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Teacher's Resources CD-ROM

12 Progress tests	Wordlist without definitions
Wordlist with definitions	B1 Phrasal verbs students should know

Map of Objective First Student's Book

TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
Unit 1 Fashion matters 10–13 Fashion; describing people	Paper 4 Speaking: 2 Paper 3 Listening: 3 Paper 1 Reading and Use of English: 4	Comparison: adjectives and adverbs Adverbs of degree	APPEARANCE AND CLOTHING Phrasal verbs
Exam folder 1 14–15	Paper 1 Reading and Use of English: 4 Key word transformations		
Unit 2 The virtual world 16–19 Computer games; the internet	Paper 1 Reading and Use of English: 7	-ly adverbs Review of present tenses	COMPUTERS Collocations Word formation
Writing folder 1 20–21	Paper 2 Writing: 2 Informal letters		
Unit 3 Going places 22–25 Travel	Paper 4 Speaking: 2 Paper 3 Listening: 2 Paper 1 Reading and Use of English: 1 and 4	Modals 1: Obligation, necessity and permission Prepositions of location	TRAVEL AND HOLIDAYS Topic set – travel and holidays Phrasal verbs Collocations
Exam folder 2 26–27	Paper 1 Reading and Use of English: 3 Word formation		
Unit 4 Endangered 28–31 Animals	Paper 1 Reading and Use of English: 7 Paper 1 Reading and Use of English: 4	as and like Compound adjectives	ANIMALS Word formation Topic set – parts of animals Expressions with <i>time</i>
Writing folder 2 32–33	Paper 2 Writing: 1 Essays		
Unit 5 Mixed emotions 34–37 Describing frightening and positive experiences	Paper 3 Listening: Skills for Listening Paper 1 Reading and Use of English: 2	Review of past tenses: past simple past continuous present perfect past perfect Irregular verbs	EMOTIONS Collocations – adverbs of degree
Exam folder 3 38–39	Paper 1 Reading and Use of English: 2 Open cloze		
Unit 6 What if? 40–43 Winning prizes and celebrity culture	Paper 1 Reading and Use of English: 6 Paper 1 Reading and Use of English: 1 and 3 Paper 4 Speaking: 4	Conditionals with <i>if</i> Conditionals with <i>unless</i> Parts of speech	WINNING AND CELEBRITY Phrasal verbs with <i>keep</i> Word formation
Writing folder 3 44–45	Paper 2 Writing: 2 Reports	Speaking folder 1 46–47	
Units 1–6 Get it Right! 48–49		Units 1–6 Revision 50–51	
Unit 7 Life's too short 52–55 Sport	Paper 1 Reading and Use of English: 3 and 4 Paper 3 Listening: 3 Paper 4 Speaking: 3	Gerunds and infinitives 1	SPORT Collocations – sports Expressions with <i>do</i> Word formation
Exam folder 4 56–57	Paper 1 Reading and Use of English: 1 Multiple-choice cloze		
Unit 8 Growing up 58–61 Childhood	Paper 4 Speaking: 2 and 4 Paper 1 Reading and Use of English: 5 Paper 1 Reading and Use of English: 3	<i>used to</i> and <i>would</i>	JOBS AND WORK Collocations Phrasal verbs with <i>get</i> Word formation
Writing folder 4 62–63	Paper 2 Writing: 1 Essays		

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Unit 9 The hard sell 64–67 Advertising	Paper 1 Reading and Use of English: 2 Paper 3 Listening: 4	Modals 2: Speculation and deduction Order of adjectives	PRODUCTS AND PROMOTION Adjective–noun collocations Expressions for discussing ideas
Exam folder 5 68–69	Paper 3 Listening: 2 Sentence completion		
Unit 10 The final frontier 70–73 Space	Paper 4 Speaking: 2 Paper 1 Reading and Use of English: 6	Review of future tenses	SPACE Word formation Phrases with <i>at</i>
Writing folder 5 74–75	Paper 2 Writing: 2 Articles		
Unit 11 Like mother, like daughter 76–79 Family	Paper 4 Speaking: 1 Paper 3 Listening: 4	Past and present participles <i>be like</i> and <i>look like</i>	PERSONALITY Adjectives describing personality Phrasal verbs and expressions with <i>take</i> Collocations – adverb or adjective?
Exam folder 6 80–81	Paper 3 Listening: 1 Short extracts		
Unit 12 A great idea 82–85 Technology and inventions	Paper 4 Speaking: 2 Paper 1 Reading and Use of English: 7 Paper 1 Reading and Use of English: 4	The passive	INVENTIONS Word formation Collocations with <i>come</i> , <i>tell</i> and <i>fall</i>
Writing folder 6 86–87	Paper 2 Writing: 2 Reviews	Speaking folder 2 88–89	
Units 7–12 Get it Right! 90–91		Units 7–12 Revision 92–93	
Unit 13 Education for life 94–97 Education	Paper 4 Speaking: 2 Paper 3 Listening: 3 Paper 1 Reading and Use of English: 4	Reporting	SCHOOL AND EDUCATION Word formation Collocations
Exam folder 7 98–99	Paper 3 Listening: 3 Multiple matching		
Unit 14 Career moves 100–103 Working life	Paper 4 Speaking: 2 Paper 1 Reading and Use of English: 7	Perfect tenses <i>all / whole</i>	THE WORKPLACE Word formation – negative prefixes
Writing folder 7 104–105	Paper 2 Writing: 2 Letters of application		
Unit 15 Too many people? 106–109 The environment	Paper 4 Speaking: 2 and 4 Paper 3 Listening: 2 Paper 1 Reading and Use of English: 2 and 3	Countable and uncountable nouns <i>some</i> , <i>any</i> and <i>no</i>	THE ENVIRONMENT Topic set – the natural world Word formation Expressions of quantity
Exam folder 8 110–111	Paper 3 Listening: 4 Multiple choice		
Unit 16 Eat to live 112–115 Food	Paper 1 Reading and Use of English: 6 Paper 4 Speaking: 3	The article Possession Prepositions of time	FOOD Collocations – food
Writing folder 8 116–117	Paper 2 Writing: 1 Essays		
Unit 17 Collectors and creators 118–121 Hobbies	Paper 4 Speaking: 2 Paper 3 Listening: 1 Paper 1 Reading and Use of English: 2	Relative clauses Relative pronouns <i>who</i> , <i>whom</i> , <i>whose</i>	HOBBIES Phrasal verbs and expressions with <i>look</i> Word formation

TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
Exam folder 9 122–123	Paper 1 Reading and Use of English: 6 Gapped text		
Unit 18 What's in a book? 124–127 Books	Paper 1 Reading and Use of English: 5 Paper 3 Listening: 3 Paper 1 Reading and Use of English: 2 and 4	<i>enough, too, very, so, such</i>	BOOKS Phrasal verbs with <i>come</i> and <i>go</i>
Writing folder 9 128–129	Paper 2 Writing: 2 Reviews	Speaking folder 3 130–131	
Units 13–18 Get it Right! 132–133		Units 13–18 Revision 134–135	
Unit 19 An apple a day ... 136–139 Health and fitness	Paper 4 Speaking: 2 and 4 Paper 3 Listening: 4 Paper 1 Reading and Use of English: 1	Modals 3: Advice and suggestion <i>It's time</i> <i>have/get something done</i>	THE BODY AND HEALTH Topic set – parts of the body Phrases with <i>on</i> Word formation Topic set – health
Exam folder 10 140–141	Paper 1 Reading and Use of English: 5 Multiple choice – fiction		
Unit 20 No place to hide 142–145 Crime	Paper 1 Reading and Use of English: 6	Gerunds and infinitives 2	CRIME Topic set – crime
Writing folder 10 146–147	Paper 2 Writing: 2 Emails		
Unit 21 Urban decay, suburban hell 148–151 City life	Paper 4 Speaking: 2 and 4 Paper 3 Listening: 2 Paper 1 Reading and Use of English: 1	Mixed conditionals	CITY LIFE Collocations Topic set – buildings Word formation
Exam folder 11 152–153	Paper 1 Reading and Use of English: 7 Multiple matching		
Unit 22 A world of music 154–157 Music	Paper 4 Speaking: 2 Paper 1 Reading and Use of English: 6 Paper 1 Reading and Use of English: 1	Concessive clauses Complex sentences	MUSIC Topic set – music
Writing folder 11 158–159	Paper 2 Writing: 2 Reports		
Unit 23 Unexpected events 160–163 Natural disasters	Paper 3 Listening: 2 Paper 1 Reading and Use of English: 2 and 4	<i>I wish / If only</i> <i>wish / hope</i>	THE NATURAL WORLD Phrasal verbs with <i>off</i> Words often confused Word formation Topic set – weather
Exam folder 12 164–165	Paper 1 Reading and Use of English: 5 Multiple choice – non-fiction		
Unit 24 Anything for a laugh 166–169 Humour	Paper 4 Speaking: 2 Paper 1 Reading and Use of English: 7 Paper 1 Reading and Use of English: 2	<i>rather</i> The grammar of phrasal verbs	HUMOUR
Writing folder 12 170–171	Paper 2 Writing: 2 Articles	Speaking folder 4 172–173	
Units 19–24 Get it Right! 174–175		Units 19–24 Revision 176–177	
Speaking folder 5 178–179		Pronunciation folder 180–185	
Phrasal verb list 186–187			
Grammar folder 188–198			

Content of the Cambridge English: First

The *Cambridge English: First* examination consists of four papers. The Reading and Use of English paper carries 40% of the marks, while the Writing, Listening and Speaking papers each carry 20% of the marks. It is not necessary to pass all four papers in order to pass the examination. If you achieve a grade A in the examination, you will be awarded a *Cambridge English: First* certificate at C1 level. If you achieve grade B or C, you will be awarded a *Cambridge English: First* certificate at B2 level. If your performance is below B2, but falls within Level B1, you will get a *Cambridge English* certificate stating that you demonstrated ability at B1 level.

As well as being told your grade, you will also be given a Statement of Results – a graphical profile of your performance, i.e. it will show whether you have done especially well or badly on some of the papers.

Paper 1 Reading and Use of English 1 hour 15 minutes

There are seven parts to this paper and they are always in the same order. The first four parts test your grammar and vocabulary. The last three parts each contain a text and a comprehension task. The texts used are from newspaper and magazine articles, fiction and reviews.

Part	Task type	Number of questions	Task format	Objective Exam folder
1	Multiple choice gap-fill, mainly testing vocabulary	8	You must choose which word from four answers completes each of the eight gaps in a text.	4 (52–53)
2	Open gap-fill, testing mainly grammar	8	You must complete a text with eight gaps.	3 (38–39)
3	Word formation	8	You need to use the right form of a given word to fill the gaps in a text containing eight gaps.	2 (26–27)
4	Key word transformations testing grammar and vocabulary	6	You must complete a sentence with a given word, so that it means the same as the first sentence.	1 (14–15)
5	Multiple choice	6	You must read a text and answer multiple-choice questions with four options: A, B, C or D.	Fiction 10 (128–129) Non-fiction 12 (152–153)
6	Gapped text	6	You must read a text with sentences removed. You need to use the missing sentences to complete the text.	9 (114–115)
7	Multiple matching	10	You must answer the questions by finding the relevant information in the text or texts.	11 (140–141)

Paper 2 Writing 1 hour 20 minutes

There are two parts to this paper. Part 1 is compulsory, you have to answer it. In Part 2 there are three questions and you must choose one. Each part carries equal marks and you are expected to write between 140–190 words for Part 1 and 140–190 for Part 2.

Part	Task type	Number of tasks	Task format	Objective Writing folder
1	Question 1 Writing an essay	1 compulsory	An essay presented through rubric and short notes.	2 (32–33); 4 (58–59); 8 (108–109)
2	Questions 2–4 • an article • a letter or email • a report • a review	One task to be selected from a choice of three	You are given a choice of topics and you have to respond to one of them in the way specified.	Informal letters and emails 1 (20–21); 10 (134–5) Letters of application 7 (96–97); Articles 5 (70–71); 12 (158–159); Reviews 6 (82–83); 9 (120–121); Reports 3 (44–45); 11 (146–147)

Paper 3 Listening about 40 minutes

There are four parts to this paper. Each part is heard twice. The texts are a variety of types with either one speaker or more than one.

Part	Task type	Number of questions	Task format	Objective Exam folder
1	Multiple choice	8	You hear short, unrelated extracts, each about 30 seconds, with either one or two speakers. You must choose an answer from A, B or C.	6 (76–77)
2	Sentence completion	10	You hear one speaker and this part lasts about three minutes. You must write a word or short phrase to complete the sentences.	5 (64–65)
3	Multiple matching	5	You hear five unrelated extracts with a common theme. Each lasts about 30 seconds. You must choose the correct answer from a list of eight.	7 (90–91)
4	Multiple choice	7	You hear an interview or a conversation of about three minutes. You must choose an answer from A, B or C.	8 (102–103)

Paper 4 Speaking about 14 minutes

There are four parts to this paper. There are usually two of you taking the examination and two examiners. This paper tests your accuracy, vocabulary, pronunciation and your ability to communicate and complete the tasks.

Part	Task type	Time	Format	Objective Speaking folder
1	The interviewer asks each candidate some questions.	2 minutes	You are asked to give information about yourself.	Speaking folder (162–163)
2	Each candidate talks to the interviewer for about 1 minute.	4 minutes	You have to talk about two pictures and then comment on the other candidate's pictures.	Speaking folder (162–163)
3	Candidates have to discuss a task together.	4 minutes	You are given some material in the form of a discussion question and five prompts, presented as a mind map, to discuss with the other candidate.	Speaking folder (162–163)
4	Candidates offer opinions relating to the task they have just completed.	4 minutes	The interviewer will join in with your discussion.	Speaking folder (162–163)

Introduction to the Fourth Edition

2015 examination

All of the material in the Student's Book and in the other components of the course has been fully updated to reflect the new specifications of the *Cambridge English: First*. The revised examination comprises four papers and is now slightly shorter at around 3.5 hours. For full information on these specifications, visit the Cambridge English Language Assessment website, <http://www.cambridgeenglish.org>, where you can download the official handbook.

Course components

Student's Book with CD-ROM

The Student's Book contains 24 topic-based units, to encourage a sense of pace and achievement. On the accompanying CD-ROM there are 96 exercises, eight for each pair of units, giving extra practice in grammar, vocabulary, listening, reading and writing. The CD-ROM also has unit wordlists with and without definitions.

The ENGLISH FOR SPANISH SPEAKERS edition of the Student's Book includes:

- Speaking folders which provide practice of Paper 4 Speaking and review useful language.
- 'Get it Right!' folders, informed by the Cambridge Learner Corpus, which highlight and practise typical mistakes made by Spanish speakers at B2 level.
- Help with pronunciation in the Pronunciation folder.

Workbook with Audio CD

The Workbook offers further practice in grammar, vocabulary, reading and writing as well as 12 listening exam practice tasks on the audio component.

Vocabulary folders in the ENGLISH FOR SPANISH SPEAKERS edition of the Workbook give help with common problem areas such as phrasal verbs and false friends.

Teacher's Book with Teacher's Resources CD-ROM

The Teacher's Resources CD-ROM that accompanies the Teacher's Book includes a selection of photocopiable resources: 12 progress tests, wordlists with and without definitions; and a list of B1 phrasal verbs for review purposes, taken from the *English Vocabulary Profile*.

Webpage

www.cambridge.org/elt/ess/objectivefirst

On this page you will find a number of useful resources for both students and teachers.

Digital books (enhanced PDF format)

The digital Student's Books and Workbooks available for this course can be used both online and offline. They integrate the books with the Class audio, Workbook audio and Answer keys.

These digital books are multi-platform and multi-device and can be used with computers, tablets, and interactive whiteboards for classroom presentation.

English Profile

English Profile is a long-term research programme that is seeking to describe what learners know and can do in English at each level of the Common European Framework of Reference (CEFR). The CEFR is 'language-neutral', as it is designed to work for all languages. A number of *English Profile* projects, initially targeting grammar, functions and vocabulary, will illustrate in detail what the CEFR means for English. A key feature of *English Profile* is the extensive use it makes of various corpora of language data, including the largest analysed corpus of learner data in the world: the *Cambridge Learner Corpus*. This contains learner writing at all levels of the CEFR from over 200 countries.

English Vocabulary Profile

Over five years in research and development, the *English Vocabulary Profile* is an interactive web resource that provides detailed information on the words, phrases, phrasal verbs and idioms that are known by learners at each level of the CEFR. There are around 4700 headword entries up to B2 level (7000 to C2 level) and each entry presents individual meanings of a word in CEFR order, to suggest learning priorities. For example, the entry for the word *stage* has the meaning THEATRE – the raised area in a theatre where actors perform – at A2 and PART – a period of development, or a particular time in a process – at B2.

The *English Vocabulary Profile* lists many phrases within its entries, so the entry for the noun *way* includes *by the way* at A2 and useful phrases such as *one way or another*, *make your way* and *in a way* at B2. Phrasal verbs are included at the end of an entry, and it is possible to search for words, phrases, phrasal verbs and idioms as separate categories by level – interestingly, only twelve idioms are included at B2, with many more featuring at C1 and C2.

How has *Objective First* been informed by the *English Vocabulary Profile*?

Having access to the online resource during the writing of the last edition enabled us to check the level of all the vocabulary used in the course, as well as providing us with additional level-appropriate words and phrases for individual units.

The Vocabulary sections in *Objective First* focus on the areas of development that are important for learners working towards B2 and, in particular, for students preparing for the *Cambridge English: First* examination. There are regular sections on phrases and collocations, word formation, phrasal verbs and topic vocabulary, all informed by the *English Vocabulary Profile*. Find out more by visiting www.englishprofile.org.

TOPIC Fashion; describing people

1.1

Exam skills	Speaking Paper 4 Part 2
	Listening Paper 3 Part 3
Vocabulary	Appearance, clothing and the fashion industry
	Phrasal verbs

1.2

Grammar focus	Comparison
Grammar extra	Adverbs of degree
Exam skills	Reading and Use of English Paper 1 Part 4

Workbook contents

Spelling
Phrasal verbs
Reading – comprehension, superlatives, vocabulary
Grammar – comparatives
Reading and Use of English Paper 1 Part 4 – key word transformations

1.1 SB pages 10–11
Lesson plan

Throughout the Teacher's notes, approximate timings are given for guidance. These relate to two lengths of lesson: **SV** (short version), corresponding to a lesson of 60–70 minutes, and **LV** (long version), for a lesson of around 90 minutes. Below these timings, there is always an indication of what to cut out of the lesson (and set for homework) for the short version or, conversely, what to develop in the long version. Relevant suggestions for extra activities are included in the notes.

Speaking	30–40 minutes
Listening	15–20 minutes
Vocabulary	20–30 minutes

SV Spend less time on topic vocabulary in 2; set 8 for homework.

LV See Extension activity for 1.

Speaking

- The beginning of this lesson is conducted as pairwork. Explain to students that for the Speaking test they will be in pairs, with two examiners present. Refer students to pages 6 and 7 of the Student's Book for further information about this and other parts of the examination.

Allow students around five minutes for this initial discussion, which is an opportunity to warm up the topic and talk about something familiar. If this is a new class, the activity will also give you a chance to walk round and make a quick assessment of their level and speaking ability. It is normal at this stage of a course for students to be nervous about speaking, so do encourage them. Explain that by the end of the course, their confidence will be sky-high!

Write up some useful sentence starters on the board:

Likes

I really like ...

I prefer to wear ...

What I absolutely love is ...

Dislikes

I hate ...

I wouldn't be seen dead in ...

Extension activity

As an additional ice-breaker, bring in various items of clothing, both men's and women's; if possible, try to get hold of some obviously less fashionable items. Hold the clothes up one by one, asking what they are and eliciting student preferences.

- Ask students to describe people in other parts of the classroom. This can be done as a guessing game, where one student in the pair describes what a certain person is wearing and the other says who is being described. For a weaker class, start the activity off by describing someone briefly in a couple of sentences and asking the students who you are describing.

Students can then work in pairs or groups brainstorming topic vocabulary. Ask them to make their lists using the headings given. Allow enough time for this (at least five minutes), as some of the vocabulary will be needed for the subsequent Speaking and Listening tasks. Some of the following vocabulary will be useful:

Clothes: jeans, jacket, T-shirt, polo shirt

Footwear: trainers

Jewellery: necklace, ring

Headgear: hat, baseball cap

Materials: cotton, silk, polyester, suede, fur

Appearance: untidy, scruffy, fashionable

Discuss with students how to record new words in a vocabulary notebook. Topic vocabulary is often best learned in sets, with suitable headings like those above.

Teaching extra

Every unit in the course contains core topic vocabulary. Suggest students make posters for the classroom wall to help them remember some of this vocabulary. Store the posters after a unit is finished, and display them again at a later stage in the course (see Revision Unit notes on page 42). For Unit 1, a poster could be prepared for each of the headings given in 2, with pictures from magazines added.

- 3 In pairs, students take it in turns to describe each of the people in the pair of photographs they have chosen. Allow them up to three minutes for this and remind them to use the vocabulary they have just listed. They should not compare a pair of photographs yet.
- 4 Students now make comparisons between the people in the pair of photographs they have chosen. Refer them to the examples given, but encourage them to use their own ideas too.
- 5 Elicit some of these ideas and summarise what has been discussed by writing up a few sentences about each pair of photographs. Try to use different comparison structures on the board. Explain that the next lesson (1.2) will have a grammar focus, where these structures will be looked at and practised.

Listening

- 6 **1.02** Tell students that they are going to hear five short recordings, as an introduction to the matching task in Paper 3 Part 3. These will contain a variety of accents, as in the real exam.

The first recording is used as an example and students look at photo 3b while they listen. Then suggest that they read the transcript and think about the words in bold, to make them aware of the need to listen carefully. Before repeating the recording, explain that the checking of answers is an essential activity at the second listening in the exam.

Recording script

Speaker 1: I'm not a suit man. Even for work, I can get away with casual stuff, though I still like my clothes to look smart. I love shopping – my favourite place is Paul Smith in Covent Garden. I bought a really nice woollen shirt there recently. Clothes are important to me, but they need to be comfortable as well as stylish.

1.03 Ask students to listen to the four remaining extracts and match the photos to the speakers. They should do this on their own and only compare answers when they have finished. Only play the recording a second time if they need to check their answers. (They will listen to the four extracts again in 7.)

Answers

Speaker 2 – 2a
Speaker 4 – 4b

Speaker 3 – 1a
Speaker 5 – 3a

Recording script

Speaker 2: I started working this year, so I'm able to get new clothes more regularly than before, when I had to save up for months. I buy a lot online. My mum thinks I should cut down the amount I spend on clothes, but my image is really important to me: if someone sees me in something once, I don't like to go out in it again – well, not for a while, in any case. I like to wear bright colours and my make-up's a bit outrageous. I always dress up when I go clubbing. I buy a big range of styles and I try to keep up with the latest fashions.

Speaker 3: Shopping for clothes isn't really my scene, if you know what I mean. I don't really mind what I wear, to tell you the truth. I'm the least fashion-conscious person I know! I suppose if anything I favour the casual look. I've got two pairs of jeans and I wear them mostly with a sweatshirt or something. I have got one favourite T-shirt, which a girlfriend gave me. It's red and it's got a sort of abstract design printed in navy blue on the back. She said she gave it to me so I would always stand out in a crowd!

Speaker 4: My clothes have to be comfortable, make me feel relaxed as soon as I slip them on. I often put together outfits from stuff I find in street markets – they're less expensive that way. Second-hand clothes can be real bargains, and usually they've hardly been worn! I'll change the look of my clothes quite frequently, you know, sew in a new piece of material, swap buttons, dye something a different colour, just for a change. I make a lot of my own jewellery, though having long hair, I don't wear earrings very often.

Speaker 5: My friends take far less trouble with clothes than I do – sometimes they wear the tattiest things ever! As my job involves dealing with people, I have to make an effort to look good all the time. I like to present a classy, sophisticated image. I go shopping for clothes about once a month, though if I see something by chance, I'm quite likely to go for it there and then. I think I've got good taste and I very rarely make a mistake when I buy clothes. I did take a jacket back last week, but that was because it was badly made.

Extension activity

Students can benefit from working with recording scripts, especially at the beginning of a course. Make copies of the extracts for Speakers 2–5 and ask students to underline the key words or phrases that gave them the correct answers. They can also use the recording scripts as an alternative way of finding the nine phrasal verbs in 7.

Vocabulary

English profile

B2 English Profile

The fourth edition of *Objective First* has been informed by the *English Vocabulary Profile*, a detailed description of the words and phrases that are known by learners at each level of the Common European Framework of Reference (CEFR). *English Profile* is a collaborative programme to enhance the learning, teaching and assessment of English worldwide and its main funding partners are Cambridge University Press and Cambridge English Language Assessment. For more information, visit www.englishprofile.org

- 7 Start by checking how much students know about phrasal verbs. Explain that these are very common, particularly in informal, spoken English. Play the recording for Speakers 2–5 again and ask students to tick the phrasal verbs they hear. Elicit these and write them up on the board. Then ask students to match them to the short definitions. (The numbers in brackets refer to the Speakers.)

Answers

The phrasal verbs heard are: cut down dress up
go out keep up with put together save up
slip on stand out take back

- | | |
|--------------------|--------------------|
| a stand out (3) | f cut down (2) |
| b put together (4) | g slip on (4) |
| c take back (5) | h go out (2) |
| d dress up (2) | i keep up with (2) |
| e save up (2) | |

Corpus spot



The authors have referred extensively to the *Cambridge Learner Corpus*, an electronic collection of Cambridge English Language Assessment candidates' scripts from all over the world. Currently containing more than 45 million words of data, around 3 million words of recent candidate writing are added to the *Cambridge Learner Corpus* each year. This unique resource has given the authors a more accurate and up-to-date picture of what B2 learners around the world can and can't do.

- 8 Draw students' attention to the Corpus spot. Explain to students that phrasal verbs are often used more informally than one-word verbs with similar meaning.

Answers

- | | | |
|------------|-------------|------------|
| a gone up | c went for | e go over |
| b going on | d went back | f go ahead |

9

Answers

- | | |
|--------------|----------------|
| 1 went out | 4 put together |
| 2 slipped on | 5 stood out |
| 3 dressed up | 6 keep up with |

- 10 Following the discussion, ask students to report their ideas to the class.

1.2 SB pages 12–13

Lesson plan

Grammar focus 60–80 minutes

Grammar extra 10 minutes

SV Set 8 for homework.

LV Spend longer on discussion in 1; include the Extension activity after 5.

Comparison

- 1 Ask students to read the short text individually. Elicit students' views on the text. Is it still true that the fashion industry prefers to use the skinniest models? Why is this?

Point out that the text contains a number of superlative adjectives: *the youngest and skinniest, the most underweight, the least achievable*.

- 2 In this course, the approach to grammar is an inductive one. Students at this level have generally been taught all the basic structures and now need to review what they know. In most grammar focus lessons, students discuss examples and formulate explanations or rules. They can then check their understanding is correct by referring to the Grammar folder at the back of the Student's Book.

Ask students to look at the comparison structures given and discuss answers to the three questions in pairs. Allow them up to ten minutes for this, encouraging them to explore each question fully and make notes if appropriate. Refer students to the Grammar folder, page 188.

Answers

- a Single-syllable adjectives add *-er/-est*; longer adjectives use *more / the most*.
- b Some two-syllable adjectives, e.g. *common, likely, narrow, pleasant, simple, stupid*.
- d Adjectives ending in a single vowel and consonant double the consonant (*slim* → *slimmer*); adjectives ending in *-y* change to *-ier/-iest*.

Corpus spot

Answers

- a What are **the best** clothes to wear at the camp?
- b He is **more famous** than all the others in the film.
- c You look more tired and **thinner**.
- d I would like to buy a **much better** one.
- e It's now **easier** to get there.
- f This is even **worse** than before.

- 3 Ask students to complete the table, working in pairs. Remind them to be careful about spelling.

Answers

bigger	the biggest
thinner	the thinnest
dirtier	the dirtiest
more/less casual	the most/least casual
more/less outrageous	the most/least outrageous
better	the best
worse	the worst

- 4 Allow students two or three minutes for this.

Answers

- a brighter b the most outrageous / the brightest
- c more casual d the dirtiest e thinner
- f the worst g bigger h better

Grammar extra

In this course, these short sections cover additional small grammar points. They include some explanation and examples. There is usually a short exercise to practise the point, which can be set for homework if necessary.

Answers

- a a bit; much
- b a bit / a great deal / much; much (*much* can be used with both comparative and superlative adjectives)

- 5 Explain to students that the structure *not so ... as* is less common in everyday English nowadays. Allow them up to three minutes to compare the boots and shoes, using the words given.

Extension activity

In pairs, students can compare other 'designer' objects, such as mp3s/tablets or chairs (comfort/elegance).

- 6 Ask students to read the short article and identify the comparative adverbs. If they need help, remind them that most adverbs end in *-ly*. This will help students to locate them.

Answers

more commonly more readily less exclusively
less seriously

Refer students to the Grammar folder, page 188 or ask them to read this after class.

- 7 The discussion on counterfeit goods could be extended beyond fashion items to other goods, such as DVDs, computer games and perfume.
- 8 Explain that this exercise is an exam task from Paper 1 Part 4, key word transformations. This task type is introduced in detail in Exam folder 1, which follows Unit 1 (pages 14–15).

Make sure that students read the rubric carefully and remind them that they cannot use more than five words, including the word in bold.

Note that these transformations are below the level of the exam, as a first introduction to the task format.

Answers

- 1 were a bit cheaper / were a bit less expensive
- 2 the most talented designers
- 3 as straight as it
- 4 the least expensive of / less expensive than
- 5 more elegantly dressed than
- 6 is a lot quicker/faster than
- 7 less smartly when
- 8 as old as

Exam folder 1

SB pages 14–15

Paper 1 Part 4 Key word transformations

Remind students that there is a full description of the exam on pages 7–8 of the Student's Book. Paper 1 Reading and Use of English has seven parts and candidates have 1 hour and 15 minutes to complete the paper.

The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

- 1 Ask students to read the exam instructions carefully. They should then look at the example and the notes in *italics*.

Explain that there are two marks available, relating to the two parts of the answer. Therefore, even if students do not produce the whole answer, they can still get a mark if one element is accurate.

- 2 Ask students to close their books and to discuss in pairs what advice to give on this part of the exam. Allow them a couple of minutes to do this and suggest they make notes.

- 3 Now ask students to compare their notes with the advice given in the bullet points.

Stress that the key word must not be changed in any way. Check that students understand the information about contracted forms.

- 4 This task can either be set as homework or done in class.

Answers

- 1 told Sally about a new
- 2 took it back
- 3 make an effort
- 4 were not / weren't as fast as
- 5 much more easily if / when
- 6 far the most interesting

TOPIC Computer games; the internet

2.1

Exam skills	Reading – skimming and scanning
Vocabulary	Computers
	Collocations
	Word formation
Grammar extra	-ly adverbs

2.2

Grammar focus	Review of present tenses
Vocabulary	Word formation: prefixes and suffixes
	Positive and negative adjectives

Workbook contents

Listening Paper 3 Part 3 – multiple matching
 Reading – skimming and scanning
 Grammar – present tenses
 Vocabulary – computer games; adjectives

2.1 SB pages 16–17
Lesson plan

Speaking	10–15 minutes
Reading	35–45 minutes
Grammar extra	10 minutes
Vocabulary	10–15 minutes

SV Shorten discussion in 1; set the Corpus spot for homework.
LV See Teaching extra.

Speaking

- Exercises 1, 2 and 3 all provide opportunities for speaking, allowing you to find out what vocabulary students already know within the topic of computer games. Encourage them to talk about examples of different types of game, e.g. fantasy, combat, sport. Then refer students to the dictionary definition for *nerd* taken from the *Cambridge Learner's Dictionary*. Check understanding of this word and elicit students' reactions to the statement.
- Ask students to discuss the question in groups. Then summarise on the board the advantages and disadvantages of playing online computer games.
- Get students to spend up to five minutes deciding on the five most important features from a–h. This is a useful pre-reading task as a–h highlight some of the phrases from the texts. Elicit students' ideas of other important features.

Reading

Teaching extra

If your class has no previous experience of skimming and scanning skills, you may want to do some preliminary work with them before starting the Reading section. Make copies of the contents pages of three different magazines, for example one on cooking, one on computers, one on fashion. (The magazines don't have to be in English.) Divide the class into two groups, A and B. Explain that students in group A will attempt to read each contents page quickly to get a general idea of what all three magazines cover, while group B will have to search for articles on one specific topic, which is only dealt with in part of one magazine. Set a time limit of two minutes for this when you hand out the pages. At the end, ask group B to tell you which articles they have found. Then ask them what the other two magazines cover. If they have scanned as instructed, they will not be able to do this, because they will have focused on one section of the text only.

- Explain that the skills of skimming and scanning are essential for Paper 1 Part 7 as time is limited. Ask students to scan the four reviews to find the answers to a–d. Elicit where the information is located.

Answers

- Prices come at the end of 'The Verdict', at the foot of each review.
- Five stars in The Verdict indicates this is the best review.
- The Verdict says 'suitable for a very young audience'.
- At the end of the review, it says the background music is 'truly original and builds well in scary moments'.

- The purpose of this exercise is firstly to get students to skim quickly for general meaning. To encourage them, you could get the groups to compete to see which group is the first to be able to say briefly what sort of game each one is.

The second aim of the exercise is to show students how opinions are signposted in reviews. Explain to students that if they scan for key words and phrases, such as *the great thing about* and *it's a shame that*, they will find answers in texts more efficiently.

Before they begin, elicit the meaning of 'ray gun' in review 2. In science fiction stories a ray gun is an imaginary gun that fires energy in the form of heat or light rather than bullets. In this computer game it appears to be a device that can generate electricity and move and operate electrical appliances.

When students have found the good and bad points, get feedback from the groups and check they have identified the signposting language. (Review 4 contains the most.) Review some of this useful language on the board. Then have a class vote on which game seems the most appealing.

Answers

Good points

- 1 *you need to adopt its unique way of thinking*
the absence of instructions
(part of the game's charm)
original background music

- 2 **impressive** gameplay touches

- 3 **guarantees** a game demanding enough
super-slick bike racer

- 4 **nice** double-jump facility
really nice background animation
Graphically, the game looks good

Bad points

the absence of instructions
(can also be a drawback)

*It's a **shame** that the gun resets to weak*

motorbike games never provide the same thrill

***only** six levels*
*a bit **disappointing***
a slow rate

extremely boring
*It's just **too bad** there isn't more content*
*puzzles ... far **too simple***

- a She hardly thought about work while she was on holiday. – *She didn't think about work much.*
- b He thought hard before answering. – *He thought carefully, for a long time.*
- c There have been a lot of good films lately. – *There have been a lot of good films recently.*
- d We arrived late for the film, which had already started. – *We arrived after the film had started.*

Corpus spot

Answers

- a **Unfortunately**, I'm quite busy at the moment.
- b If I were you, I would **definitely** spend my evenings reading by the fireside.
- c You just have to say your name and the computer opens the door **automatically**.
- d Entering the restaurant, you **immediately** feel comfortable.
- e We **really** started to work hard the morning before the show.
- f You must adjust the laser **extremely** carefully to get it in the correct position.
- g I would like more information, **especially** about accommodation.
- h The computer **completely** takes hold of our lives.

Vocabulary

- 6 Elicit the nouns that collocate with each verb. If time permits, ask students to brainstorm further nouns that collocate with *reach* and *take*. Suggest that students might list collocations like these in their vocabulary notebooks, adding to them over time.

Answers

- a solve puzzles + a crime, a problem
- b spend (your) time + a fortune, money
- c reach the point (of) + a conclusion, a goal
- d take control + advantage (of), an interest (in)

Additional collocations:

reach + an agreement, a decision, a target
take + account (of), charge, effect, part, place, pleasure (in), pride (in)

Grammar extra

Students can discuss this in pairs, referring to the Grammar folder, page 188 if they need help.

Answers

easy: remove -y; add -ily
endless: (regular) add -ly
graphic: add -ally NB This applies to all adjectives ending in -ic apart from *public*, which becomes *publicly*.
remarkable: remove e; add -y
true: remove e; add -ly

2.2 SB pages 18–19

Lesson plan

Grammar 50–60 minutes
Vocabulary 20–30 minutes

SV Set 5 and 8 for homework.
LV See Extension activity in 7.

Review of present tenses

- 1 Allow students 5–10 minutes to discuss the examples and complete the grammar explanation.

Answers

- a present simple c present simple
- b present continuous d present continuous

The present **simple** tense is used for permanent situations (example a) or to talk about actions which are habitual or repeated (example c). On the other hand, the present **continuous** tense is used for temporary situations (example b), or for situations that are changing or developing (example d).