

1.1

Fashion matters



Speaking

- How important is fashion to you? What sort of clothes do you prefer to wear? Do you ever have to wear things you don't really like? If so, when, and why? Talk with a partner.
- Describe what people in the class are wearing today. Then list topic vocabulary in sets like these.  
*Clothes: suit, sweatshirt, .....  
Footwear: boots, sandals, .....  
Jewellery: bracelet, earrings, .....  
Headgear: hood, helmet, .....  
Materials: woollen, leather, .....  
Appearance: casual, smart, .....*
- Work in pairs. Choose a pair of photos, for example 1a and 1b. Describe what each person is wearing and say something about their appearance.
- In the same pairs, compare the two people in your photos. These examples may help you.  
*The one on the left is younger than the one on the right.  
This girl's clothes are not as stylish as the other one's.  
This man seems to be less serious than the man in the suit.*
- As a class, summarise what you said about the people.

Listening

- You will hear some short recordings, where five of the people in the photos talk about what they like to wear. Say who is speaking in each case.  
Here is an example. Speaker 1 is the man in photo 3b. Look at his photo as you listen.  
In this transcript of what Speaker 1 says, some words and phrases are highlighted. This is to show that parts of an exam recording may make you think that other answers are possible. This is why you must listen carefully and check when you listen a second time.  
*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.*
- Now listen to the other four speakers and match the correct photo to each speaker. Compare answers with someone else when you have finished.

- Speaker 2 ☐  
Speaker 3 ☐  
Speaker 4 ☐  
Speaker 5 ☐

Vocabulary

Phrasal verbs

Phrasal verbs are used in spoken and written English, especially in informal situations. You already know some basic phrasal verbs: for example, you *wake up* in the morning and *put on* your clothes. These phrasal verbs are at A1 and A2 level. However, the ones you will need to learn at B2 will be harder than these because their meaning will be less obvious. *Objective First* will give you regular help in learning phrasal verbs. In your vocabulary notebook you can organise them

- by topic, e.g. phrasal verbs for *Fashion and clothes*
- by main verb, e.g. phrasal verbs with *go*
- by particle (adverb or preposition), e.g. phrasal verbs with *out*

In the recordings there are several examples of phrasal verbs. For example, Speaker 1 says:  
*Even for work, I can get away with casual stuff.*  
Be careful with word order: three-part phrasal verbs like the example are never separated. Two-part phrasal verbs containing an adverb have a flexible word order when used with a noun object, but if the object is a pronoun, it always comes between the verb and the adverb.  
EXAMPLE: *I tried on the red jacket. / I tried the red jacket on. I tried it on.*

7 Listen to Speakers 2–5 again and tick the phrasal verbs you hear. Then match them to definitions a–i.

- |             |              |           |
|-------------|--------------|-----------|
| add to      | go out       | save up   |
| cut down    | keep up with | slip on   |
| dress up    | pull on      | stand out |
| fit in with | put together | take back |

- a be easy to see or notice
- b create something by joining or combining different things
- c return something
- d wear smarter clothes than usual
- e keep money for something in the future
- f reduce
- g put something on quickly
- h go somewhere for entertainment
- i understand something that is changing fast

Corpus spot

Many phrasal verbs contain irregular verbs. Be careful with past tense forms – the *Cambridge Learner Corpus* shows that exam candidates often make mistakes with these.  
I **took off** my coat and sat down.  
NOT I ~~taked~~ off my coat and sat down.

Phrasal verbs with go

8 Complete the sentences with a phrasal verb with go. Use the correct form of go and an adverb or preposition from the box.

go + ahead back for in on over up

EXAMPLE: *That new shop has some great swimwear. I went in there yesterday for the first time.*

- a The prices of leather bags have ..... a lot recently.
- b Why are you looking at me like that? What's .....?
- c The design company ..... the applicant with the best portfolio.
- d I ..... to the same shoe shop but there were no more pairs in my size.
- e You'll need to ..... all the figures in the report to check they're correct.
- f Can I wear your necklace tonight?  
– Sure, .....!

9 Now complete this letter with some of the phrasal verbs from 7. More than one answer may be possible.

Dear Jayne

Last night, Maria, Sally and I  
(1) ..... clubbing. I was late back from work, so I just  
(2) ..... some black jeans and a sparkly T-shirt, but the other two really (3) .....! Maria chose a stunning purple dress and sprayed her hair pink. Sally (4) ..... the most outrageous outfit – red leather shorts, a bright green top and knee-length boots with stars on. When we got there, they both (5) ..... on the dance floor and I looked very ordinary in comparison.  
Honestly, I can't (6) ..... them – they're so fashion-conscious. What would you do in my position?

10 What advice would you give the writer? Discuss in pairs.



1.2

Comparison

1 Read this short text about the fashion industry. Do you agree with its viewpoint?

Why is it that fashion houses design their clothes for the youngest and skinniest men and women? We may not actually want to look like supermodels, but it is a fact that the most underweight models have dominated the world's catwalks for a very long time. It seems it is not in the interests of the fashion industry to represent an 'average' person. Although 'slimmer' may not always mean 'more desirable' in the real world, fashion succeeds because it carries with it that image of the least achievable figure.

2 These comparison structures are used with adjectives.

-er than      more ... than      the most ...  
the -est      less ... than      the least ...

- a Why do we say *younger than* but *less serious than*; and *the youngest* but *the most underweight*?
- b Which common adjectives can we either add -er/-est to or use *more/most* with?
- c What are the spelling rules for forming the comparative and superlative of words like *slim* and *skinny*?

Check the Grammar folder when you see this:  
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Corpus spot

Correct the mistakes that exam candidates have made with comparatives in these sentences.

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

3 Give the comparative and superlative forms of these adjectives.

bright	brighter	the brightest
big		
thin		
dirty		
casual	more/less casual	
outrageous	more/less outrageous	
good		the best
bad	worse	

4 Now complete the following sentences by using one of the adjectives in 3, choosing either the comparative or the superlative form.

- a Have you painted this room recently? Everything's looking a lot ..... than before.
- b Out of all my friends, Jake wears ..... clothes – take his handmade plastic coat, for example!
- c Don't dress up for the club tonight – everyone's looking ..... there nowadays.
- d You can't put those disgusting jeans on again – they're ..... pair I've ever seen!
- e I'm a bit worried about Sally. She doesn't eat a thing and so she's getting ..... than ever.
- f My brother has ..... taste in ties ever – awful designs in really odd colours!
- g There's no way you can fit into my shoes – your feet are a lot ..... than mine!
- h Market stalls often offer slightly ..... value for money than shops.

Grammar extra

Note the use of *a lot* and *slightly* in sentences *g* and *h*. These are adverbs of degree, which are commonly used with comparative adjectives. Some adverbs of degree are also used with superlative adjectives, as in this example:

Chrissie is **by far** the most creative student on our design course.

Put these adverbs of degree into the following sentences. Which one can be used with both comparative and superlative adjectives?

- a bit    a great deal    much
- a This ring is only ..... more expensive and it's ..... nicer than the others.
- b Tracksuits may be ..... warmer, but shorts are ..... the best for running in, whatever the weather.

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5 not as ... as / not so ... as

You used this structure to compare the people in the photos in the last lesson. Now compare these different types of footwear in the same way, choosing suitable adjectives from the ones below to describe them.

comfortable elegant practical outrageous

EXAMPLE: *The high-heeled shoes don't look as comfortable as the flip flops.*

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6 Identify the comparative adverbs in this short newspaper article and then explain how they are formed.



FASHION KNOCK-OFFS

Counterfeit consumer goods – more commonly known as ‘knock-offs’ – are imitation goods that are offered for sale at much lower prices than the genuine products, and they are a big problem for the fashion industry. Knock-offs are now far more readily available than they were a few years ago, both on the web and on market stalls worldwide. These fake designer goods damage the actual brands in more ways than one, reducing their sales and causing them to be regarded

less exclusively, no longer the luxury items they once were. Some people view the matter less seriously, arguing that knock-offs offer a type of free advertising and promotion to the real designer labels. However, there is no getting away from the fact that this is an illegal activity, and the fashion industry is starting to fight back with high-tech solutions that will distinguish the real goods from cheap copies.

7 What do you feel about counterfeit goods? Would you buy them? Why? / Why not?

8 Practise comparison structures by completing the second sentences so that they have a similar meaning to the first. Use the word given.

- 0 Mary is shorter than her brother.  
**NOT**  
Mary is ..... *NOT AS TALL AS* ..... her brother.

1 These sunglasses cost a bit less than my last pair.  
**WERE**  
These sunglasses .....  
than my last pair.

2 Coco Chanel was an extremely talented designer.  
**MOST**  
Coco Chanel was one of .....  
..... in the world.

3 I preferred you with curlier hair.  
**STRAIGHT**  
I preferred your hair when it wasn't .....  
..... is now.

4 This shoe shop is the cheapest one I've found.  
**EXPENSIVE**  
This shoe shop is .....  
..... all the ones I've found.
- 5 Suzanne's host at the dinner party wasn't as elegantly dressed as she was.  
**MORE**  
At the dinner party, Suzanne was far .....  
..... her host.

6 It takes much less time to travel by train than by car.  
**LOT**  
Travelling by train .....  
..... travelling by car.

7 Harry wears smarter clothes now he has a girlfriend.  
**LESS**  
Harry dressed .....  
he didn't have a girlfriend.

8 That model is only 17 – I thought she was older.  
**AS**  
That model is not .....  
I thought.

# Exam folder 1

## Paper 1 Part 4 Key word transformations

In this part of the Reading and Use of English paper you are tested on both grammar and vocabulary. There are six questions and an example at the beginning. You can get up to two marks for each question.

1 Read the Part 4 exam instructions below and then look at the example (0).

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 Have you got a belt that is cheaper than this one? ← *first sentence*  
**LESS** ← *key word – this never changes*  
Have you got ..... than this one?  
*The second sentence must mean the same as the first when it is complete.*

The gap can be filled by the words ‘a less expensive belt’, so you write:

Example: 0 A LESS EXPENSIVE BELT

1 mark + 1 mark

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

2 Think about what is important in this exam task. What advice would you give another student about answering Part 4 in the exam?

3 Now read the advice given in the bullet points.

### EXAM ADVICE

- Read the first sentence carefully.
- Think about how the key word given is commonly used.
- Complete the gap with a possible answer. You can use the question paper for rough answers.
- Count the number of words you have used in the gap. You must use not fewer than two and not more than five, including the word in bold. Note that a contracted form such as ‘don’t’ counts as two words.
- Read the completed second sentence to check it means the same as the first.
- Ask yourself whether the words in the gap fit the sentence grammatically.
- Transfer your answer (just the words in the gap) to the answer sheet.

4 Complete these key word transformations, using the instructions in 1.

- 1 ‘A club has just opened in Leeds,’ said Maria to Sally.  
**TOLD**  
Maria ..... club in Leeds.

2 I returned the dress to the shop because it was badly made.  
**TOOK**  
Because the dress was badly made, I ..... to the shop.

3 Some shops try really hard to help you.  
**EFFORT**  
Some shops really ..... to help you.

4 Fifty years ago, cars were slower than they are nowadays.  
**AS**  
Fifty years ago, cars ..... they are nowadays.

5 It’s a lot easier to learn a language by visiting the country where it’s spoken.  
**MUCH**  
You can learn a language ..... you visit the country where it’s spoken.

6 For me, Stella McCartney is doing a lot more interesting work than other designers today.  
**FAR**  
For me, Stella McCartney is by ..... designer working today.