

# 1

# Lifestyles

## Overview

### 1A

- **Reading and Use of English:** Developing skills: Skimming and scanning
- **Language development:** Present and past situations, habits and states
- **Writing:** Informal email (Part 2)

### 1B

- **Speaking:** Vocabulary: Special occasions; Developing skills: Comparing photos
- **Listening:** Developing skills: Listening for gist; Listening for specific information
- **Language development:** Comparatives and superlatives; Modifying adjectives and adverbs; Adjective + noun collocations; Phrasal verbs with *up* and *down*
- **Reading and Use of English:** Key word transformations (Part 4); Multiple-choice cloze (Part 1)



## Lead-in

- 1 Look at the entry from the *Longman Exams Dictionary*. Mark the key points that define *lifestyle*.

**life·style** /'laɪfstɑɪl/ *n* [C] the way a person or group of people live, including the place they live in, the things they own, the kind of job they do and the activities they enjoy: *Regular exercise is part of a healthy lifestyle.* | *lavish/comfortable/simple/etc. lifestyle* *They lead an extremely lavish lifestyle.*

- 2 Discuss the questions.
  - 1 The photos show typical aspects of a student's lifestyle in the UK. Which would you most/least enjoy? Why?
  - 2 Think of one adjective that describes your lifestyle best.

## Reading: Developing skills

## Before you read

- 1 Read the title of the article on page 9 and the introduction. In what ways can parents be 'pushy'?

## Skimming

- 2 Skim the article and match the summary sentences (1–4) with the sections of the article (A–D).
- 1 Some children are expected to do activities for the wrong reasons.
  - 2 The more activities children do, the better.
  - 3 Children don't need pressure at their age.
  - 4 Technology has advantages for children.

## Scanning

- 3 Look at the questions in the task below. The key words are highlighted for you. Now look at the example (0). The highlighted words link to the highlighted part of section C of the text. Then read the strategies and do the task.

## EXPERT STRATEGY

## Skimming

- Use the title, introduction and any pictures to get an idea of the topic and what a text will be about. This will make it easier to understand the text.
- To get a general understanding of a text, read through it quickly, focusing only on the main ideas. These are found in 'topic sentences', often the first or last sentences of each paragraph.

## EXPERT STRATEGY

## Scanning

When you know what information you want to find, you can save time by scanning the text for it, rather than reading the whole text. Read the questions first, identify the key words and look for phrases or information in the text that express the same ideas.

You are going to read an article in which different families give their views on how children should spend their free time. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

Which section mentions:

- |                                                                                                                            |    |                                |
|----------------------------------------------------------------------------------------------------------------------------|----|--------------------------------|
| the <b>anxiety</b> some parents have about <b>aspects of modern life</b> ?                                                 | 0  | <input type="text" value="C"/> |
| an <b>attempt</b> to <b>limit</b> the <b>time spent</b> playing <b>computer games</b> ?                                    | 1  | <input type="text"/>           |
| the <b>practical difficulties</b> of <b>getting children to their activities</b> ?                                         | 2  | <input type="text"/>           |
| the <b>pressure</b> that many children are under <b>to succeed</b> ?                                                       | 3  | <input type="text"/>           |
| a <b>suspicion</b> that the <b>activities</b> which <b>some children</b> go to may <b>not</b> be <b>their own choice</b> ? | 4  | <input type="text"/>           |
| the <b>benefits to children</b> of having <b>access to a computer</b> ?                                                    | 5  | <input type="text"/>           |
| <b>worrying</b> about <b>letting children</b> be <b>independent</b> ?                                                      | 6  | <input type="text"/>           |
| the <b>value</b> of <b>playing music for pleasure</b> ?                                                                    | 7  | <input type="text"/>           |
| the <b>difficulty</b> of <b>being</b> a <b>'one-parent family'</b> ?                                                       | 8  | <input type="text"/>           |
| the <b>link</b> between <b>practising new skills</b> and making <b>progress</b> ?                                          | 9  | <input type="text"/>           |
| a <b>negative view</b> of <b>competitive parents</b> ?                                                                     | 10 | <input type="text"/>           |

- 4 Which of the skills, skimming or scanning, did you find the most useful for the task in Exercise 3? Why?

## Vocabulary

- 5 Look at the underlined words and phrases in the article and guess what they mean.

## Discussion

- 6 Which family's lifestyle is most similar to/different from yours?



## Our lost childhood?

*Last week a group of teachers, authors and psychologists said video games and 'pushy parents' were robbing children of their happiest years. But is that true? Here we speak to four very different families.*

### A The Thomases

Our children like to chill out in front of the TV or play computer games just like every child all over the world. But parents also need to give their children the chance to try out as many different things as they can afford. Both our boys play football for a club and their school, so they train a couple of times a week and play at the weekend. Charlie also plays basketball and the drums. William learns the electric guitar and Laura sings and has kickboxing and trampolining lessons. But we make it clear to them that if they want to improve at something, they need to work hard and keep doing it over and over again. There's only Friday when someone is not out. It's spent eating pizzas and deciding on the logistics of how and when we are going to get the children to their different classes over the weekend.

### B The Luckhursts

The best thing you can give your children is time. Proper time. Not a few snatched minutes here and there while you rush them off to ballet or violin lessons but time spent talking and listening to them. These days children are packed off to all sorts of lessons at an ever younger age. They are expected to achieve more and more younger and younger, and are made to feel a failure if they don't reach the targets set for them. I encourage my kids to play the piano but only for fun – that's just as important. Childhood is the only time in your life when you can play and not have the worries that adults have. So why are we trying to rush it? I think the rivalry between parents at school is particularly depressing – as if anyone cares whose child learns to ride a bike first or learns to read before anyone else!

### C The McGraths

Here in Britain, we tend to complain that children don't play in the garden and go out on their bikes the way we did. Computer games and the internet have taken over from playing outside but, although I worry about this, I doubt I'd have been riding bikes if we'd had the internet. Maybe as adults we're scared of the world they're growing up in because we don't really understand it. In any case, since I separated from my husband, it's not easy to keep the children constantly entertained and I'm happy for them to go on the computer because it gives me a break. Both my kids love computer games. Natalie spends a lot of time on Facebook and, actually, it's a good way for her to keep in touch with her friends in Spain and keep up her Spanish at the same time.

### D The Clarkes

If my kids had their way, they'd be on the computer the minute they got home from school but I try to keep an eye on this because we do have rules about how long they're allowed to spend playing games on their computer. When they're not doing this, the boys play football together and Julia does cheerleading and goes to a youth club. She wants to go ice-skating but the nearest rink is a bus ride and a walk away, and I'm worried that she's still a bit young to do this on her own. I can't afford to send my kids to extra lessons. In any case, too many people push their kids into doing something because they themselves used to do it or wanted to. Living your life through your kids has its own dangers, in my view. Julia loves horses but riding lessons cost a fortune, so that's out.



## Language development 1

### Present situations and habits

► EXPERT GRAMMAR page 182

**1a** Match the people in the picture (A–E) with the sentences (1–6).

- 1 She lives in a small house with her husband and children.
- 2 His children are growing up fast!
- 3 He'll sit and doze in an armchair all evening.
- 4 She's always making long calls on the phone.
- 5 He's staying with the family at the moment.
- 6 She usually goes out in the evening.

**b** Match the uses (a–f) with the sentences (1–6) in Exercise 1a.

- a a regular action
- b an annoying or surprising habit
- c characteristic behaviour
- d a long-term situation
- e a changing situation
- f a temporary situation

**c** Now complete the table with the uses and sentences from Exercise 1b.

Form	Use	Examples
Present continuous	(1) _____	(2) _____
	(3) _____	(4) _____
Present continuous + <i>always</i>	(5) _____	(6) _____
Present simple	(7) _____	(8) _____
	(9) _____	(10) _____
<i>will</i> + infinitive	(11) _____	(12) _____

**2a** Complete the conversations with the correct form of the verbs in brackets. Use the present simple, present continuous or *will*.

- 1 A: \_\_\_\_\_ (you/live) in a house or a flat?  
B: We \_\_\_\_\_ (live) in a flat for now but we \_\_\_\_\_ (look for) a house.
- 2 A: Who \_\_\_\_\_ (you/get on) best with in your family?  
B: My father. He \_\_\_\_\_ (tell) us endless funny stories.
- 3 A: \_\_\_\_\_ (anyone/annoy) you in your family?  
B: Yes, my brother. He \_\_\_\_\_ (always/take) my CDs without asking me!
- 4 A: How often \_\_\_\_\_ (you/go out)?  
B: I usually \_\_\_\_\_ (go out) every night but I \_\_\_\_\_ (study) a lot at the moment, so I \_\_\_\_\_ (only/go out) at weekends until my exams are finished.
- 5 A: \_\_\_\_\_ (you/like) learning English?  
B: Yes, I do. It was difficult at first but it \_\_\_\_\_ (get) easier now.

**b** Work in pairs. Take it in turns to ask each other the questions in Exercise 2a and give answers which are true for you.

## State verbs

► EXPERT GRAMMAR page 182

**3a** Read the sentences. Does each one describe a state (S) or an action (A)?

- 1 I don't understand. \_\_\_\_
- 2 Do you know Peter? \_\_\_\_
- 3 We don't have a big house. \_\_\_\_
- 4 Sorry, I'm having lunch. \_\_\_\_

**b** Read the information and complete it with the verbs from Exercise 3a.

- A** Some verbs are not used in the continuous because they describe states, not actions (e.g. *believe, like, seem, want, own, \_\_\_\_\_, \_\_\_\_\_*).
- B** Some verbs are not used in the continuous when they describe states, but can be used in the continuous when they describe actions (e.g. *look, appear, see, think, feel, \_\_\_\_\_*).

**4** Correct the mistakes in the sentences.

- 1 I'm having two brothers.
- 2 Jan has a shower – can you call back later?
- 3 I don't understand this word. What is it meaning?
- 4 Marina thinks about getting a car. Do you think it's a good idea?
- 5 We are not owning our house; we rent it.
- 6 The house is looking old but it's quite modern inside.
- 7 What do you look at? Oh, yes! I can see it now!
- 8 Phil sees a client at the moment. He won't be long.

## Past habits and states

► EXPERT GRAMMAR page 182

**5a** Read the quote from the singer Rihanna. Mark two past habits and one past state.

### Early memories

'When I was a child, we used to live in Bridgetown, Barbados, and I used to sell clothes on a stall with my father. In the evenings I would help my mother with the cooking.'



**b** Read the quote in Exercise 5a again and answer the questions.

- 1 Did Rihanna sell clothes with her father once or many times?
- 2 Did she help her mother with the cooking once or many times?
- 3 What verb forms are used to describe these past habits?
- 4 Choose the correct answers: *sell / live* is a state verb. You can't use *would / used to* with a state verb.

**c** Read the information and complete it with *used to, would* or the past simple form of verbs from the quote in Exercise 5a.

- A** To talk about past habits, use \_\_\_\_ (e.g. *I used to sell clothes on a stall with my father.*) or *would* (e.g. *I \_\_\_\_\_ my mother with the cooking.*).
- B** To talk about past states, use \_\_\_\_ (e.g. *We \_\_\_\_\_ in Bridgetown.*).
- C** The past simple can also be used for past habits and states (e.g. *I \_\_\_\_\_ in Bridgetown. I \_\_\_\_\_ my mother with the cooking.*)

**6** Complete the sentences with the correct form of the verbs in brackets. Use *used to, would* or the past simple. Only use the past simple if *used to* or *would* are not possible. More than one answer may be possible.

1 Sorry I \_\_\_\_\_ (forget) to write to you last week.

2 I \_\_\_\_\_ (live) in France when I was a child. We \_\_\_\_\_ (have) two beautiful cats.

3 When I was younger, my family \_\_\_\_\_ (always/go) to the beach in summer. We \_\_\_\_\_ (have) some great beach parties!

4 My father \_\_\_\_\_ (be) a businessman. He \_\_\_\_\_ (often/work) six or seven days a week, until he \_\_\_\_\_ (retire) in 1995.

**7a** Write true sentences about you.

- 1 My ... is always ...
- 2 I used to ... but now ...
- 3 As a child, I would often ...

**b** Now compare your experiences with other students.

**8** Match the sentence halves.

- |                                      |                                               |
|--------------------------------------|-----------------------------------------------|
| 1 I'm writing to tell you            | a but we have very similar personalities.     |
| 2 I live in Poznań,                  | b we used to visit your country every summer. |
| 3 I live in a flat with              | c something about myself.                     |
| 4 We don't look like each other      | d I like going out with my friends.           |
| 5 When I'm not surfing the internet, | e a city in the west of Poland.               |
| 6 When I was a child,                | f my parents and my brother.                  |

**Writing** (Paper 2 Part 2: Informal email)

- Lead-in** 1 Discuss the questions.
- 1 Who do you write informal emails to?
  - 2 What kind of things would you write in an email to a new friend?

- Understand the task** 2 Read the exam task. What is the purpose of the email?
- a to ask for information
  - b to give information
  - c to entertain the reader

You have received this email from an English-speaking boy called Simon.

Hello,  
I would like to get to know someone from your country and a friend has told me that you would like to practise your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?  
Thanks,  
Simon

Write your **email** in **140–190** words in an appropriate style.

- Plan your email** 3a What information are you going to include in your email? Make a list.  
*job, hobbies, ...*
- b Copy and complete the paragraph plan with the information from Exercises 2 and 3a.
- Paragraph 1: why you are writing  
Paragraph 2: about you  
Paragraph 3: about your family  
Paragraph 4: suggesting meeting

**Language and content**

- 4a These extracts from a student's email are inappropriate. Rewrite them using informal language from the table on page 13.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Responding to a suggestion	<i>I'm glad you're ... So you'd like to get in touch ... As your friend said, I'd like ... because ...</i>
Introducing yourself	<i>My name's ... I live in ...</i>
Talking about people	<i>Let me tell you about my family. She looks like me but she can be a bit ... We get on (well) ...</i>
Lifestyles	<i>We like to ... We would always go on holiday ... I often used to ... We both enjoy ...</i>
Talking about the future	<i>Do you ever get the chance to ... ? It would be great to meet up sometime. Perhaps we could ... Next time I write, I'll ...</i>

**b** Read the statements giving advice about informal emails. Do you think they are *Right (R)* or *Wrong (W)*?

- 1 Use a personal, conversational style.
- 2 Avoid simple words.
- 3 Avoid phrasal verbs.
- 4 Avoid direct questions to the reader.
- 5 Use short, simple sentences.
- 6 Use contractions.

**c** Find examples in the table above to justify your answers in Exercise 4b.

**d** Which of the options (1–9) would be appropriate to open and close your email? Which ones would not be appropriate? Why?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

### EXPERT LANGUAGE: Sentence word order

Put the words in the correct order to make sentences.

- 1 very / always / English / I / speak / don't / well  
\_\_\_\_\_
- 2 always / my mother and father / Fridays / fish / on / eat  
\_\_\_\_\_
- 3 having / great / right now / Paris / my sister's / in / time / a  
\_\_\_\_\_
- 4 usually / her / gave / help / friends / a lot of / her  
\_\_\_\_\_
- 5 bed / music / in / would / my grandmother / listen to / always  
\_\_\_\_\_
- 6 the party / very much / everyone / themselves / enjoyed / at  
\_\_\_\_\_
- 7 you / I'll / next week / email / send / on Tuesday / an  
\_\_\_\_\_
- 8 as / write / please / back / as / can / you / soon  
\_\_\_\_\_

### Write your email

► EXPERT STRATEGIES pages 177-178

**5** Now write your email using the ideas and some of the language above. Do not include any addresses.

### Check your email

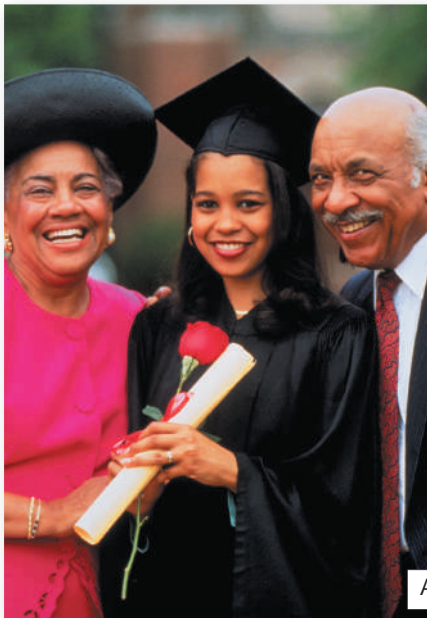
► EXPERT WRITING page 202

**6** Edit your work using this checklist. (There is a full checklist on page 198.)

Check your:

- paragraph plan. Have you included all the points?
- use of present and past tenses.
- use of time expressions.
- style.
- spelling.
- number of words.

### Speaking: Developing skills



A



B



C



D

#### Vocabulary: Special occasions

- 1 Match the photos (A–D) with the special occasions (1–3).
- 1 birthday party
  - 2 graduation ceremony
  - 3 wedding

- 2a Match the verbs in A with the nouns in B. More than one answer may be possible.

A

be awarded    blow out    blow up    cut    exchange    make  
propose    rent    send out    take    unwrap    walk down

B

the aisle    balloons    the cake    the candles    a certificate    invitations  
a marquee    photos    presents    rings    a speech    a toast

- b Match each of the phrases in Exercise 2a with one of the photos above and say:

- 1 how it links to the special occasion.
- 2 if there are other special occasions where you do this.

- 3a Match the words and phrases in the box with the definitions.

anniversary    best man    bridesmaid    honeymoon    reception  
registry office    witnesses

- 1 a place where people get married \_\_\_\_\_
- 2 a person who supports the bride \_\_\_\_\_
- 3 the person who helps the groom \_\_\_\_\_
- 4 the people who watch, and sign the marriage certificate at a wedding \_\_\_\_\_
- 5 the formal party after a wedding \_\_\_\_\_
- 6 a holiday after the wedding \_\_\_\_\_
- 7 exactly a year or number of years after the wedding \_\_\_\_\_

- b Underline the stressed syllable(s) on each of the words and phrases in the box in Exercise 3a.



- 4 Read the conversations and choose the correct answers (1–5). Then complete the gaps (a–e) with the correct form of words and phrases from Exercises 2 and 3.

Alex: Did you (1) *go / get* married in a church or did you have a civil wedding in a(n) (a) \_\_\_\_ ?  
 Peter: When we first (2) *got / were* engaged, Tania wanted a white wedding with lots of (b) \_\_\_\_ to look after her but later she wanted something less formal.  
 Alex: Where did you hold the (c) \_\_\_\_ ?  
 Peter: At my parents' house. Everyone had a good time eating and drinking until we disappeared off on our (d) \_\_\_\_ .

Linda: Why did you decide to (3) *hold / break up* such a small wedding reception?  
 Ivana: Because we haven't got much money.  
 Linda: Did you (e) \_\_\_\_ formal invitations to all your (4) *guests / visitors*?  
 Ivana: No, no, it was all very casual. Nobody was expected to dress (5) *up / down*.

- 5 Think of a special occasion that you celebrate in your country (e.g. a wedding, a baby being born, coming of age, passing exams) and a special day (e.g. New Year's Day, Mother's Day). Discuss how you celebrate both occasions. What similarities/differences are there?


### Comparing photos

- 6a You are going to talk for one minute about two of the photos on page 14. (Note: in the exam, you only get two photos.) Choose two that you would like to compare and make notes about them under these headings.

- similarities between the two photos
- differences between the two photos
- why the celebrations are important to the people

- b  <sup>02</sup> Listen to a student talking about two of the photos and answer the questions.

- 1 Which two photos is she talking about?
- 2 Why does she say the celebrations are important to the people?

- c  <sup>02</sup> Look at the table. Then listen again and tick the expressions the speaker uses.

Similarities	<i>Both of ... are ...</i> <i>They both seem to be ...</i> <i>Neither of them ...</i> <i>In this one ... and this one ...</i>
Differences	<i>One thing which is different in this one ...</i> <i>The main difference between ... and ... is ...</i> <i>This one is ... whereas ... is ...</i>
Expressing opinion	<i>Although ... , I think ... (because ...)</i> <i>On the other hand, ... is probably ...</i> <i>I believe it would be ...</i>

- d Take turns to speak for a minute about the two photos you have chosen. Use your notes and expressions from the table above.

### Discussion

- 7 Think of a memorable celebration you've taken part in. Who took part and what happened? How would you describe the occasion (e.g. moving, funny, exhilarating)? Give reasons.

#### EXPERT STRATEGY

If you have to speak for an extended period such as a minute, divide the time into smaller sections and think about what to say in each section. Don't try to say everything at once!

## Listening: Developing skills



## Before you listen

## EXPERT STRATEGY

Before you listen, think about the topic and try to predict some of the language you will hear.

## Listening for gist

## EXPERT STRATEGY


You can get a general idea of a topic without understanding every word. Just concentrate on key words and main points rather than the details.

## Listening for specific information

## EXPERT STRATEGY

You often need to listen for specific pieces of information. The words you need will often be similar to (but not exactly the same as) the words in the questions.

- 1 Discuss the questions.
- 1 What are the most common reasons for people going to live in another country?
  - 2 Think of a few different countries. What do you think the advantages and disadvantages of living there would be?


- 2  03 Listen to three people talking about living abroad. Why did each of the speakers first go abroad?

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

- a to study
- b for work
- c for a holiday

- 3  03 Look at the task and mark the key words in the statements. The first item has been done for you. Then listen again and do the task. (Note: in the exam, there will be five speakers and you will choose one option for each speaker from eight available options.)

For questions 1–3, choose from the list (A–E) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.

A **People have been very kind** to me.

B The climate is the reason I came here.

C It feels very remote living here.

D The people are exactly as I'd imagined.

E Mealtimes have a high priority.

## Discussion

- 4 Discuss how you would feel about living in another country. Talk about:
- which countries you have visited or lived in and how you felt about them.
  - which countries you would like to live in and why.
  - what you missed/would miss most about your own country.

## Language development 2

### Comparatives and superlatives

► EXPERT GRAMMAR pages 182–183

1a Correct the mistakes in the sentences.



- Burns Night celebrates the birth of the poet Robert Burns. It is one of most important nights in Scotland.
- For many Scots, Burns supper is the most good event of the year.
- Usually, more late it gets, more noisy it gets.
- The speech before the toast was funniest I have heard.
- The music was more loud that last year.
- The celebration was more lively one I've ever been to.
- Outside, it was just as chilly than last year.
- Next year I'll leave more early. I couldn't get hold of a taxi.

b Read about comparatives and superlatives on pages 182–183 and check your answers in Exercise 1a.

c Complete the article with the comparative or superlative form of the adjectives and adverbs in brackets.

The Mexican holiday Cinco de Mayo (5 May), which remembers the Mexican defeat of the French army in 1862, is celebrated (1) \_\_\_\_\_ (enthusiastically) in the state of Puebla than in other parts of Mexico. It is not the (2) \_\_\_\_\_ (popular) holiday in Mexico. In fact, it is celebrated (3) \_\_\_\_\_ (widely) by Mexicans in the USA than in Mexico, and the holiday is (4) \_\_\_\_\_ (well known) in the USA than Mexican Independence Day. In recent years, Cinco de Mayo has become (5) \_\_\_\_\_ (big) than ever and is promoted as a celebration of Mexican culture, food and music. Participation is now (6) \_\_\_\_\_ (wide) than before and non-Mexican Americans are (7) \_\_\_\_\_ (enthusiastic) about it as Mexicans. In California, the (8) \_\_\_\_\_ (lively) and (9) \_\_\_\_\_ (sensational) parties take place in Los Angeles. Celebrations have become (10) \_\_\_\_\_ (commercialised) in recent years but Cinco de Mayo is still a great festival.

### Modifying adjectives and adverbs

A To express a big difference:

- far/a lot/much + comparative  
He is **far better** than the other singers in the band.  
(~~very better~~)  
The food is **a lot nicer** in this café. (~~very nicer~~)  
The festival is **much more popular** this year.  
(~~very more popular~~)
- by far/easily + superlative  
He is **by far the best** singer in the band.  
The festival is **easily the most popular** in the country.
- not nearly as ... as ...  
This party is **not nearly as good as** last year's.  
This is **not nearly as good a party as** last year's.

B To express a small difference:

- slightly/a bit/a little + comparative  
The music is (only) **slightly better** than before.  
The concert was **a bit/a little better** than I expected.
- just about + superlative  
It was **just about the longest** carnival procession ever.
- nearly/not quite as ... as  
The first show was **nearly as good as** the second one.  
The weather **isn't quite as hot as** it was last time.

2 Read the information above and complete the sentences with the comparative or superlative form of the adjectives in brackets.

- Fiesta Broadway in Los Angeles is \_\_\_\_\_ (by far/large) Cinco de Mayo celebration in the USA.
- This year it was \_\_\_\_\_ (much/crowded) than it was last year.
- This year's parade wasn't \_\_\_\_\_ (quite/long) last time.
- The costumes were \_\_\_\_\_ (a lot/colourful) than before.
- The food is \_\_\_\_\_ (far/spicy) than I remembered.
- I tried \_\_\_\_\_ (easily/mild) dish and it still made my mouth burn!
- And I'm sure I was \_\_\_\_\_ (just about/bad) dancer there!

3a Choose one item from the list and write four sentences.

Compare:

- three types of dance you know (e.g. salsa, tango, ballet; fast/slow, easy/hard, cheap/expensive).
- three types of music (e.g. rap, jazz, opera; interesting/boring, noisy/quiet).
- three types of food (e.g. Italian, French, Chinese; spicy/mild, light/heavy, tasty/bland).

b Discuss your answers to Exercise 3a. Give reasons for your opinions.

## Use of English 1 (Paper 1 Part 4)

## Key word transformations

## EXPERT STRATEGY

- Read both sentences carefully.
- Identify what is missing from the second sentence.
- Identify what kind of word the key word is (noun, verb, etc.) and what structure it could be used with.
- Look at the words before and after the gap to see what kind of structure could fit.
- Write 2–5 words without changing the key word. Contractions count as two words.
- Read your sentence to check that it makes sense and is correct.
- Make a guess if necessary.

## ▶ HELP

- 1 Do you need an active or passive form?
- 2 Do you need an adjective or an adverb?

1a Look at sentences 1 and 2 and read the strategy. Then answer questions a and b below.

1 Peter is a lot older than Martin.

AS

Martin is \_\_\_\_\_ Peter.

2 The only person Jane didn't like was her boss.

APART

Jane liked everyone \_\_\_\_\_ her boss.

a What area of grammar is focused on in sentence 1?

A modifying adverbs      B comparison of adjectives

b What area of vocabulary is focused on in sentence 2?

A prepositional phrases      B phrasal verbs

b Now complete sentences 1 and 2 with 2–5 words. Follow the steps in the strategy.

2a Do the first half of the task. Use the Help notes for support with certain items.

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.

1 Fewer people read Carlton's books these days.

WIDELY

Carlton's books \_\_\_\_\_ these days.

2 Lucy doesn't swim nearly as well as Kate.

SWIMMER

Kate is \_\_\_\_\_ Lucy.

3 Rap music isn't nearly as popular as it was ten years ago.

LESS

Rap music is \_\_\_\_\_ it was ten years ago.

b Now do the second half of the task. This time there are no Help notes.

4 I find studying more difficult as I become older.

IS

I find it \_\_\_\_\_ as I become older.

5 My brother never asks when he borrows my things.

ALWAYS

My brother is \_\_\_\_\_ asking.

6 Traffic today doesn't move much faster than 100 years ago.

LITTLE

One hundred years ago traffic moved \_\_\_\_\_ than today.

## Task analysis

3 Discuss the questions about the task.

1 Which questions test:

a verb forms?

b comparative or superlative structures?

2 Which of the questions did you find the most difficult? Why?

Which of these areas of language do you need more practice in?

## Use of English 2 (Paper 1 Part 1)

**Lead-in** 1 What hospitality customs do you have in your country?

**Multiple-choice cloze****EXPERT STRATEGY**

- Read the title and whole text quickly, ignoring the gaps.
- Read the text again. Try to guess what kind of word fits each gap.
- Choose which answer (A–D) fits the grammar and meaning.
- If you aren't sure, cross out answers which you know are incorrect.
- Read the text again to check.

**▶ HELP**

- 1 Which word can mean 'civilisation'?
- 2 Which word means 'continued to live in spite of many problems'?
- 3 Which verb is always followed by an infinitive?
- 8 Which verb is used with *down* to form a phrasal verb that means 'refuse'?

2a Read the title and text quickly and answer the questions. Ignore the gaps at this stage.

- 1 What were travellers often given in ancient times?
- 2 What might be given to a guest in Japan?
- 3 Why might guests eat too much in a foreign country?

b Read the strategy and do the task. Use the Help notes for support with certain items.

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).

**Hospitality**

Hospitality – looking after visitors – is universal but in different cultures hosts are (0) C to receive guests in different ways. In much of the ancient (1) \_\_\_ it was the custom to provide passing travellers with food and water. Today some old customs have (2) \_\_\_. In a traditional Japanese household, if a guest admires a particular object in the house, the host will (3) \_\_\_ to give it to the guest straightaway. And in parts of Russia guests are greeted with bread and salt on a special cloth. The guest is (4) \_\_\_ to kiss them and hand them back to the host. Sometimes the guest breaks (5) \_\_\_ a small piece of bread, dips it in the salt and eats it. In some countries, when (6) \_\_\_ guests arrive from abroad, they may feel they have been given a particularly (7) \_\_\_ meal. But this is probably because the host politely offers more and more food and drink and the guest is too embarrassed to (8) \_\_\_ anything down.

- |   |             |              |             |              |
|---|-------------|--------------|-------------|--------------|
| 0 | A hoped     | B considered | C expected  | D intended   |
| 1 | A globe     | B earth      | C world     | D planet     |
| 2 | A supported | B survived   | C preserved | D existed    |
| 3 | A provide   | B fancy      | C consider  | D want       |
| 4 | A needed    | B demanded   | C required  | D desired    |
| 5 | A off       | B down       | C out       | D in         |
| 6 | A strange   | B foreign    | C alien     | D unfamiliar |
| 7 | A strong    | B dense      | C wide      | D heavy      |
| 8 | A slow      | B turn       | C keep      | D take       |

**Task analysis**

3a Discuss the questions about the task.

- 1 Did you guess any words before looking at the options?
- 2 Which questions test:
  - a the correct word from a set with similar meanings?
  - b phrasal verbs?
  - c adjective + noun collocations?

b Make a note of any expressions, phrasal verbs or adjective + noun collocations you want to remember in your vocabulary notebook.

## Language development 3

## Adjective + noun collocations

- 1 Read the information. Then find six more adjective + noun collocations in the text on page 19.

Look at this adjective + noun collocation from the text on page 19:

a **heavy** meal (a **strong** meal)

but:

a **strong** drink (a **heavy** drink)

When you learn an adjective, note which nouns it collocates with.

- 2 Look at the dictionary entry and complete the spidergram. Use nouns from the dictionary entry.

**sour** *adj* 1 having a sharp acid taste that stings your tongue like the taste of a lemon: *sour apples* 2 milk or other food that is sour is not fresh: *In warm weather, milk can go sour.* 3 unfriendly or looking bad-tempered: *Rob gave me a sour look.* 4 **sour grapes** the attitude of someone who pretends to dislike something they really want

sour

- 3a Complete the spidergrams with the nouns in the box.

argument choice clothes English feelings gap  
grin heels influence number possibility  
speed variety

strong

plain

wide

high

argument

- b Complete the sentences with adjective + noun collocations from Exercise 3a. More than one answer may be possible.

- My grandparents have \_\_\_\_\_ on the subject of hospitality.
- Can you give me directions to your house in \_\_\_\_\_ so that I can understand them?
- Dan's face broke into a \_\_\_\_\_ when I invited him in.
- Everyone drives at such \_\_\_\_\_ today – it's so dangerous.
- Four different types of tea – what a \_\_\_\_\_!
- In more traditional cultures, grandparents have a \_\_\_\_\_ on children.

- Please take your shoes off in the gym. \_\_\_\_\_ can damage the floor.
- If you call Toni, there's a \_\_\_\_\_ that he'll invite you to visit him.

Phrasal verbs with *up* and *down*

- 4 Look at the sentences with the phrasal verb *pick up*. Which one has an obvious meaning? Which one has an idiomatic meaning?

- I *picked up* a cup that was lying on the floor.
- She *picked me up* at the hotel and took me to the party.

- 5a In these sentences the meanings of the phrasal verbs are fairly obvious. Complete them with *up* or *down*.

- The dinner won't cook if you don't turn the heat \_\_\_\_.
- We can't afford a big party – we need to keep costs \_\_\_\_.
- The old bus station has gone – they've pulled it \_\_\_\_.
- When you see someone's glass is empty, go and fill it \_\_\_\_.
- He settled \_\_\_\_ on the sofa to read his book.
- The town's getting bigger – they've put \_\_\_\_ a lot of new houses.

- b Some of these phrasal verbs have an idiomatic meaning. Match the sentence halves. Use a dictionary if necessary.

- |                       |                                               |
|-----------------------|-----------------------------------------------|
| 1 Please tidy up      | a the apartment and sell it for a big profit. |
| 2 I never turn down   | b your best friend by breaking a promise.     |
| 3 Remember to wrap up | c the time of the next train on the website.  |
| 4 She took down       | d the mess as soon as possible.               |
| 5 Look up             | e the presents before going to the party.     |
| 6 They put up         | f the offer of a lift home.                   |
| 7 Never let down      | g the decorations from the wall.              |
| 8 He decided to do up | h a tent in the garden.                       |

- c Match the phrasal verbs (1–8) in Exercise 5b with the definitions (a–h).

- |                        |                                  |
|------------------------|----------------------------------|
| a decorate             | e refuse                         |
| b look for information | f put something in special paper |
| c disappoint           | g remove                         |
| d erect                | h make neat and organised        |

- 6 Make a note of the phrasal verbs you want to remember in your vocabulary notebook. Write the whole sentence and mark the phrasal verb.

- 7 Discuss the questions.

- Who tidies up in your house?
- Has a friend ever let you down? What happened?
- How often do you look up a word in English?