



Actor




Potter

Vocabulary 1: Lifestyle

- 1 a Look at the verbs and adjectives that can all be used with the noun *lifestyle* to form collocations. Collocations are pairs or groups of words that are often used together.

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

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

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

Example:

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

- 2  Discuss the following questions. As in other parts of this book, common collocations are shown in **bold**.

- Would you like to **change your lifestyle**? Why/Why not?
- Do you **lead an active social life**? What kinds of things do you do?
- What do you think is meant by the **American way of life**? How would you describe the **way of life** in your country to a foreigner?
- What are some of the positive and negative aspects of our **modern way of life**? In what ways, if any, was the **traditional way of life** in your country better?
- Why are people so interested in the **private lives** of celebrities? Do they interest you?

Speaking

Part 2

Talking about photos 

- 1 Look at the four photographs. They show people who have different lifestyles. Before you do the speaking task, read the information in the boxes below.

Student A Compare photographs 1 and 2 and say what you think the people might find difficult about their lifestyles.

Student B When your partner has finished, say which lifestyle you would prefer to lead.

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

How to go about it

Student A

- In Part 2 of the speaking exam you are not asked to describe the photographs in detail, but to compare them. When doing this, comment on the similarities and differences:

Similarities: *Both pictures show ...*

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

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

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

Student B

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

Useful language

I get the impression it's a stressful life.

I expect/imagine she has to get up early.

He probably spends a long time away from home.

I doubt that she has much time for a social life.

Perhaps he doesn't see his family very often.

She might/may get lonely during the day.

What might the people find difficult about their lifestyles?



Farm vet



Fisherman

Reading and
Use of English

Part 7

Multiple matching

You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

How to go about it

- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can.
To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again looking for the information you need.

Which person

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

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realize it's important.

5 When I'm not rehearsing or on tour, afternoons usually involve reading scripts or learning lines. My wife and two sons are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if

10 I'm working away from home, I spend the afternoons in museums or historic buildings. I always get to the theatre at the last minute, which annoys my co-actors, but I don't like arriving anywhere early.

15 After a performance I eat and spend a few hours unwinding, so bedtime is often two or three in the morning. I always fall asleep as soon as my head hits the pillow.





B Jodie Miller: potter

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

On the plus side, though, I get to meet lots of people: there are the museum visitors that come into the workshop every day to watch me working, the other craftspeople – the broom maker, the blacksmith or the glassblower – and I also give classes. Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone. I get lots of requests for personalized mugs, and evenings are spent packaging up orders to send out the next day. I often get to bed later than I would like.

C Janie Collins: farm vet

I used to have a dog and we'd go running together most mornings, but I gave him to my mum in the end. I tend to be out all day visiting farms and it wasn't fair to leave him alone. So now I don't get as much exercise as I'd like to.

I love my job, especially the variety and not knowing what you'll be doing from one day to the next. But being a vet – any type of vet – is not what people think. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes, things which would put you off working with animals for life.

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



D Mark Fudge: fisherman

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

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



Reacting to the text

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

Language focus 1: Habitual behaviour

A General tendencies

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

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



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

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

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

Example:

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

B Frequency adverbs

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

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

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

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

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

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



Check your ideas in the Grammar reference on page 209.

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

- 1 I rarely go out on weekday evenings.
- 2 I have usually my dinner in front of the television.
- 3 Never I spend more than ten minutes doing my English homework.
- 4 Companies are always phoning me in the evening, trying to sell me something – I get so annoyed.
- 5 Hardly I ever play computer games – I prefer reading.
- 6 It's rare for me to go to bed before midnight, and quite often I'll stay up until two in the morning.

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

Example:

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

C Used to and would

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

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

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



Check your ideas on page 209 of the Grammar reference.

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

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



In the bad old days my mum (1) had an executive position in a pharmaceutical company. She often (2) worked long hours and sometimes (3) went away on business trips for two or three days at a time. Our dear old gran (4) looked after us on those occasions, but it wasn't the same as having a mum around. My brother and I (5) didn't like her being away from home, but we never once (6) said anything, because we always (7) thought she was happy in her work. Then one day she (8) announced she was giving up her job to spend more time with her family. We (9) were delighted at the change in lifestyle, but I'm not sure about my mum: she often (10) said afterwards that being a full-time mother was harder than being a business executive!

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

Example:

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

Vocabulary 2: Get

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


Check your answers on pages 8 and 9.

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

Example: a have the opportunity to meet

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



- 3  Discuss the following questions.
- How quickly do you **get ready for school/work** in the morning?
 - How do you **get to school/work**? How long does it take you to get there?
 - Did/Do you often **get into trouble** at school? What was the worst thing you ever did?
 - Did/Do your parents ever **get you to do any jobs** around the house? How did/do you feel about this?
 - What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?

Vocabulary 3: Clothes

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



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

- | | | | |
|---------------|-----------|---------------|------------|
| tight-fitting | formal | tasteful | trendy |
| baggy | colourful | unfashionable | scruffy |
| casual | plain | smart | sleeveless |

Listening 1

Part 3

Multiple matching 1.1–1.5

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

Before you do the task ...

Prediction

- guest
- spectator
- audience
- competitor
- witness
- star
- candidate
- host
- invigilator
- opponent

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

e.g. A wedding: guest, witness

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

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

2 Where does each occasion take place?

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

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

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

Now you are ready to do the task.

What to expect in the exam

- You will have 30 seconds to read the eight options. Use this time to try to predict some of the ideas and language you might hear, as you did on page 12.
- Some of the extracts may contain distractors (key words or expressions which could cause you to make the wrong decision). Pay close attention both times you hear the recording.

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

Speaker 1 1Speaker 2 2Speaker 3 3Speaker 4 4Speaker 5 5

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

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

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

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

- Her unconventional, yet practical clothing shocked spectators, who **were used to** seeing women play in the long, heavy dresses which were typical of that period.*
- And he **used to** live in France, which means he probably wouldn't mind changing countries if we needed him to.*
- ...he will have to **get used to** wearing something a little more formal.*

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

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



Check your answers on page 209 of the Grammar reference.

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

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

Example:

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

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

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

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

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

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

c Read the text again.

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

There is an example at the beginning (0).

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

Writing

Part 2

Informal letter

- 1 Read the following letter, which you have received from your English friend, Mark. What two things does he ask you to tell him? Would you accept Mark's invitation? Why/Why not?



Dear _____,

a) Many thanks for your last letter. The new house sounds brilliant - how are you settling in? b) I'm sorry I haven't written sooner, but I've been really busy helping my parents out on the farm.

It's great fun, though I still haven't got used to getting up at six every morning to milk the cows! We often have the radio on while we're doing it, so it's not too bad. Then, once we've had breakfast, we tend to spend the rest of the day outside, either in the fields or looking after the sheep.

c) That reminds me, do you remember Lady, our oldest sheepdog? Well, she's just had puppies! If you're free in the summer, you could come and see them all and help with the harvest as well. d) Let me know if you can make it - we'd love to see you again.

Anyway, e) I must go, as it's getting late and tomorrow we've got another early start. f) Can't wait to hear from you.

g) Best wishes

Mark

- 2 What is the purpose of each of the four paragraphs?

Example:

Paragraph 1: To say thank you for the letter and to apologize for not writing before.

- 3 Match each underlined expression a-g from Mark's letter with an appropriate alternative from 1-10. Which three phrases cannot be used and why are they inappropriate?

Example: 1 e)

- | | |
|-------------------------------|---|
| 1 I'd better close now | 6 I would be most grateful if you could inform me |
| 2 Thanks a lot for the letter | 7 I look forward to your prompt reply |
| 3 Yours sincerely | 8 Please write and tell me |
| 4 By the way | 9 I'm sorry it's taken me so long to write to you |
| 5 All the best | 10 I'm looking forward to hearing from you |

Notice the use of contractions in Mark's letter: *I'm*, *it's* and *haven't*. These are typical of informal writing.

- 4 Find and circle the following linking words in Mark's letter. Then use an appropriate linker from the box to complete the gaps in sentences 1-5 on page 15. Each linker can be used more than once.

but	while	so	and	as well	as
-----	-------	----	-----	---------	----

- 1 You'll never guess what happened to me _____ I was shopping in the centre of town the other day!
 - 2 I'm writing to ask you to do me a favour _____ I've got myself into trouble.
 - 3 We're having a party next Saturday _____ we were wondering if you'd like to come. Bring a friend _____.
 - 4 I'd love to accept your invitation, _____ I'm afraid I'm going to be busy.
 - 5 I haven't got any plans _____ I'll certainly be able to go.
- 5 Read the following instructions.

Six months ago you moved to a new house in another part of your country. Write a reply to Mark's letter giving news about how you are settling in to your new surroundings and what a typical day is like. You should also say whether or not you can accept his invitation to go and stay on his farm in the summer.

Write your **letter** in **140–190** words.

How to go about it

- Begin by referring in some way to the letter you have received from Mark.
- Use some of the informal language and linkers that you have just studied.
- Organize your letter into logical paragraphs, as in the letter from Mark.

Listening 2

Part 1

Multiple choice 1.6–1.13

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

What to expect in the exam

- The eight recorded extracts are either monologues or conversations. You hear each one twice.
- You will hear distractors. Listen carefully both times to the whole of each extract.

- 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 mobile 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 find a job
 - C sell something valuable
- 4 You overhear a man and a woman talking about their morning routine. How does the man feel about his mornings?
 - A He hates travelling to work.
 - B He does not like getting up early.
 - C He finds it difficult to talk to other people.
- 5 You hear a woman on the radio talking about her experiences in a foreign country. What surprised her about the people?
 - A the importance they give to clothes
 - B the type of food they eat
 - C their attitude to work
- 6 You turn on the radio and hear the following. What is it?
 - A a review
 - B a news report
 - C an advertisement
- 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 his job. Who is the man?
 - A a hotel doorman
 - B a hotel receptionist
 - C a hotel manager

Transformations

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?

Write the missing words **IN CAPITAL LETTERS**.

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 the transformations below, all the language which is tested appears in Unit 1, including the Grammar reference on page 209.
- More than one feature of grammar and/or vocabulary may be tested in a single transformation.
In number 1 below, for example, consider:
 - the verb and preposition used with the word *rid*.
 - the form of the verb after *How about*.

- 1 Why don't you throw away that old blouse?

RID

How about _____ that old blouse?

- 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

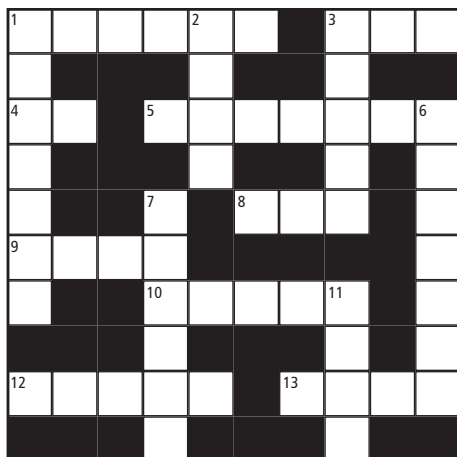
I'm really _____ you again.

Vocabulary

A Adjectives

For questions 1–6, decide which of the three words is not normally used with the word in capitals at the end of the line. The first one has been done for you.

- | | | | |
|-----------------|------------------|---------------|-------------|
| 1 evening | <u>afternoon</u> | fancy | DRESS |
| 2 high-heeled | expensive | tasteful | HAT |
| 3 scruffy | plain | tight-fitting | SCARF |
| 4 unfashionable | sleeveless | trendy | SHOES |
| 5 stressful | baggy | chaotic | LIFESTYLE |
| 6 long-sleeved | modern | traditional | WAY OF LIFE |



B Expressions crossword

Expressions for use in informal letters

Across

- 1 Many _____ for your letter.
 5 I'm looking _____ to hearing from you.
 8 By the _____, how did the exam go?
 9 Write back soon.

_____,
 Susie

- 12 I'm sorry it's _____ me so long to write to you.

Down

- 2 Let me _____ if you can make it.
 7 Anyway, I'd _____ close now.
 11 Can't wait to _____ from you.

Expressions with *get*

Across

- 3 Chewing gum is forbidden in class – get _____ of it now!
 4 If you don't get _____ the train now, it'll leave without you!
 10 They said they'd get in _____ with me, but so far they haven't written or phoned.
 13 How much do you get _____ a week in your job?

Down

- 1 He's always getting into _____ with the police.
 3 Turn off the television right now and get _____ for school.
 6 I had a shower, got _____ and then went out for a walk.

C People

Each of the words for people **1–6** has a relationship of some kind with one of the words **a–f**. Match the words and then use them to complete the sentences below. You may need to use plural forms.

- | | |
|---------------|-------------|
| 1 invigilator | a groom |
| 2 host | b spectator |
| 3 bride | c patient |
| 4 competitor | d audience |
| 5 performer | e candidate |
| 6 doctor | f guest |

- 1 The youngest _____ in the stadium surprised the _____ by winning the 400 metres in record time.
 2 The only person I recognized at the party was the _____; I didn't know any of the other _____.
 3 The _____ and _____ looked very happy as they walked back down the aisle after the ceremony.
 4 Many members of the _____ left the theatre before the end of the play, disappointed at the acting of some of the _____.
 5 After a thorough examination the _____ could find nothing wrong with his _____.
 6 One of the _____ was caught cheating in the exam by the _____.

Writing

Write a short article of **140–190** words about your lifestyle. Use texts **A–D** in the article on pages 8 and 9 as models. Include some of the vocabulary and grammatical structures you have studied in this unit.