examiner's questions. Develop your answers by giving reasons or examples.
- Do not learn long pre-prepared answers. You are likely to sound unnatural and you may not answer the questions correctly.

This first unit deals with the themes of lifestyles, routines and clothes. This, and every other unit of *Ready for B2 First*, gives the students the opportunity to improve their reading, writing, listening and speaking skills. All the activities are thematically connected. The grammar and vocabulary are taken from the reading and listening exercises, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

## SPEAKING Part 1 Interview

This speaking activity gives students useful practice with the type of questions found in Part 1 of the *B2 First* speaking exam, where students are asked to give basic personal information about themselves. It's good to regularly practice Speaking Part 1 questions, as the more confidently and fluently students can answer the questions in Part 1, the more confident they will be going into the more challenging tasks to follow. These particular questions about the students' routines offer the teacher the opportunity to get to know the students at the beginning of the course. You may wish to use the **Speaking Part 1 cards** on the **Teacher's Resource Centre** to extend this into a 'Getting to know you' activity.

Put students into pairs to discuss the questions. Monitor and provide support as necessary. After five

minutes, ask students to share something they learnt about their partner. Board any good vocabulary that surfaced during the activity. Note that too much error correction right away can be intimidating, so focus mostly on good language during your feedback in the first few lessons.

## ONLINE MATERIALS

Speaking Part 1 cards (**Teacher's Resource Centre**)  
 Lifestyle questionnaire (**Teacher's Resource Centre**)  
 Unit 1 Test (**Test Generator**)  
 Unit 1 Wordlist (**Student's/Teacher's Resource Centre**)  
 Unit 1 On-the-go-practice (**App**)

## Vocabulary Lifestyle

- 1 Look at the verbs and adjectives that can all be used with the noun *lifestyle* to form collocations. Collocations are pairs or groups of words that are often used together.

have	a/an	active	luxurious	lifestyle
live		alternative	outdoor	
lead		busy	relaxed	
		chaotic	sedentary	
		comfortable	simple	
		healthy	stressful	

Underline those adjectives which could be used to describe *your* lifestyle.

- 2 **SPEAK** Work in pairs. Compare your adjectives with your partner, explaining your choices.

*I **have** quite **a healthy lifestyle** at the moment. I'm eating sensibly and doing a lot of exercise.*

- 3 **SPEAK** Discuss the following questions. As in other parts of this book, common collocations are shown in bold.

- Would you like to **change your lifestyle**? Why/Why not?
- Do you **lead an active social life**? What kinds of things do you do?
- What do you think is meant by the **American way of life**? How would you describe the **way of life** in your country to a foreigner?
- What are some of the positive and negative aspects of our **modern way of life**? In what ways, if any, was the **traditional way of life** in your country better?
- Why are people so interested in the **private lives** of celebrities? Do they interest you?

What might the people find difficult about their lifestyles?

1



2





## Lead-in

The Speaking Part 1 questions on page 1 act as a lead-in to the Vocabulary activities. A good transition to this section is to think of an adjective or two that describe the students' lifestyles based on their answers to the Speaking Part 1 questions, e.g. *Well, it sounds like some of you have a very busy lifestyle.* An alternative lead-in is to start with books closed and briefly describe your lifestyle (or that of a typical teacher). Put three choices for adjectives from Exercise 1 on the board. The students listen and choose the best adjective.

## Vocabulary

1 Students read the instructions. Check they understand the meaning of 'collocation', as this term is used throughout *Ready for B2 First*. One good metaphor for collocations is relationships. Explain to the students that, just like people, words have strong relationships with certain other words and these combinations of words spend a lot of time together, just as you spend a lot of time with people that you have a strong relationship with, such as your friends and family. Focus the students' attention on the adjectives and check for understanding, e.g. *Which word describes the life of someone who is very rich?* Allow them time to do the task individually.

2 In pairs, the students discuss their lifestyles. Throughout the course, encourage students to use the **SPEAK** sections of *Ready for B2 First* as an opportunity to develop their fluency by speaking as much in English as they can. Remind them to provide reasons and examples for their ideas, as well as asking follow-up questions. Monitor the activity and make note of any of the adjectives that are being misused or mispronounced. Get feedback in open class when they have finished.

Note that one typical problem for students from all nationalities is 'spelling pronunciation', that is, pronunciation errors due to the complexity of the English spelling system. For example, in Exercise 1, students may be tempted to pronounce the last two syllables of *comfortable* as 'table', and the 'ch' in *chaotic* as /tʃ/ rather than /k/.

3 Organise the students into small groups and ask them to discuss the questions. Set a specific time limit, say five minutes, and politely end the activity by saying, *OK, I'm sure you have more to talk about, but I'm going to stop you there.* Nominate a member from each group to share ideas. Board any interesting vocabulary that came up during the discussion.

## Teaching tip

Draw the students' attention to the fact the collocations appear in bold. Explain that this system is used throughout *Ready for B2 First*. Suggest that students use a separate notebook for new vocabulary items, which can be organised by theme. For homework, encourage students to record only the new vocabulary (not all the words) from today's lesson

in their vocabulary notebooks under the theme of 'Lifestyles' with an example sentence for each one. Alternatively, ask student's to make use of the **Wordlists** on the **Student's Resource Centre**. You could set a spelling test for homework or ask students to revise the definitions of the words/phrases. Then test students on these as a warmer in the next lesson.

## Speaking

1 Students read the instructions. Explain that Speaking Part 2, or the Long Turn, is a speaking exam task in which they will have a minute to talk about a question and two photographs on their own. However, since this is the first time they are doing this task, you won't be timing them. Focus on the **How to go about it** box. Check understanding with a couple of yes/no questions, e.g. *Do you choose one of the photos to talk about?* (No). Now focus on the **Useful Language** box. Explain that throughout *Ready for B2 First* the phrases in these boxes have been carefully selected to help get students using the type of language that will help them do well on the exam. Put the students

into new pairs. Allow them some time to plan what they are going to say about their photos, for example, one similarity, one difference, and then a few reasons why the people's lifestyles might be difficult (Student A) or enjoyable (Student B).

2 Student A does the speaking task and then the students switch roles. Monitor and make sure they are not simply describing the photos, but rather using the photos to help them discuss the question. In your feedback, concentrate more on how well the students carry out the task than on correcting errors, because the focus here is to introduce students to Speaking Part 2.

### Teaching tip

When useful language is provided, encourage your students to produce it by having them choose one or two specific phrases to use during the speaking

task. The partners who are listening can tick off the expressions they hear.

### Extra activity

Ask the students to prepare role-plays based on the photographs from the Speaking Part 2 task. Put the students into pairs. One student is a journalist who is interviewing people from different professions about their lifestyles. The other student is one of the people in the photographs (assign or allow them to choose which one). Give the students some time to prepare questions or answers about the following:

- Daily routine
- What you like
- What you don't like
- Why you chose this profession.

Students perform the role-play asking for and giving details. Resist the urge to intervene unless communication is breaking down.



## Speaking Part 2 Long turn

- 1 Look at the four photographs. They show people who lead different lifestyles. Before you do the speaking task, read the information in the boxes below.

**Student A:** Compare photographs 1 and 2 and say what you think the people might find difficult about their lifestyles.

**Student B:** When your partner has finished, say whether you like working / would like to work in an office.

- 2 Now change roles.

**Student A:** Compare photographs 3 and 4 and say what you think the people might enjoy about their lifestyles.

**Student B:** When your partner has finished, say which lifestyle you would prefer to lead.

### How to go about it

#### Student A

In part 2 of the speaking exam you are not asked to describe the photographs in detail, but to compare them. When doing this, comment on the similarities and differences:

**Similarities:** In **both** pictures ...

**Differences:** In the first picture ... **whereas** in the second one ...

#### Student B

In the exam you have time to develop your answer fully and give reasons for your opinions.

### Useful language

#### Student A

*I get the impression it's a stressful life.*

*She might/may have to travel a lot.*

*I doubt that they have much time for a social life.*

*They probably enjoy being outside.*

*I expect/imagine they prefer doing physical work.*

#### Student B

*(I don't think) I would like to be an office worker.*

*I wouldn't mind working in an office.*

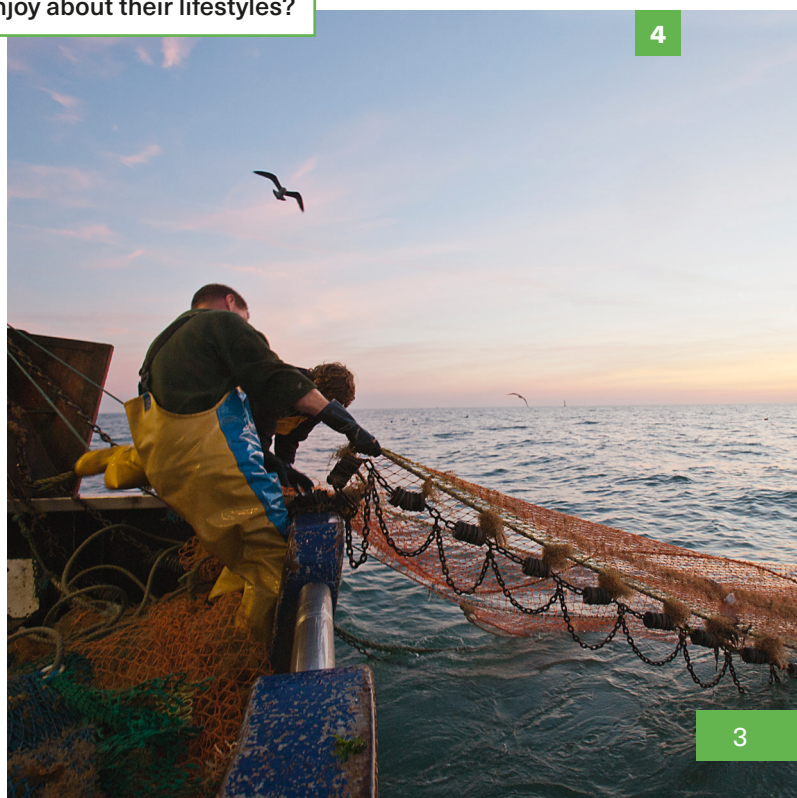
*I'd prefer to have this lifestyle rather than that one.*

*I'd rather ride a horse all day than work at sea.*

What might the people enjoy about their lifestyles?



3



4



## Reading and Use of English Part 7 Multiple matching

- 1** You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

### How to go about it

- Read all the questions to see the kind of information you are looking for.  
*To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.*
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again to look for the information you need.

### Which person

- admits to having an untidy house?  
would not recommend their lifestyle to other people?  
likes the unpredictable nature of their work?  
is not particularly keen on taking exercise?  
has a lot of free time?  
has achieved an early ambition?  
usually has no trouble getting to sleep at night?  
does not normally have to go far to get to their place of work?  
says that people have the wrong idea about their work?  
is considering introducing more stability into their life?

- |    |   |
|----|---|
| 1  | A |
| 2  | D |
| 3  | C |
| 4  | A |
| 5  | B |
| 6  | D |
| 7  | A |
| 8  | B |
| 9  | C |
| 10 | B |

- 2** Find the following phrasal verbs in the text and use context to help you work out their approximate meanings. The letters in brackets refer to the sections of the text in which the phrasal verbs appear.

turn up (A) <sup>leave</sup> set off (B) <sup>(sleep) a lot, because</sup> catch up on (B) <sup>I didn't (sleep) enough before</sup> carry on (B) <sup>continue</sup> make up my mind (B) <sup>decide</sup>  
put off (C) <sup>discourage</sup> settle down (B, C) <sup>lead a more stable life</sup> grow up (D) <sup>become an adult</sup> come across (D) <sup>find</sup> carry out (D) <sup>do</sup>

*I once **turned up** late for a play I was in.*

'Turn up' here means 'arrive'.

- 3 SPEAK** If you had to choose, which of the four people would you prefer to change places with for a month? Why?

## Lead-In

This reading task continues with the theme of lifestyles. Ask the students to keep their books closed. Write or project on the board: *television and stage actor, ski and snowboard instructor, farm vet, mountaineer and wind turbine technician*. Check understanding of *vet* and *wind turbine*. Put the students in pairs and ask them to think about how having these jobs would affect people's lifestyles. Feedback the activity in open class. On the board, write any interesting vocabulary that comes up in the discussion.

## Reading And Use Of English

1 The students read the instructions. Focus their attention on the **How to go about it** box. Elicit or check understanding of vocabulary items in the questions, such as *untidy* (1), *unpredictable* (3), *keen on* (4). Point out that the parts of the text that give you the correct answer do not usually include the same words as the questions, but rather uses examples or synonyms. As the students read, check to see they are underlining the parts of the texts which provide the answer. When finished, ask the students to check their answers in pairs, justifying their choices using the part of the text they underlined, before correcting the exercise in open class.

### Teaching tip

For any challenging questions, take the time to explore why students choose the wrong answer. This develops

valuable close reading skills that will help students identify, and not fall for, distractors.

### Teaching tip

Although it would not be in keeping with the exam style, Exercise 1 could be made more communicative by setting up a jigsaw reading. Organise the students into groups of four. Give each member a short time to read one of the texts, i.e. Student A reads text A, Student B reads text B, and so on. The students then take turns giving oral summaries of their texts. This

type of jigsaw activity is a nice way of integrating speaking into lessons that are a bit heavy on reading. It also helps students practice the valuable skill of summarising the content of a text in their own words, which is common in both academic and professional contexts.



- 2** Students read the instructions. Put the students into pairs and allow them time to find the words together. This could also be done as a race in teams. The first team to find all the phrasal verbs in the text is the winner. Together, students discuss the meaning of the words in context. Nominate individual students to explain the words. Try to choose students randomly instead of going from one side of the room to another, to ensure that all the students are paying attention during this important feedback stage.
- 3** Students discuss the question in pairs or small groups. Note that these 'personalisation' speaking tasks give the students the chance to talk about their own ideas, feelings, preferences and opinions. Make sure to leave time for these tasks in your lesson plan, because this part of the lesson involves true communication – that is, students communicating real information about themselves.

## READY FOR GRAMMAR

### 1 Habitual behaviour

#### Habitual behaviour in the present

- A** The present simple is used for habitual actions or permanent situations in the present.
- I go for a run twice a week. She lives near the park.*
- B** Frequency adverbs are used to indicate how often an action occurs. They are usually placed:
- before the main verb.  
*I always go to bed before midnight.*
  - after the verb *to be* or an auxiliary verb.  
*She is very often late for work.*  
*They have rarely been seen together.*
  - Usually, normally, generally, frequently, sometimes, (very/quite) often and occasionally* can also be placed at the beginning of the sentence or clause.  
*Occasionally we go out for a meal, but usually we eat at home.*

NB *(almost) always/never, (very) rarely/seldom* and *hardly ever* cannot be used in the same way.

- Sometimes* and *quite/not very often* can be placed at the end of the sentence or clause.  
*You say some very hurtful things sometimes.*  
*I don't go to the cinema very often.*
- Adverb phrases such as *now and again, from time to time, twice a week* and *every day* are placed at the beginning or end of a clause or sentence, but not between the subject and the verb.  
*I see Paul at work every day and from time to time we have lunch together.*

#### Alternatives

- The present continuous + *always* is used to talk about things which occur frequently and which the speaker finds annoying.  
*He's always complaining about something!*
- Adjectives can be used as an alternative to *rarely, normally* and *(not) usually*.  
*It's rare/normal/(un)usual/(un)common for him to eat meat.*

- Tend to* + infinitive is used to make general statements about the habitual actions and situations of groups of people or individuals.  
*British people tend to drink tea rather than coffee.*  
*I tend not to get up very early on Sundays.*
- Will* + infinitive is used to talk about habitual behaviour. Frequency adverbs can also be added.  
*She'll sometimes spend the whole day reading.*
- It's not like someone to do something* is used to suggest that the way a person has behaved is not typical of their character.  
*I'm surprised Graham didn't send me a card. It's not like him to forget my birthday.*  
*(He doesn't usually forget it.)*

#### Habitual behaviour in the past

- A** The past simple is used for regular actions or habitual behaviour in the past, often with a frequency adverb.  
*I hardly ever went away on holiday when I was young.*
- B** *Used to* + infinitive is used to refer to past habits and situations which no longer occur or exist now. Frequency adverbs can be used for emphasis and are placed before *used to*.  
*We used to have a cat, but he died last year.*  
*I always used to walk to work until I bought a car.*
- Note the negative and question forms:  
*I didn't use to like cheese. Where did you use to live?*
- NB *use to* cannot express present habitual behaviour.  
*I usually (not use to) play tennis twice a week.*
- C** *Would* + infinitive is used to refer to past habits, but not past situations. Frequency adverbs are placed after *would*.
- Habit: My father would often read to me when I was a young boy.*
- Situation: I used to (not would) have a bicycle.*
- Stative verbs such as *have* (possession), *be, live, like, believe, think* (= have an opinion), *understand* and *know* are not used with *would* to refer to the past.

# THIS IS YOUR LIFE

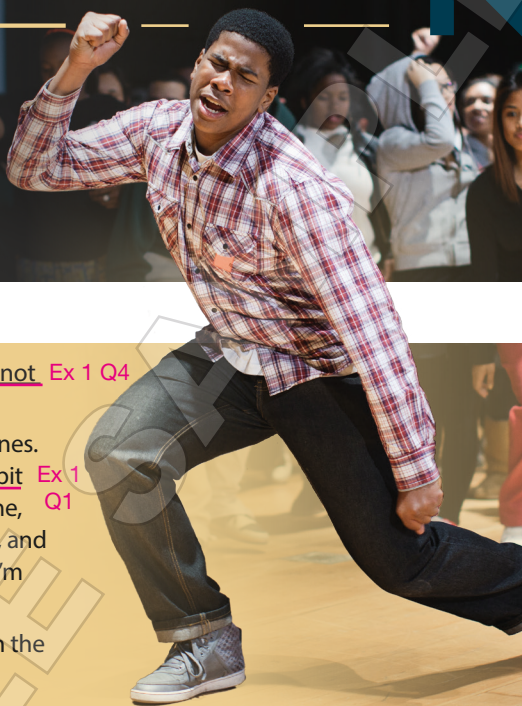
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

## A Lucas Martín: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realise it's important. Ex 1 Q4

When I'm not rehearsing or on tour, afternoons generally involve reading scripts or learning lines. My flatmates are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if I'm working away from home, I'll often spend the afternoon in a museum or historic building. I sometimes lose track of time, and I once turned up late for a play I was in. I felt terrible, so now I always get to the theatre early; I'm usually the first to arrive. Ex 1 Q1

After a performance I eat and spend a few hours unwinding, so bedtime is often one or two in the morning. I'm normally out like a light as soon as my head hits the pillow. Ex 1 Q7



## B Maja Andersson: ski and snowboard instructor

I generally spend six months in Europe and six in New Zealand, but I've also worked in Japan and Canada. Wherever I am, I love the fact that I usually live just a short walk from the slopes, so I can get up reasonably late and still have time for a decent breakfast before setting off for work. Ex 1 Q8

When I started out eight years ago, I used to teach groups of young kids. Now I'm fully qualified, I tend to get the advanced classes, which I find more interesting. We get plenty of days off and when I'm not working, I go skiing by myself, or catch up on my sleep – I have no problem spending the morning in bed! Ex 1 Q5

I love the lifestyle, but I'm not sure I can carry on doing this for much longer. It might be time to settle down and get a more normal job, something steady and secure. I haven't made up my mind yet, though. Ex 1 Q10



## C Reo Tanaka: farm vet

I used to have a dog and we'd go running together most mornings, but I gave him to my mum in the end. I tend to be out all day, visiting farms, and it wasn't fair to leave him alone. So now I don't get as much exercise as I'd like to.

I love my job, especially the variety and not knowing what you'll be doing from one day to the next. But being a vet – any type of vet – is not what most people think. It's not all cuddly lambs and cute little calves. We have to do some pretty unpleasant things sometimes, things which might put some people off working with animals for life. Ex 1 Q3 Ex 1 Q9

My mum wants to know when I'm going to find someone to settle down with, but it's not as if I have loads of free time to go looking. There's not even room for a dog in my life, so I don't see how I'll be able to fit marriage in.



## D Ben Adams: mountaineer and wind turbine technician

As a child, I would tell everyone that when I grew up, I wanted to climb Everest. I've actually climbed it three times now, and I've also scaled four more of the fourteen peaks over 8000 metres. Ex 1 Q6

And when I'm not on a mountain, you might come across me hanging on a rope from a wind turbine, carrying out repairs to damaged blades at heights of up to 100 metres. That's how I make a living and pay for my climbing trips. I also sometimes get sponsorship from companies, which provide funding and maybe food and equipment. In return, I mention the sponsors in the talks I give and the articles I write when I get back from my climbs.

It's a fairly unconventional way of life, and not one I'd actively encourage others to adopt – there's a lot of danger involved – but it works for me. It's precisely that sense of danger that makes me feel alive. Ex 1 Q2





## Language focus Habitual behaviour

- Look at these two sentences from *This is your life*. Is the frequency adverb placed before or after:   
 immediately before the main   
 a the main verb? *verbs go and get, but after the main verb be.*   
*I'll **sometimes** go for a run after I get up.*   
*I **always** get to the theatre early; I'm **usually** the first to arrive.*   
 b the auxiliary verb?   
*after the auxiliary verb will ('I')*
- Read the sentence and cross out the two adverbs that are used in the incorrect position.   
*Normally / ~~Always~~ / Sometimes / ~~Never~~ I get out of bed around midday.*
- Read the sentence and cross out the incorrect option.   
*Now I'm fully qualified, I **tend to get** / ~~use to get~~ / **usually get** the advanced classes.*
- Decide which of the following sentences 1–6 are grammatically incorrect. Change the position of the adverbs to correct them.
  - I rarely go out on weekday evenings.   
*correct*
  - I have usually my dinner in front of the television.   
*I usually have my dinner in front of the television.*
  - Never I spend more than ten minutes doing my English homework.   
*I never spend more than ten minutes doing my English homework.*
  - Someone is always telling me what to do and what not to do – it gets on my nerves.   
*correct*
  - Hardly I ever play games on my phone – it hurts my eyes.   
*I hardly ever play games on my phone – it hurts my eyes.*
  - It's rare for me to go to bed before midnight and quite often I'll stay up until two in the morning.   
*correct*
- SPEAK** Say whether or not the sentences in Exercise 4 are true for you.
- Read these sentences from *This is your life* and answer the questions.   
*As a child, I **would tell** everyone that when I grew up, I wanted to climb Everest.*   
*I **used to have** a dog and **we'd go running** together most mornings.*
  - Can *used to* replace *would*/*'d* before *tell* and *go*? Why/Why not?   
*Yes, used to can be used to talk about both past states and past habits.*
  - Can *would* replace *used to* before *have*? Why/Why not?   
*No, would + infinitive without to can refer to past habits, but not states. It is not used with stative verbs such as have to refer to the past.*
- Go to **Ready for Grammar** on page 204 for rules, explanations and further practice.
- In the following paragraph, decide whether the underlined verbs can be used with both *used to* and *would* (a), only *used to* (b), neither *used to* nor *would* (c).



When my brother and I were little, my mum (1) had<sup>b</sup> an executive position in a pharmaceutical company. She often (2) worked<sup>a</sup> long hours and sometimes (3) went<sup>a</sup> away on business trips for two or three days at a time. Our dear old gran (4) looked after<sup>a</sup> us on those occasions, but it wasn't the same as having a mum around. We (5) didn't like<sup>b</sup> her being away from home, but we never once (6) said<sup>c</sup> anything, because we always (7) thought<sup>b</sup> she was happy in her work.

Then one day she (8) announced<sup>c</sup> she was giving up her job to spend more time with her family. My brother and I (9) were<sup>c</sup> delighted at the change in lifestyle, but I'm not sure about my mum: she often (10) said<sup>a</sup> afterwards that being a full-time mother was harder than being a business executive!

- Write six sentences comparing your life now with your life five years ago.   
*I used to be in a band, but I left a couple of years ago and now I hardly ever play my guitar.*
- SPEAK** Work in pairs. Discuss your sentences from Exercise 8. Ask follow-up questions for more information.   
*What type of music did you use to play?*   
*Why did you leave the band?*



## Lead-in

On the board, write or project two groups of words  
1) the adverbs of frequency *always, usually, sometimes, never*, and 2) the time expressions *at the weekend, on weekdays, in the morning, at night*. In pairs, students make sentences using language from both groups. This activity is meant to test the students' knowledge of the grammar before presenting it, so while monitoring make note of any strengths and weaknesses. You may wish to extend this or alternatively use the **Lifestyle questionnaire** on the **Teacher's Resource Centre** at this point.

## Language focus

- 1-3** This grammar presentation gives students the chance to work out the grammar rules themselves. Give them a few minutes to do the exercises in pairs and then elicit the correct answers in open class. Ask the students to help you write rules on the board based on the examples. They should contain the following information: *Adverbs of frequency are usually placed before the main verb, but they go after the be verb. Some adverbs like normally and sometimes can go at the beginning of the sentence.*
- 4** Students read the instructions. Do the first sentence together. Ask students to do the activity individually. Then ask them to pair check before correcting in

open class. Note that students may be less familiar with *hardly ever*. If you're working with a monolingual class and you share or feel confident enough with the students' L1, ask them to translate it to check understanding.

- 5** Students do the activity in small groups. Model by explaining why one sentence is true or not for you.
- 6** Give the students a couple minutes to read the instructions and think about the answers to 1 and 2. Then elicit the rules to the board.
- 7** Direct the students to the **Ready for Grammar** section on page 204 (see TB5 and below). However, if your students seem to have a good grasp of the grammar area, then you could set these exercises for homework and go straight to Exercise 8.
- 8** Students complete the exercise individually and then check in pairs. Ask them to justify their answers using the grammar rules discussed in class and from page 204. Correct in open class and try to resolve any lingering doubts.
- 9-10** While the students write their sentences for Exercise 9, monitor and check their work. Note that asking follow-up questions during pair work is a good habit for your students to get into. Before the students discuss their sentences, you may want to put one of your own sentences on the board and elicit possible follow-up questions.

## READY FOR GRAMMAR

### 1 Habitual behaviour

#### 1 Underline the correct alternatives.

- Always / Usually I set my alarm for seven o'clock, but I very often / from time to time wake up before it goes off.*
- Chloe has hardly / almost ever had a day off school and she never is / arrives late.
- My mum every day / always cooks lunch and my dad normally / twice a week gets dinner ready.
- You're always / sometimes causing trouble these days! You used / tend to be so well-behaved.
- It doesn't / isn't like Sadie to be late; she use to be / she's usually so punctual.
- We would / used to live in Shoreham-by-Sea, and it was normal / normally for us to go to the beach after school in summer.

#### 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 0 She often went abroad on holiday before she got married.

#### WOULD

She would often go abroad on holiday before she got married.

- 1 They don't usually arrive on time for anything.

#### TEND

They tend to turn/show up late for everything.

- 2 Our local greengrocer would close his shop on Wednesday afternoons.

#### USE

Our local greengrocer did not/didn't use to open his shop on Wednesday afternoons.

- 3 I almost always go out on Saturday night.

#### EVER

I hardly ever stay or am/'m hardly ever at home on Saturday night.

- 4 Anna rarely gets less than 70 per cent in her English exams.

#### RARE

It is/'s rare for Anna to get less than 70 per cent in her English exams.

- 5 Richard is normally very talkative, so I'm surprised he was so quiet.

#### LIKE

I'm surprised Richard didn't say very much because it's not like Richard/him to be so quiet.

- 6 From time to time you might find me sitting in the park reading a book.

#### AGAIN

Now and again you might come across me sitting in the park reading a book.

Go back to **page 6**.

## Vocabulary

- 1 You could make this into a game by setting a time limit of two minutes. The pair with the most correctly identified items of clothing wins.

### Answers

- a belt; jacket; shirt; shoes; suit; tie; tie clip; trousers; waistcoat
- b beanie/hat; gloves; jogging bottoms/ sweatpants; socks; sweatshirt/hoodie; trainers (Also: headphones)
- c belt; clutch purse; dress; (dangly) earrings
- d boots; fleece coat; gloves; headband; jeans; scarf
- 2 After the students read the instructions, do the first sentence together as a class. Students do the rest of the exercise individually. Check and model the pronunciation of *scruffy* /'skrʌfi/, *casual* /'kæʒuəl/ or any other words the students find challenging.
- 3 For stronger groups, an added challenge is to have the students cover Exercise 2 with their hand and use the words or collocations to describe the photos from memory.

### Teaching tip

When teaching vocabulary, identify the words your students are having trouble pronouncing and then do a bit of choral repetition. First, say a word twice yourself. The students just listen the first time. Then they repeat

- 4 Encourage the students to use vocabulary from Exercises 1 and 2, when appropriate. Remind them that we use the present continuous tense, not the past simple, to describe the clothes someone is wearing, e.g. *My partner is wearing jeans and a white shirt.*

## Listening

- 1 **1.1** Since this is the first time they are doing this type of listening, ask students a few concept check questions after they have read the instructions. Ask: *How many different people will you listen to?* (Five) *How many possible answers are there?* (Eight). Now focus on the **What to expect in the exam** box. In pairs, give the students time to look at the options and discuss alternative ways of expressing the general idea contained in each sentence, e.g. *I always wear a business suit to work* (option A). Play the audio twice. Encourage students to justify their answers. (See answers highlighted in the **Audioscript** below.)
- 2 Students discuss the question in pairs.

all together after the second hearing. After, nominate individual students to listen to you again and repeat the word.

## AUDIOSCRIPT

### Listening Part 3 Multiple matching

#### 1.1

**Speaker 1** It's unusual for me to buy brand new clothes. I get most of what I wear from charity shops. Some people think that anyone who buys things that have already been worn by someone else can't really care much about clothes. But that's not true – you can find some pretty decent stuff in these places, even quite tasteful designer clothes that people, for whatever reason, have decided they don't want anymore. And they only sell clothes that are in good condition, often things that have only ever been worn once or twice. You get to support good causes, too, of course, because the money you spend goes to charity.

**Speaker 2** Apparently, dressing smartly is supposed to increase your self-confidence, but I've never felt any different in a jacket and tie. And anyway, I'm not the kind of person who spends time worrying about what to put on in the morning. Some people take ages, umming and ahing over what to wear, but I just throw on the first thing I find in my wardrobe and that's it. Job done. To be honest, I'd be happy just wearing the same two or three T-shirts all the time. The trouble is, I only have time to do my washing once a week, so that wouldn't work. I may not be fashionable, but I'm not dirty.

**Speaker 3** I get suspicious when I go into a clothes shop and see that everything is incredibly cheap. If the

prices are so low, then how much are the people who made them getting paid? And what are their working conditions like? I only buy from companies that sell ethical clothing, made by people who earn a decent salary and work in a safe environment. I usually get that kind of information online – it's easy enough to find. The clothes may not be as cheap and there's not necessarily any more guarantee of quality, but at least I can be confident that no one is being exploited.

**Speaker 4** I spend a lot of money on clothes. I don't really care what they cost. They don't have to be designer clothes, but they do have to make me feel good about myself. I like to know that I can get something out of the wardrobe and any feelings of insecurity I have will just disappear as soon as I put it on. Then when I get to work and someone says, 'Hey, that shirt really suits you', it gives me a big lift. And I never wear the same thing more than once in the same month. My colleagues have got used to seeing me in something different every day.

**Speaker 5** If I want to go out and get a new T-shirt, for example, then I always have to get rid of an old one first. And I only do that when I can't justify hanging on to it anymore – either because it's so scruffy I'm too embarrassed to wear it, or it's literally falling apart at the seams. That's why none of my clothes ever end up in a second-hand shop. I replace them, precisely because they're no use to anyone – not just me. I've been doing this for some time now, and I've noticed that clothes used to last a lot longer; the quality's got gradually worse and I have to replace things far more often than before.

## Vocabulary Clothes

1 **SPEAK** Work in pairs. How many of the items of clothing and accessories in the photographs (a–d) can you name?

2 Complete each gap with an adjective which is the opposite of the one in **bold** in the same sentence.

baggy brand new casual  
colourful scruffy unfashionable

- Charlie bought a great **second-hand** designer sweatshirt in *Vintage Gear* – it looks brand new.
  - Haven't you got a more **formal** jacket? That one's a little too casual for the wedding.
  - My sister prefers **tight-fitting** tops and jeans, whereas I like everything to be really baggy.
  - Clothes that are considered **trendy** and worn by everyone one year, are often unfashionable and too embarrassing to be seen in the next.
  - She wore a **plain** grey dress to the awards ceremony. We expected to see her in something far more colourful.
  - As a farmer, I don't have many **smart** clothes; I spend most of my time in scruffy jeans and an old T-shirt.
- 3 **SPEAK** Which of the adjectives in Exercise 2 could you use to describe the clothes in the photographs? **a** formal; plain; smart  
**b** baggy; casual; colourful (trainers) **c** designer (dress); formal; smart **d** baggy (fleece); casual; colourful (scarf); tight-fitting (jeans)
- 4 **SPEAK** Work in pairs. Describe the clothes your partner is wearing.



## Listening Part 3 Multiple matching

- 1 **1.1** You will hear five short extracts in which people are talking about the clothes they wear. For questions 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

### What to expect in the exam

- You will not hear exactly the same words as those in sentences (A–H). Before you listen, consider at least one alternative way of expressing the general idea contained in each sentence.  
*A: I feel really comfortable in a white shirt and jeans, and that's what I wear nearly every day. Everything else seems to stay in the wardrobe.*
- Each extract usually contains at least one distractor – a key word or expression which could cause you to make the wrong choice. Pay close attention both times you hear the recording.  
*For example, although Speaker 1 mentions designer clothes, C may not be the correct answer.*

- A I tend to wear the same clothes all the time.  
B I don't really care what clothes I wear.  
C I refuse to wear designer clothes.  
D I'm careful to check the origin of the clothes I buy.  
E I generally wear second-hand clothes.  
F I only throw clothes away when absolutely necessary.  
G I buy quality clothes that are guaranteed to last.  
H I wear clothes that give me self-confidence.

Speaker 1	<b>E</b>	<b>1</b>
Speaker 2	<b>B</b>	<b>2</b>
Speaker 3	<b>D</b>	<b>3</b>
Speaker 4	<b>H</b>	<b>4</b>
Speaker 5	<b>F</b>	<b>5</b>

- 2 **SPEAK** Look again at the ideas expressed in sentences A–H above. How true is each one for you?



## Vocabulary Get

1 Read the extracts from the listening. Match each use of **get**, together with any associated words in bold, to one of the meanings in the box.

6 arrive at      3 become      1 buy      2 have the opportunity to      4 obtain      5 remove from

- 1 I **get** most of what I wear from charity shops.
  - 2 You **get to** support good causes.
  - 3 I **get** suspicious when ... I see that everything on sale is incredibly cheap.
  - 4 I usually **get** that kind of information online.
  - 5 I can **get** something **out of** the wardrobe and any feelings of insecurity ... will just disappear
  - 6 When I **get to** work and someone says, 'Hey, that shirt really suits you', it gives me a real lift.
- 2 Underline the correct options to complete the phrasal verbs and expressions. There is an example at the beginning (0).
- 0 That jumper looks so scruffy. When are you going to **get away** / *along* / *lost* / *rid of* it?
  - 1 Here's my phone number in case you need to **get in** *talk* / *speaking* / *touch* / *tact* **with** me.
  - 2 He was a lovely man – a pity you never **got the way** / *event* / *ability* / *chance* **to** meet him.
  - 3 I asked Emma how much she **got** *paid* / *earned* / *money* / *salary* but she refused to tell me.
  - 4 Come on, hurry up and **get** *moved* / *ready* / *ordered* / *fit*! Your bus leaves in five minutes.
  - 5 Paul's parents are concerned about his behaviour. He's always **getting into** *problem* / *trouble* / *punishment* / *damage* at school.
  - 6 Amy was upset when her sister moved out, but she **got out** / *off* / *by* / *over* it eventually.
  - 7 I can't speak French, but I always manage to **get across** / *through* / *by* / *over* with a dictionary and a few gestures.
  - 8 We **got** *stuck* / *held* / *kept* / *halted* in a traffic jam and missed the beginning of the concert.
- 3 **SPEAK** Discuss the following questions.
- How quickly do you **get ready for school/work** in the morning?
  - How do you **get to school/work**? How long does it take you to get there?
  - Did/Do you often **get into trouble** at school? What was the worst thing you ever did?
  - Have you **got rid of** all your childhood toys and books? Why/Why not?
  - What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?

## Lead-in

Put the following sentences on the board and tell the students the missing word is the same for all three sentences.

*I tend to \_\_\_\_\_ new clothes for my birthday.*

*I usually \_\_\_\_\_ home from work around 8 o'clock in the evening.*

*My best friend is going to \_\_\_\_\_ married next week.*

Elicit the answer: *get*. Give them 10 seconds to study the sentences and then erase them. Elicit the three sentences back up to the board. Point out that, as seen in these examples, the word *get* can have many different meanings depending on which words it's combined with. These different meanings of *get* will be the focus of the lesson.

## Vocabulary

- 1-2** Students read the instructions. Do the first sentence in each exercise together in open class. Get the students to pair check before eliciting the correct answers. To make this type of exercise more cognitively challenging for stronger groups, you could tell the students not to write anything down when they do the activity for the first time individually. They then have to pair check their answers from memory.
- 3** Students discuss the questions in small groups. During feedback, nominate a few students to tell you what other members of their group said. Note that students who watch films or TV series from North America might ask you about *gotten*. People in the United States and Canada use *gotten* for the past participle of *get* in most cases, but people from other English-speaking countries use *got* as both the past and past participle forms.

### Teaching tip

Normally we place word stress on the main verb in a sentence, but with phrasal verbs the word stress falls on the particle instead. Select two sentences from the

exercises, e.g. *I get that kind of information online.* *She got over it eventually.* Read them aloud and elicit the difference.

### Extra activity

Put the students into groups of four or five. Assign each group five vocabulary items from page 8. Explain that the students are going to create a story that includes five expressions or phrasal verbs with *get*. Remind them that a good story has a beginning, middle and end. The beginning introduces the characters, setting and the problem or conflict. The middle consists of an event or series of events related

to the problem or conflict. At the end of the story, the conflict or problem is resolved. Go around and monitor. Make sure each group's story has a clear beginning, middle and end. Regroup the students. They take turns telling each other their stories. The students listening have to listen for and write down the five vocabulary items used in the story.

## Writing

- 1 Students read the instructions and the letter. In pairs, they discuss the question.
- 2 Give the students time to read the letter quietly on their own. Encourage them to put a tick next to the advice they agree with.
- 3 Explain to the students that using these types of linking words and expressions help 'take the reader by the hand' and lead them through the ideas and messages you are trying to communicate.
- 4 Students do the exercise individually.

### Teaching tip

**B2** First examiners are really only hard on errors that are seen as being below the level expected or those that impede communication. So these are the types of errors

you should focus on while giving students feedback on their writing. Particularly with the first piece of writing students turn in, focus more on what they do well.

### Sample answer

Dear Tom,

*It was great to hear from you! That's a very important choice to make, and I think you should think carefully about it before choosing.*

*I'm certain you would enjoy working in a hotel and that you would do it very well and, obviously, that would be a great experience and you would earn a great deal of money. However, it's true you would be far from your family and friends and, if you are not used to work many hours, you will find it exhausting.*

*On the other hand, as your parents need help, if you stay, you will be giving them a rest from work and also you will*

*be in your city and in your free time you will be able to hang out with your friends.*

*Because of that, in my opinion the best thing for you to do is to stay at home and help your parents in the shop. You will have more opportunities to travel abroad when you are older.*

*In any case, regardless what you decide, I'm sure you will have a great summer.*

A hug

Lucía

187 words

### Examiner comments

**Content:** All the content is relevant and informative. The writer considers both options before advising Tom which to choose.

**Communicative achievement:** The conventions of letters are used appropriately. The opening and closing comments are generally appropriate, although 'A hug' is not usual. The register is consistently informal and the tone friendly and helpful.

**Organisation:** The letter is well organised into logical paragraphs. A range of linking words is used, particular at the beginning of sentences (*However; On the other hand; Because of that; In any case*). However, there is an over-reliance on *and* to link ideas within sentences.

**Language:** A reasonable range of everyday language is used (e.g. *think carefully; earn a great deal of money; exhausting; have more opportunities to travel abroad; hang out with your friends*). Both simple and complex forms are used with good control (e.g. *if you stay, you will be giving them a rest from work; the best thing for you to do is to stay at home*) and errors do not prevent understanding (*you are not used to work working; regardless [of] what you decide*).

**Mark:** Good pass

## AUDIOSCRIPT

### Listening Part 1 Multiple choice

#### 1.2

**M = Man W = Woman**

**1** You hear two people talking about a friend of theirs.

**M:** How many houses has Mike got now?

**W:** Well, there's this one here, the flat in Brighton, the cottage in Devon, and that villa of his in Spain. So, four altogether.

**M:** Hmm. Easy for some, isn't it?

**W:** I don't know. I get the impression he's fed up with it all – always moving around. I wouldn't be surprised if he got rid of everything over here and lived in Spain permanently.

**M:** Is that what he's said he'll do?



## Writing Part 2 Informal letter

- 1 SPEAK** Read the following Writing Part 2 instructions. What advice would you give Paula and why?

You have received a letter from your English-speaking friend, Paula.

As you know, this is my last year at school, and I can't make up my mind what to do when I leave. My parents want me to go to university, but I'd really like to work as a ski instructor. What do you think I should do?

Thanks, Paula

Write your letter in 140–190 words.

- 2 SPEAK** Read Hugo's reply below to Paula's letter, ignoring the gaps. Do you agree with Hugo's advice? Why/Why not?

Dear Paula

It was great to hear from you. You've certainly got a difficult choice to make. I know how much you love skiing and I'm sure you'd be a brilliant teacher, (1) \_\_\_\_\_ **but** \_\_\_\_\_ maybe you should think more carefully about your future.

The good thing about being a ski instructor is that you could have an exciting lifestyle, working in different countries, meeting lots of interesting people and doing something you really enjoy. The trouble is, though, it's not very well-paid work, and the career prospects are not fantastic (2) \_\_\_\_\_ **either** \_\_\_\_\_ – you might still be in the same job in twenty years' time.

**On the other hand** (3) \_\_\_\_\_, if you go to university, you'll have more chance of getting a decent job later. It'll be great fun (4) \_\_\_\_\_ **as well** \_\_\_\_\_, especially if you choose a university in a different town and live away from home.

(5) \_\_\_\_\_ **So** \_\_\_\_\_, if I were you, I'd do what your parents suggest and study for a degree. You could always work in a ski resort in the holidays – students get really long breaks!

(6) \_\_\_\_\_ **Anyway** \_\_\_\_\_, good luck and let me know what you decide. Looking forward to hearing from you.

All the best,

Hugo

- 3** Complete gaps 1–6 in the letter with the linking words or expressions in the box.

anyway as well but either on the other hand so

- 4** What is the purpose of each of the paragraphs in Hugo's reply?

*Paragraph 1: To express an initial opinion on the choice that Paula has to make.*

- 5** Do the following Writing Part 2 task.

You have received a letter from your English-speaking friend, Tom.

Hi

I'm not sure what to do during the summer holidays next year. My parents want me to help out in the shop they own, but I'd quite like to work in a hotel in your country – there are plenty of jobs available. What do you think I should do?

Write soon, Tom

For more information on writing informal letters, see **page 193**.



### How to go about it

- Plan your answer carefully. For this type of question, list the advantages and disadvantages of each option.

*Advantages of working in parents' shop: easy work; live and eat at home ...*

- Decide which of these points you will include in your answer and what advice you will give.

- Write your answer using logical paragraphs, a variety of linking devices, and a range of language.

*Underline any expressions in Hugo's reply that you could use in your own letter, e.g. It was great to hear from you.*

### What to expect in the exam

- › The eight recorded extracts are either monologues or conversations. You hear each one twice.
- › The introductory sentence is read out before each recording.
- › For question 1, for example: you will hear the sentence *You hear two people talking about a friend of theirs.* You will not hear the question *What does the woman say about the friend?* or the three options **A–C.**
- › As in all parts of the Listening paper, you will hear distractors.

## Listening Part 1 Multiple choice

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

- 1 You hear two people talking about a friend of theirs.  
What does the woman say about the friend?  
A He talks a lot about his lifestyle.  
B He leads a comfortable lifestyle.  
**C** He may change his lifestyle.
- 2 You overhear a man talking to a friend on his phone.  
Why is he phoning?  
A to persuade his friend to do something  
**B** to ask for some information  
C to change an arrangement
- 3 You hear a woman talking about her family's financial situation.  
What is she going to do?  
A ask someone to help her  
**B** try to sell something  
C look for a new job
- 4 You hear a man talking about his job.  
Who is the man?  
A a hotel manager  
B a hotel receptionist  
**C** a hotel doorman
- 5 You hear two people talking about the value of their time spent living abroad.  
What do they agree about?  
**A** It has helped them develop their personality.  
B It has made them appreciate their own country.  
C It has given them better job prospects.
- 6 You hear a man talking on the radio.  
What is he doing?  
**A** reviewing a book  
B advertising a product  
C reading a news report
- 7 You hear two people talking about the village they both live in.  
What does the woman think of the village?  
A People are not always very friendly.  
**B** Some of the roads are dangerous.  
C There are not enough children.
- 8 You hear a man talking about a country in which he once lived.  
What surprised him about the people?  
**A** the importance they give to clothes  
B the type of food they eat  
C their attitude to work



## Listening

**1.2** Give students time to read the **How to go about** it box and the questions. Then play the recording twice.

### AUDIOSCRIPT continued

**W:** Well, you know Mike. It's not like him to talk much

**Q1** about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.

**2** You overhear a man talking to a friend on his phone.

**M:** I'm stressed out, to be honest, what with work and all the problems with the house. I need something to help me relax. ... Well, yeah, I did think about yoga, but the class is on Friday and I play squash then. And then I saw they do pilates on Tuesdays and Thursdays, which would be ideal

**Q2** for me. ... Yeah, I know you did. And actually, I was wondering if you could tell me what it was like, what sort of things you did. I had a quick look online, but it's always better to talk to someone with firsthand experience.

**3** You hear a woman talking about her family's financial situation.

**W:** We just about get by, but it's a bit of a struggle. I can only get part-time work and Frank lost his job at the furniture factory last August. He's sent off loads of applications, but no luck so far. My mum and dad could probably help out, but somehow it doesn't seem right borrowing from them. They've been saving all their lives and I want them to enjoy

**Q3** their money, now they're retired. There's nothing for it but to put my car on the market and see if I can get a decent price for it. The kids'll just have to get the bus in the morning.

**4** You hear a man talking about his job.

**M:** I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor-made – not just any old suit. Inside, at the front desk they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the

**Q4** guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

**5** You hear two people talking about the value of their time spent living abroad.

**W:** I've gained so much from these two years living abroad.

**M:** Yeah, me, too. I reckon we'll have no trouble finding work when we get back home.

**W:** I'm not sure that's true. But anyway, I was thinking more about the benefits to me as a person.

**Q5** I've become much more tolerant since I've been here, more willing to accept difference.

**M:** That's what I mean. We've grown as individuals, we're more open-minded and independent, so that makes us more employable.

**W:** Well, I admire your optimism. I just know that I'll miss being here.

**M:** It's alright, but the whole thing has made me value life at home more.

**6** You hear a man talking on the radio.

**M:** The world today is faster and more dynamic than when our great-grandparents were alive, but as a result, life is often more stressful and unhealthy. Self-help gurus offer people the hope of finding a solution to their problems, improving their health and wellbeing, and generally making their lives

**Q6** better. The author of *Back to Basics* says his guide will help you achieve all these things in a matter of weeks. He's lying – the only thing it's good for is sending you to sleep, and you'd be wasting your money if you bought it and your time if you read it.

**7** You hear two people talking about the village they both live in.

**M:** Are you enjoying it here in the village?

**W:** Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.

**M:** That's good. So you feel comfortable here, then?

**W:** Yes, I do. And the children have settled in well, too.

**Q7** I just get a bit nervous about the traffic sometimes.

**M:** What, on the main road?

**W:** Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

**8** You hear a man talking about a country in which he once lived.

**M:** On my travels I've had to get used to eating all kinds of strange dishes, so I was prepared for their rather unusual cuisine. If I was offered something I knew I wouldn't like, I used to cover it in lemon and salt to hide the taste. And it's a hot country, so the slow pace of life and relaxed approach to work

**Q8** were only to be expected. What I hadn't anticipated was their way of dressing. I'm not used to being with people who take so much care over what they wear and I felt quite scruffy by comparison. Colour, style, fashion – it all mattered to them. I had no idea before I went.



## Lead-in

Put students into groups A, B and C. Group A has to talk about how life was different 100 years ago; group B, 1,000 years ago; and group C, 10,000 years ago. Board a few ideas to get them started, e.g. *100 years ago people used to cross the ocean by ship, but now they usually fly*. Regroup students to report their original group's ideas.

## Language focus

- 1 Give students a minute to look at the examples on their own before comparing their ideas with a partner.
- 2 Discuss this in open class. In monolingual groups, if you share or are familiar with the students' L1, you could ask them to translate *be used to* and *get used to* to check their understanding.
- 3 Elicit to the board: *be/get used to* + gerund/noun phrase. Contrast this with *used to* for past habits, which is followed by the infinitive without *to*.
- 4 Direct students to the **Ready for Grammar** section (see below). Alternatively, if your students are confident

with the grammar by this point, you could set this section for homework and go directly to Exercise 5.

- 5 Students discuss the situations in groups. Monitor and check their use of the target language. Make a note of any errors to address later. Elicit their ideas for a couple of the situations as a class. Finish with some corrective feedback.

## Reading and Use of English

- 1 Students answer the question in pairs. Elicit a few ideas from the class.
- 2 Give the students time to read the text. Ask if any of their ideas were mentioned.
- 3 Before doing the exercise, direct the students to the **How to go about it** box. Remind them to only use one word per gap. Individually, students fill the gaps. They then compare in pairs before checking in open class.
- 4 In small groups, students discuss the question. Get brief feedback from the class.

## READY FOR GRAMMAR

## 1 Be used to/get used to + noun or gerund

*Be used to* + noun/gerund means 'to be accustomed to'.

*She's a nurse so she's used to seeing sick people.*

*Get used to* + noun/gerund means 'become accustomed to'.

*I want to leave Athens; I can't get used to the heat.*

## 1 Be used to/get used to + noun or gerund

- 1 Write the words in the correct order. Begin each sentence with the word in bold.
  - 2 In the first gap write either the correct form of *be* or *get*, or leave it blank. In the second gap write the correct form of the verb in brackets. There is an example at the beginning (0).
- 0 trouble school? **Did** use into you at to get  
*Did you use to get into trouble at school?*
  - 1 bike school to to a **Lucy** use used get  
*Lucy used to use a bike to get to school.*
  - 2 got used morning to in up the **She's** getting early  
*She's got used to getting up early in the morning.*
  - 3 every dad to to me **My** his clean Sunday used get car  
*My dad used to get me to clean his car every Sunday.*
  - 4 paid worked didn't much waiter he as to a when use **Paul** get  
*Paul didn't use to get paid much when he worked as a waiter.*
  - 5 not doing are people **Many** work used hard young to  
*Many young people are not used to doing hard work.*

## Life after retirement

To The Daily Times

I enjoyed your article about the pros and cons of retirement in yesterday's edition. I (0) \_\_\_\_\_ **used to** \_\_\_\_\_ *own* (own) a small grocery shop, where I worked for over forty years. Six months ago, I sold the business and started to draw my pension. I was looking forward to retiring; I (1) \_\_\_\_\_ **used to** \_\_\_\_\_ *dream* (dream) about it and think how wonderful it would be not to have to work anymore. It's not that simple, though. I suppose I should (2) **be or have got** **used to** \_\_\_\_\_ *having* (have) so much free time by now, but I (3) **am** \_\_\_\_\_ just not **used to** \_\_\_\_\_ *being* (be) able to do what I want, when I want. I can't seem to (4) \_\_\_\_\_ **get** **used to** not \_\_\_\_\_ *having* (have) to get up early every morning and I still wake up at six. When I had the shop, I (5) \_\_\_\_\_ **used to** \_\_\_\_\_ *spend* (spend) ten hours a day there, and to be honest, I miss the routine. However, I'll have a new routine soon; my wife and I have just become grandparents (to twins!) so no doubt we'll have to start (6) **getting/to get** **used to** \_\_\_\_\_ *looking* (look) after children again. I'm certainly looking forward to that!

David Rumsey

Worthing

Go back to **page 11**.



## Language focus Habitual behaviour

Complete each gap with a word from the box. You do not need to use all the words.

always almost hardly like never not tend  
use used usual usually very will would

- My grandad's got a car, but he hardly ever uses it. He'll only drive in good weather.
- Usually we play football on Sunday morning, but this week's game is in the afternoon.
- This nocturnal bird is not often seen in daylight, so these early-morning images are a rare treat.
- It's not usual for students to bring sandwiches; most eat in the school canteen.
- We very rarely go into the town centre to shop these days; it's far too crowded.
- We tend not to go abroad on holiday; there are so many places to visit here in this country.
- When I was at school, I would often get into trouble for talking during lessons.
- Where did your mum use to work before she retired?

## Reading and Use of English Part 1 Multiple-choice cloze

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

### YOUNG ENTREPRENEURS

A growing number of school-going teenagers are using the internet to (0) D their pocket money by selling clothes and accessories online. One shopping app has over seven million users worldwide, (1) C many enterprising under-18s who have decided they would (2) D work for themselves than look for a part-time job in a shop or restaurant.

Sixteen-year-old Eva Laidlaw, who has (3) B up in a family of successful business people, buys second-hand garments then sells them via the app, more (4) A than not, at a decent profit. 'I get most of my clothes from charity shops and car boot sales,' she says. 'You can (5) C across good quality items if you're (6) A to spend the time looking.'

Katie Simmons is another young entrepreneur. (7) C on holiday in Tuscany three years ago, she discovered that clothes sold in the markets there were extremely cheap. So, every two months, Katie, now eighteen, (8) B for Italy and hunts for items she thinks will sell easily at home. 'I had intended to go to uni,' says Katie, 'but now I have a business to run.'

- |                     |                   |                    |                 |
|---------------------|-------------------|--------------------|-----------------|
| 0 A advance         | B lift            | C rise             | D <u>boost</u>  |
| 1 A containing      | B consisting      | C <u>including</u> | D introducing   |
| 2 A better          | B prefer          | C like             | D <u>rather</u> |
| 3 A turned          | B <u>grown</u>    | C brought          | D raised        |
| 4 A <u>often</u>    | B ever            | C always           | D sometimes     |
| 5 A get             | B find            | C <u>come</u>      | D take          |
| 6 A <u>prepared</u> | B disposed        | C organised        | D equipped      |
| 7 A Whereas         | B Whenever        | C <u>While</u>     | D Whether       |
| 8 A goes away       | B <u>sets off</u> | C carries on       | D catches up    |





## Reading and Use of English Part 4 Key word transformation

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

- 0 How long was your journey from London to Manchester?

### TAKE

How long ..... **DID IT TAKE YOU TO** ..... get from London to Manchester?

- 1 Why don't you throw away that old coat?

### RID

How about ..... **getting rid of** ..... that old coat?

- 2 I still find it strange to wear glasses.

### USED

I still haven't ..... **got used to wearing** ..... glasses.

- 3 He never asks when he borrows my things!

### ALWAYS

He is ..... **always borrowing my things without** ..... asking!

- 4 Simon doesn't usually drink coffee.

### UNUSUAL

It ..... **is/s unusual for Simon to** ..... drink coffee.

- 5 Helen is not usually so pessimistic.

### LIKE

It is ..... **not/n't like Helen to be** ..... so pessimistic.

- 6 I can't wait to see you again.

### FORWARD

I'm really ..... **looking forward to seeing** ..... you again.

### What to expect in the exam

- > The second sentence of a transformation is a paraphrase of the first sentence; it expresses the same idea but with different words.
- > Transformations test your knowledge of grammar, vocabulary and collocation. *In these transformations, all the language which is tested appears in Unit 1, including the Grammar reference on page 208.*
- > More than one feature of grammar and/or vocabulary may be tested in a single transformation.  
In number 1, for example, consider:
  - the verb and preposition used with the word *rid*.
  - the form of the verb used after the words *How about*.
- > You must write at least two words and no more than five, and you cannot change the key word in any way.  
*In number 2, for example, you must include the word used, and not use, uses or using.*
- > In the exam, when you transfer your answers to the separate answer sheet, you write only the missing words in CAPITAL LETTERS.

## Vocabulary Get

Match each beginning 1–7 with an appropriate ending a–g.

- |  |  |
|--|--|
| 1 Please do not hesitate to <b>get</b>       | a <b>ready</b> . I won't keep you waiting long.                  |
| 2 Come in. I have to finish <b>getting</b>   | b <b>the chance to</b> go diving on a coral reef there.          |
| 3 I want to change jobs. I don't <b>get</b>  | c <b>in touch with</b> our sales team if you have any questions. |
| 4 I'm sorry I'm so late. My bus <b>got</b>   | d <b>over</b> my shyness and talked to a few people.             |
| 5 I don't own a car; I can easily <b>get</b> | e <b>paid</b> enough for the work I do here.                     |
| 6 When we lived in Australia, I <b>got</b>   | f <b>stuck</b> in the snow and I had to walk.                    |
| 7 I enjoyed the party once I had <b>got</b>  | g <b>by</b> without one. I just use public transport.            |

## Writing Part 2 Article

Write a short article of 140–190 words about your lifestyle and how you feel about it.

You could include information about some of the following:

your daily routine	your work or studies	your free time activities
your social life	your family life	your eating habits

Use texts A–D in *This is your life* on page 5 for ideas on how to structure your article. Include some of the vocabulary and grammatical structures you have studied in this unit

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.  
For more information on writing articles, see page 192.

## Pronunciation Pronouncing questions

1 **1.3** Listen to two speakers asking the questions below. What differences do you notice in the way they speak? Who is easier to understand?

- 1 Why do you like that film?
- 2 What do you want to talk about?
- 3 How did you do that?
- 4 Where did you live?

2 Read the information in the box to check your answers to Exercise 1.

### Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with *do/did + you*, it can be difficult to hear whether the speaker is saying *do* or *did*.

- What do you want to do? /wɒdʒə wɒnə duː/
- How did you travel? /haʊdʒə trævəl/

3 **1.4** Write down the four questions you hear.

- 1 *Who do you want to speak to now?* \_\_\_\_\_
- 2 *Where did you go this morning?* \_\_\_\_\_
- 3 *When do you have to be there tomorrow?* \_\_\_\_\_
- 4 *Why did you say that earlier?* \_\_\_\_\_

4 **SPEAK** Work in pairs. Practise saying the questions in Exercise 3 as clearly as possible.

5 **SPEAK** Now say the questions in Exercise 3 joining the words together.

### What to expect in the exam

One of the criteria for marking in the Speaking paper is Pronunciation. The examiner will consider the following:

- Are the answers clear? Can the speaker be generally understood?
- Is the speaker's intonation appropriate?
- Does the speaker use sentence stress correctly? Is word stress correct?
- Are individual sounds clear? Are they correctly produced?



14

## Pronunciation

Understanding connected speech, in particular how words are joined together in fast speech, is an important listening skill.

**1-2 1.3** In open class, discuss the differences and who the students thought was easier and why. Note that the surrounding context usually makes it clear whether the speaker is saying *did* or *do*, even if the difference is difficult to hear in a single utterance.

3 **1.4** Play the recording at least twice.

**4-5** Students read the instructions and practise saying the questions. Note that in both fast speech and slow careful speech, information words, such as nouns and verbs, are usually stressed in English, while grammatical words like prepositions, articles and auxiliaries are usually unstressed, e.g. *Where did you go this morning?* The last noun in a sentence usually receives more stress than the other information words. You could practise this by eliciting the stressed words in the sentences from Exercise 3 on the board and doing some choral drilling.





# HIGH ENERGY

## KEY LANGUAGE

Gerunds and infinitives  
Music  
Sport  
Affixes

## PRONUNCIATION

Vowel sounds

## EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 6  
Writing Part 2  
Listening Parts 2 & 4  
Speaking Parts 1, 2, 3 & 4

## Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 When was the last time you played a sport?
- 2 Do you prefer individual or team sports?
- 3 What are the three most popular sports in your country? Why do you think they are popular?
- 4 How important is music in your life?
- 5 Do you like dancing to music?
- 6 What is your least favourite type of music?

### Don't forget!

- Develop your answers by giving reasons or examples.

Sport and music are the themes of this unit. Vocabulary related to these two topics is contextualised through the reading and listening tasks, as well as the important grammar point of gerunds and infinitives.

Read the unit objectives to the class.

## SPEAKING Part 1 Interview

Focus students' attention on the picture. Board the following question words: *who*, *what*, *when*, *where*, *why*, and *how*. In pairs, students brainstorm some ideas for each one, e.g. *For who*, *they could be amateur athletes*. Bring the class back together to share their ideas.

Both sport and music are topics that often come up in Speaking Part 1. These questions will give the students useful practice discussing these topics. You could illustrate the importance of giving full answers to questions with a demonstration. A student asks you the first question twice. The first time give a short, abrupt answer, e.g. *Last weekend*. The second time give a fully developed answer that includes an example or reason, e.g. *Last weekend I played football*

*with my mates at a local pitch. We just get together sometimes and play for fun. It's not an official team or anything.*

Give students five minutes to discuss the questions in pairs before getting whole class feedback. Write any interesting vocabulary that comes up during the conversation on the board.

## ONLINE MATERIALS

Gerunds and infinitives dominoes (**Teacher's Resource Centre**)

Vowel sounds board game (**Teacher's Resource Centre**)

Unit 2 Test (**Test Generator**)

Unit 2 Wordlist (**Teacher's Resource Centre**)

Unit 2 On-the-go-practice (**App**)



**Don't forget!****Student A**

- Do not describe the photographs in detail; talk about the similarities and differences.
- The second part of the task is written as a question above the photographs.

**Student B**

- Develop your answer fully, giving reasons for your feelings or opinions.

**Speaking Part 2 Long turn**

1 The photographs below show people listening to music in different situations.

**Student A:** Compare the photographs and say why you think the people have decided to listen to music in these situations.

**Student B:** When your partner has finished, say where you like listening to music.

2 Now change roles. Go to the **Additional materials** on page 198 and do the Speaking Part 2 task.

**Vocabulary Music**

1 All the words in each of the groups below can be used in combination with one of the words in the box. Write an appropriate word from the box in each of the gaps. There is an example at the beginning (0).

guitarist in instrument live (adj) on play (v) playlist rock song									
0	a <u>rock</u>	band musician star	3	download a perform a mime a	<u>song</u>	6	a <u>live*</u>	*pronunciation /laiv/	album performance music venue
1	a lead a session a bass	<u>guitarist</u>	4	<u>on</u>	tour stage the radio	7	<u>in</u>		the charts concert tune
2	a percussion a wind a stringed	<u>instrument</u>	5	<u>play</u>	a track a tune a chord	8	create a shuffle a delete a	<u>playlist</u>	

2 Complete each gap with an appropriate word combination from Exercise 1. There is an example at the beginning (0).

- Have you been to see a singer or a band perform in a live music venue?
- Who would you most like to see perform live in concert/ on stage?
- Have you ever performed or spoken on stage in front of an audience?
- Can you play a tune on any instrument?
- Can you sing in tune or do people cover their ears when they hear you?
- Do you listen to songs that are in the charts or do you prefer less commercial music?
- When you create a playlist, how do you decide which songs to include on it?

3 **SPEAK** Work in pairs. Discuss the questions in Exercise 2, giving as much detail as possible.

Why have the people decided to listen to music in these situations?



## Lead-in

Ask everyone to choose one photo on their phone (or that they've brought from home) which they don't mind showing to their classmates. The students then get up and walk around the room and do a 'mingle' activity, where they have to show each other their photos and try to find a connection between them. Encourage them to ask each other questions and briefly discuss each other's photos before switching partners.

## Speaking

**1-2** This speaking task is about music, a topic which is further explored in the vocabulary and listening activities on pages 16 and 17. Get the students to read the instructions and then focus on the **Don't forget!** box. Ask a few yes or no concept check questions: *Do you describe both photos in detail?* (No) *Do you compare the photos?* (Yes) *Is this speaking task a dialogue between you and a partner?* (No). While the students do the task, make notes on what they do well and what could be done better. Look out for common problems, such as not answering the question, only talking about one of the photos, describing the photos in too much detail, quickly running out of things to say, talking about the photos with their partner etc. Give the students some feedback on their performance in open class.

## Vocabulary

**1** Students read the instructions. Focus on the example (0). Remind the students what a *collocation* is. *Rock band*, *rock musician* and *rock star* are all very common noun + noun collocations of the word *rock*. Students could do this task individually and then pair check. They could also do it in pairs and then check their answers with another pair. Correct as a class.

Clarify the meaning of any vocabulary students are unfamiliar with, such as *chord* (three or more notes played together) or *shuffle* (to move things into a different order). Elicit and drill the pronunciation of *chord* /kɔːd/, *percussion* /pə'kʌʃn/, *stringed* /strɪŋd/, or any other words you think your students will have trouble with.

**2** Students do Exercise 2 as suggested. Correct as a class. Give the students one minute to study the vocabulary items in Exercise 1. Then ask them to close their books and write down as many as they can remember.

**3** Put the students into new pairs and ask them to discuss the questions. Monitor and make a note of any emergent language you would like to exploit during the feedback stage.

## Teaching tip

Get students to do speaking tasks twice. It will give them the opportunity to do them better the second time. Task repetition is particularly useful after students have received feedback on their first attempt, which

they can then incorporate into their second one. Ask the students to reflect on their performance. What went better (or worse) the second time? Why?

## UNIT 2

### Speaking Part 2 Long turn

The photographs below show people listening to music in different situations.

**Student A:** Compare the photographs and say why you think the people have decided to listen to music in these situations.

**Student B:** When your partner has finished, say where you like listening to music.

Why do you think the people have decided to listen to music in these situations?



Go back to **page 16**.



## Listening

- 1 Give students some time to discuss the questions and then conduct brief feedback.
- 2 After the students have read the instructions and the information in the **What to expect in the exam** box, set up a role-play to check their understanding of the task. Put the class in pairs and assign roles A and B. A is a student in this class; B is a student from another class who knows nothing about the *B2 First* listening paper. Student A explains in their own words what to do in this part of the test, while Student B asks questions. Bonus points for students in role B who purposely misunderstand, e.g. *So let me see if I understand, I have to listen and write down one word for each answer, right?*
- 3 This exercise practises a useful exam strategy for Listening Part 2. On the day of the exam, they will only have 45 seconds to read the text and

make predictions, but since this is the first time encountering this task, give them as much time as they need. When you elicit their ideas in open class, make sure they justify them.

- 4 **2.1** Allow the students to compare their answers in pairs after the first and second time they listen (see answers highlighted in the **Audioscript** below). Ask how many of their predictions made in Exercise 3 were accurate.
- 5 Organise the groups so the students are with people they have not yet talked to. During their conversation, encourage students to share a snippet of their favourite soundtrack (quietly!) using their phone.
- 6 Direct the students to the **Additional materials** section on page 199 (TB18).

## AUDIOSCRIPT

## Listening Part 2 Sentence completion

## 2.1

Hi, I'm Jack Suggs and on today's programme we're going to take a look at what's **going on** in the world of music. Apparently, the average person in Britain listens to around three thousand five hundred songs a year. And in the case of young adults aged between 18 and 24, that figure is more than **six thousand**, an average of about three and a half hours of music a day.

Music's all around us – in shops, restaurants, gyms and even in the workplace. Not so long ago, the idea of employees listening to music in offices was almost unheard of; now it's becoming increasingly common. In fact, almost as common as it used to be in **factories**, where many employers have got rid of it because it can be distracting, and an obvious safety risk.

In an office, though, it can be very beneficial, depending on what you're trying to achieve. According to some recent research, if the work involves creative thinking, then positive, stimulating music can help you **come up with** original ideas. But if it's anything that requires **problem-solving**, then it's better to work without any noise at all – including music, of course.

Background music can also help increase business in restaurants. There are music-streaming services that design playlists to suit different types of restaurants and their brand or image. In a study **carried out** recently, one such service led to an increase of roughly 11 per cent in the sales of **side dishes** in one establishment, and orders of smoothies and shakes rose by 15 per cent! Restaurants have to be careful, though, because if they get the music wrong or play it too loud, they can **put** people **off** eating, and sales will fall.

And there's some really interesting research that's been done by scientists at the University of Oxford. They **found out** that traditional music played in Indian restaurants can make the food taste up to

10 per cent **hotter**. They haven't **worked out** exactly why this is, yet, but it seems we associate the fast beat and high-pitched, distorted sounds of Indian music with high energy, and that reflects the sensation of eating spicy food.

Now, if you like watching TV series, you may have noticed that many directors nowadays tend not to use **famous** musicians and composers to create the soundtracks for their work, but **turn** instead **to** relatively unknown artists – the band *Survive* in *Stranger Things*, for example, or *Mogwai* for *Les Revenants*. And they're such an important part of the process that they often compose the music before filming even begins, and so help to shape the series that's being made.

They also use **technology** to create their sound, so there's less need to hire large orchestras and big studios these days. In fact, there's a move away from the dramatic sounds of the orchestra towards music that doesn't **stand out** so much, music that's more in the background so that it won't distract the viewer.

Which is very different to what's happening with video games. Orchestras are an important element of these, and composers like Eimear Noone, are in constant demand. Eimear comes from Ireland, but has **set up** **home** in **California**. She's worked on games like *World of Warcraft* and *Legend of Zelda*, which are played by hundreds of millions of people, and she travels the world performing sell-out concerts of her soundtracks.

Video game music is also played on the radio. On the commercial station Classic FM, there's a very popular, one-hour programme which plays music exclusively from games. Its name, appropriately, is **High Score** and it's presented by Jessica Curry, who co-founded a game development company called *The Chinese Room* and composed the music for the game *Dear Esther*. Many classical music lovers were sceptical at first, but the first series **turned out** to be a huge success, so they made more programmes.

Now, on **this** programme, before we **go on**, you're going to hear a piece of **jazz** from somebody we all normally associate with rock music, and I want you to decide who it is we're listening to.



## Listening Part 2 Sentence completion

### 1 **SPEAK** Work in pairs or small groups. Discuss the questions.

- 1 What type of music do you like listening to?
- 2 How many hours do you think you spend listening to music each day?

### 2 Read these Listening Part 2 instructions and the What to expect in the exam box.

**2.1** You will hear a man called Jack Suggs talking on the radio about music. For questions 1–10, complete the sentences with a word or short phrase.

#### What to expect in the exam

- The words you *read* in the question may not be the same as the words you *hear* in the recording. For example, in question 6 **you read** ... *directors of TV series avoid using* ... *artists to write soundtracks*, but **you hear** ... *directors nowadays tend not to use* ... *musicians and composers to create the soundtracks for their work*.
- However, the word(s) you need to write are actually heard in the recording.
- For many of the questions, you will hear distractors, information which could fit the gap but does not answer the question.  
*For question 1 below you will hear more than one number. Listen carefully to ensure you choose the right one.*
- You do not need to write more than three words for each answer.
- Minor spelling errors can be made (e.g. *musical*) but the words must be recognisable.

### 3 **SPEAK** Work in pairs. Read sentences 1–10 and discuss the type of information you might need to write for each one.

*1 will be a number, possibly quite a high one.*

### 4 **2.1** Listen to the recording twice and complete the sentences.

Jack says that people in Britain aged between 18 and 24 listen to an average of over (1) six thousand/6,000/6 thousand songs a year.

Jack says that music is no longer played in many (2) factories for safety reasons.

The findings of one recent study recommend silence when doing work which involves (3) problem-solving/solving problems.

Jack says that sales of (4) side dishes increased by about 11 per cent in one restaurant, when the right type of music was played.

Scientists at Oxford University discovered that a certain type of music could make some food taste even (5) hotter.

Jack says that many directors of TV series avoid using (6) famous artists to write soundtracks.

Jack says that many musicians make use of (7) technology when recording soundtracks for TV series.

Eimear Noone, a composer of video game soundtracks, lives in (8) California.

Jack mentions a radio programme called (9) High Score, which is dedicated to video game music.

Jack says he is going to play some (10) jazz music on his radio programme.

### 5 **SPEAK** Work in groups. What is your favourite soundtrack from the following? Why?

- a film
- a TV series
- a video game

### 6 Go to the **Additional materials** on page 199.

#### 3 Possible answers

- 2 A plural noun, possibly referring to types of places, buildings or events.
- 3 A noun or gerund, perhaps an activity, or possibly certain types of people or objects.
- 4 Probably a type of food or drink.
- 5 The comparative of an adjective (after *even*) describing food.
- 6 Probably an adjective describing *artists*, though perhaps a noun to form a compound noun.
- 7 A noun, possibly plural, perhaps with an adjective; something that musicians can use.
- 8 Probably the name of a place, such as a town or a country.
- 9 The name of a programme; there are numerous possibilities.
- 10 A style of music.

## Reading and Use of English Part 6 Gapped text

**1 SPEAK** Work in pairs. Look at the photographs of people doing parkour, and discuss the questions.

- 1 What does parkour involve doing?
- 2 What type of people do it and what skills do you think are required?
- 3 What benefits does it have for participants?

**2** You are going to read an article about parkour. Read through the base text (the main text with the gaps). Are any of your ideas from Exercise 1 mentioned?

**3** Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

To help you, some words and phrases are written in **bold**. These show connections between the language in the text and the language in the missing sentences. A number of grammatical words such as *he*, *its*, *their*, *this* and *those*, are written in *italics* to show further connections.

**Note that** these connections are not shown in the *First* examination.

### How to go about it

- Check that the whole sentence fits in with the meaning of the text before *and* after the gap.
- When you think you have found the correct missing sentence for a gap, read the whole paragraph again to check that it fits.
- When you have finished the task, check that the sentence which you have not used does not fit into any of the gaps.

**4 SPEAK** Work in groups. Discuss the questions.

- 1 Do you think parkour should be taught in schools? Why/Why not?
- 2 Are there any high-risk or extreme sports you would like to try?





## Lead-in

Books closed. Divide the class into two teams, A and B. Explain that each team has three minutes to write down as many sports as they can think of, but they only get points for sports not also mentioned by the other team. The team with the most points is the winner.

## Reading and Use of English

- 1 Ask if anybody in the class has heard of parkour — or perhaps even tried it. Put the students into pairs and focus their attention on the photos. Give them a few minutes to answer the questions. Instead of the pictures, or in addition to them, you could find a short video on the internet.
- 2 Allow the students no more than three or four minutes to read the article. The idea is to read quickly to get the general idea. In open class, ask if any of their ideas are mentioned.

- 3 This is the first time students are encountering this type of reading task, so do take the time to familiarise them with it. Before they read the instructions and the **How to go about it** box, give the students a couple of minutes to look at page 19 and together with a partner discuss *what* they have to do in this task and *how* to do it. Nominate a few students in open class to share their ideas. Then get the students to read the information on page 18 and report back on how many of their ideas are included there.

As a class, find the missing sentence for the first gap together, using the words in bold and italics. At this point, if you think your students are going to find this reading challenging, tell them which sentence is not used (B) before they do the rest of the gaps.

- 4 While the students discuss the questions in small groups, circulate and offer further ideas where necessary.

### Teaching tip

*Ready for B2 First* often provides students with useful language to help them improve their performance on the Speaking paper. This same logic can be applied to any activity in class which involves speaking, for example, checking answers in pairs. Useful language for pair checking could include:

- *What do you have / What did you put for number 1?*
- *I have/put A.*
- *What made you choose A?*
- *I was doubting between A and B.*

- *I put A because here in the text it says ...*
- *It can't be B because ...*
- *I ended up with A by process of elimination.*

To come up with useful language, take a moment and role-play the speaking task your students will be doing and ask yourself, what would I say? Put this useful language up on the board so students can easily refer to it.

## UNIT 2

### Listening Part 2 Sentence completion

- 1 Look at the **listening script** on **page 235** and use the context to help you work out the meanings of the phrasal verbs in **red**.

... we're going to take a look at what's **going on** in the world of music.

*'Go on', here, means happen.*

- 2 **SPEAK** Talk about at least five of the following with your partner.

- 1 a person you usually **turn to** for help if you have a problem
- 2 a place in the world where you would happily **set up** home if you could
- 3 a problem for which politicians need to **come up with** a solution soon
- 4 a moment that **stands out** as being particularly important in your life
- 5 a holiday that **turned out** to be a complete disaster
- 6 an activity you have been **put off** doing again because of a bad experience
- 7 an interesting fact or piece of information that you have **found out** recently
- 8 an experiment you **carried out** in a school science lesson which made an impression on you

Go back to **page 17**.

#### 1 Possible answers

*go on = happen*

*come up with = think of*

*carry out = do/conduct (a study)*

*put off = discourage*

*find out = discover*

*work out = manage to understand*

*turn to someone = go to someone for help*

*stand out = be easy to notice*

*set up home = begin living in a place*

*turn out (to be) = become*

*go on = continue*



## READY FOR GRAMMAR

### 2 Gerunds and infinitives

#### Gerunds

The gerund is used:

- 1 as the subject/object/complement of a sentence.

*Subject: Reading in the car makes me feel sick.*  
*Object: I find shopping for clothes really boring.*  
*Complement: My favourite sport is swimming.*

- 2 after prepositions.

*I'm not very good at making things.*  
*to* is a preposition in *get used to* and *look forward to*.  
*I'm looking forward to seeing Millie again.*

- 3 after certain verbs, e.g. *admit, adore, avoid, can't help, can't stand, consider, delay, deny, dislike, enjoy, feel like, finish, give up, imagine, involve, keep, (don't) mind, miss, put off, prevent, regret, resist, risk, suggest.*

*Liz suggested going out but I feel like staying in.*

- 4 after these expressions:

*have (no) difficulty/problems/trouble (in), it's/there's no use, it's (not) worth, there's no point (in).*

*If you have trouble getting to sleep, it's no use crying.*

The infinitive with *to* is used:

- 1 to express purpose.

*I'm learning English to help me get a better job.*

- 2 after certain adjectives, e.g. *(It is/was etc.) difficult, easy, important, lovely, (un)necessary, normal, (im)possible, (un)usual, (I am/She was etc.) delighted, disappointed, (un)happy, sad, surprised.*

*I was surprised to hear she had failed the exam.*

- 3 after certain nouns, e.g. *ability, chance, decision, failure, idea, opportunity, plan, refusal, right, way.*

*It was a good idea to come to this restaurant.*

- 4 after certain verbs, e.g. *afford, agree, appear, arrange, choose, decide, demand, deserve, hope, learn, manage, offer, pretend, promise, refuse, seem, threaten.*

*He offered to give me a lift, but I decided to walk.*

*He promised not to tell anyone what she'd said.*

With some verbs a direct object is needed, e.g. *advise, allow, enable, encourage, force, invite, order, persuade, recommend, remind, teach, tell, warn.*

*My job enables me to use my language skills.*

Some verbs can be used with or without a direct object, e.g. *ask, expect, help\*, need, want, would like, would love, would hate, would prefer.*

*I want to go home and I want you to come with me.*

\**help* can also be used with an infinitive without *to*.

- 5 in place of a relative clause after phrases like *the first/the second, etc./the next/the last/the only* + noun.

*Marie Curie was the first woman to win a Nobel Prize.*

The infinitive without *to* is used:

- 1 after modal verbs.

*You can look at it, but you mustn't touch it.*

- 2 after *help, let, make, would rather, had better.*

*We'd better leave – it's late. I'd rather stay, though.*

#### Verbs followed by a gerund or an infinitive with *to*

- 1 *(quite/really) like, (absolutely/really) love/hate* and *(much) prefer* are usually followed by the gerund, but the infinitive with *to* is also possible.

*I absolutely love going/to go for long walks in the hills.*

The infinitive with *to* is common after *hate* for specific situations, and after *like* when it means *be in the habit of*.

*I hate to interrupt, but we really must be going.*

*I like to have a shower when I get home from work.*

- 2 *begin, start, continue* and *intend* can be followed by the gerund or infinitive with *to* with no change in meaning.

*She fell over and started crying/to cry.*

- 3 *forget, remember, mean, need, stop* and *try* can be followed by the gerund or the infinitive with *to*, but with a change in meaning.

- *remember* + gerund = recall a previous action

*I remember coming here when I was young.*

*forget* + gerund is not often used for actions you do not recall. Instead, *not remember* is used.

*I don't remember seeing Jim at the party.*

*remember/forget* + infinitive = (not) remember what you have to do

*Remember/Don't forget to feed the cat later.*

- *mean* + gerund = involve

*Dieting usually means giving up things you enjoy.*

*mean* + infinitive = intend

*I meant to phone the electrician but I forgot.*

- *need* + gerund = (passive meaning)

*This house needs painting. (= needs to be painted)*

*need* + infinitive = (active meaning)

*I need to get some new shoes.*

- *stop* + gerund = no longer do something

*I've stopped smoking: it's too expensive.*

*stop* + infinitive = interrupt one activity to do another

*Let's stop to buy some sweets on the way home.*

- *try* + gerund = experiment to see what will happen

*Try resting for a while: you might feel better then.*

*try* + infinitive = attempt to do something

*Alan tried to stop the thief as he ran away.*

#### Expressing general preferences

*(much) prefer* + gerund or infinitive

*I much prefer playing basketball to watching it.*

*I much prefer to play basketball rather than watch it.*

#### Preferences on specific occasions

- 1 *would (much) prefer* + infinitive with *to*

*I'd prefer to walk to school today rather than go by bus.*

- 2 *would (much) rather* + infinitive without *to*

This has the same meaning as *would prefer to*.

*I'd rather not talk about it at the moment.*

*I'd much rather do nothing all day than go to school.*

# Inside the daredevil world of PARKOUR

HIGH ENERGY

2



*An expression of attitude, exploring boundaries and calculated risk, free running has official status in the UK.*

Frazer Meek jumps down from a wooden platform and jogs across the floor of the Fluidity Freerun Academy, a huge warehouse in an industrial estate on the outskirts of Cardiff. It is a wintry Thursday evening and there are only a few people practising their leaps and swings on the purpose-built equipment, designed to imitate the bollards, railings and concrete building blocks of the great urban outdoors.

In early 2017, the UK became the first country in the world to recognise parkour as a sport. **1 D** Its participants are capable of leaping to improbable heights while almost always seeming to land, cat-like, on their feet.

Also known as free running and *art du déplacement*, the sport attracts thousands of mainly young, mainly male participants across the country. **2 A** This includes the opening sequence of the James Bond film Casino Royale, as well as advertising and music videos.

'A lot of people from the pedestrian world don't understand parkour,' says Meek. 'It's not just about technique, it's about the attitude. It's about exploring boundaries sensibly, seeing danger and calculating risk.' **3 G** 'I really hated conventional sports,' he remembers. 'I was a nervous kid who liked playing video games. Then I started to come across it on internet forums, and it seemed to be a lot of people who didn't fit in with more conventional stuff, shy people. That's what appealed to me about it.'

Some years ago, Meek got together with some like-minded spirits and rented a gym to practise parkour. Within weeks, hundreds of kids were turning up. **4 C** It is one of a handful of purpose-built parkour centres in the UK, offering a daily timetable ranging from 'Little Ninjas' for ages two to four, to adult drop-in sessions.

Their business reflects the coming of age of a sport that started in the late 1980s as little more than some friends playing around after school in a Paris suburb. **5 F** An early ambassador for parkour in the country, he appeared in *Jump London*, the television documentary that introduced the activity to a wider public in 2003 as he and two friends leapt across the capital's rooftops. He also played Mollaka, the bomb-maker chased by Daniel Craig's Bond in the memorable sequence at the start of *Casino Royale*.

Participants point to the minimal equipment requirements as one of parkour's advantages, arguing that now that it is recognised as a sport, parkour can extend its work in schools. This is a view echoed by Parkour UK chief executive Eugene Minogue. **6 E** 'It goes back to the core of what PE is about.'

Charlotte Blake is the chair of Free Your Instinct, a charity that brings parkour to the field of mental health. It has, she says, been an effective tool in helping people with anxiety, depression and bipolar disorder to build resilience and overcome the obstacles in their lives. 'Parkour helps you to move naturally within your environment and to develop a new dialogue with your environment, to play with it and to open up a world of opportunity,' says Blake.

- A **Their interest** has been propelled by parkour's high profile on YouTube and in popular culture.
- B Some highlight the apparent risks associated with parkour, but the organisation insists that the injury rate is lower than in other sports.
- C **Later**, in 2016, he set up Fluidity Freerun with fellow parkour enthusiast Craig Robinson and a £50,000 loan.
- D **Parkour** is defined as the discipline of moving 'freely over and through any terrain using only the abilities of the body'.
- E Given the lack of outdoor space and the funding challenges, the great thing about parkour is that all you need is a pair of trainers.
- F **One of those children**, Sebastien Foucan, became president of Parkour UK, the sport's governing body.
- G **He** started when he was just twelve years old.



## Language focus Gerunds and infinitives

1 Look at the underlined words in the following extracts from the reading text. For each one, explain why a gerund, an infinitive without *to*, or an infinitive with *to* is used.

1 ... the UK became the first country in the world to recognise parkour as a sport.

*1 to recognise: the infinitive with to is used in place of a relative clause after 'the first' + noun. Here it means 'the first country ... which recognised parkour'.*

2 Its participants are capable of leaping to improbable heights ...

*leaping: a gerund is used after a preposition, in this case, of.*

3 I was a nervous kid who liked playing video games.

*playing: a gerund is used after certain verbs, in this case, like.*

4 ... it seemed to be a lot of people who didn't fit in with more conventional stuff...

*to be: an infinitive with to is used after certain verbs, in this case, seem.*

5 ... Meek ... rented a gym to practise parkour.

*to practise: an infinitive with to is used to express purpose, the reason why something is done.*

6 Parkour can extend its work in schools.

*extend: the infinitive without to is used after modal verbs, in this case, can.*

2 Go to **Ready for Grammar** on page 206 for rules, explanations and further practice.

3 One way of talking about your likes and dislikes is to use verbs such as *love* or *hate*, followed by a gerund. Certain adjectives can also be used, together with a preposition and a gerund.

In 1–6 below, complete the first gap with a word from box a, and the second gap with a preposition from box b. The first one has been done for you.

a absolutely can't don't much quite really

b about at in of on with

1 I don't really **enjoy** going for walks in the countryside; I just can't get **excited** about being in the open air, like some people.

2 I don't **mind** listening to jazz now and again, but I wouldn't be **interested** in going to a concert.

3 I absolutely **love** cooking, and I'm especially **fond** of baking cakes.

4 I quite **like** watching basketball, but I'm not very **good** at playing it.

5 I much **prefer** watching films at home; I've never been very **keen** on going to the cinema.

6 I can't **stand** playing board games with my family, but I never get **bored** with playing games on my phone.

4 **SPEAK** How true are the statements in Exercise 3 for you?

5 Write eight sentences about your likes and dislikes using the verbs and prepositions in Exercises 3. For each sentence, add an extra piece of information.

*I'm very **interested in watching birds**. I can identify over a hundred different species.*

*I really **hate going to shopping centres**. There are too many people and I always seem to get a headache.*

6 **SPEAK** Work in pairs. Compare your sentences from Exercise 5. Ask follow-up questions for more information.

A: *I'm very interested in watching birds. I can identify over a hundred different species.*

B: *How did you learn to identify so many?*

A: *I've got several books about birds and I watch a lot of videos on the internet.*

B: *When did your interest in birds begin?*

A: *When I was about eight, I was on holiday in Scotland with my family and we saw an eagle. It was so close I thought it was going to attack us!*





## Language focus

- 1 Ask the students to look at the sentences from the reading in pairs and, based on their own knowledge of the grammar point, explain why one of the three patterns is used. Explain that it's OK at this stage if they don't know the reason. Go around the room and prompt the students with questions, such as *In 6, what kind of word is can?* (modal verb). Elicit a few explanations from the students as a class, but don't tell them if they are right or wrong at this stage.
- 2 Direct the students to the **Ready for Grammar** section on pages 206 and 207 (see below, TB19 and TB21). Give them time to read only the rules in the column on the left and check their explanations for the sentences in Exercise 1. Note that you only need to do as many of the exercises in this section as there is time for or that you think is necessary. It is even possible to come back to exercises 3–6 later and teach them as a separate lesson, as this section can work independently. Since there are quite a few

rules to go through, the students may need some help finding them. Check the explanations for the sentences in Exercise 1 as a class.

- 3 After they read the instructions, give the students a few minutes to complete the task individually. Correct in open class. If there is time, students could quickly quiz each other.
- 4 Students discuss the sentences in pairs. Get brief open class feedback.
- 5–6 Monitor as the students write their sentences individually and check their use of the target language. Students could role-play the dialogue before doing the speaking activity in order to provide a model for how to ask follow-up questions. Circulate and make note of any interesting emergent language to address after the speaking task.

You may wish to use the **Gerunds and infinitive dominoes** on the **Teacher's Resource Centre** at this point.

## READY FOR GRAMMAR

### 2 Gerunds and infinitives

- 1 Some verbs can be followed by a gerund and some others can be followed by an infinitive with *to*. Complete the sentences with the correct form of the verbs in brackets. One verb in each sentence will be a gerund, the other an infinitive with *to*.

- 1 When I **suggested** going (*go*) skiing on Sunday, Marta was very enthusiastic, so we've **arranged** to meet (*meet*) at seven.
- 2 I **can't help** smiling (*smile*) when I see my dad playing tennis. He's had hundreds of lessons but he still hasn't **learnt** to hit (*hit*) the ball properly.
- 3 Paul **appears** to enjoy (*enjoy*) playing golf. He's even **considering** buying (*buy*) his own set of clubs.
- 4 One of my cousins has **promised** to take (*take*) me windsurfing as soon as I've **finished** studying (*study*).
- 5 At first my parents **refused** to let (*let*) me go to karate lessons, but I **kept** asking (*ask*) and eventually they agreed.

- 2 Some verbs can be followed by more than one verb form. Choose the correct options to complete the sentences. In some sentences, both options are correct.

- 3 **SPEAK** Would/Do you enjoy going to a gym? Why/Why not?

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 It's impossible for me not to laugh when he starts singing.

#### HELP

I can't help laughing when he starts singing.

- 2 I really don't want to go out this evening.

#### FEEL

I really don't feel like going out this evening.

- 3 Amy played much better than her opponent, so it was unfair that she lost the match.

#### DESERVE

Amy didn't/did not deserve to lose the match, because she played much better than her opponent.

- 4 Rock stars often wear dark glasses so that people don't recognise them.

## Lead-in

Books closed. Write or project on the board: *What makes you happy? Why?* Give the students a few minutes to discuss in pairs. Elicit a few ideas in open class.

## Speaking

**1-2** Students read the instructions and the **How to go about it** box. Since this is the first time students are doing a Speaking Part 3 task, ask them whether the following statements are true or false to check their understanding.

- *It's okay to disagree with your partner.* (True)
- *In the exam, you will have four minutes in total for this task.* (False)
- *You should wait until task two to reach a decision.* (True)
- *In the exam, the speaking examiner gives you a piece of paper with the diagram for task 1 and the question for task 2.* (False)

Monitor and try to write down one example of students  
1) agreeing, 2) disagreeing politely, 3) giving opinions,  
4) asking partners for their opinions, 5) giving reasons or  
examples for opinions. Share these examples in open class.


## Speaking

Give the students time to read through the instructions and the **What to expect in the exam** box. Ask the class whether the following statements are true or false to see how well they've understood the task.

- *Sometimes the examiner asks a question that both students can answer.* (True)
- *Candidates can only talk to the examiner in this task.* (False)
- *It's a good idea to fully answer the questions, instead of just saying yes or no.* (True)

Organise the students into groups of three. Nominate one student from each group to be the examiner, who reads the questions.

## READY FOR GRAMMAR



### LOW ENERGY

Posted 30 mins ago

So as some of you know, I've been **trying (1) to lose** / *losing* some weight, but it's not easy. I've **stopped (2) to buy** / *buying* things like fizzy drinks and chocolate, but I know I **need (3) to do** / *doing* a lot more. The problem is, losing weight **means (4) to be** / *being* self-disciplined and I'm not very good at that. I really ought to **start (5) to go** / *going* to a gym as well. I know it'll **help me (6) to get** / *get* fit and I've been **meaning (7) to join** / *joining* one for ages, but I always **forget (8) to do** / *doing* anything about it. The truth is, though, I don't really **like (9) to do** / *doing* a lot of physical exercise; I much **prefer (10) to watch** / *watching* others do it. So, I'll probably just **continue (11) to live** / *living* life the same unhealthy way I've always done. In fact, there's a match on telly tonight; I must **remember (12) to order** / *ordering* a pizza for 8 o'clock.

### PREVENT

Rock stars often wear dark glasses  
to prevent people (from) recognising them.

- 5 It's obvious he shot himself in the foot by accident.

### MEAN

He obviously  
didn't/did not mean to shoot himself in the foot.

- 6 I hate it when I'm ill.

### STAND

I can't/cannot stand being ill.

- 5 Complete the second sentence so that it has a similar meaning to the first sentence. Use up to five words.

- We'd prefer to come back later rather than wait here.  
We'd rather come back later than wait here.
- I think it's better to pay by cash than use a credit card.  
I prefer paying by cash to using a credit card.
- I'd rather phone him than send an email.  
I'd prefer to phone him rather than send an email.
- She wants to stay in bed longer.  
She'd rather not get up until later.

Go back to page 20.



## Speaking Part 3 Collaborative task

- 1 SPEAK** Work in pairs. Here are some things that many people believe are important if we want to feel happy. Talk to each other about how important these things are for our personal happiness.



- 2** Now decide which two things are most important for our personal happiness.

### How to go about it

- Part 3 is an interactive task. As well as giving your own opinions, ask your partner what they think, and respond to their comments by agreeing, disagreeing or adding a further comment. Give reasons for your opinions.
- Do not start to make your decisions for task 2 while you are doing task 1. In the exam you will not know what task 2 is until you have finished task 1.
- In task 2 you do not have to agree with your partner when making your final decision.
- In the exam you will have two minutes for task 1 and then one minute for task 2. However, while practising for the exam, in the early units of *Ready for First*, you can allow yourself more time.

## Speaking Part 4 Further discussion

**SPEAK** In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

### What to expect in the exam

- A particular question may be directed specifically at you or your partner. Alternatively, you may both be asked the same question and encouraged to discuss your ideas together.
  - In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.
- 
- What other things make you feel happy?
  - Do you think having longer holidays would make people feel happier?
  - Some people say that the best way to be happy is to make other people happy. What do you think?
  - If something is making you feel unhappy, is it better to talk about it with your friends or your family?
  - Some people like listening to happy music when they feel happy, and sad music when they feel sad. Why do you think this is?
  - Do you think it is possible to be happy all of the time?

## Vocabulary Sport

1 Can you name all the sports in the illustrations in the quiz below? Write the name of each sport next to the verb with which it is used. The first one has been done for you.

do athletics gymnastics

go skiing, cycling, swimming

play volleyball, tennis, basketball/handball, football, golf

2 Write the name of the sport which each group of nouns is associated with. The first one has been done for you.

1 tennis court net racket backhand

2 football/hockey pitch referee corner foul

3 golf course green clubs hole

4 skiing slope sticks run goggles

5 athletics track field event lane meeting

6 cycling saddle helmet pedals peloton

3 Add each of these nouns to the appropriate group in Exercise 2.

fairway gears lift red card service triple jump

golf cycling skiing football/hockey tennis athletics

4 Complete the questions with the verbs in the box.

beat draw hit kick pass take take win

1 Which sports take place on an ice rink?

2 Which country's football team beat Croatia to win the 2018 World Cup Final?

3 Which **medal** does a runner-up win?

4 In which sports do you hit the ball with a racket?

5 How many players from each team can take part at one time in a game of basketball?

6 If two hockey teams draw nil-nil, how many goals are scored?

7 In football, if you pass the ball back to your own goalkeeper using your chest, can they pick it up?

8 In which international team sport can you score points if you either kick the ball with your feet over one post and between two others, or touch it down over the opponents' line using your hands?

5 **SPEAK** Work in groups. Do the quiz in Exercise 4.

6 **SPEAK** Work in pairs.

**Student A:** Choose a sport and explain the rules to your partner.

**Student B:** Imagine that you are not familiar with your partner's sport. Ask your partner any questions that are necessary to help you fully understand the rules.

When you have finished, change roles.



## Lead-in

Dictate the following typical Speaking Part 1 questions to your students. Read each one twice at a regular speed. Allow the students to compare in pairs before displaying the questions with a projector or eliciting them to the board.

- *What are the most popular sports in your country?*
- *Are there any sports you are really keen on?*
- *What sports do you dislike?*
- *What is your experience taking part in sports?*

Get the students to discuss the questions briefly in pairs. Feedback in open class.

## Vocabulary

- 1 After the students read the instructions, focus their attention on the quiz at the bottom of the page. Ask them to point to the picture of athletics with their finger. (Note that in North America *athletics* is known as *track and field*.) Students can do this exercise in pairs or small groups. Elicit that in general sports with a ball collocate with *go*; sports ending in *-ing*, with *play*; martial arts and recreational activities, with *do*. Note that *practise* does not usually collocate with sports; we *practise* an aspect of a sport in order to improve, e.g. *practise my backhand*.

- 2-3 Put the students into small groups for this exercise. Provide monolingual dictionaries, if available. In the case that mobile phones are allowed, direct them to the Macmillan online dictionary. Correct in open class. If students ask you for the meaning of any words, try to elicit them from other students in the class. Check the pronunciation and drill *goggles* /'gɒg(ə)lz/, *peloton* /'peləton/ and *slope* /sləʊp/. Exercise 3 could be done in open class or in pairs. Note that many of the words in Exercises 3 and 4 have a clear visual representation and could be revised later using pictures.

- 4-5 Students do the exercises in pairs as suggested.

### Quiz answers

- 1 *ice hockey, figure skating, curling*
  - 2 *France*
  - 3 *silver*
  - 4 *tennis, badminton, squash*
  - 5 *five*
  - 6 *none*
  - 7 *Yes. If the player uses their head, chest or knee (but not their foot), the goalkeeper can pick it up.*
  - 8 *rugby*
- 6 Put students into new pairs. Give students time to prepare. Help them with any unknown sports related lexis. While they do the role-play, monitor and make note of any common errors to address after the activity.

### Teaching tip

Particularly with vocabulary, revision is very important. The more times students encounter a word and engage with it meaningfully, the more likely they are to remember it. Train your students to revise regularly at home using their vocabulary notebooks, flash cards or apps like Quizlet. One good study habit to encourage is

revising vocabulary within 24 hours, because research shows that most forgetting happens immediately after we learn something, and that the rate of forgetting slows down afterward. As a teacher, you can prioritise revision by including a bit of it in every lesson, for example, in a five-minute slot at the beginning or end.

### Extra activity

Pictionary is a fun game to play with students of all ages. It of course works better with words that are easy to draw, such as the sports vocabulary in this lesson. Put students into two teams. One member of each team comes to the board to draw and the other members of the team have to guess the word based on the

drawing. No talking or gestures allowed. The first team to guess the word provided by the teacher gets a point. A variation is to give each student who is drawing a list of words and set a time limit. The team that guesses the most words from the list is the winner.

## Listening

- 1 Ask the class a few more questions about the photographs: *What do you think are the names of these sports? What would make people interested in participating in these sports?*
- 2 This exercise aims to raise students' awareness of distractors. The words in the options will almost never appear in the part of the listening which provides the correct answer.

## AUDIOSCRIPT

## Listening Part 4 Multiple choice

## 2.2

## I = Interviewer M = Mike Taylor

- I:** Octopushing, elephant polo, or cheese rolling. Our sports correspondent, Mike Taylor, has been finding out about some of the world's strangest sports. Which is the most unusual one for you, Mike?
- M:** Well, it has to be chess boxing, because it's such a bizarre combination. A match starts off with a four-minute round of speed chess, followed by a three-minute round of boxing. There can be up to six rounds of chess and five of boxing before a **winner** is decided. Sounds like just a bit of fun, but when I watched two men competing on German television recently, **I was amazed by their level of skill in each of these two very different disciplines.** After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain. You don't expect a **boxer** to be good at chess, or a chess **player** to be good in the ring.
- I:** Have you found any other unusual combinations like that?
- M:** No, but you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting **spectator** sport – major tournaments have TV screens that show the images captured by underwater cameras. **Apparently, you don't have to be very fit to play. But I'm not convinced – it seems physically very demanding to me.** The good thing, though, is that no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.
- I:** OK. What else have you got?
- M:** Well, one of my favourites is sport stacking, which involves individuals or teams building pyramids with plastic cups. It doesn't sound very impressive, nor do **competitors** need to be in particularly good physical condition. But if you watch a video of some of the best stackers, **you'll appreciate just how fast they are. It's quite staggering.** There are adult competitions, and I'm thinking of having a go at it myself, but most **participants** are teenagers and children, some as young as four. Mind you, in

- 3 **2.2** Play the recording twice. Students can check their answers in pairs before you check the answers as a class. (See answers highlighted in the **Audioscript** below.)
- 4 After students have discussed the questions in groups, bring the class back together to share their ideas. Add any interesting emergent language to the board.

sport we're used to seeing very young competitors outdo older ones, so that's nothing new.

- I:** Indeed. And are there any of these sports that you definitely wouldn't want to do?
- M:** Yes, there are, and not because they're in any way tough or there's too much danger involved. Far from it. It's just that I find them a bit ridiculous. There's toe wrestling, retro running – that's running backwards – or even pillow fighting, which is now a sport in Japan. **They all seem rather silly to me, and they're not sports I'd particularly want to do or even watch.**
- I:** You mentioned toe wrestling. What does that involve?
- M:** Well, basically, competitors lock big toes and try to force their opponent's foot onto the side board of a wooden frame. I mean it's fine for kids, and a toe wrestling competition is the kind of thing you might expect them to organise in the school playground. But for grown men and women to hold a World Championship every year, and then for **organisers** to apply for toe wrestling to become an Olympic sport – well, it's too daft for words. I'm just pleased the application wasn't accepted.
- I:** Alright. And which of the sports you've seen is the most impressive, would you say?
- M:** Well, probably the Man Versus Horse Marathon, which takes place every July in Wales. Human **runners** race cross-country against **riders** on horseback for 22 miles – that's around 35 kilometres – and on two occasions in the last forty years, a human **contestant** has won. Now that's not as astonishing as it might seem – horses are fast in short races but not so good over long distances. **But it does seem a little unfair that the human victories are not mentioned in the same breath as some of the world's more famous sporting achievements. These people are heroes, but they're virtually unknown outside Wales.**
- I:** Yes, it's the first time I've heard of the race. You're a runner, aren't you, Mike?
- M:** I was, but I damaged my knee when I was skiing and had to stop. I was a real enthusiast – used to run for a couple of hours after work every evening – but even then, I wouldn't have beaten a horse, that's for sure.
- I:** There's no shame in that! Right, thanks Mike. Time now for ...

## Listening Part 4 Multiple choice

- 1 **SPEAK** Work in pairs. Look at the photographs of unusual sports. What do you think contestants have to do in each one?
- 2 You will hear a man talking on the radio about unusual sports. Read question 1 and the extract from the Audioscript. The underlined sections in the extract contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Choose the best answer (A, B or C) and say why the others are incorrect.

- 1 When Mike saw a chess boxing match, he was surprised by
- ☒ A how skilled the competitors were at both parts of the sport.
- B how much fun the competitors were having.
- C how aggressive the competitors were.

*Sounds like just a bit of fun, but when I watched two men competing on German television recently, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain.*

- 3 **2.2** Read questions 2–7. Then listen and choose the best answer (A, B or C).

### What to expect in the exam

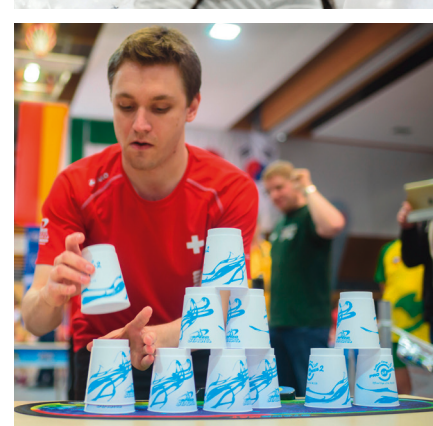
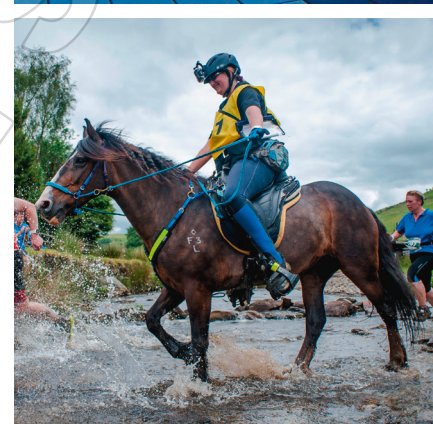
- As with all parts of the **Listening** paper, you will hear distractors. Listen carefully both times you hear the recording.
- Although a particular option may be true, it may not be the correct answer to the question you are asked.

*In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.*

- 2 Having read about octopushing, Mike finds it difficult to believe that
- A players do not have to hold their breath for long intervals.
- ☒ B a high level of fitness is not required to play it.
- C it is an exciting sport to watch.
- 3 What impresses Mike most about the competitors in sport stacking?
- A their fitness
- ☒ B their speed
- C their age
- 4 What is Mike's criticism of some of the unusual sports?
- A They are far too dangerous.
- B They should not be called sports.
- ☒ C They are difficult to take seriously.
- 5 What do we learn about the organisers of toe wrestling?
- A They apply what they learn from international competitions.
- B They have arranged a number of events in schools.
- ☒ C They made a request which was rejected.
- 6 How does Mike feel about the human triumphs in the Man Versus Horse Marathon?
- A They are very surprising.
- ☒ B They deserve more recognition.
- C They are unlikely to be repeated.
- 7 Why did Mike give up running?
- ☒ A He was injured.
- B He lost interest.
- C He had no time.

- 4 **SPEAK** Work in groups. Discuss the questions.

- 1 Would you be interested in taking part in or watching any of the sports Mike mentions? Why/Why not?
- 2 Do you have any strange sports in your country? What do the competitors do?





## Word formation Affixes

- 1 Add an appropriate suffix, *-or*, *-er* or *-ant*, to each of the verbs in the box to form nouns for the people who perform these actions. You may need to make further spelling changes to the verbs.

*win – winner*

win box play spectate compete participate organise run ride contest  
boxer player spectator competitor participant organiser runner rider contestant

Check your answers in the **Audioscript** on **pages 235–236**.

- 2 Add either *-ist*, *-eer*, *-ee* or *-ian* to the pairs of words below to form the nouns for the corresponding people. Use the same suffix for both words in each pair. You may need to make further spelling changes.

employ/train electric/politics mountain/engine novel/science  
employee/electrician/mountaineer/novelist/  
trainee politician engineer scientist

- 3 In 1–7, use the same prefix from the box with all three adjectives to make them negative. The first one has been done for you.

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

### Adjectives

- 1 ambitious/likely/reliable
- 2 experienced/decisive/tolerant
- 3 legal/logical/legible
- 4 moral/mature/mortal
- 5 practical/patient/perfect
- 6 regular/responsible/relevant
- 7 honest/obedient/satisfied

### Negative

*unambitious/unlikely/unreliable*  
*inexperienced/indecisive/intolerant*  
*illegal/illogical/illegible*  
*immoral/immature/immortal*  
*impractical/impatient/imperfect*  
*irregular/irresponsible/irrelevant*  
*dishonest/disobedient/dissatisfied*

- 4 What is the meaning of the prefixes in bold?

former outside or beyond very big very small wrongly  
ex-wife **extra**terrestrial **hyper**market **micro**electronics **miss**pell  
**overs**leep **pre**historic **post**graduate **re**write **under**cook  
too much/ before after again too little/  
excessive(ly) not enough

## Writing Part 2 Article

- 1 **SPEAK** Work in pairs. Read the following Writing Part 2 task. Talk to your partner about what ideas you would include in your answer.

You see this notice in an English-language magazine.

# ARTICLES WANTED!

## MY FAVOURITE SPORT

Write us an article telling us about your favourite sport.  
Why do you like it and what advice would you give to  
someone who wants to take it up?

The best articles will be published in this magazine.

Write your article in 140–190 words.

## Word formation

One strength of *Ready for B2 First* is its comprehensive approach to word formation. In this unit, students get valuable practice with *affixes*, which refer to morphemes which are added to the beginning (prefixes) or the end (suffixes) of words to change their meaning.

- 1 Students read the instructions and do the task individually. Direct students to the **Audioscript** on page 235 (TB23), where the words appear in bold. Invite the students to discuss in pairs the meaning of these words in context.

- 2 In pairs, have the students take turns quizzing each other on the words in Exercises 1 and 2, e.g. *What do you call a person who ...?*

- 3-4 Ask the class to work through the exercises with a partner. Check in open class.

## Writing

- 1 Students do the task as suggested. Check the meaning of *take up*. Get some brief class feedback.

### Extra activity

Elicit and drill the pronunciation of the following pairs of words: *compete* /kəm'pi:t/ and *competitor* /kəm'petɪtə(r)/, *contest* /'kɒntest/ and

*contestant* /kən'testənt/, *organise* /'ɔ:(r)gənaɪz/ and *organiser* /'ɔ:(r)gənaɪzə(r)/, *politics* /'pɒlətɪks/ and *politician* /,pələ'tɪʃ(ə)n/.

### Teaching tip

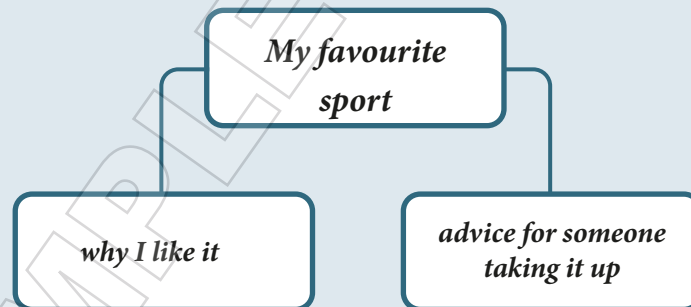
Encourage students to start a new page in their vocabulary notebooks dedicated to word formation, where they can collect and revise new forms of words.

Suggest making columns labelled NOUN, VERB, ADJECTIVE, and ADVERB.

### Teaching tip

In class, get students into the habit of spending a few minutes brainstorming ideas before starting to write. In the writing paper, students often lose points for poor structure when they don't dedicate enough time to developing and organising their ideas. One popular

and useful way of brainstorming a topic is a mind map, also known as a spider diagram. Encourage students to think of more ideas than they need and then narrow them down to a few of the best ones.



- 2 Students should be able to do this fairly quickly by skimming the article. Check the meaning of *give up*, *feel on top of the world*, *warm up*. Check the answers in open class. To add an element of cognitive challenge, put the students in pairs and ask them to cover the article with their notebooks. Together, they try to remember what the article said about a–d. They then uncover the article and check their ideas. Ask the students, *Why did the writer decide to put the information in this order?* Note that organising your ideas into paragraphs is an important skill to develop for all the types of writing on the *B2 First*.

3–5 These exercises encourage students to notice important elements of the genre. Explain that in the exam you can be marked down for using a register that is either too informal or too formal, or for inappropriately mixing informal and formal language. Having a clear idea of who you are writing for helps

you decide on the most appropriate register. Tell your students that their goal should be to write an article that looks and sounds like an article. To achieve this effect, it helps to use language typical of articles, such as contractions and informal linkers, as well as rhetorical devices like direct questions.

- 6 Focus on the **How to go about it** box. Elicit in what ways the example article in Exercise 2 follows the advice in the box, for example, by starting with a direct question. Direct the students to the **Ready for Writing** section on page 192 to make students aware of this useful resource. The final writing could be done in class or set for homework. However, it would be a good idea to give the students some time during the lesson time to organise their ideas from their initial brainstorm into paragraphs. In pairs, they could share ideas and help each other think of interesting titles or where to include a direct question.

### Extra activity

Articles are in their nature descriptive, so it's important to include a range of adjectives. To encourage this, write or project the list of adjectives related to sports on the board:

*exciting, competitive, challenging, popular, dangerous, enjoyable, silly, violent, outdoor, indoor, simple, complicated*

In small groups, students think of different sports that could be described with these adjectives, justifying their answers with reasons and examples. Challenge the groups to think of a single sport that could be described using as many of the adjectives as possible.

### Teaching tip

It can be useful to create writing checklists for each writing assignment. This helps students to avoid missing something out, but more importantly it helps them develop the habit of checking and evaluating their own work. Instruct the students to tick off the items on the checklist and hand it in with their writing. A word of warning: effective checklists should ideally have between three and six points. That way they don't give the student too much or too little to think about. A possible checklist for the article task on page 24 could be:

- Does the article say why I like the sport and give advice to someone taking it up?
- Has an appropriately informal style been used?
- Have the ideas been organised into paragraphs?
- Does the article use a variety of informal linkers?
- Does it have an interesting title?



2 Read the model answer below and match the paragraphs 1–4 to the summaries a–d.

- |  |          |
|--|----------|
| a Benefits of the sport and reasons for liking it. | <u>2</u> |
| b Closing comment.                                 | <u>4</u> |
| c What the sport is and what is special about it.  | <u>1</u> |
| d Advice to people who want to do this sport.      | <u>3</u> |

## A STRANGE WAY TO ENJOY YOURSELF

- 1 Have you ever seen a smile on the face of a long-distance runner? Running ten kilometres or more certainly doesn't sound much fun, but this sport is a powerful addiction and once you've started, you'll find it difficult to give it up. Ex 4 c
- 2 So what is the attraction of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think through my problems and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world. Ex 4 a
- 3 If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury. Ex 4 d
- 4 And don't be put off by the expressions on the faces of the runners – they're enjoying every minute, and so will you! Ex 4 b

3 Who is the article written for (the target reader)? Is it written in a formal or informal style? It is written for readers of a magazine. The style is informal.

4 Find examples of the following in the model answer:

- |   |                    |
|---|--------------------|
| a Contractions: e.g. <i>doesn't</i> , <i>you've</i> | c Direct questions |
| b Informal linkers: e.g. <i>So</i>                  | d Phrasal verbs    |

5 Match each of the features 1–3 with its purpose a–c.

- |                      |  |
|----------------------|--|
| 1 The title          | a to involve the reader                        |
| 2 Direct questions   | b to encourage the reader to take up the sport |
| 3 The final sentence | c to attract the reader's attention            |

6 Now write your own answer to the task in Exercise 1.

### How to go about it

- Decide which sport you are going to write about, then plan your answer. *You could use the same paragraph plan as the model answer in Exercise 2.*
- Begin your article with an interesting opening paragraph. You could start with an interesting fact, a surprising statement or a direct question, as in the model answer.
- Aim to hold the target reader's attention. Use a lively, engaging style throughout the article. You could involve the reader by talking to them directly, as in the model answer.
- End with a statement or question which summarises your thoughts and/or leaves the reader something to think about.
- Give your article a title to attract the reader's attention. You could write this when you have finished your article.

For more information on writing articles, see page 192.

## Reading and Use of English Part 3 Word formation

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



### The Celebrated Pedestrian

Pedestrianism, an early form of racewalking, was an (0) **EXTREMELY** popular sport in 18th- and 19th-century Britain, attracting huge crowds of (1) **spectators**. Individuals would either aim to walk a certain (2) **distance** within a specified period of time or else compete against other pedestrians. Cash prizes were offered but (3) **participants** could also earn substantial amounts from the money gambled on events.

**EXTREME**

**SPECTATE**

**DISTANT**

**PARTICIPATE**

Perhaps the most famous (4) **walker** was Captain Robert Barclay Allardice, whose (5) **extraordinary** achievements earned him the title of 'The Celebrated Pedestrian'. The Scotsman's most memorable (6) **performance** took place in 1809, when he walked 1000 miles (1609 kilometres) in 1000 hours for a bet of 1000 guineas. Many considered it (7) **unlikely** that he would complete the challenge, which required him to walk a mile an hour, every hour, for forty-two days and nights. He proved them wrong, though the task was so (8) **physically** demanding that by the end of the walk he had lost nearly fifteen kilos in weight.

**WALK**

**ORDINARY**

**PERFORM**

**LIKELY**

**PHYSICAL**

## Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

### How to go about it

- Look at the title and read the whole text through once before writing your answers.
- Look carefully at the words before and after each gap. You may need to write the plural form of a noun, or the negative form of an adjective.

## SUMMER HOLIDAY MUSIC CAMP

If you're aged (0) **BETWEEN** 12 and 18 and you're interested (1) **in** music, come along to the One Music school in August and (2) **take** part in our school holiday music camp. There's a wide range of activities on offer and you'll have the chance (3) **to** learn from professionals, improve your musical skills and discover your true potential. You're guaranteed to make lots of new friends (4) **as** well!

You'll get to try out a variety of instruments and then play them (5) **on** stage in front of your family and friends at the end-of-camp concert. And if you feel (6) **like** having a go at singing, there are classes to suit all types of voices and singing styles. Or maybe you (7) **would** rather learn how to write songs, in which case our songwriting workshops will be perfect for you. Whatever your musical interests, join us this summer – it's impossible (8) **not** to have fun on a One Music holiday camp!

## Reading and Use of English Part 4 Key word transformation

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

- 1 Elisa said it wasn't a problem if she had to work an extra hour on Saturday.

### MIND

Elisa said she didn't/did not/wouldn't/would not **mind having to** work an extra hour on Saturday.

- 2 Rob thinks he's always right, so it's pointless to argue with him.

### POINT

There's no point (in) arguing with Rob, because he thinks he's always right.

- 3 I would prefer it if nobody gave me money for my birthday.

### WANT

I don't want anybody/anyone/people to give me money for my birthday.

- 4 It wasn't difficult for Alison to find work when she left school.

### DIFFICULTY

Alison had no difficulty (in) finding/getting a job when she left school.

- 5 Try not to get into trouble on your first day back at school.

### AVOID

Try to avoid getting into trouble on your first day back at school.

- 6 The lead singer was not in favour of recording a live album.

### IDEA

The lead singer didn't think it was a (very) good idea to record a live album.

## Vocabulary Sport

Complete each gap with a suitable word.

- We stayed in a hotel next to the golf course, and our room overlooked the fairway of the eighteenth hole.
- When the referee blew the final whistle, several fans ran onto the football pitch.
- I'm useless at tennis: I can't even hit/get the ball over the net with the racket/racquet.
- The lift taking us to the top of the steepest ski slope(s)/run(s) broke down halfway up and we were left hanging in the air for over an hour.
- Last night, Liverpool beat/defeated Chelsea 2–0, and Everton drew 1–1 with Arsenal.

## Writing Part 2 Informal letter

You have received a letter from your English-speaking friend, Suzy:

Hi!

My brother's 21 next month and I want to do something special for him. He's a big rock music fan so I was thinking of either buying him a decent speaker so he can play his music really loud, or getting him a three-day ticket for next summer's rock festival here. What do you think I should do?

Write your letter in 140–190 words.

For more information on writing informal letters, see [page 193](#).

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.



## Pronunciation Vowel sounds

1 Underline the word with the different vowel sound in each group.

- |                |             |             |               |       |              |
|----------------|-------------|-------------|---------------|-------|--------------|
| 1 caught       | <u>cart</u> | court       | 4 <u>live</u> | leaf  | leave        |
| 2 fool         | pool        | <u>wool</u> | 5 third       | heard | <u>where</u> |
| 3 <u>cough</u> | front       | some        |               |       |              |

2 2.3 Listen to check your answers to Exercise 1.

3 For each pair of words, underline the one whose vowel sound is the same as the word in bold on the left. The first one has been done for you.

1 <b>stop</b> /ɒ/	<u>not</u>	<u>want</u>	come	<u>watch</u>	rough
	note	plant	<u>gone</u>	catch	<u>cough</u>
2 <b>more</b> /ɔː/	work	<u>warm</u>	<u>four</u>	flour	though
	<u>worn</u>	harm	hour	<u>floor</u>	<u>thought</u>
3 <b>you</b> /uː/	<u>boot</u>	good	chose	<u>group</u>	suite
	book	<u>food</u>	lose	ground	<u>fruit</u>
4 <b>see</b> /iː/	great	<u>heat</u>	<u>sweet</u>	pies	<u>theme</u>
	<u>treat</u>	head	suit	<u>piece</u>	them
5 <b>bird</b> /ɜː/	horse	<u>were</u>	heart	<u>word</u>	pure
	<u>worse</u>	here	<u>learn</u>	sword	<u>purse</u>
6 <b>bus</b> /ʌ/	put	<u>done</u>	move	push	<u>tough</u>
	<u>cut</u>	bone	<u>love</u>	<u>brush</u>	through

4 Write down a sequence of numbers that is important to you, e.g. a phone number or date of birth.

5 **SPEAK** Work in pairs. Use the code below to communicate your number sequence from Exercise 4 to your partner. Make sure you pronounce the words as clearly as possible.

- |        |         |       |        |         |
|--------|---------|-------|--------|---------|
| 0 seat | 1 sit   | 2 saw | 3 ship | 4 salt  |
| 5 surf | 6 sheep | 7 sat | 8 sort | 9 sheet |

Student A: My number is ...seat, sheet, sit, saw, sort, salt.

Student B: Is your number 091284?

## Pronunciation

1-2 2.3 Elicit the answers as a group by letting students listen to each set of words twice. Students just listen the first time and then raise their hand for the odd one out on the second listen. Raise awareness of long and short vowel sounds by encouraging students to 'feel' the difference. For long vowels like /uː/, the muscles of the lips and the tongue tighten; for short vowels like /ʊ/, the mouth is more relaxed.

3 If students are unfamiliar with the idea of phonetic symbols, say that each symbol represents an individual speech sound. They are useful to learn while studying English due to its complex spelling system.

4-5 While students do the activity, monitor their pronunciation of the target vowel sounds and model when necessary. Make note of any particularly problematic sounds for future reference. You may wish to use **Vowel sounds board game** on the **Teacher's Resource Centre**.