

STUDENT'S BOOK
WITH KEY + DIGITAL STUDENT'S BOOK

FOURTH EDITION



and Student's App

READY FOR

ROY NORRIS



macmillan
education

B2
FIRST

**STUDENT'S BOOK
WITHOUT KEY**

FOURTH EDITION



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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.

1

LIFESTYLE

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.

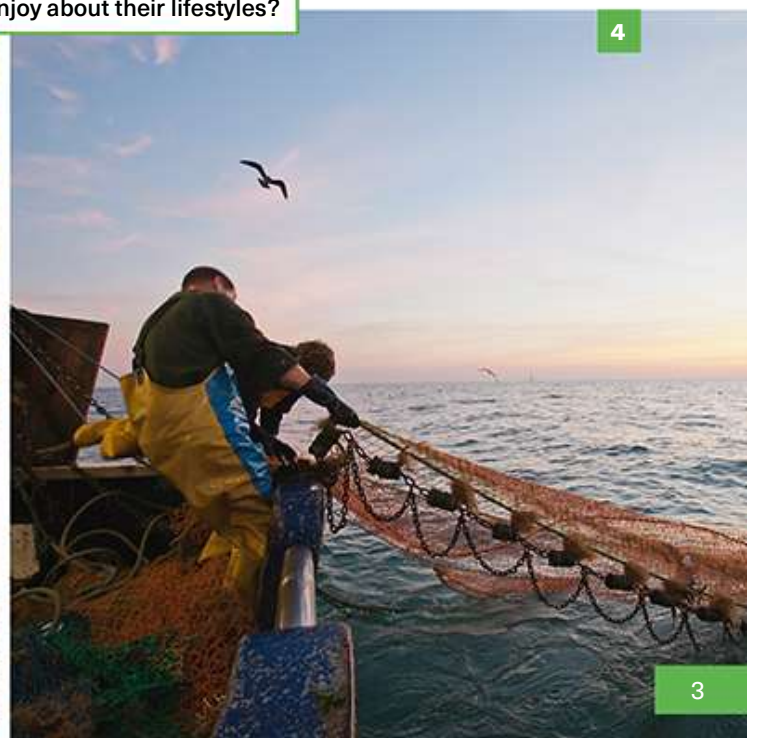
I'd prefer to have this lifestyle rather than that one.

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?

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?

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

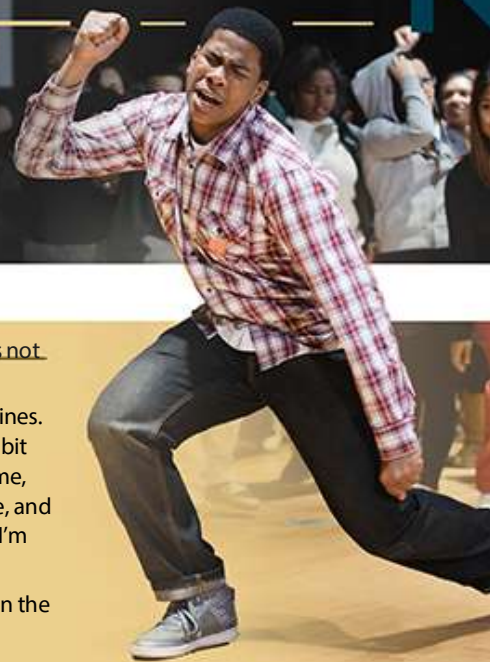
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

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? b the auxiliary verb?

*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.*

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.



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 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* / *speaking* / *touch* / *tact* **with** me.
- 2 He was a lovely man – a pity you never **got the way** / *event* / *ability* / *chance* to meet him.
- 3 I asked Emma how much she **got paid** / *earned* / *money* / *salary* but she refused to tell me.
- 4 Come on, hurry up and **get moved** / *ready* / *ordered* / *fit*! Your bus leaves in five minutes.
- 5 Paul's parents are concerned about his behaviour. He's always **getting into** *problem* / *trouble* / *punishment* / *damage* at school.
- 6 Amy was upset when her sister moved out, but she **got out** / *off* / *by* / *over* it eventually.
- 7 I can't speak French, but I always manage to **get across** / *through* / *by* / *over* with a dictionary and a few gestures.
- 8 We **got stuck** / *held* / *kept* / *halted* in a traffic jam and missed the beginning of the concert.

3 **SPEAK** Discuss the following questions.

- How quickly do you **get ready for school/work** in the morning?
- How do you **get to school/work**? How long does it take you to get there?
- Did/Do you often **get into trouble** at school? What was the worst thing you ever did?
- Have you **got rid of** all your childhood toys and books? Why/Why not?
- What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?





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

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



How to go about it

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

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

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

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

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

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.

0 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



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 _____ ever uses it. He'll only drive in good weather.
- 2 _____ we play football on Sunday morning, but this week's game is in the afternoon.
- 3 This nocturnal bird is _____ often seen in daylight, so these early-morning images are a rare treat.
- 4 It's not _____ for students to bring sandwiches; most eat in the school canteen.
- 5 We _____ rarely go into the town centre to shop these days; it's far too crowded.
- 6 We _____ not to go abroad on holiday; there are so many places to visit here in this country.
- 7 When I was at school, I _____ often get into trouble for talking during lessons.
- 8 Where did your mum _____ 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) _____ many enterprising under-18s who have decided they would (2) _____ work for themselves than look for a part-time job in a shop or restaurant.

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

Katie Simmons is another young entrepreneur. (7) _____ 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) _____ 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 including | D introducing |
| 2 A better | B prefer | C like | D rather |
| 3 A turned | B grown | C brought | D raised |
| 4 A often | B ever | C always | D sometimes |
| 5 A get | B find | C come | D take |
| 6 A prepared | B disposed | C organised | D equipped |
| 7 A Whereas | B Whenever | C While | D Whether |
| 8 A goes away | B sets off | 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 that old coat?

- 2 I still find it strange to wear glasses.

USED

I still haven't glasses.

- 3 He never asks when he borrows my things!

ALWAYS

He is asking!

- 4 Simon doesn't usually drink coffee.

UNUSUAL

It drink coffee.

- 5 Helen is not usually so pessimistic.

LIKE

It is so pessimistic.

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

FORWARD

I'm really 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

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 _____
- 2 _____
- 3 _____
- 4 _____

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?



2

HIGH ENERGY

KEY LANGUAGE

Gerunds and infinitives

Music

Sport

Affixes

PRONUNCIATION

Vowel sounds

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 6

Writing Part 2

Listening Parts 2 & 4

Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

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

Don't forget!

- Develop your answers by giving reasons or examples.

Don't forget!**Student A**

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

Student B

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

Speaking Part 2 Long turn

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

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

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

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

Vocabulary Music

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

guitarist in instrument live (adj) on play (v) playlist rock song

- | | | |
|--|---|---|
| <p>0 a <u>rock</u> band musician star</p> | <p>3 download a _____ perform a _____ mime a _____</p> | <p>6 a _____ album performance music venue</p> |
| <p>1 a lead a session a bass _____</p> | <p>4 _____ tour stage the radio _____</p> | <p>7 _____ the charts concert tune</p> |
| <p>2 a percussion a wind a stringed _____</p> | <p>5 a track a tune a chord _____</p> | <p>8 create a shuffle a delete a _____</p> |

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

- 0** Have you been to see a singer or a band perform in *a live music venue* ?
- 1** Who would you most like to see perform live _____ ?
- 2** Have you ever performed or spoken _____ in front of an audience?
- 3** Can you _____ on any instrument?
- 4** Can you sing _____ or do people cover their ears when they hear you?
- 5** Do you listen to songs that are _____ or do you prefer less commercial music?
- 6** When you _____, how do you decide which songs to include on it?

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

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



Listening Part 2 Sentence completion

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

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

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

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

What to expect in the exam

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

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

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

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

Jack says that people in Britain aged between 18 and 24 listen to an average of over **(1)** songs a year.

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

The findings of one recent study recommend silence when doing work which involves **(3)**

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

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

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

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

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

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

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

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

- a film
- a TV series
- a video game

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

Reading and Use of English Part 6 Gapped text

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

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

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

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

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

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

How to go about it

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



4 SPEAK Work in groups. Discuss the questions.

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



Inside the daredevil world of PARKOUR



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

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

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

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

'A lot of people from the pedestrian world don't understand parkour,' says **Meek**. 'It's not just about technique, it's about the attitude. It's about exploring boundaries sensibly, seeing danger and calculating risk.'

3 'I really hated conventional sports,' he remembers. **'I was a nervous kid** who liked playing video games. Then I started to come across it on internet forums, and it seemed to be a lot of people who didn't fit in with more conventional stuff, shy people. That's what appealed to me about it.'

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

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

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

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

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

Language focus Gerunds and infinitives

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

- 1 ... the UK became the first country in the world to recognise parkour as a sport.
1 to recognise: the infinitive with to is used in place of a relative clause after 'the first' + noun. Here it means 'the first country ... which recognised parkour'.
- 2 Its participants are capable of leaping to improbable heights ...
- 3 I was a nervous kid who liked playing video games.
- 4 ... it seemed to be a lot of people who didn't fit in with more conventional stuff...
- 5 ... Meek ... rented a gym to practise parkour.
- 6 Parkour can extend its work in schools.

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

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

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

a absolutely can't don't much quite really

b about at in of on with

- 1 I **don't** really **enjoy** going for walks in the countryside; I just can't get **excited** about being in the open air, like some people.
- 2 I _____ **mind** listening to jazz now and again, but I wouldn't be **interested** going to a concert.
- 3 I _____ **love** cooking, and I'm especially **fond** _____ baking cakes.
- 4 I _____ **like** watching basketball, but I'm not very **good** _____ playing it.
- 5 I _____ **prefer** watching films at home; I've never been very **keen** going to the cinema.
- 6 I _____ **stand** playing board games with my family, but I never get **bored** playing games on my phone.

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

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

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

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

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

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

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

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

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

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



Speaking Part 3 Collaborative task

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



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

How to go about it

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

Speaking Part 4 Further discussion

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

What to expect in the exam

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



Vocabulary Sport

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

do athletics

go _____

play _____

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

1 tennis court net racket backhand

2 _____ pitch referee corner foul

3 _____ course green clubs hole

4 _____ slope sticks run goggles

5 _____ track field event lane meeting

6 _____ saddle helmet pedals peloton

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

fairway gears lift red card service triple jump

4 Complete the questions with the verbs in the box.

beat draw hit kick pass take take win

1 Which sports _____ **place** on an ice rink?

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

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

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

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

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

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

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

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

6 **SPEAK** Work in pairs.

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

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

When you have finished, change roles.

Listening Part 4 Multiple choice

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

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

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

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

What to expect in the exam

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

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

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



Word formation Affixes

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

win – winner

win box play spectate compete participate organise run ride contest

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

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

employ/train electric/politics mountain/engine novel/science

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

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

Adjectives

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

Negative

unambitious/unlikely/unreliable

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

ex-wife **extra**terrestrial **hyper**market **micro**electronics **miss**pell
oversleep **pre**historic **post**graduate **re**write **under**cook

Writing Part 2 Article

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

You see this notice in an English-language magazine.

ARTICLES WANTED!

MY FAVOURITE SPORT

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

The best articles will be published in this magazine.

Write your article in 140–190 words.

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

- a Benefits of the sport and reasons for liking it. _____
 b Closing comment. _____
 c What the sport is and what is special about it. _____
 d Advice to people who want to do this sport. _____

A STRANGE WAY TO ENJOY YOURSELF

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



3 Who is the article written for (the target reader)?
Is it written in a formal or informal style?

4 Find examples of the following in the model answer:

- a Contractions: e.g. *doesn't, you've* c Direct questions
 b Informal linkers: e.g. *So* d Phrasal verbs

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

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

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

How to go about it

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