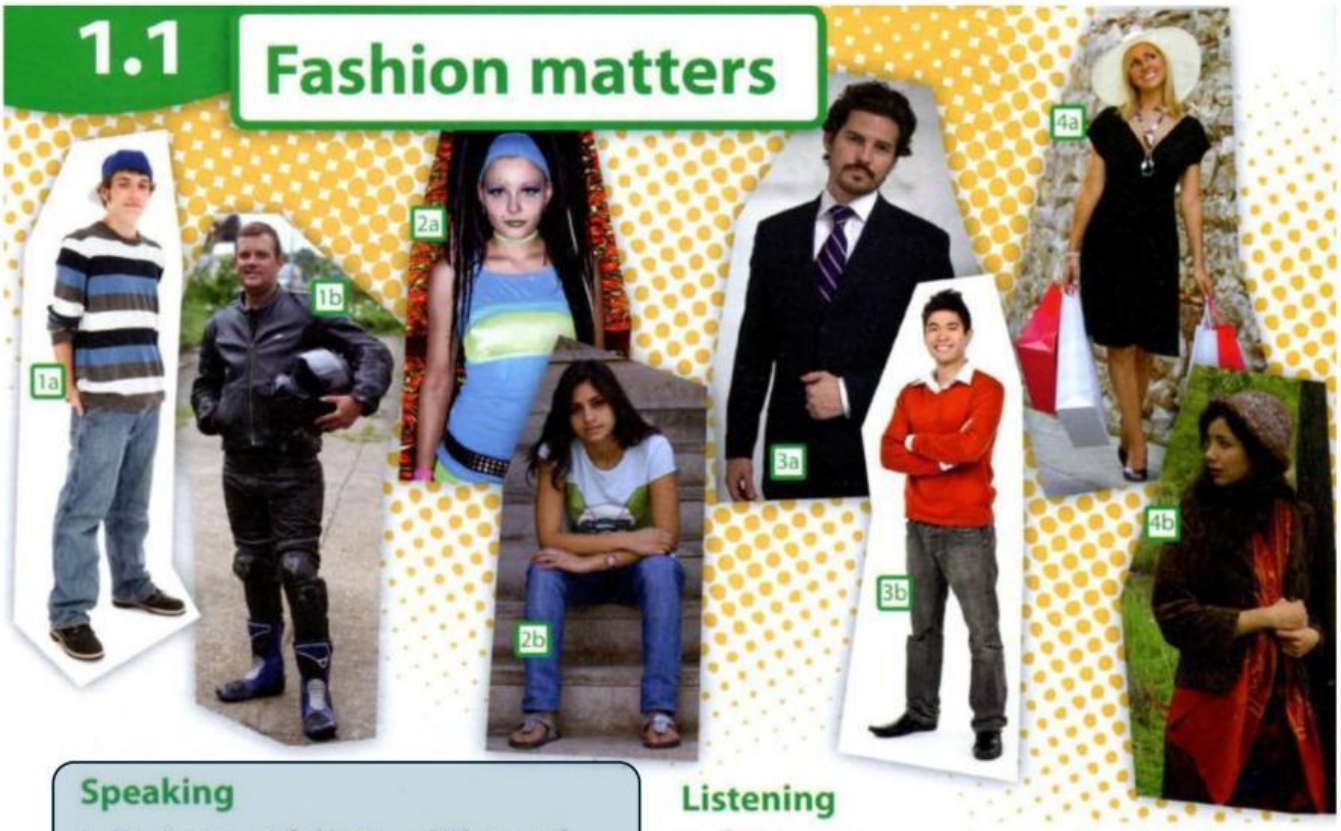
FCE Unit 1

Welcome to the FCE! Each lesson will look at a specific topic—topics that frequently appear on the exam. In this unit, we will review vocabulary related to fashion/clothing, including many relevant phrasal verbs. (Remember: phrasal verbs consist of a verb + a preposition or an adverb. When we add the preposition or the adverb to the verb, the original meaning of this verb changes.) You will notice that a lot of phrasal verbs will be studied as we prepare for the FCE. Another set in this lesson will be phrasal verbs with the verb *go*.

1.1 Fashion matters



Speaking

1 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.

Let's begin with a speaking exercise. Please answer the questions in #1. (Remember that to use the recording option here, you must be in Google Chrome. If you use another browser, please send me your answers via WhatsApp.)

Now let's try a listening exercise. The audio recordings at FCE level are somewhat more difficult because the speakers talk at a faster speed. *Listen to the recordings as often as you need to complete the exercise.*

In the 1st recording, you will hear speaker #1—image 3b—describe what he likes to wear. A transcript is included.

Then you will hear 4 other speakers do the same. Which image corresponds to each speaker? →

Listening

6 1.02 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.***

1.03 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 ☐

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The exercise that follows is called a mind map. Write all of the words that you can think of that fit in each category of words—all related to clothing. There is one example in each category.

OJO: Notice that many of the categories end in *-wear*. *Wear*, as a verb, means "usar", but as a suffix it means "ropa". So, *sportswear* is "ropa deportiva".

Now let's move on to phrasal verbs. (There is a lot of vocabulary in this lesson.) The next page presents several exercises related to phrasal verbs. You already know many phrasal verbs, but FCE will present you with many, many more—and these are often less obvious in meaning. It is a good idea to make yourself a phrasal verb dictionary, which is simply a notebook dedicated to phrasals. Each new phrasal that you find should be added to the notebook so that you can review them frequently.

Most phrasal verbs have only 2 words, but 3-word phrasals do exist (example: *look forward to*). You should know **that 3-word phrasal verbs cannot be separated**. Ever. This fact obviously leads to the question: when can phrasal verbs be separated? Here is the answer...

Two-word phrasal verbs can be separated when the verb is *transitive, which means that the verb requires an object*. For example, in the sentence "Put on your jacket", the phrasal verb *put on* needs the object (*jacket*) to make sense. Transitive phrasal verbs can be separated: "Put your jacket on". Intransitive verbs do not need an object to make sense. For example: "I like to wake up late". The phrasal verb *wake up* doesn't need an object to make sense, so it is inseparable. You would never say "I like to wake late up". Does that make sense?

There is just one more thing to know about separable phrasal verbs... **When we replace the object with a pronoun, the object MUST go between the verb and the particle**. For example, if we replace jacket with the pronoun it, the phrasal verb must be separated: "Put it on".

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Many of the phrasal verbs in exercise #7 were included in the audio recordings. You can listen to the recordings again to give you context. Match the phrasal verb with its meaning (a—h). Some phrasals will not be used. Then, choose the correct phrasal verb from the list in exercise #7 to fill in the blanks in exercise #9.

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

Now, go on to exercise #8. Each sentence uses a phrasal verb with go (in past, present or future tense). Select the correct preposition to complete the sentences.

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?

Finally, for writing practice, respond to the letter and give advice to the writer. Write your answer on the following page.

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Dear Fulana,

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