

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.

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.

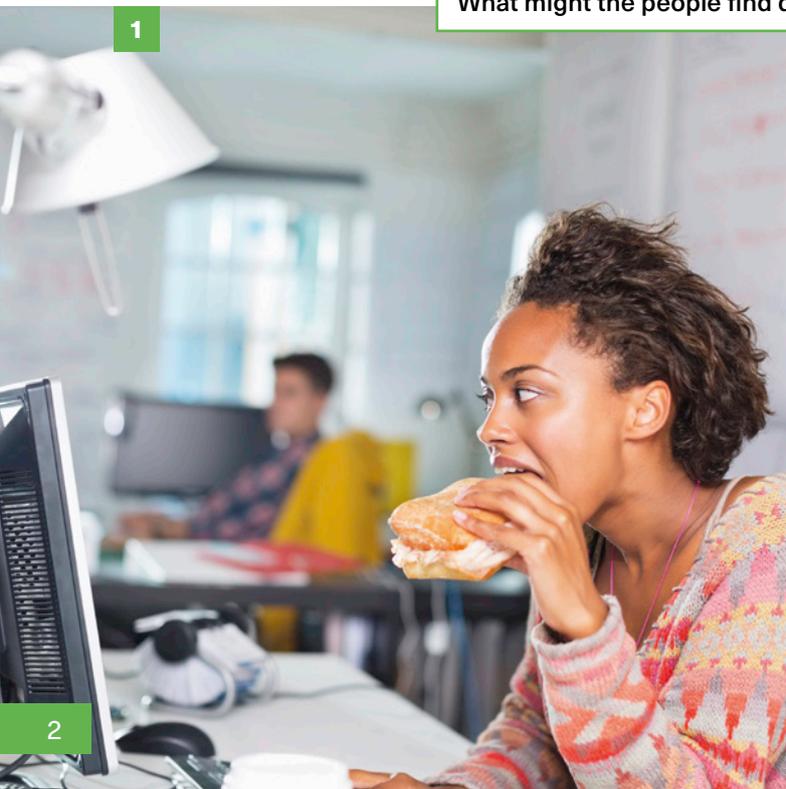
2 **SPEAK** Work in pairs. Compare your adjectives with your partner, explaining your choices.

*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.

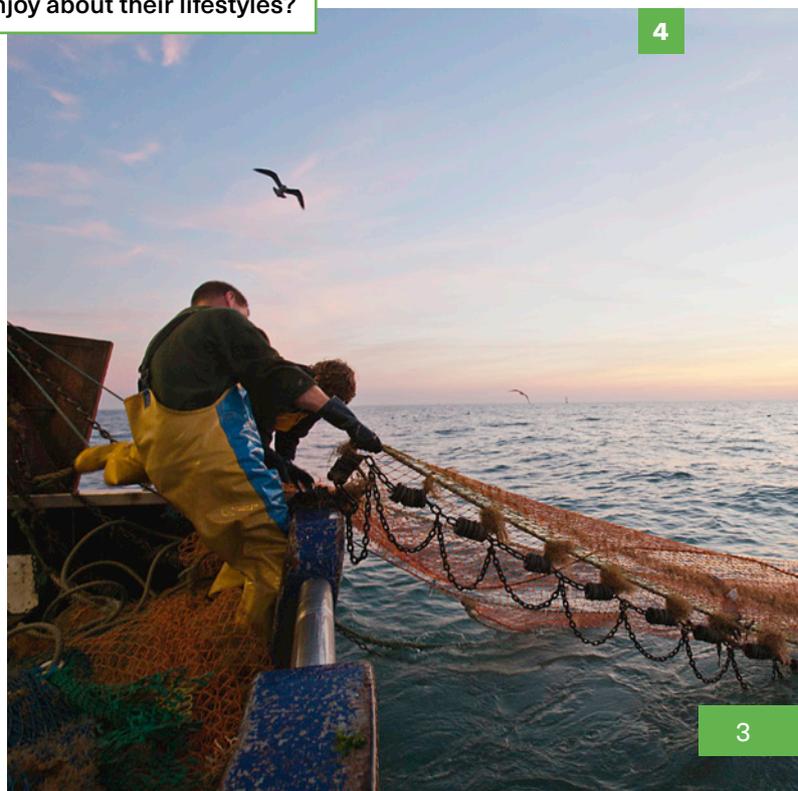
I'd rather ride a horse all day than work at sea.

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?

1	<input type="checkbox"/>
---	--------------------------

would not recommend their lifestyle to other people?

2	<input type="checkbox"/>
---	--------------------------

likes the unpredictable nature of their work?

3	<input type="checkbox"/>
---	--------------------------

is not particularly keen on taking exercise?

4	<input type="checkbox"/>
---	--------------------------

has a lot of free time?

5	<input type="checkbox"/>
---	--------------------------

has achieved an early ambition?

6	<input type="checkbox"/>
---	--------------------------

usually has no trouble getting to sleep at night?

7	<input type="checkbox"/>
---	--------------------------

does not normally have to go far to get to their place of work?

8	<input type="checkbox"/>
---	--------------------------

says that people have the wrong idea about their work?

9	<input type="checkbox"/>
---	--------------------------

is considering introducing more stability into their life?

10	<input type="checkbox"/>
----	--------------------------

- 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

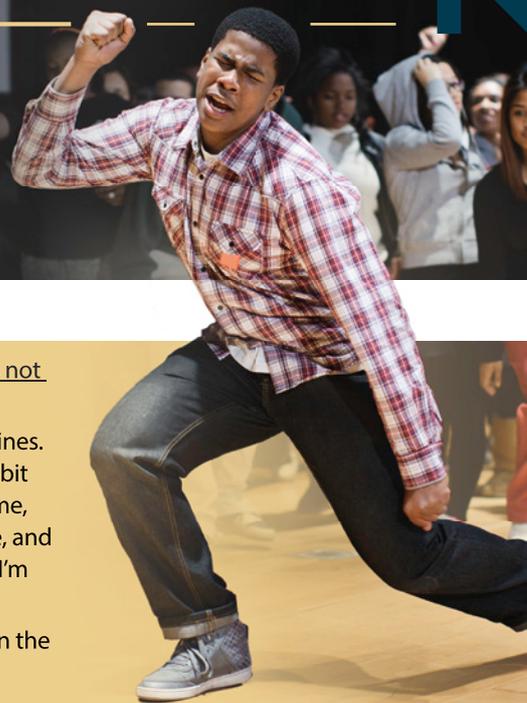
Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.

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!

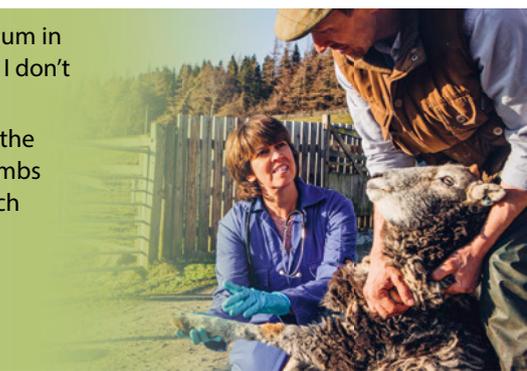
I love the lifestyle, but I'm not sure I can carry on doing this for much longer. It might be time to settle down and get a more normal job, something steady and secure. I haven't made up my mind yet, though.

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.



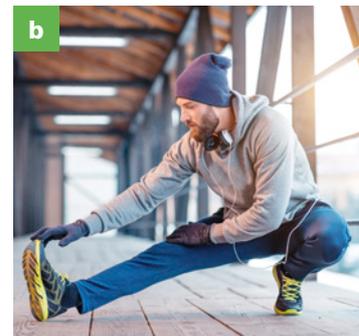
Vocabulary Clothes

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	<input type="checkbox"/>	<input type="checkbox"/>	1
Speaker 2	<input type="checkbox"/>	<input type="checkbox"/>	2
Speaker 3	<input type="checkbox"/>	<input type="checkbox"/>	3
Speaker 4	<input type="checkbox"/>	<input type="checkbox"/>	4
Speaker 5	<input type="checkbox"/>	<input type="checkbox"/>	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 / speak / 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



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.

For more information on writing informal letters, see page 193.

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.

▶ **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?

