



# lifestyle 2

A portrait of a man with a beard and glasses, wearing a grey BBC cap. He is smiling and looking directly at the camera. In the bottom right corner of the image, there is a small BBC logo. The background is slightly blurred, showing what appears to be a backstage or studio environment.

**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?



## 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

**1 A** 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	

# 2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency

VOCABULARY | everyday activities

PRONUNCIATION | linking

## VOCABULARY

### everyday activities

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

check get up go go to  
meet someone spend time



- 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?



## 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.

**1** What do you **usually** do first in the morning?

- a I **always** go online and check my messages. I do this every day.
- b I **usually** get up early and go running, but not at the weekend.
- c I have breakfast and talk to my family.

**2** How often do you see your friends?

- a We **hardly ever** meet, maybe once a month, but we talk online a lot.
- b I cook lunch for friends every Sunday. I **always** make something healthy!
- c I **often** meet friends for coffee or we go shopping together.

**3** How often do you exercise?

- a I **hardly ever** exercise. Well, **never**.
- b I go to the gym every day.
- c Once a week on Saturdays – I do some sport with friends.

**4** Do you spend a lot of time online?

- a I **often** spend 7–8 hours a day online for work, but not every day.
- b I **sometimes** work online for about 3 or 4 hours, but I'm **never** online at the weekend.
- c Yes, I'm **always** online. I spend hours on social media.

**5** How do you meet new people?

- a I join online groups and I make new friends there. We chat online.
- b **Sometimes** I meet people at the gym or when I go walking.
- c 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.

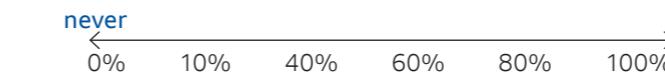
**Mostly c:** People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

## 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?



- B** Choose the correct word to complete the rules. Use the quiz to help you.

- 1 Use adverbs of frequency **before** / **after** most verbs.
- 2 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.

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## 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.

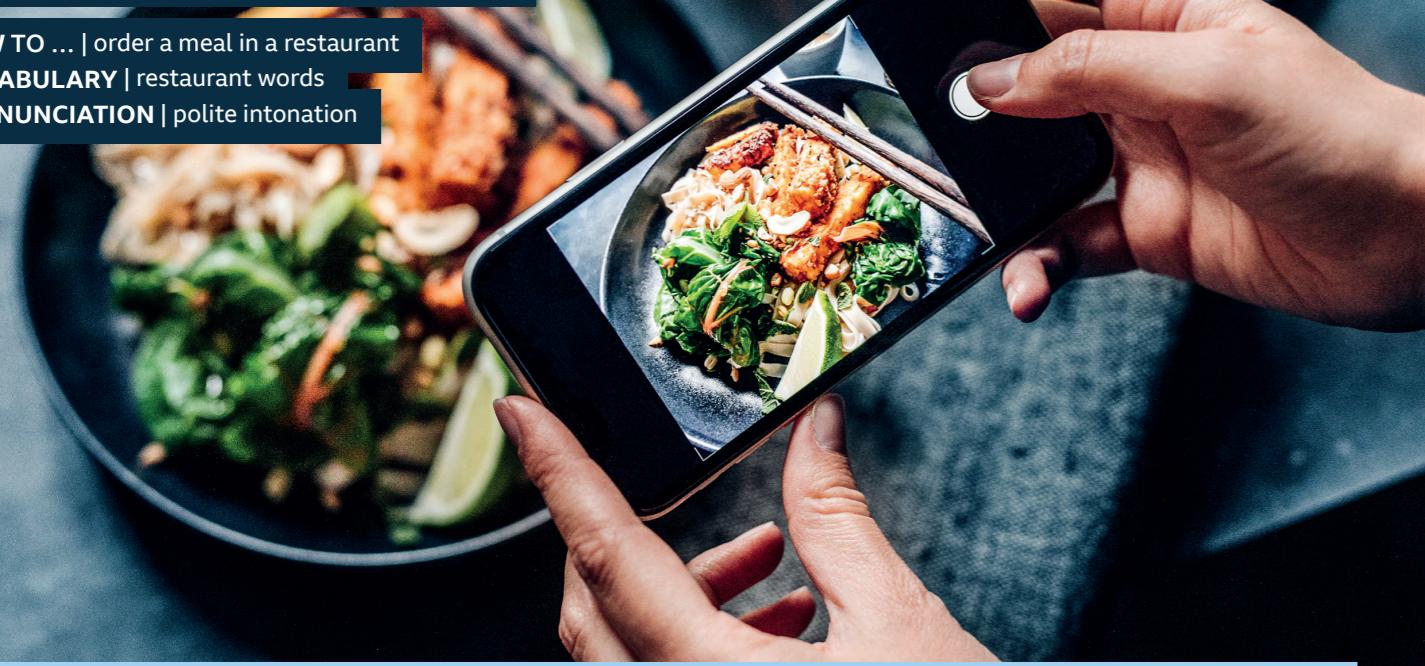


## 2C Eating out

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.

- 1 Do you ever take photos of your food, at home or in restaurants? Why/Why not?
- 2 Do you ever post them online? Why/Why not?

#### B Work in pairs and discuss the questions.

- 1 What types of websites do people post food photos on?
- 2 What do you think 'rainbow food' is?
- 3 What's the best way to take a photo of food: from the side or from above?
- 4 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.

- 1 What is your favourite type of restaurant?
- 2 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.

- 1 Good evening. ..... you have a reservation?
- 2 We have a table ..... two for half past seven.
- 3 ..... we have a table near the window?
- 4 ..... you ready to order?
- 5 So for a starter, ..... I have the soup, please?
- 6 And then I' ..... like the salmon with a green salad, please.
- 7 ..... you like something to drink?
- 8 ..... is your meal?
- 9 Would you like to look at the ..... menu?
- 10 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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### 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

### 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.

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>.....←

**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



A Canoe race:  
2.30 p.m.

B Parade:  
starts 7 p.m.

C Ice sculpture  
display  
all week!

D Enjoy a bowl  
of French  
onion soup!

- 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

a friends for coffee?

2 check

b late at the weekend?

3 meet

c your messages on a phone, tablet or laptop?

4 go to

d shopping with friends or alone?

5 spend

e time online in the evening?

6 go

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!

