

Ready for First

coursebook with key

3rd Edition

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Updated in line with **Cambridge English: First (FCE)** 2015 revisions

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Introduction

Welcome to *Ready for First*, a course which is designed to help you prepare for the *Cambridge English: First* examination, also known as *First Certificate in English (FCE)*.

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. As well as providing relevant practice in reading, writing, listening and speaking, each unit of *Ready for 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 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, in Units 7, 10 and 13, devoted to the important skill of paraphrasing and recording new vocabulary.

At the end of every unit there is a two-page Review section, which enables you to revise and practise the new language you have encountered in the unit.

Throughout the book you will find the following boxes, which are designed to help you when performing the different tasks:

What to expect in the exam: these contain useful information on what you should be prepared to see, hear or do in a particular task in the examination.

How to go about it: these give advice and guidelines on how to deal with different task types and specific questions.

Don't forget!: these provide a reminder of important points to bear in mind when answering a particular question.

Useful language: these contain vocabulary and structures which can be used when doing a specific writing or speaking activity.

Further information and advice on each of the papers in the *Cambridge English: First* exam is included in the five supplementary 'Ready for ...' units. These are situated at regular intervals in the book and can be used at appropriate moments during the course. The Ready for Writing unit contains model answers for each of the main task types, together with advice, useful language and further writing tasks for you to complete.

At the end of the book you will find detailed explanations of the grammar areas seen in the units in the Grammar reference, together with a topic-based Wordlist and the Listening scripts.

Overview of the Examination

The *Cambridge English: First* examination consists of four papers, as shown below. The Writing, Listening and Speaking papers each carry 20% of the total marks; the Reading and Use of English paper carries 40% (20% for the Reading tasks and 20% for the Use of English tasks). A low mark in one paper does not necessarily mean a candidate will fail the examination; it is the overall mark which counts.

Reading and Use of English 1 hour 15 minutes

There are seven parts to this paper: Parts 1 to 4 are grammar and vocabulary tasks; Parts 5 to 7 are reading tasks. For the Use of English tasks, each correct answer in Parts 1 to 3 receives one mark; each question in Part 4 carries up to two marks. For the reading tasks, each correct answer in Parts 5 and 6 receives two marks, and there is one mark for each question in Part 7. For more information on this paper, see the Ready for Use of English unit on pages 42 to 45 and the Ready for Reading unit on pages 82 to 87, as well as the relevant sections in the main units of the book.

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 transformations	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

There are two parts to this paper, each of which carries the same number of marks. Part 1 is compulsory, so must be answered by all candidates, whereas in Part 2 candidates choose one from three tasks. You are required to write between 140 and 190 words for each part. For more information and advice on the questions in this paper, see the Ready for Writing unit on pages 192 to 201, as well as the relevant sections in the main units of the book.

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

This paper consists of four parts with a total of 30 questions, each of which carries one mark. Each part contains one or more recorded texts, which are heard twice. Candidates are tested on their ability to understand, for example, opinions, gist, the main points or specific information. For more information on this paper, see the Ready for Listening unit on pages 124 to 127, as well as the relevant sections in the main units of the book.

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

There are four parts to this paper. There are usually two candidates and two examiners. Candidates are given marks for range and correct use of grammar and vocabulary, pronunciation, discourse management (the ability to organize language and produce extended responses) and interactive communication. For more information on this paper, see the Ready for Speaking unit on pages 164 to 167, as well as the relevant sections in the main units of the book.

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.

Roy Norris

1

Lifestyle



Actor




Potter

Vocabulary 1: Lifestyle

- 1 a 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		alternative	luxurious	
live	a/an	busy	quiet	
lead		chaotic	relaxing	
		comfortable	sedentary	
		exciting	simple	
		healthy	stressful	
				lifestyle

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

- b  Work in pairs. Compare your adjectives with your partner, explaining your choices.

Example:

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

- 2  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?

Speaking

Part 2

Talking about photos

- 1 Look at the four photographs. They show people who have 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 which lifestyle you would prefer to lead.

- 2 Now change roles. Follow the instructions above using photographs 3 and 4.

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: *Both pictures show ...*

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

- When talking about what the people might find difficult about their lifestyles, give reasons for your opinions. You could comment on some of the following:

daily routine	working hours	leisure time	type of home	friends
eating habits	health	travel	family life	

Student B

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

Useful language

I get the impression it's a stressful life.
I expect/imagine she has to get up early.
He probably spends a long time away from home.
I doubt that she has much time for a social life.
Perhaps he doesn't see his family very often.
She might/may get lonely during the day.

What might the people find difficult about their lifestyles?



Farm vet



Fisherman

1 Lifestyle

Reading and Use of English

Part 7

Multiple matching

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.
- Read section A, then look again at the questions, answering any that you can.
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 looking for the information you need.

Which person

- | | |
|--|-------------------------|
| admits to having an untidy house? | 1 <input type="text"/> |
| could not imagine doing any other type of work? | 2 <input type="text"/> |
| likes the unpredictable nature of their work? | 3 <input type="text"/> |
| is not particularly keen on taking exercise? | 4 <input type="text"/> |
| says they start the day like many other people? | 5 <input type="text"/> |
| does not have to go far to get to their place of work? | 6 <input type="text"/> |
| never has any trouble getting to sleep? | 7 <input type="text"/> |
| used to feel lonely while working? | 8 <input type="text"/> |
| says that people have the wrong idea about their work? | 9 <input type="text"/> |
| would prefer to go to bed earlier on many occasions? | 10 <input type="text"/> |

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: 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 realize it's important.

- 5 When I'm not rehearsing or on tour, afternoons usually involve reading scripts or learning lines. My wife and two sons 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
- 10 I'm working away from home, I spend the afternoons in museums or historic buildings. I always get to the theatre at the last minute, which annoys my co-actors, but I don't like arriving anywhere early.
- 15 After a performance I eat and spend a few hours unwinding, so bedtime is often two or three in the morning. I always fall asleep as soon as my head hits the pillow.





B Jodie Miller: potter

Before I started renting the workshop at the open-air museum, I would crawl out of bed in the morning, get dressed and go straight into the garage, which I'd converted into a studio. Now I get the train and a bus, so I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.

On the plus side, though, I get to meet lots of people: there are the museum visitors that come into the workshop every day to watch me working, the other craftspeople – the broom maker, the blacksmith or the glassblower – and I also give classes. Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.

I get lots of requests for personalized mugs, and evenings are spent packaging up orders to send out the next day. I often get to bed later than I would like.



C Janie Collins: 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 people think. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes, things which would put you off working with animals for life.

My mum wants to know when I'm going to settle down with someone, but there's no room for a dog in my life, so I don't see how I'll be able to fit marriage in.



D Mark Fudge: fisherman

My flat overlooks the port, so it's just a short walk to the *Ellie May*. That's our boat, the place I think of as home. I get lonely if I'm away from her for longer than a week or so – the crew is like a family to me.

I'm one of four deckhands, which means that the first mate – the second in command after the captain – gets us to do cleaning and maintenance work as well as pulling in the nets, then washing, salting, icing and storing the fish. We work hard – six hours on, six hours off, six hours on, six hours off – every day for seven weeks. It's tough, but I can't see myself in any other profession. There's nothing else I'd rather do.



Reacting to the text


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

Language focus 1: Habitual behaviour

A General tendencies

- 1 Which of the alternatives in this sentence is not possible?

I tend to be/use to be/am usually out all day visiting farms.

 Look at the Grammar reference on page 209 to see how *tend to* is used.

- 2 Make three general statements about some of the following groups of people in your country using *tend to*.

- football players
- teachers
- teenagers
- people in cities
- elderly people
- people in villages

Example:

The best football players in my country tend to go abroad. They can earn much more money playing for foreign clubs.

B Frequency adverbs

- 1 a Look at the following extracts from the reading text. In what position is the frequency adverb placed in relation to the verb?


I'll *sometimes* go for a run after I get up.

At home there are *usually* scripts lying all over the place.

I *always* get to the theatre at the last minute.


b In this sentence, two of the adverbs are in the correct position and two are not. Cross out the two incorrectly placed adverbs.

Normally/Always/Sometimes/Never I get out of bed around midday.

 Check your ideas in the Grammar reference on page 209.

- 2 For sentences 1–6, decide if the position of the adverb is possible. If it is not possible, correct the sentence.

- 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 Companies are always phoning me in the evening, trying to sell me something – I get so annoyed.
- 5 Hardly I ever play computer games – I prefer reading.
- 6 It's rare for me to go to bed before midnight, and quite often I'll stay up until two in the morning.

- 3  Say whether or not the sentences in exercise 2 are true for you. Use frequency adverbs and the alternatives in the Grammar reference on page 209.

Example:


1 It's rare for me to stay at home on weekday evenings. I usually do some type of sport; I tend to go running if it's not raining, and if it is, I'll often go swimming or play badminton.

C Used to and would

- 1 *Used to* and *would* can be used to talk about past habits. Look at these sentences from the reading text and answer the question.

- a *I would crawl out of bed and go straight into the garage.*
- b *I would sometimes go for days without speaking to anyone.*
- c *I used to have a dog and we'd go running together most mornings.*

In all three sentences, *used to* could be used instead of *would/d* before the verbs *crawl* and *go*, but in sentence c, it is **not** possible to say *I would have a dog*. Why is this?

 Check your ideas on page 209 of the Grammar reference.

- 2 In the following paragraph, decide whether the underlined verbs can be used with:

- a both *used to* and *would*
- b only *used to*
- c neither *used to* nor *would*



In the bad old days 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. My brother and I (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. We (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!

- 3 Write six sentences comparing your life now with your life five years ago. Write about things which have changed.

Example:

I didn't use to have a job, but now I work on Saturdays so I have more money.

Vocabulary 2: *Get*

- 1 a Look at these sentences from the reading text on pages 8 and 9 and try to remember who said each one. The first one has been done for you.
- a I **get to meet** lots of people. *the potter*
 - b Normally I **get out of bed** around midday.
 - c I don't **get** as much **exercise** as I'd like to.
 - d I **get lonely** if I'm away from her for longer than a week or so.
 - e I **get the train** and a bus.
 - f I always **get to the theatre** at the last minute.
 - g The first mate **gets us to do** cleaning and maintenance work ...
 - h I **get** lots of **requests** for personalized mugs.


Check your answers on pages 8 and 9.

- b What is the meaning of the words in **bold** in sentences a–h above?

Example: a have the opportunity to meet

- 2 The following sentences all contain phrasal verbs or expressions with *get*. Underline the correct alternative. There is an example at the beginning (0).
- 0 That jumper looks so old and dirty. When are you going to **get away/along/lost/rid** of it?
 - 1 Here's my telephone number. If you have any problems, just **get in talk/speak/touch/tact** with me.
 - 2 I heard she was a lovely woman. Unfortunately I never **got the occasion/event/ability/chance** to meet her.
 - 3 I asked him how much he **got paid/earned/money/salary** but he refused to tell me.
 - 4 Come on, hurry up and **get moved/ready/ordered/fit**! Your bus leaves in five minutes.
 - 5 His parents are concerned about his behaviour. He's always **getting into problem/trouble/punishment/damage** at school.
 - 6 His girlfriend left him in March and he still hasn't **got past/off/by/over** it.
 - 7 I can't speak French very well, but I always manage to **get across/through/by/over** with a dictionary and a few gestures.
 - 8 They wanted to get to the opera house but they **got up/out of/on/off** the wrong bus and ended up at the football stadium.



- 3  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?
 - Did/Do your parents ever **get you to do any jobs** around the house? How did/do you feel about this?
 - What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?

Vocabulary 3: Clothes

- 1 How many of the items of clothing in the photographs can you name?



- 2 The following adjectives can be used to describe clothes. Which of them can you match to the photographs?

tight-fitting
baggy
casual

formal
colourful
plain

tasteful
unfashionable
smart

trendy
scruffy
sleeveless

Listening 1

Part 3

Multiple matching 1.1–1.5

You will hear five different people talking about occasions when a person's clothes and appearance caused surprise or concern. For questions 1–5, match the speaker to the correct occasion in the list A–H on page 13. Use the letters only once. There are three extra letters which you do not need to use.

Before you do the task ...

Prediction

guest
spectator
audience
competitor
witness
star
candidate
host
invigilator
opponent

- 1 Match each of the people in the box to the appropriate occasion A–H in the listening task on page 13. More than one word may be used for each occasion and some words may be used twice.

e.g. A wedding: guest, witness

What other people might you also find in each of the situations?

e.g. At a wedding the people who get married are the bride and groom.

- 2 Where does each occasion take place?

e.g. A wedding usually takes place in a church or a registry office.

- 3 What clothes would you personally wear on the occasions A–H mentioned in the listening task on page 13?

e.g. If I was going to a wedding, I would buy an expensive dress. I would probably wear high-heeled shoes.

Now you are ready to do the task.

WHAT to expect in the exam

You will have 30 seconds to read the eight options. Use this time to try to predict some of the ideas and language you might hear, as you did on page 12.

Some of the extracts may contain distractors (key words or expressions which could cause you to make the wrong decision). Pay close attention both times you hear the recording.

- A a wedding
- B a friend's birthday party
- C a classical ballet
- D a sporting event
- E a film premiere
- F an examination
- G a job interview
- H a special family meal

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5


Have you ever been in a situation where someone's appearance caused surprise?

Language focus 2: Be used to, get used to and used to

1 Look at the following sentences from the listening. In which of them does *used to*

- a mean 'accustomed to'?
- b refer to a past state which has now finished?

1 Her unconventional, yet practical clothing shocked spectators, who **were used to** seeing women play in the long, heavy dresses which were typical of that period.


2 And he **used to** live in France, which means he probably wouldn't mind changing countries if we needed him to.

3 ...he will have to **get used to** wearing something a little more formal.

2 What is the difference in meaning between *be used to* and *get used to*?

3 What form of the verb is used after *be used to* and *get used to*?

 Check your answers on page 209 of the Grammar reference.

4  Talk about all the things you have to *get used to* in the following situations:

- you get your first job
- you become famous
- you go on a diet
- you get married
- you have children
- you retire

Example:

In a new job, you might have to *get used to* working together with other people.

5 a If you went to live in Britain, what aspects of life there would you find it difficult to *get used to*?

b Read the following text about Juan, who moved from Spain to live in England. Ignore the gaps for the moment. How many of the things which you spoke about in a are mentioned?

Now that Juan has been living in England for five years he (0) is used to doing (do) things differently, but it hasn't always been the case. When he first moved there he couldn't (1) used to (have) lunch at 1pm, so he often (2) used to (cook) for himself in his flat and eat at 3pm, as his family does in Spain. Even now I don't think he (3) used to (eat) English food, because when he comes home to Madrid, he buys Spanish 'delicacies' to take back with him.


I remember how he (4) used to (write) to me and complain about the shop closing times. It took him a long time to (5) used to not (be) able to buy anything after about five o'clock. Most shops in Spain close at eight or nine in the evening.

He bought an English car a year ago, so he should (6) used to (drive) on the left by now. I wonder if he'll ever be able to (7) used to (drive) on the right again when, or if, he comes back to live in Spain!

c Read the text again.

In the first gap write either *be*, *is*, *get*, or leave it blank. In the second gap write the correct form of the verb in brackets.

There is an example at the beginning (0).

d  What do you think a British person coming to your country might find it difficult to *get used to*?

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