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Written by Ethan Mansur

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Welcome to *Ready for B2 First*, a course consisting of both print and digital components designed to help students prepare for *Cambridge English Qualifications: B2 First*.

Each of the 12 units in the Student's Book provides a balance and variety of activity types aimed at improving students' general English level. The exam sections include a variety of **tip boxes** which develop the language and skills students need to be successful in the exam.

[illegible]

The Language focus sections contain a referral to the **Ready for Grammar** section with notes and extra activities at the back of the book.

REVIEW

REVIEW

Reading and Use of English Part 4 Key word transformation

Complete the second sentence about this topic by using the word given. You must use between two and four words, including the word given.

It's a good thing going to the gym as I would like to **begin** going.

I would have forgotten her birthday (give)

I only wanted the money because the teacher made me **pay** for it.

His mother finally made me do **it** (do)

I can't help you if you **pay** your room.

NOT **pay** (pay)

My cousin wants to buy an iPad but he is in the next week.

NOT **buy** (buy)

My cousin has to **buy** an iPad but he is in the next week.

NOT **buy** (buy)

The teacher always **reads** the news to the class.

NOT **read** (read)

The health of our students **is** being looked after by the school.

NOT **look** (look)

If the school isn't rough, we could go to the bus today.

NOT **go** (go)

It was able to go to the bus today.

NOT **go** (go)

Vocabulary

Ecological Weather

Match each sentence beginning (1-6) with an appropriate ending (a-f).

1. The species are rare and **aggravate** a. in the temperate regions.
2. In the tropics, the weather is **unpleasant** b. in the temperate regions.
3. The weather is **pleasant** c. in the tropics.
4. The air blows down **the gale force** d. breaks like this.
5. There is a possibility of **weathered** e. the weather.
6. The sky may look **blue** f. but it is not as clear as the painting.

The last night through rough **the weather** g. calm, which caused some painting.

The appearance of the weather **is** h. clear and consistent.

It is not a grey sky with **weathered** i. white clouds in the sky, looking as if it's raining.

Put

Complete each of the gaps in sentences 1-4 with one of the words from the box. Use each word only once.

off up get

1. The job will be **up** by 9 o'clock so we are waiting.
2. He is **off** to school in a minute so he is late.
3. The car will be in the **get** by 9 o'clock.
4. Could you get an extra meal **up** for 7.15 on Saturday?
5. He was not in London, could he go **off** to the airport?
6. He was **up** with his computer and was not going to sleep.

Reading and Use of English Part 2 Open cloze

Read the text and fill the gaps with a word from the box. Use each word only once. Write the word in the gap. There is an example in the beginning (0).

ZERO-WASTE LIFESTYLE

As everyone knows, the world produces too much waste. There is much 0 waste, and it is very unpleasant, because we landfill every day. This is a big problem for the world. We need to find a way to reduce the amount of waste we produce. One way to do this is to use a zero-waste lifestyle. This means that we do not produce any waste. We use things that are made from natural materials, and we use them for as long as possible. We also use things that are made from recycled materials. This means that we are not using any new materials. For example, 1 paper, plastic, and wood, and only use things that are made from recycled materials. We also use things that are made from natural materials, and we use them for as long as possible. This means that we are not using any new materials. For example, 2 paper, plastic, and wood, and only use things that are made from recycled materials. We also use things that are made from natural materials, and we use them for as long as possible. 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At the end of every unit, there is a two-page **Review** containing revision activities and exam style tasks.

[illegible]

The book also contains five **Ready for** sections, which provide students with information, advice and practice on each of the four papers in the examination.

READY TO WRITE?

Writing Part 2 Article

You use this announcement as an international magazine.

MY IDEAL JOB

I would like to have a job that is interesting and creative. I would like to work in a company that is successful and has a good reputation. I would like to work in a company that is successful and has a good reputation. I would like to work in a company that is successful and has a good reputation.

Write your article in 160-180 words.

Model answer

Working in a company that is successful and has a good reputation is a very important factor when choosing a job. I would like to work in a company that is successful and has a good reputation. I would like to work in a company that is successful and has a good reputation. I would like to work in a company that is successful and has a good reputation.

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Writing Part 2 Email and letter (Informal)

This is a text of an email you receive from your English friend, Simon.

Writing 10, 15, 20

I am a brilliant holiday, but my health and finances have suffered. I'm sorry for exams and not enough revision. I'm a brilliant holiday, but my health and finances have suffered. I'm sorry for exams and not enough revision. I'm a brilliant holiday, but my health and finances have suffered. I'm sorry for exams and not enough revision.

Write your email in 160-180 words.

Model answer

Hi Simon,

I'm sorry to hear that you're having a hard time. I'm a brilliant holiday, but my health and finances have suffered. I'm sorry for exams and not enough revision. I'm a brilliant holiday, but my health and finances have suffered. I'm sorry for exams and not enough revision.

READY TO WRITE?

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Task

This is a text of an email you receive from your English friend, Simon.

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Workbook/Digital Workbook

[illegible]

The Teacher's Book is **interleaved** with pages of the Student's Book. The answers to all of the Student's Book activities are **annotated** on the exercises, reading texts and audio scripts.

A CHANCE FOR THE BETTER?

A CHANCE FOR THE BETTER?

Language Use Comparisons

Find a partner to read the sentences and answer them.

- 1 I was born in the same [city] I was born in again.
- 2 The more you explain, the less I understand.
- 3 The boy just got a bad mark but he has more.
- 4 The more time I have, the more things I have to do.
- 5 You ought to look better and look more.
- 6 The more I encourage people to work hard, the more they work hard.
- 7 The more I work, the more I have to do.
- 8 The more I have good intentions for the world, the more I have good intentions for the world.

Articles

- 1 Choose a or the in article 3 to complete the sentences.
 - a) My cousin is a student of a university and goes to school there.
 - Go across a / the North Sea and meet me in the coffee shop. It's easier than coming by train.
 - Go down a / the motor highway. There's a great bus station and you can see the mountains.
- 2 I have seen the painted people here in all sorts of places. a / the - Atlantic.
- 3 Many Chinese people are interested in a / the - Chinese community.
- 4 I wanted to buy a dress and then, I decided not to get a / the - dress.
- 5 I have been visiting a / the cinema for a long time. I like the pictures and the music.
- 6 a / The - Olympic games are the greatest sports event in the world.
- 7 My brother is a doctor about the city. He goes to meet his patients a / the - week.

Match each sentence 1-7 to a role about article 3-5.

- a) One of several things
- b) The second sentence
- c) Used before a building
- d) With one name, place, class and countries
- e) A person or place
- f) With plural nouns
- g) Plural of countable nouns
- h) Plural of uncountable nouns
- i) General reference to people, places, things
- j) Meaning 'any' or 'every'

Vocabulary Technology

Repeat the work in exercise 1 with the correct form of a word from the box which forms the correct collocation with the noun(s) below.

[all connected] communication, phone, work

-ist

- a) **Relationships** between people and computers are becoming more important.
- b) **Workplaces** that use computers are called **the internet** agencies.
- c) **Many** people use a **blog**, which is a website.
- d) **I wish** I could use a **handset** when going to the beach.
- e) **Many** people use a **headset** and a computer.
- f) **Search** is always being brought up in our group.
- g) **Many** people use a **photograph** in their e-mails.
- h) **My e-mail** is perfect for communicating with my friends.
- i) **My e-mail** is perfect for communicating with my friends.
- j) **My e-mail** is perfect for communicating with my friends.

Expressions with - as ...

- a) **Comparison** between people and computers is important.
- b) **The idea** of working in people and computers is important.
- c) **Many** people use a **blog**, which is a website.
- d) **I wish** I could use a **handset** when going to the beach.
- e) **Many** people use a **headset** and a computer.
- f) **Search** is always being brought up in our group.
- g) **Many** people use a **photograph** in their e-mails.
- h) **My e-mail** is perfect for communicating with my friends.
- i) **My e-mail** is perfect for communicating with my friends.
- j) **My e-mail** is perfect for communicating with my friends.

2 Match the expressions 1-10 to a noun or phrase with a similar meaning to -as-.

- a) as ... as
- b) as ... as
- c) as ... as
- d) as ... as
- e) as ... as
- f) as ... as
- g) as ... as
- h) as ... as
- i) as ... as
- j) as ... as

Word formation

Complete the table with the correct form of each word, using prefixes.

| Word | Prefix |
|----------|--------|
| happy | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |
| careless | dis- |

2 Complete the story with the correct form of a word from Section 1.

CONVERSATION CLUBS

There are clubs all over the world where people meet to talk about their interests. These are called conversation clubs. They are often held in libraries, schools, universities, and community centers. They are a great way to meet new people and learn about different cultures. They are also a good way to practice your language skills. There are many different types of conversation clubs. Some are for people who speak the same language, and some are for people who speak different languages. They can be for people of all ages and interests. They are a great way to spend your free time and learn about the world.

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The Student's App allows learners to practice and perfect the language and exam skills in the Student's Book.

It also features 60 quick-fire ***Are you ready?*** questions to help students with practical tips to prepare for their exam day.

The Classroom Presentation Kit, accessible through the Teacher's App, is designed to be displayed on an interactive whiteboard (IWB) or projected onto a wall. It enables teachers to play **audio** or show **interactive Student's Book** and **Workbook activities** in class. It is user-friendly and presents the lesson clearly to the whole class. The Answer-by-answer reveal enables teachers to elicit student responses and check answers one by one.

INTRODUCTION

Resource Centres

The Resource Centres contain **Wordlists** with definitions, IPA and example sentences for all of the lexis in the Student's Book Vocabulary sections. They also include all course **Audio**, **Answer keys** and **Audioscripts**.

Test Generator

Teachers can create tests or use the prebuilt tests to assign to students. There are **unit tests**, and **mid-** and **end-of-course tests** for each level, testing vocabulary, grammar, word formation and each part of the exam.

Overview of the Examination

Reading and Use of English 1 hour 15 minutes

| Part | Task Type | Number of Questions | Task Format |
|------|-------------------------|---------------------|--|
| 1 | Multiple-choice cloze | 8 | A text with 8 gaps; there is a choice of 4 answers for each gap. |
| 2 | Open cloze | 8 | A text with 8 gaps, each of which must be completed with one word. |
| 3 | Word formation | 8 | A text containing 8 gaps. The task is to complete each gap with the correct form of a given word. |
| 4 | Key word transformation | 6 | Gapped sentences which must be completed using a given word. |
| 5 | Multiple choice | 6 | A text followed by multiple-choice questions with four options. |
| 6 | Gapped text | 6 | A text from which sentences have been removed. Candidates replace each of these in the appropriate part of the text. |
| 7 | Multiple matching | 10 | A text preceded by multiple-matching questions which require candidates to find specific information in a text or texts. |

Writing 1 hour 20 minutes

| Part | Task Type | Number of Tasks | Task Format |
|------|-----------|---------------------------|--|
| 1 | Essay | 1 (compulsory) | Candidates are given an essay title and notes to guide their writing. |
| 2 | | 3 (candidates choose one) | A writing task with a clear context, purpose for writing and target reader. Candidates write one of the following: article, email, letter, report, review. |

Listening about 40 minutes

| Part | Task Type | Number of Questions | Task Format |
|------|---------------------|---------------------|---|
| 1 | Multiple choice | 8 | Short, unrelated extracts of approximately 30 seconds each with one or more speakers. There are 3 options for each question. |
| 2 | Sentence completion | 10 | A monologue lasting approximately 3 minutes. Candidates write a word or short phrase to complete sentences. |
| 3 | Multiple matching | 5 | Five short monologues, each lasting approximately 30 seconds. The extracts are all related to a common theme. Candidates match extracts with prompts. |
| 4 | Multiple choice | 7 | An interview or conversation between two or more speakers lasting approximately 3 minutes. There are 3 options for each question. |

Speaking 14 minutes

| Part | Task Type | Time | Task Format |
|------|---------------------------|-----------|---|
| 1 | Interview | 2 minutes | Candidates give personal information in response to questions from the interviewer. |
| 2 | Talking about photographs | 4 minutes | Each candidate talks about two pictures for about 1 minute, and comments briefly on the other candidate's pictures. |
| 3 | Collaborative task | 4 minutes | Candidates are given instructions with written prompts which they use for discussion. Candidates speak for about 3 minutes in total; the giving of instructions takes about 1 minute. |
| 4 | Further discussion | 4 minutes | The interviewer leads a discussion which is related to the topic of Part 3. |



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?



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.

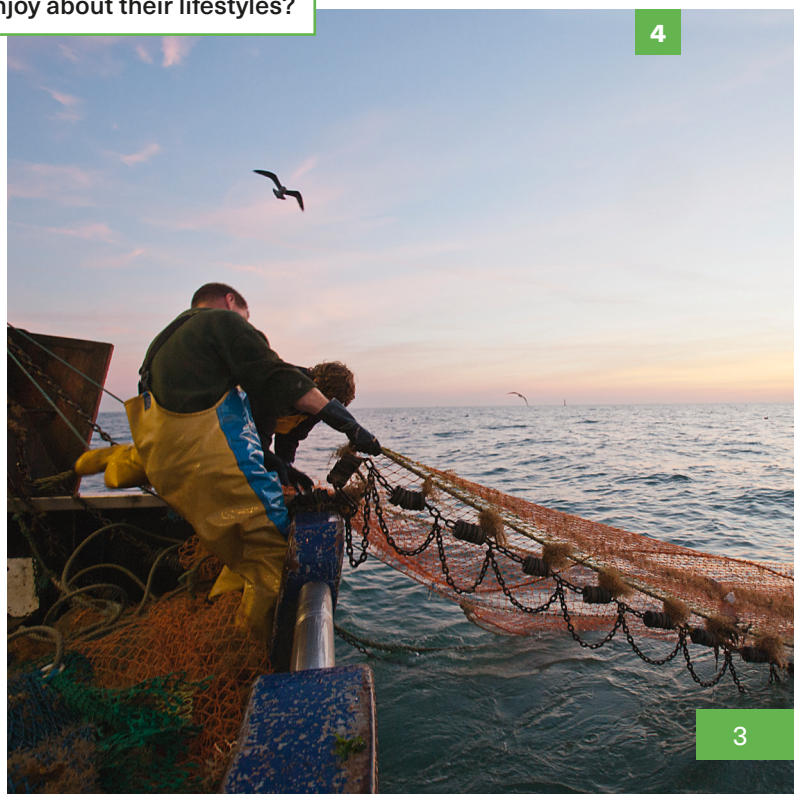
I'd prefer to have this lifestyle rather than that one.

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

What might the people enjoy about their lifestyles?



3



4

3

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) leave (B) I didn't (sleep) enough before (B) continue (B) decide (B)
put off (C) settle down (B, C) grow up (D) come across (D) carry out (D)
discourage (B) lead a more stable life (B) become an adult (B) find (B) do (B)

*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

- 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:

- 1 before the main verb.

*I **always** go to bed before midnight.*

- 2 after the verb *to be* or an auxiliary verb.

*She **is very often** late for work.*

*They **have rarely** been seen together.*

- 3 *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.

- 4 *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**.*

- 5 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

- 1 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!*

- 2 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.*

- 3 *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.*

- 4 *Will* + infinitive is used to talk about habitual behaviour. Frequency adverbs can also be added.

*She'll **sometimes spend** the whole day reading.*

- 5 *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

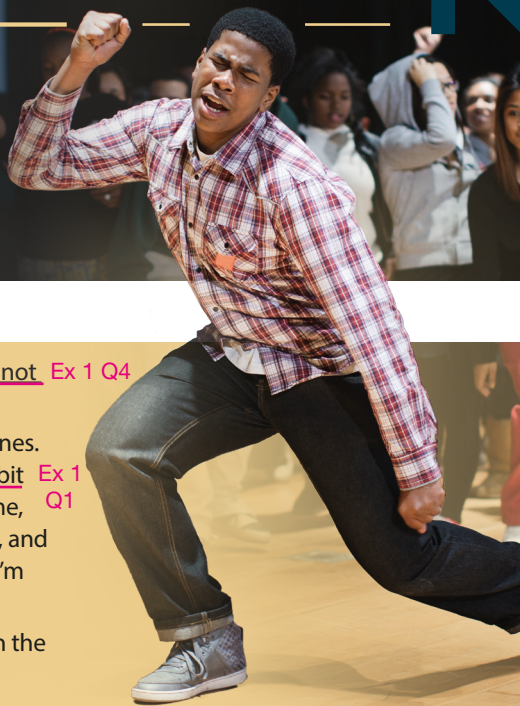
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

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 verbs go and get, but after the main verb be.* *a* the main verb? *b* the auxiliary verb? *after the auxiliary verb will ('ll)*
*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.*
- 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 an executive position in a pharmaceutical company. She often (2) worked long hours and sometimes (3) went away on business trips for two or three days at a time. Our dear old gran (4) looked after us on those occasions, but it wasn't the same as having a mum around. We (5) didn't like her being away from home, but we never once (6) said anything, because we always (7) thought she was happy in her work.

Then one day she (8) announced she was giving up her job to spend more time with her family. My brother and I (9) were delighted at the change in lifestyle, but I'm not sure about my mum: she often (10) said 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

Ex 1 **E** 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.

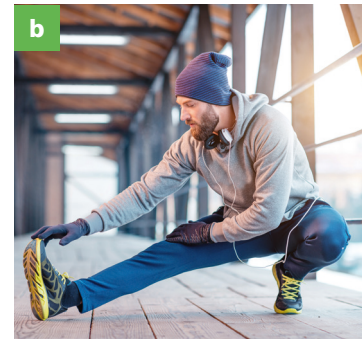
Speaker 5 If I want to go out and get a new T-shirt, for example, then I always have to get rid of an old one first. And I only do that when I can't justify hanging on to it anymore – either because it's so scruffy I'm too embarrassed to wear it, or it's literally falling apart at the seams. That's why 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 | E | 1 |
| Speaker 2 | B | 2 |
| Speaker 3 | D | 3 |
| Speaker 4 | H | 4 |
| Speaker 5 | F | 5 |

- 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* / *speak* / *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.

Suggested answers

Paragraph 2: To give the advantages and disadvantages of working as a ski instructor.

Paragraph 3: To outline the advantages of going to university.

Paragraph 4: To advise Paula on what she should do.

Paragraph 5: To make some closing comments.

- 5 Have students look at the task and then focus their attention on the **How to go about it** box. Put students in small groups to come up with advantages, disadvantages, and possible advice. Elicit ideas from the class and show them how they could be organised logically into paragraphs.

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



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.

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

Listening Part 1 Multiple choice

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.

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.
 - a trouble school? **Did** use into you at to get
Did you use to get into trouble at school?
 - b bike school to to a **Lucy** use used get
Lucy used to use a bike to get to school.
 - c got used morning to in up the **She's** getting early
She's got used to getting up early in the morning.
 - d every dad to to me **My** his clean Sunday used get car
My dad used to get me to clean his car every Sunday.
 - e 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.
 - f not doing are people **Many** work used hard young to
Many young people are not used to doing hard work.

- 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).

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

- 1 My grandad's got a car, but he hardly ever uses it. He'll only drive in good weather.
- 2 Usually we play football on Sunday morning, but this week's game is in the afternoon.
- 3 This nocturnal bird is not often seen in daylight, so these early-morning images are a rare treat.
- 4 It's not usual for students to bring sandwiches; most eat in the school canteen.
- 5 We very rarely go into the town centre to shop these days; it's far too crowded.
- 6 We tend not to go abroad on holiday; there are so many places to visit here in this country.
- 7 When I was at school, I would often get into trouble for talking during lessons.
- 8 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 get | a ready . I won't keep you waiting long. |
| 2 Come in. I have to finish getting | b the chance to go diving on a coral reef there. |
| 3 I want to change jobs. I don't get | c in touch with our sales team if you have any questions. |
| 4 I'm sorry I'm so late. My bus got | d over my shyness and talked to a few people. |
| 5 I don't own a car; I can easily get | e paid enough for the work I do here. |
| 6 When we lived in Australia, I got | f stuck in the snow and I had to walk. |
| 7 I enjoyed the party once I had got | g by 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?



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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.