

TEACHER'S BOOK

with Teacher's App

FOURTH EDITION

READY FOR

ETHAN MANSUR



macmillan
education

B2
FIRST

Macmillan Education Limited
4 Crinan Street
London N1 9XW

Companies and representatives throughout the world

Ready for B2 First 4th Edition Teacher's Book ISBN 9781380052360
Ready for B2 First 4th Edition Teacher's Book with Teacher's App
ISBN 9781380052308

Text, design and illustration © Macmillan Education Limited 2021
Written by Ethan Mansur

The author has asserted their right to be identified as the author of
this work in accordance with the Copyright, Designs and Patents
Act 1988.

This edition published 2021
First edition entitled "Ready for First Cert TB" published 2001 by
Macmillan Education Limited.

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form or by
any means, electronic, mechanical, photocopying, recording, or
otherwise, without the prior written permission of the publishers.

Teacher's Edition credits:

Original design by EMC Design Ltd
Page make-up by SPi Global Content Holding Pte. Ltd.
Cover design by Restless

Authors' acknowledgements

I would like to express my deep gratitude to my wife, Antonia, and
my two beautiful children, Lola and Dylan, for giving me the time
I needed to write this teacher's book properly. And I would also like
to thank Roy Norris for all his invaluable help and support during the
writing process, as well as everyone at Macmillan who was involved
in the project.

The publishers would like to thank Christina Anastasiadis
(International House Madrid), Enric Prieto Puig (English Way
Sabadell), Louise Brydges (City School), Fari Greenaway
(IH Córdoba Sierra), Jo Johnson (CIC Escola D'Idiomes), Jeremy
Knight (Hopscotch English Academy), Hannah Beardsworth
(CLIC IH Seville), Violeta Chobotok (English Connection Barcelona
Poblenou), Aidan Holland (British Council, Somosaguas Teaching
Centre, Pozuelo de Alarcón), Sofija Berlot (Idiomes Tarradellas,
Barcelona), Claudette Davis (City School of English), Patrick Doherty
(City School), Rachel Kestell (Centro Idiomas Bilbao, Cámara
de Comercio Bilbao), Howard Evans (Eli Sevilla), Matt Winship
(M&M Language).

Student's Book credits:

Text © Roy Norris 2021
Design and illustration © Macmillan Education Limited 2021

The author has asserted their right to be identified as the author of
this work in accordance with the Copyright, Designs and Patents
Act 1988.

Designed by EMC Design Ltd
Illustrated by Martin Sanders (represented by Beehive Illustration) on
pp22, 66, 131, 132, 165
Picture research by Emily Taylor

Full acknowledgements for illustrations and photographs in the
facsimile pages can be found in the *Ready for B2 First Student's
Book with Key* ISBN 9781380018069.

The author and publishers are grateful for permission to reprint the
following copyright material:

Extract on p19 from Dan Glaister, "Inside the daredevil world of
parkour, Britain's newest, gravity-defying sport" (14 Jan, 2017),
The Guardian © Guardian News & Media Ltd 2019; Extract on p54
from Tim Lott, "Ditch the grammar and teach children storytelling
instead" (19 May, 2017) The Guardian © Guardian News & Media
Ltd 2019; Extract on p102 from Joe Sommerlad, "Black Friday 2018:
How did the pre-Christmas shopping battle become an annual
event?" (23 Nov, 2018), The Independent; Extract on p63 from Shaun
Walker, "Yakutsk: Journey to the coldest city on earth" (21 Jan,
2008), The Independent; Extract on p135 from Marie Winckler, "On
your marks, get set... get lucky" (20 July, 2011), Evening Standard.
Data on p167: 'The Facts', Plastic Oceans © Plastic Oceans
International 2020, <https://plasticoceans.org/>; Ian A. Kane, et
al., 'Seafloor microplastic hotspots controlled by deep-sea
circulation' (20 Apr, 2020), Science © 2020 American Association
for the Advancement of Science, DOI: 10.1126/science.aba5899;
'Information About Sea Turtles: Threats from Marine Debris',
Sea Turtle Conservancy © 1996-2020 Sea Turtle Conservancy,
<https://conserveturtles.org/>; 'Factsheet: Marine Pollution',
The Ocean Conference, USA, New York (5-9 June, 2017),
Sustainable Development Goals © United Nations, <https://sustainabledevelopment.un.org/>; 'Ocean Waste', Cleaner Oceans
Foundation © Cleaner Oceans Foundation Ltd, December 2017,
<https://www.blue-growth.org/>.

Data on p235: Simone M. Ritter, Sam Ferguson 'Happy creativity:
Listening to happy music facilitates divergent thinking' (6 Sept, 2017),
PLOS ONE © PLOS, DOI: 10.1371/journal.pone.0182210; © Swedish
Trade Federation.

These materials may contain links for third party websites. We have
no control over, and are not responsible for, the contents of such
third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade
names or otherwise does not constitute or imply its endorsement or
recommendation by Macmillan Education Limited.

Ready for conforms to the objectives set by the Common European
Framework of Reference and its recommendations for the evaluation
of language competence.

Printed and bound in TBC

2025 2024 2023 2022 2021

10 9 8 7 6 5 4 3 2 1

CONTENTS

Student's Book Contents	II
Introduction	IV
1 Lifestyle	TB1
2 High Energy	TB15
Ready for Use of English	TB29
3 A change for the better?	TB33
4 A good story	TB47
Ready for Reading	TB61
5 Doing what you have to	TB67
6 Relative relationships	TB81
Ready for Listening	TB95
7 Value for money	TB99
8 Up and away	TB113
9 Mystery and imagination	TB127
Ready for Speaking	TB141
10 Nothing but the truth	TB145
11 What on earth's going on?	TB159
12 Looking after yourself	TB173
Collocations Revision Units 1–12	187
Ready for Writing Sample answers and Key	TB188

STUDENT'S BOOK CONTENTS

	Language focus	Vocabulary	Word formation	Pronunciation
1 LIFESTYLE page 1	Habitual behaviour <i>Be used to, get used to and used to</i>	Lifestyle Clothes <i>Get</i>		Pronouncing questions
2 HIGH ENERGY page 15	Gerunds and infinitives	Music Sport	Affixes	Vowel sounds
READY FOR USE OF ENGLISH page 29				
3 A CHANGE FOR THE BETTER? page 33	Comparisons Articles	Technology Expressions with <i>as ... as</i>	Nouns 1	Diphthongs
4 A GOOD STORY page 47	<i>So and such</i> Past tenses and time linkers	Films <i>Take</i>	Participle adjectives and adverbs	Silent consonants
READY FOR READING page 61				
5 DOING WHAT YOU HAVE TO page 67	Obligation, necessity and permission	The world of work	<i>en-</i> prefix and <i>-en</i> suffix	Connected speech: intrusive sounds
6 RELATIVE RELATIONSHIPS page 81	Defining relative clauses Non-defining relative clauses Causative passive with <i>have</i> and <i>get</i>	Relationships Describing people		Connected speech: consonant-vowel linking
READY FOR LISTENING page 95				
7 VALUE FOR MONEY page 99	Present perfect simple Present perfect continuous	Shopping Paraphrasing and recording Towns and villages		Contrastive stress
8 ON THE MOVE page 113	The future Contrast linkers	<i>Make and do</i> Travel and holidays Phrasal verbs	Adjectives	Chunking
9 MYSTERY AND IMAGINATION page 127	Modals for speculation and deduction Reported speech Reporting verbs	<i>Give</i>	Adverbs	Using intonation to show interest
READY FOR SPEAKING page 141				
10 NOTHING BUT THE TRUTH page 145	Passives Infinitives after passives	Crime and punishment Paraphrasing and recording Phrasal verbs with <i>out</i> and <i>up</i>	Participle adjectives and adverbs	Stress-shift words
11 WHAT ON EARTH'S GOING ON? page 159	<i>Too and enough</i> Conditionals	Weather <i>Put</i>		Consonant clusters
12 LOOKING AFTER YOURSELF page 173	Quantifiers Hypothetical situations Prepositions and gerunds	Food and drink Health	Nouns 2	Silent vowels
READY FOR WRITING page 188				

Reading and Use of English	Writing	Listening	Speaking
Part 7 Multiple matching Part 2 Open cloze Part 1 Multiple-choice cloze Part 4 Key word transformation	Part 2 Informal letter Part 2 Article	Part 3 Multiple matching Part 1 Multiple choice	Part 1 Interview Part 2 Long turn
Part 6 Gapped text Part 3 Word formation Part 2 Open cloze Part 4 Key word transformation	Part 2 Article Part 2 Informal letter	Part 2 Sentence completion Part 4 Multiple choice	Part 1 Interview Part 2 Long turn Part 3 Collaborative task Part 4 Further discussion
Part 5 Multiple choice Part 4 Key word transformation Part 3 Word formation	Part 1 Essay Part 2 Article	Part 2 Sentence completion Part 3 Multiple matching	Part 1 Interview Part 3 Collaborative task Part 4 Further discussion
Part 6 Gapped text Part 4 Key word transformation Part 3 Word formation	Part 2 Report Part 2 Review Part 2 Informal letter	Part 1 Multiple choice	Part 1 Interview Part 2 Long turn
Part 2 Open cloze Part 7 Multiple matching Part 3 Word formation Part 1 Multiple-choice cloze Part 4 Key word transformation	Part 2 Letter of application Part 1 Essay Part 2 Report	Part 2 Sentence completion Part 4 Multiple choice	Part 1 Interview Part 2 Long turn Part 3 Collaborative task Part 4 Further discussion
Part 1 Multiple-choice cloze Part 5 Multiple choice Part 3 Word formation Part 4 Key word transformation	Part 2 Article Part 2 Informal email	Part 3 Multiple matching Part 1 Multiple choice	Part 1 Interview Part 3 Collaborative task Part 4 Further discussion
Part 6 Gapped text Part 2 Open cloze Part 4 Key word transformation	Part 2 Formal email Part 2 Informal email Part 1 Essay	Part 2 Sentence completion Part 4 Multiple choice	Part 1 Interview Part 2 Long turn
Part 5 Multiple choice Part 3 Word formation Part 4 Key word transformation Part 1 Multiple-choice cloze	Part 1 Essay Part 2 Article	Part 1 Multiple choice Part 3 Multiple matching	Part 1 Interview Part 2 Long turn
Part 3 Word formation Part 7 Multiple matching Part 2 Open cloze Part 1 Multiple-choice cloze Part 4 Key word transformation	Part 2 Review Part 2 Report	Part 4 Multiple choice Part 2 Sentence completion	Part 1 Interview Part 3 Collaborative task Part 4 Further discussion
Part 5 Multiple choice Part 4 Key word transformation Part 1 Multiple-choice cloze	Part 2 Article Part 1 Essay	Part 4 Multiple choice Part 3 Multiple matching	Part 1 Interview Part 2 Long turn
Part 7 Multiple matching Part 6 Gapped text Part 3 Word formation Part 4 Key word transformation Part 2 Open cloze	Part 1 Essay Part 2 Informal email	Part 2 Sentence completion Part 1 Multiple choice	Part 1 Interview Part 3 Collaborative task Part 4 Further discussion
Part 7 Multiple matching Part 2 Open cloze Part 3 Word formation Part 4 Key word transformation Part 1 Multiple-choice cloze	Part 2 Report Part 2 Article	Part 3 Multiple matching Part 4 Multiple choice	Part 1 Interview Part 2 Long turn

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.

[illegible]

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.

[illegible]

Workbook/Digital Workbook

[illegible]

A CHANGE FOR THE BETTER?

A CHANGE FOR THE BETTER?

Language Comparisons

Read carefully the list of sentences and underline them.

1. I was by for the soccer till I even ate my eggs.
2. I was even asleep till I saw the light.
3. The boys just go to sleep till the bedtime.
4. I was even there till the movie, long after the closing.
5. You ought to let today end with this.
6. I was even there till the movie, long after the closing.
7. I was even there till the movie, long after the closing.
8. I was even there till the movie, long after the closing.
9. I was even there till the movie, long after the closing.
10. I was even there till the movie, long after the closing.

Articles

1. Choose a, the or article 0 to complete the sentences.
2. My cousin has played a / the / piano professionally for many years.
3. Go down a / the / North Street and meet me at the coffee shop. It's water on the corner.
4. The squares of a / the / teacher have had a great time because they got to eat some fruit.
5. I was the youngest person there to eat and drink at the / the / restaurant.
6. Many famous French comedians came to the / the / Café Comedienne.
7. I wanted to go to a movie and home, but ended up going to / the / – they are the same place.
8. I was the / the / youngest person to eat and drink at the / the / restaurant.
9. I was the / the / youngest person to eat and drink at the / the / restaurant.
10. I was the / the / youngest person to eat and drink at the / the / restaurant.
11. I was the / the / youngest person to eat and drink at the / the / restaurant.
12. I was the / the / youngest person to eat and drink at the / the / restaurant.
13. I was the / the / youngest person to eat and drink at the / the / restaurant.
14. I was the / the / youngest person to eat and drink at the / the / restaurant.
15. I was the / the / youngest person to eat and drink at the / the / restaurant.
16. I was the / the / youngest person to eat and drink at the / the / restaurant.
17. I was the / the / youngest person to eat and drink at the / the / restaurant.
18. I was the / the / youngest person to eat and drink at the / the / restaurant.
19. I was the / the / youngest person to eat and drink at the / the / restaurant.
20. I was the / the / youngest person to eat and drink at the / the / restaurant.

Vocabulary

Read the list of words and underline the words from the box which forms the correct collocation with the noun in the box.

when / soon / continue / place / time / use

1. Whenever we go to the restaurant we eat the same food.
2. No matter how much of something you eat the same thing is the same.
3. I was there at the same time as the same thing.
4. I was there at the same time as the same thing.
5. I was there at the same time as the same thing.
6. I was there at the same time as the same thing.
7. I was there at the same time as the same thing.
8. I was there at the same time as the same thing.
9. I was there at the same time as the same thing.
10. I was there at the same time as the same thing.
11. I was there at the same time as the same thing.
12. I was there at the same time as the same thing.
13. I was there at the same time as the same thing.
14. I was there at the same time as the same thing.
15. I was there at the same time as the same thing.
16. I was there at the same time as the same thing.
17. I was there at the same time as the same thing.
18. I was there at the same time as the same thing.
19. I was there at the same time as the same thing.
20. I was there at the same time as the same thing.

My way of life is to be a student in a university.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the same thing.

I was there at the same time as the <

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.

1 of 3

Complete the sentences.



1 I would say I have a lifestyle because I eat well and exercise regularly.

2 People around here have a very

Check

Lifestyle

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

[illegible]

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.

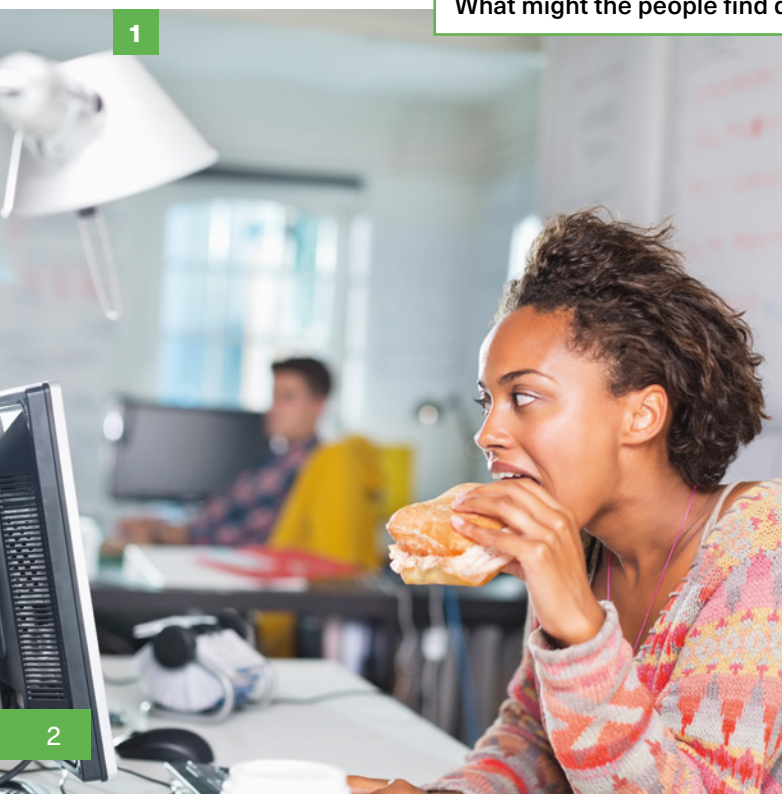
- 2 **SPEAK** Work in pairs. Compare your adjectives with your partner, explaining your choices.

*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.

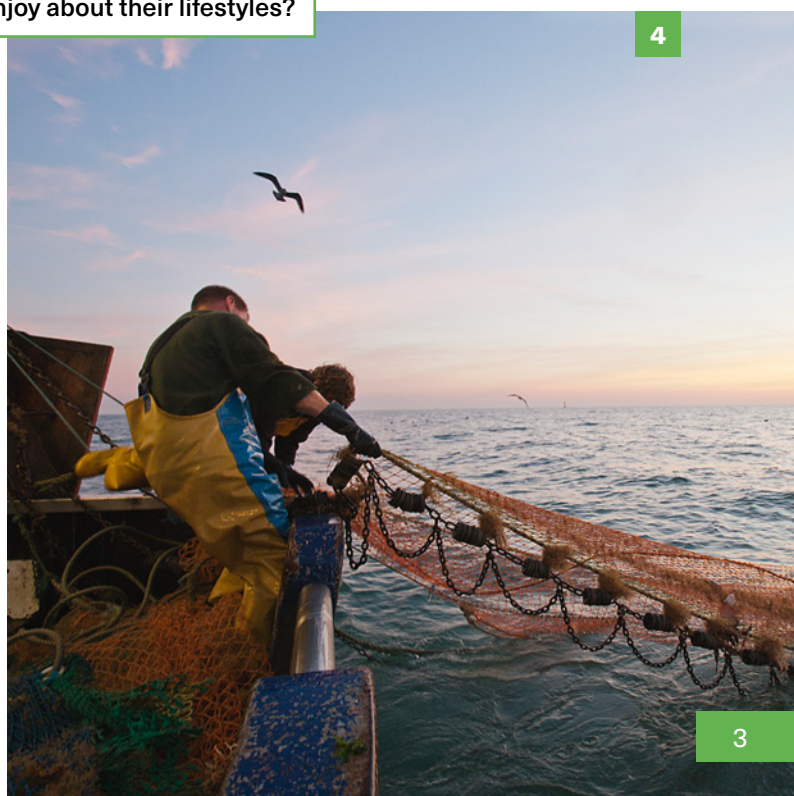
I'd rather ride a horse all day **than** work at sea.

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?
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) catch up on (B) carry on (B) make up my mind (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

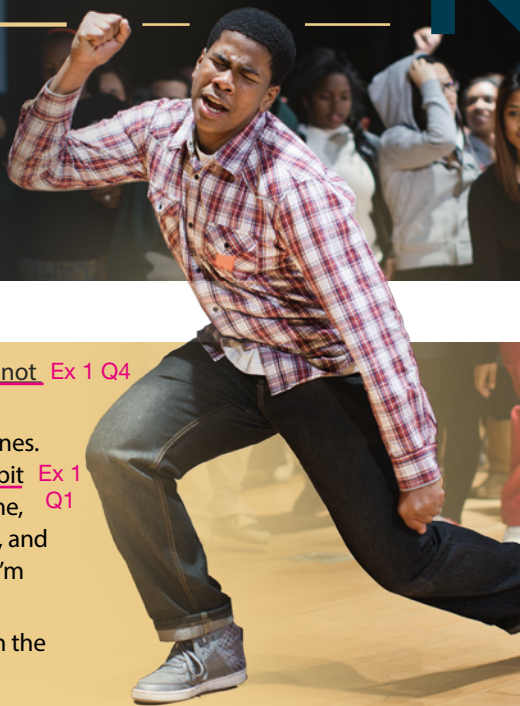
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

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*
 a the main verb? *verbs go and get, but after the main verb be.* 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

hardly ever stay or
I 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?

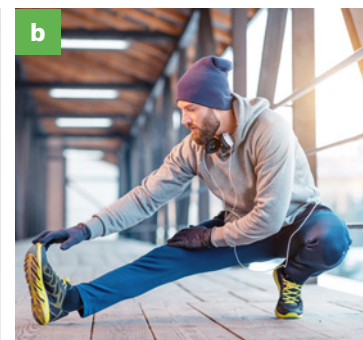
2 Complete each gap with an adjective which is the opposite of the one in **bold** in the same sentence.

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.*

- 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	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?