



# lifestyle 2



## VLOGS

**Q:** What food do you like and dislike?

- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?



Global  
Scale of  
English

## LEARNING OBJECTIVES

**2A LISTENING** | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*

Pronunciation: the weak /ə/ sound: *a, an, some*

Write an online comment; use linking words: *and, but, or*

**2B READING** | Read and do a lifestyle quiz: everyday activities

Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

**2C HOW TO ...** | order a meal in a restaurant: restaurant words

Pronunciation: polite intonation

**2D BBC PROGRAMME** | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like, hate, love + -ing*

Describe an event

# 2A Can't live without it

**GRAMMAR** | countable and uncountable nouns; *a, an, some, any*  
**VOCABULARY** | food and drink  
**PRONUNCIATION** | the weak /ə/ sound: *a, an, some*



## VOCABULARY

### food and drink

**1A** Look at the photo below. How many things can you name?

**B** Complete the table with the words in the box.

an apple   an avocado   beans   broccoli   cheese  
 eggs   grapes   a lemon   orange juice   rice  
 salmon   tomatoes   yoghurt

fruit	an apple
vegetables	
meat or fish	
drinks	
other	

**C** **2.01** | Listen and check.

**D** Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.

▶▶ page 136 **VOCABULARY BANK** food and drink

**2A** Work in pairs. Student A: Say a group from the table in Ex 1B. Student B: Say three types of food.

A: vegetables

B: beans, ...

**B** Work in pairs and discuss the question. What types of food and drink do you like and dislike?

A: What types of fruit do you like?

B: I really like apples.

A: Me too. And what types of fruit do you dislike?

B: I don't like bananas.



## LISTENING

**3A** **2.02** | Listen to a podcast of three people talking about food they love. What is their favourite food?

**B** **2.02** | Look at the photos and listen again. Which food does the speaker NOT talk about?



**C** Work in pairs and answer the questions.

- Does your town or city have a food market?
- What's good about it?
- Do you have other types of markets?

## GRAMMAR

countable and uncountable nouns;  
*a, an, some, any*

**4A** Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?  
 an apple (C), broccoli (U)

**B** Complete the sentences with *a, an, some* or *any*.

- I eat ..... avocado every day.
- I have ..... banana for breakfast every day.
- I need ..... potatoes for tonight.
- We always have ..... cheese at home.
- They don't have ..... black grapes here.

**C** Choose the correct word to complete the rules.

- Use *a* or *an* with a singular / plural noun.
- Use *some* with a singular / plural noun.
- Use *some* with a singular / an uncountable noun.
- Use *any* in a positive / negative sentence.

**D** Read the Future Skills box and answer the question.

### FUTURE SKILLS Self-management

Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

**E** Learn and practise. Go to the Grammar Bank.

▶▶ page 102 **GRAMMAR BANK**

## PRONUNCIATION

**5A** **2.03** | the weak /ə/ sound: *a, an, some* | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in *a, an* and *some*.

I have a carrot, an onion and some potatoes.  
 /ə/   /ə/   /ə/

**B** **2.04** | Listen and write the sentences (1–5). Then listen and repeat.

**6** Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

## SPEAKING

**7** Work in groups and discuss the questions.

- What do you have for breakfast every morning?
- Who does the food shopping in your home? And who does the cooking?
- Where do you like buying food: in big shops, small shops or in a market? Why?
- What food do you always have at home?
- What food do you like but never have at home? Why not?

## WRITING

write an online comment; use linking words: *and, but, or*

**8A** Do you post photos, read or write about food on social media sites?

**B** Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

### When you feel unhappy or stressed, what type of food do you eat?

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is *your* favourite comfort food? Write and tell us.



**C** Write an online comment about your favourite comfort food. Go to the Writing Bank.

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# 2B Your lifestyle and you

**GRAMMAR** | adverbs and phrases of frequency  
**VOCABULARY** | everyday activities  
**PRONUNCIATION** | linking



## Lifestyle quiz

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you: a, b or c.

- What do you **usually** do first in the morning?
  - I **always** go online and check my messages. I do this every day.
  - I **usually** get up early and go running, but not at the weekend.
  - I have breakfast and talk to my family.
- How often do you see your friends?
  - We **hardly ever** meet, maybe once a month, but we talk online a lot.
  - I cook lunch for friends every Sunday. I **always** make something healthy!
  - I **often** meet friends for coffee or we go shopping together.
- How often do you exercise?
  - I **hardly ever** exercise. Well, **never**.
  - I go to the gym every day.
  - Once a week on Saturdays – I do some sport with friends.
- Do you spend a lot of time online?
  - I **often** spend 7–8 hours a day online for work, but not every day.
  - I **sometimes** work online for about 3 or 4 hours, but I'm **never** online at the weekend.
  - Yes, I'm **always** online. I spend hours on social media.
- How do you meet new people?
  - I join online groups and I make new friends there. We chat online.
  - Sometimes** I meet people at the gym or when I go walking.
  - My friends or family introduce us or I meet people at parties.

### Key

**Mostly a:** The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.  
**Mostly b:** It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.  
**Mostly c:** People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

### VOCABULARY

#### everyday activities

1 A Complete the word webs with the verbs in the box.

check get up go go to  
meet someone spend time

shopping running  
 .....  
 go  
 for coffee for lunch

messages emails  
 .....  
 online with your family

a party a meeting  
 .....  
 early late

- B Work in pairs. Take turns to ask and answer the question *Which do you do more ... ?* Use the phrases in Ex 1A.
- A: Which do you do more, check emails or check messages?  
 B: I check my messages more. And you?  
 A: Me too.

### READING

2A Do the online quiz.

- B Work in pairs and compare your answers.  
 C Read the key. Do you agree with the answers? Why/Why not?

### GRAMMAR

#### adverbs and phrases of frequency

- 3A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.
- How often?
- never  
 ← 0% 10% 40% 60% 80% 100% →
- B Choose the correct word to complete the rules. Use the quiz to help you.
- Use adverbs of frequency **before** / **after** most verbs.
  - Use adverbs of frequency **before** / **after** the verb *be*.
- C Look at the quiz again and find four other phrases of frequency.  
 every day
- D Learn and practise. Go to the Grammar Bank.
- ▶ page 103 **GRAMMAR BANK**

### PRONUNCIATION

- 4A | linking | Put the sentences (a–f) in order: 1 = most often and 6 = least often.
- We go to Spain **every** summer.
  - I play tennis **twice** a week.
  - I go to the cinema four or five **times** a year.
  - We eat **fish** every Saturday.
  - I check my messages three or four **times** an hour. 1
  - I call my mother **once** a day.
- B 2.05 | Listen and check.
- C Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.
- D 2.06 | Listen and repeat the phrases and the whole sentences.
- 5 Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.
- How often do you ... ?
- check your messages** **call your best friend**  
**do some exercise** **eat in a restaurant**  
**shop online** go to the cinema

### SPEAKING

- 6A Put the words in the box in the correct place on the line for you.
- ← not important very important →
- animals coffee family food friends  
 health online life shopping sleep  
 sport time alone work
- B Work in pairs. Compare things that are important to you. Find one thing that is the same and one thing that is different.
- Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.
- C Work in a different pair. Talk about your first partner.
- Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.



# 2C Eating out

HOW TO ... | order a meal in a restaurant

VOCABULARY | restaurant words

PRONUNCIATION | polite intonation



## Looks GOOD, tastes GOOD!

What's more important to you: food that tastes good, or food that **looks** good? The internet has hundreds of websites with thousands of photos of different types of food: cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram. One website has 'rainbow food': red, orange, yellow, green and other coloured food, all on one plate. And there are

websites about how to take a good photo of food: the most important thing is that the food is bright and colourful and looks delicious. Pasta or noodles always look good. Fruit juice is colourful and pink food is great in a photo. And take your photo from above! Some restaurants now have photo-friendly lighting and mirrors. They want to attract today's photo foodies!

### READING

- 1 A** Look at the photo and answer the questions.
- Do you ever take photos of your food, at home or in restaurants? Why/Why not?
  - Do you ever post them online? Why/Why not?
- B** Work in pairs and discuss the questions.
- What types of websites do people post food photos on?
  - What do you think 'rainbow food' is?
  - What's the best way to take a photo of food: from the side or from above?
  - Is the photo on the phone a good online photo? Why/Why not?
- C** Read the article and check your answers.

### VOCABULARY

#### restaurant words

- 2 A** Work in a different pair and discuss the questions.
- What is your favourite type of restaurant?
  - Do you know any good local restaurants?

**B** Look at the words in the box. Which ones are parts of a meal?

bill   desserts   dinner for two   main courses  
service charge   side dishes   starters   waiter

- C** Complete the restaurant menu with the words in the box.
- 3 A** Read the menu again and choose a dish for each course.
- B** Work in pairs. Tell each other your dishes.  
A: For starter, I'd like the soup of the day.

## How to ... order a meal in a restaurant

**4 A** **2.07** | Listen to a conversation in the restaurant. Write Scott (S) or Teresa (T) next to the correct food and drink on the menu.

**B** Complete the sentences.

- Good evening. .... you have a reservation?
- We have a table ..... two for half past seven.
- ..... we have a table near the window?
- ..... you ready to order?
- So for a starter, ..... I have the soup, please?
- And then I' ..... like the salmon with a green salad, please.
- ..... you like something to drink?
- ..... is your meal?
- Would you like to look at the ..... menu?
- Could we have the ..... at the same time, please?

**C** **2.08** | Listen and check.

**D** Learn and practise. Go to the Grammar Bank.

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### PRONUNCIATION

**5 A** **2.09** | **polite intonation** | Listen to the customers. Tick the ones that sound polite.

- 1  2  3  4  5  6  7  8

**B** **2.10** | Listen to the polite intonation. What makes it sound more polite? Listen again and repeat.

**C** Read the Future Skills box and answer the question.

### FUTURE SKILLS Communication



Your words and your intonation help you sound polite. Is intonation important in your language?

### SPEAKING

**6 A** Work in groups. Prepare a menu from your town or country. Write three starters, main courses, side dishes and desserts.

**B** Work in groups. Roleplay a conversation in a restaurant.

Student A: You are the waiter.

Other students: You are the customers.

A: Good evening. Do you have a reservation?

B: Yes, we have a table for ...

**7** Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

### MEDIATION SKILLS selecting relevant information



Help someone understand a pizza menu.

page 155 **MEDIATION BANK**

Ask your <sup>1</sup> ..... about our **DAILY SPECIALS!**

→ <sup>2</sup> ..... →

Soup of the day (V)

Deep fried mushrooms with a garlic dip (V)

Sushi platter

Bruschetta with tomatoes and basil (V)

→ <sup>3</sup> ..... →

Beefburger with chips

Thai green chicken curry with rice

Salmon in a cream sauce

Nut roast (V)

## MENU

→ <sup>4</sup> ..... →

Green salad

Chips

Seasonal vegetables

→ <sup>5</sup> ..... →

Lemon tart

Homemade ice cream (3 scoops)

Fresh fruit salad

Chocolate brownie

→ COLD DRINKS →

Orange juice

Lemonade

Still water

Sparkling water

→ HOT DRINKS →

Coffee – Americano, espresso, cappuccino

Tea – green tea, mint tea, breakfast tea

**NOTE:** A 15% <sup>6</sup> ..... will be added to the <sup>7</sup> .....

After your meal, please write a review on our website and send us your photos. Every month we give a free <sup>8</sup> ..... for the best photo.

## 2D BBC Documentary

## The Indian Relay

GRAMMAR | *like, hate, love + -ing*  
 SPEAKING | talk about a special event  
 WRITING | describe an event

## PREVIEW

1A Work in pairs. Look at the photos and discuss the questions.

- 1 Where do you think this is?
- 2 What season is it?
- 3 Can you ride a horse?

B Read the BBC programme information and answer the questions.

- 1 Where does the Indian Relay Race happen?
- 2 How many horses does each rider ride?
- 3 Who is Oliver Pakootas?



## Mountain: Life at the Extreme

Every year, the people of Okanogan County in Washington State, USA, have a fair to celebrate the end of summer. One of the big events is the Indian Relay Race, a tradition of American Indians. In the Indian Relay, each rider rides three different horses around the track. In this programme, we watch Oliver Pakootas as he and his family prepare for this important tradition. There can only be one winner. Will it be Oliver?

## VIEW

2A Watch the BBC video clip. Who wins the race?

B Watch again and choose the words and phrases you hear.

- 1 Oliver Pakootas has a big **race / day**. It's the Indian Relay.
- 2 This race is a **custom / tradition** for American Indians.
- 3 He has a **team / his family** to help him.
- 4 The horses are also part of the **team / family**.
- 5 For Oliver and his family, the Indian Relay isn't only a race, it's a **lifestyle / way of life**.
- 6 For three minutes, all Oliver thinks of is the **relay / race** and the horses.

C Work in pairs and discuss the question. What are three good things about their lifestyle?

## GRAMMAR

*like, hate, love + -ing*

3A Read the sentences. What is the verb form after the verbs in bold?

Oliver and his team **enjoy** being together, and they **love** working with their horses and their horses love them. Oliver **likes** riding his horses in the mountains.

B Work in pairs. Say four things you like or don't like doing and say why. Use *I like, enjoy, love* and *don't like*.

C Learn and practise. Go to the Grammar Bank.

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## SPEAKING

talk about a special event

4A Think of a special event, e.g. a festival or a national holiday. Read the questions and make notes about your answers.

- 1 What's the special event?
- 2 When and where does it happen?
- 3 What do you like doing at this event? Describe three activities.
- 4 What's your favourite thing about the event?

B Work in pairs. Tell each other about the special event. Use your notes from Ex 4A to help you.

5A Work in pairs. Look at the information about the Quebec Winter Carnival. Which activity looks interesting to you?

B 2.11 Listen to someone talking about the Quebec Winter Carnival. Number the photos in the order you hear about them.

## Carnival



C 2.11 Listen again and tick the phrases you hear.

## KEY PHRASES

Let me tell you about ...  
 It happens in [place] in [month].  
 At this time, we often ...  
 The [event] lasts [number] days.  
 It's one of the best things all year.  
 My favourite thing is ...  
 We really enjoy watching it together.

6 Work in groups. One student: Talk about your special event. Use the Key phrases to help you. Other students: Listen and make notes. Then ask two questions about the event.



## WRITING

describe an event

7A Read the description of the Quebec Winter Carnival. Which things in the brochure in Ex 5A does the person NOT write about?

In Quebec we have a big festival every winter, the Quebec Winter Carnival. The city goes crazy! It's really good fun and we have lots of things to see and do. I love looking at the ice sculptures. The artists often make ice animals and buildings. I always watch the canoe race. They race on the icy river and it's very exciting. My favourite thing is the evening parade. I like watching it with my family.

B Write a description of your event from Ex 4A. Write 80–100 words.

C Read other students' descriptions. Which event would you like to go to?

## GRAMMAR

1 A Which words are countable (C) and which are uncountable (U)?

onion bean broccoli butter  
cucumber lemon lemonade  
oil pear prawn yoghurt

B Choose five things from Ex 1A and write a list.

C Work in pairs. Ask what's on your partner's list.

A: Do you have an onion on your list?

B: Yes, I do. Do you have any beans?

2 A  R2.01 | Listen and write the sentences.

B Change the sentences so they are true for you.

I usually watch TV on Sundays.

C Work in pairs. Find two things that are the same and two things that are different for you and your partner.

3 Work in a different pair. Ask about the activities in Ex 2A. Use *Do you like ... ?* or *Do you enjoy ... ?*

A: Do you enjoy watching TV?

B: Sometimes. It depends on the programme. I hate watching ...

## VOCABULARY

4 A Name a type of food or drink that starts with these letters.

1 ce 2 av 3 gr 4 la 5 mu 6 no 7 su 8 le 9 sa 10 st

B Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.

A: r

B: One more letter, please.

A: r-i

B: Rice?

A: Yes!

5 A Match (1–6) with (a–f) to make questions.

Do you:

1 go to bed

2 check

3 meet

4 go to

5 spend

6 go

a friends for coffee?

b late at the weekend?

c your messages on a phone, tablet or laptop?

d shopping with friends or alone?

e time online in the evening?

f parties at the weekend?

B Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.

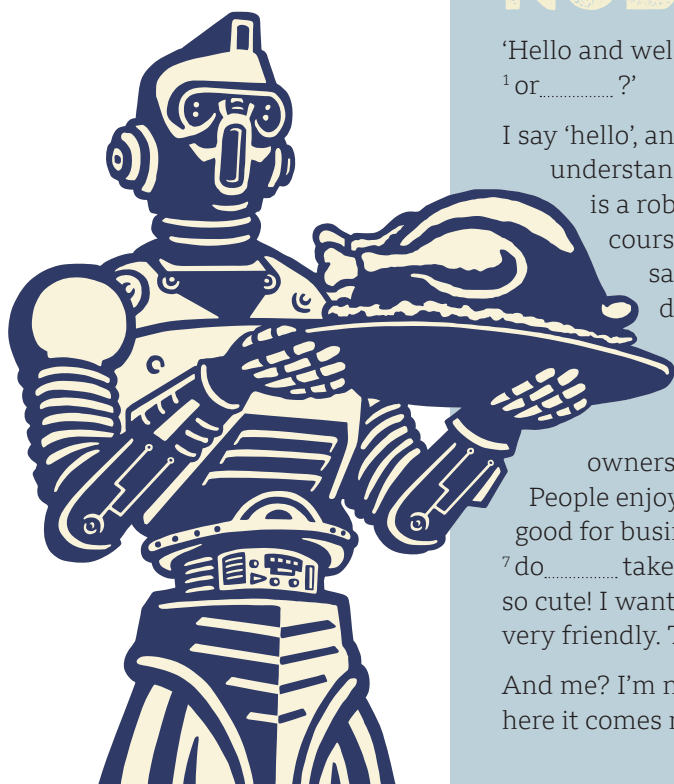
Where? What time? Why/Why not?

Who with? What do you ... ?

Do you go to bed late at the weekend? What time?

6 A Complete the words in the text.

B  R2.02 | Listen and check.



## ROBOT WAITERS

'Hello and welcome,' says the waiter. 'Are you ready to <sup>1</sup> or.....?'

I say 'hello', and 'yes, I'm ready to order'. But does the waiter understand me? I don't know. You see, the waiter is a robot. I give my order – a steak for my <sup>2</sup> ma..... course, potatoes for a <sup>3</sup> si..... dish and an avocado salad. The robot says, 'Would you like <sup>4</sup> so..... to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I <sup>5</sup> ha..... more customers now.

People enjoy <sup>6</sup> se..... the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it <sup>7</sup> do..... take my job.' And customers? Some love them: 'It's so cute! I want a selfie with it!' Some hate them: 'They're not very friendly. They <sup>8</sup> ne..... smile!'

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!