

STUDENT'S BOOK

FOURTH EDITION

WITH KEY + DIGITAL STUDENT'S BOOK



and Student's App

READY FOR

ROY NORRIS



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INTRODUCTION

Welcome to *Ready for First*, a course which is designed to help you prepare for *Cambridge English Qualifications: B2 First*.

This book contains a wide range of activities aimed at improving your English and developing the language and skills which you will need to pass the examination. Each unit of *Ready for B2 First* includes one or more Language focus sections, which revise the main grammar areas, together with Vocabulary slots which will help you to increase your word store.

A significant feature of the Reading and Use of English syllabus in the book is the systematic approach to Word formation. At regular intervals you will find special sections which focus on the most important aspects of word building, ensuring that you are properly prepared for this part of the examination. There are also sections devoted to the important skill of paraphrasing and recording new vocabulary.

Roy Norris

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.

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.

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.

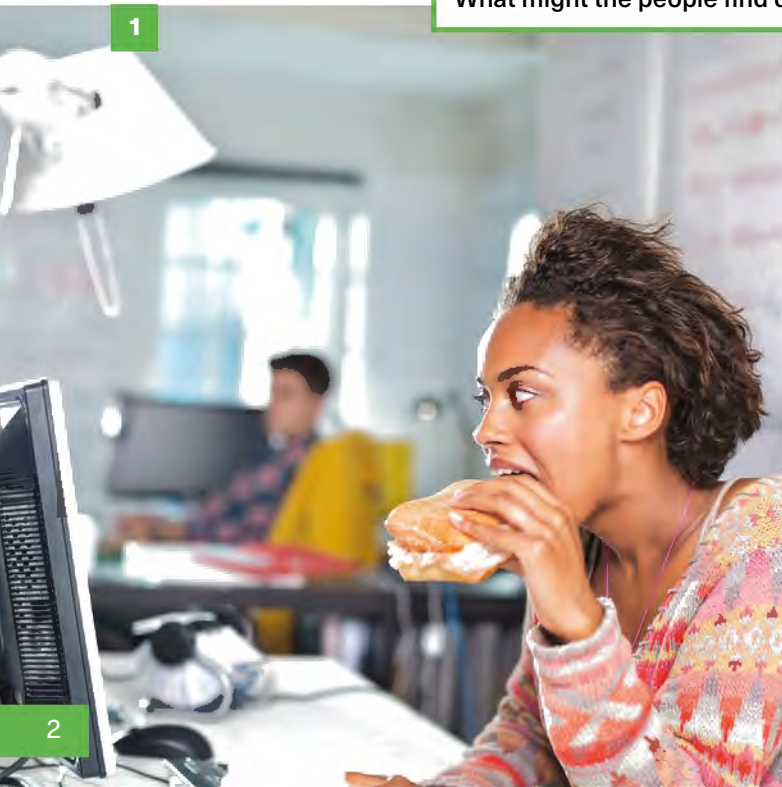
- 2 **SPEAK** Work in pairs. Compare your adjectives with your partner, explaining your choices.

*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?



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.

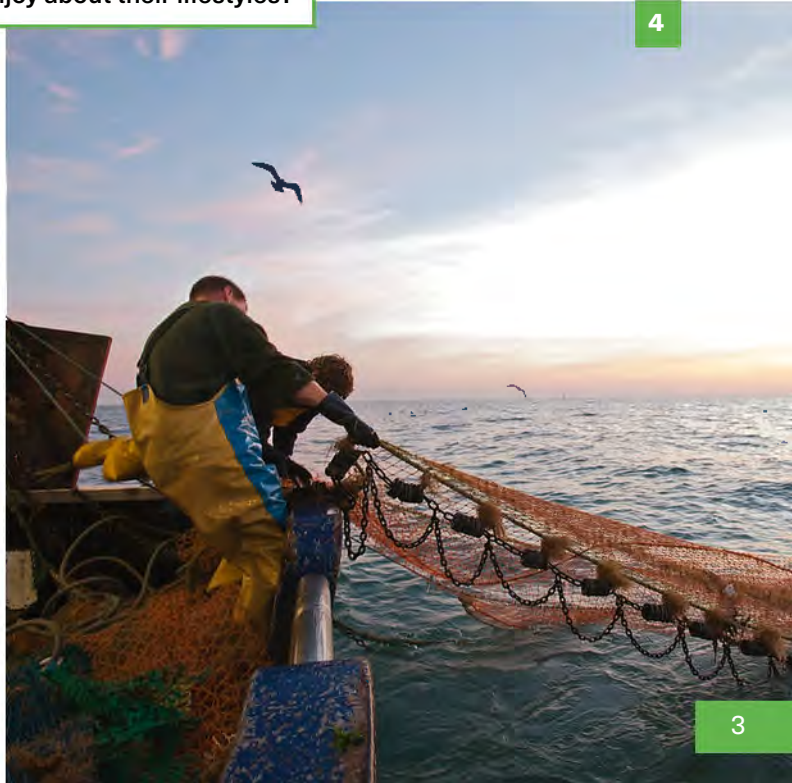
I'd rather ride a horse all day **than** work at sea.

3



What might the people enjoy about their lifestyles?

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?

1

would not recommend their lifestyle to other people?

2

likes the unpredictable nature of their work?

3

is not particularly keen on taking exercise?

4

has a lot of free time?

5

has achieved an early ambition?

6

usually has no trouble getting to sleep at night?

7

does not normally have to go far to get to their place of work?

8

says that people have the wrong idea about their work?

9

is considering introducing more stability into their life?

10

- 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) set off (B) catch up on (B) carry on (B) make up my mind (B)
put off (C) settle down (B, C) grow up (D) come across (D) carry out (D)

*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?



THIS IS YOUR LIFE

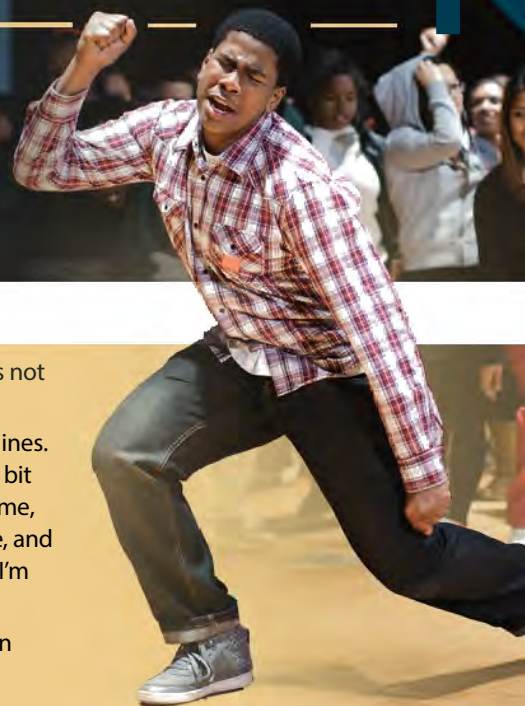
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

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.

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.

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.



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.

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!

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.



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.

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.

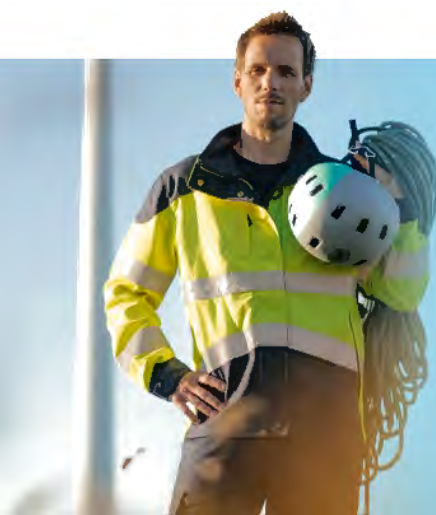


D Ben Adams: mountaineer and wind turbine technician

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.

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.



Language focus Habitual behaviour

- 1 Look at these two sentences from *This is your life*. Is the frequency adverb placed before or after:
 - a the main verb? *I'll **sometimes** go for a run after I get up.*
 - b the auxiliary verb? *I **always** get to the theatre early; I'm **usually** the first to arrive.*
- 2 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.*
- 3 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.*
- 4 Decide which of the following sentences 1–6 are grammatically incorrect. Change the position of the adverbs to correct them.
 - 1 I rarely go out on weekday evenings.
 - 2 I have usually my dinner in front of the television.
 - 3 Never I spend more than ten minutes doing my English homework.
 - 4 Someone is always telling me what to do and what not to do – it gets on my nerves.
 - 5 Hardly I ever play games on my phone – it hurts my eyes.
 - 6 It's rare for me to go to bed before midnight and quite often I'll stay up until two in the morning.
- 5 **SPEAK** Say whether or not the sentences in Exercise 4 are true for you.
- 6 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.*

 - 1 Can *used to* replace *would*/'d before *tell* and *go*? Why/Why not?
 - 2 Can *would* replace *used to* before *have*? Why/Why not?
- 7 Go to **Ready for Grammar** on page 204 for rules, explanations and further practice.
- 8 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!

- 9 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.*
- 10 **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?*

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 _____.
- Haven't you got a more **formal** jacket? That one's a little too _____ for the wedding.
- My sister prefers **tight-fitting** tops and jeans, whereas I like everything to be really _____.
- Clothes that are considered **trendy** and worn by everyone one year, are often _____ 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 _____.
- As a farmer, I don't have many **smart** clothes; I spend most of my time in _____ jeans and an old T-shirt.

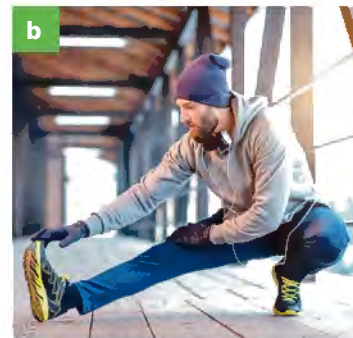
3 **SPEAK** Which of the adjectives in Exercise 2 could you use to describe the clothes in the photographs?

4 **SPEAK** Work in pairs. Describe the clothes your partner is wearing.

a



b



d



c



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.

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

Speaker 1		1
Speaker 2		2
Speaker 3		3
Speaker 4		4
Speaker 5		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.

arrive at become buy have the opportunity to obtain 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**?



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)** _____ 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)** _____ – you might still be in the same job in twenty years' time.

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

(5) _____, 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) _____, 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**.