

Speak out

3RD EDITION

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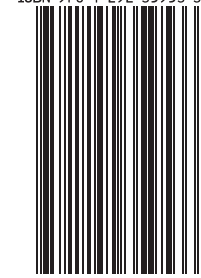
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A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
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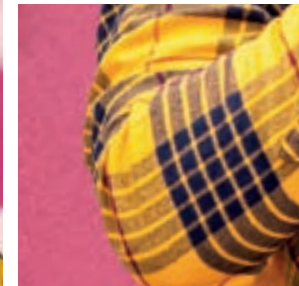


Speak out

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3RD EDITION

B1
Student’s Book and eBook
with Online Practice



Antonia Clare | JJ Wilson

Student’s Book and eBook

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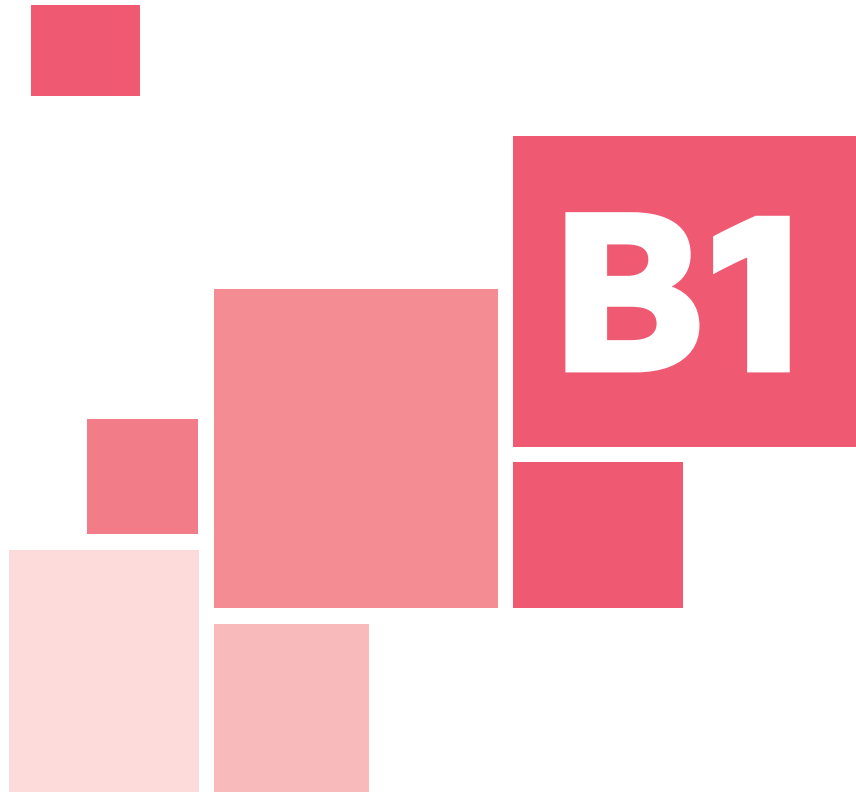
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3RD EDITION



Student's Book and eBook

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	B B C Documentary <i>Inside the Human Body</i>	Discuss the best ways to learn a language	Write a forum comment about language learning

GRAMMAR

1 A Choose the correct word to complete the sentences.

- 1 **Do / Are / What** you studying at university?
- 2 What **do / have / did** you eat last night?
- 3 How many countries **do / have / did** you been to?
- 4 What **are / will / do** you doing next weekend?
- 5 Where **has / does / is** your best friend live?
- 6 I **not / wasn't / didn't** working when she arrived.
- 7 I'm sure the school **doesn't / isn't / won't** be open tomorrow.
- 8 She **is / has / did** worked in several cities.

B Work in pairs. Check your answers, then choose two questions to ask and answer.

2 A Read the text. What do you have in common with Yusuf?



Hi, I'm Yusuf. I'm from Turkey, but at the moment I'm living in London, which is an amazing city. I'm going to stay here for six months so that I can improve my English. I love getting to know new cities, and I'm really happy that I chose to come to London. I've been to seven or eight fantastic museums and art galleries, and I also really like the parks. The best thing about London is that there are so many interesting things to do, especially for someone in their twenties, like me. The worst thing is the weather. I really hate cold weather. I arrived in January and it was freezing!

B Read the text again and find examples of

- 1 a present continuous verb.
- 2 a past simple verb.
- 3 a present perfect verb.
- 4 a verb form for future plans.
- 5 a superlative.
- 6 a modal verb.
- 7 a relative clause.
- 8 a verb + *-ing* form.

PRONUNCIATION

3 A Find pairs of words in the box that have the same vowel sound.

bar boat fight heat heart mail oil put queue
seen show shy take through took toy

bar, heart

B L.01 | Listen and check your answers.

C Work in pairs. Think of other words in English that use the same vowel sounds.

COMMON ERRORS

4 A Correct the mistakes in the sentences.

- 1 My sister don't like football.
- 2 Which film you watch last night?
- 3 I'm from france.
- 4 We love listening music.
- 5 Let's discuss about this later.
- 6 When I can go home?
- 7 I'm teacher.
- 8 I live here since 2018.

B Decide which mistakes in Ex 4A are connected with these things.

- 1 a missing preposition
- 2 an extra preposition
- 3 a verb tense
- 4 word order
- 5 a missing auxiliary verb
- 6 punctuation or capitalisation
- 7 verb-noun agreement
- 8 a missing article

VOCABULARY

5 A Complete the common phrases with the verbs in the box.

chat do (x2) go have listen to
post send take watch

- 1 have a meeting
- 2 out with friends
- 3 a photo on social media
- 4 to a colleague
- 5 some work
- 6 an email
- 7 a film
- 8 some music
- 9 some sport/exercise
- 10 a break

B Complete the table with the phrases from Ex 5A.

work	free time
have a meeting	

C Work in pairs. Can you add any more phrases to the table in Ex 5B? Which of these things do you do in a normal day?




people

1



VLOGS

Q: How would your friends describe you?

1  Watch the video. Note down some of the adjectives that you hear. Compare in groups.

2 How would your best friends describe you?

GSE LEARNING OBJECTIVES

1A LISTENING | Understand people talking about the people and activities in their life: people and relationships; personality adjectives

Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency

Pronunciation: connected speech: *do you*

Write a personal profile; use linking phrases

1B READING | Read a news article about people with unusual jobs: jobs; work

Talk about jobs and work: verb patterns

Pronunciation: syllable stress

Invent a news story

1C HOW TO ... | start and end a conversation; keep a conversation going: conversation topics

Pronunciation: rhythm and intonation

1D BBC STREET INTERVIEWS | Understand people talking about their lifestyles

Talk about your lifestyle: modifiers

Write a blog post about a day in your life

1A Who are you?

GRAMMAR | present simple and present continuous; state verbs; adverbs of frequency

VOCABULARY | people and relationships; personality adjectives

PRONUNCIATION | connected speech: *do you*



Pedro



VOCABULARY

people and relationships

1 A Work in pairs and discuss the questions.

- 1 What different groups of people are there in your life? Think about work, college, family, hobbies, etc.
- 2 How often do you see each group?
- 3 What activities do you do together?

B Look at the photos. Which different groups of people and activities do you think are important for Pedro?

2 A Read what Pedro says about the different people and activities in his life. Find them in the photos.

B Complete the table with the words in bold in Ex 2A. Can you add more words for people to the table?

work	sport	friendships/ personal life	family

C Match the highlighted phrases in Ex 2A with the meanings (1–4).

- 1 have a good relationship with someone and
- 2 be similar to a parent or relative
- 3 respect someone
- 4 see, talk or write to someone

D Use the words in Ex 2B and the phrases in Ex 2C to talk about people you know.

I look up to my grandfather because ...

I get on well with my partner because ...


1 I'm part of a football team and I **get on well with** my **teammates**. We usually go out together after a match. I think it's really important that teammates can get on with each other on and off the pitch. It helps you to play a better game.

2 Every day I work with the same people. Luckily, I'm **friendly with** most of my **colleagues**. I also have a really good **manager**. I **look up to** her.

3 I message my parents a lot. I like to **stay in touch with** them by video call, too. My **grandparents** were very important to me so I want my children to have a good relationship with my parents. My daughter **takes after** my mother. They're very similar in many ways.

4 I would say my **partner** is my best friend, but I also have a group of **close friends** and we sometimes play music together. We try to meet once a month.

LISTENING


3 A  **1.01** | Listen to three people talking about their lives. Who talks about each idea in the box?

parents studies work a sport
children a grandparent

Tomasz: studies, ...

Michaela:

Jo:

B  **1.01** | Work in pairs. Answer the questions. Listen again and check.

Tomasz

1 What is he studying at the moment, and where?

2 Who does he live with?

3 How often does he see and speak to his parents?

Michaela

4 How often does Michaela play hockey?

5 Why does she admire her grandmother?

6 Where did she meet her group of close friends?

Jo

7 What is Jo's job?

8 Why is her work busy at the moment?

9 What three jobs does she mention doing at home?

C Work in groups. Discuss the questions.

1 Do you have a small group of close friends, or a large group of friends?

2 How good are you at staying in touch with old friends and family members?

3 How important is your work or studying to you? Why?

4 What 'jobs' do you do at home?

4 A Work in pairs. Read the descriptions (a–c) that the speakers use. Which people are they talking about? Then answer the questions (1–3).

a They're so **funny**, and great to be with.

b She's such a **kind** and **generous** person, and she's always **cheerful**.

c They are **hard-working** and very **reliable**.

1 Do the adjectives in bold have a positive or negative meaning?

2 Who in your life would you describe with these adjectives?

3 What other adjectives can you use to describe personality?

B Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK**
personality adjectives

GRAMMAR

present simple and present continuous; state verbs; adverbs of frequency

5 A Look at sentences 1–6 from the listening. Which tenses are the verbs in bold?

1 I'm **studying** design and I **love** it!

2 I'm **living** with a few of the people on my course at the moment.

3 We **study** during the day and then we usually **cook** together in the evening.

4 My parents **live** back home in Poland.

5 When they **come** home, we always **try** to meet up.

B Look at the verbs in bold in Ex 5A again. Answer the questions.

1 Which verb describes a fact or something that is always true?

2 Which verbs describe a temporary situation or something happening around now?

3 Which verbs describe a habit or routine?


4 Which verb tense do we use with adverbs of frequency, e.g. *sometimes, often, never*?

5 Which verb in the present simple describes a feeling that is true now?

C Learn and practise. Go to the Grammar Bank.

 page 104 **GRAMMAR BANK**

PRONUNCIATION

6 A  **1.02** | **connected speech: do you** | Listen to the question. Notice how the words *do you* are joined together.

Do *you* cook for your family?

B  **1.03** | Listen and write the questions that you hear.

C Work in pairs. Ask and answer the questions in Ex 6B.

7 A Make six true sentences about your life, job and studies. Use words and phrases from box A. Use the ideas in box B or your own ideas.

A
always at the moment hardly ever occasionally
never nowadays often sometimes usually

B
cook dinner do sport eat out in a restaurant
go on holiday stay in touch with friends
visit my grandparents

enjoy my job get up before 6 a.m. go out with
colleagues learn something new start a new project

enjoy my course find my course difficult
study for exams

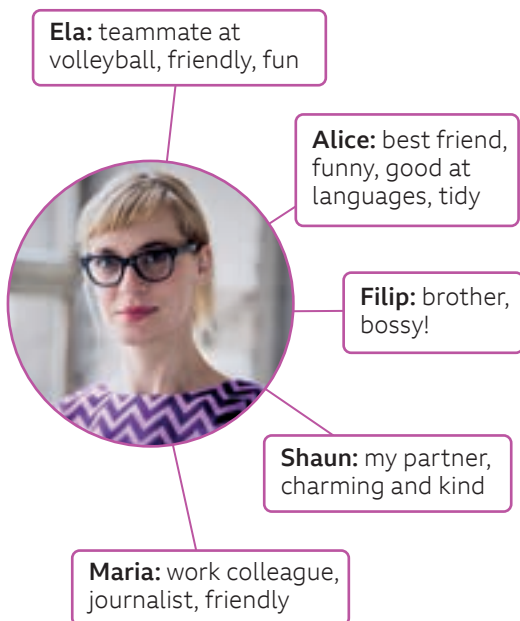
B Work in pairs. Compare your sentences. Ask more questions.

A: I **hardly ever** eat out in a restaurant. I **always** cook dinner for my family at home.

B: Really? What kinds of things do you like cooking?

SPEAKING

8A Look at the diagram about Kasia. Who is Kasia's best friend? Who does she work with?



B Think about the important people in your life. Make a similar diagram for yourself.

C Read the questions (1–4) and prepare your answers. Make some notes for each of the questions.

- 1 How do you know each person on your diagram? What is their relationship to you?
- 2 How can you describe them?
- 3 How often do you see each person and how do you stay in touch?
- 4 What things do you usually do with each person, and what things are you doing with them at the moment?

D Work in groups. Tell others about the people in your diagram. As you listen, ask one or two questions about each of the people that your classmates talk about.

A: Alice is my best friend. She's really funny, and she's a bit crazy sometimes. That's why I like her. We get on really well. I see her every week, and we often go shopping together. At the moment, we're planning a holiday. I can't wait!

B: What does she do?

A: She's a designer.

WRITING

a personal profile

9A Read Matt's personal profile. Where do you think you might read this profile?

- a in a job application
- b on someone's professional website
- c in an application to college or university

Matt Erbrich

About me ...

I believe photographs have the power to show emotion and character **as well as** beauty. I am a portrait photographer and I love taking photos of people.

I was born in Germany and grew up in the UK, but now I'm living in New York. I love travelling, especially in Europe **because** there are so many interesting countries to visit. I enjoy working on city scenes and travel photography, **too**, and at the moment I'm working on a travel book. I work on photo projects around the world and I have **also** won awards for my work. I love taking photographs of people in their daily lives, **for example** colleagues working together or grandparents playing with their grandchildren. I'm quite patient and easy-going, so I'm happy to wait to get the right photo! I hope you enjoy my photos. If you need a photographer, get in touch!

Contact me: MattErbrich22xx@gmail.com

B Work in pairs. What information does Matt include in his personal profile?

address age awards won current projects
education family hobbies home town job name
nationality personal beliefs professional experience
roles in life work skills

10A Look at the linking phrases in bold in Matt's profile. Notice how they connect two ideas together. Which linking phrase:

- a** gives a reason? **b** adds a similar idea (x3)? **c** gives an example?

B Complete the sentences with the linking phrases in the box.

also as well as because for example too

- 1 I occasionally write articles for a local newspaper, and contribute to their online blog,
- 2 I sometimes do different jobs., I work as a waiter, a lifeguard and also a delivery person.
- 3 I'm studying biology I love learning about nature.
- 4 I really enjoy surfing skiing.
- 5 One of my passions is cooking, but I really enjoy music.

C Imagine you are setting up a new website based on something you are interested in. Write your personal profile page for the website. Use Matt's profile as a model.

1B Good people

GRAMMAR | verb patterns

VOCABULARY | jobs; work

PRONUNCIATION | syllable stress



VOCABULARY


jobs

1 A Write down five jobs that involve helping other people.

Medical workers save lives.

Teachers help us to learn.

B Work in groups. Compare your ideas. Then decide which jobs help people the most.

2 A  **1.04** | Listen to eight people talking about their jobs. Match the speakers with the jobs (a–h).



a musician



b mechanic



c shop assistant



d financial consultant 1



e plumber



f chef



g gardener



h journalist

B Look at the jobs in Ex 2A again. In which jobs do people

- 1 work with numbers or words?
- 2 sell objects or food?
- 3 sell a service?
- 4 help people?

C Work in pairs. Discuss the questions. How can you describe the jobs in Ex 2A? Which would you like to do? Why?

A chef is responsible for planning the menu and creating new dishes.

I'd like to be a financial consultant because they earn a good salary.


D Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK** work

PRONUNCIATION

3 A | **syllable stress** | Work in pairs. Which syllable is stressed in these words? Which word has a different stress pattern?

assistant consultant journalist
mechanic musician

B  **1.05** | Listen and check. Is this statement true or false?

The stress on three-syllable jobs is usually on the second syllable.

C Make sentences about the jobs in Ex 3A, then read your sentences to a partner. Remember to stress the correct syllable.

My brother is a journalist.

READING

4A Work in groups of three. Student A: Read text A on this page. Student B: Read text B on page 146. Student C: Read text C on page 148.

B Complete the table with information from your text.

	Text A	Text B	Text C
Who is the text about? Where?			
What is their job? What do they do for other people?			
Why do they do it?			
Do they run an organisation?			
What do they say about what they do?			

5A Use your notes to tell the other students in your group about your text. Complete the table for the other two texts.

B In your groups, discuss the questions.

- 1 What do you think the three people enjoy about what they do?
- 2 Which person do you admire the most? Why?

C Find words or phrases in bold in your text to match the meanings (1–5).

- 1 a list showing how much you have to pay
- 2 behaviour that shows you care for and want to help others
- 3 the money that someone earns or receives regularly
- 4 to become popular
- 5 to do something so you can be certain of the result

D Work with other students. Read the Future Skills box and discuss the questions.

FUTURE SKILLS

Social responsibility



The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?



A

Food is Free

Lou Ridsdale loves gardening. In a small space next to her home in Ballarat, Australia, she grows vegetables. One day, she heard about a man in Los Angeles who grew food to share with the community. He belonged to an organisation called Food is Free. Ridsdale saw that she had more vegetables than she needed and decided to give them away, like the man in Los Angeles.

In Ballarat, just 6.4 percent of people eat the recommended amount of vegetables. A lot of people in the city have low **incomes** and the city has many problems connected to what people eat: lack of affordable food and lack of education about healthy eating. Ridsdale wanted to change this.

GRAMMAR

verb patterns

6A Look at the highlighted words in your text. Find ...

- 1 an *-ing* form as the subject of a sentence.
- 2 a preposition + *-ing* form.
- 3 four verbs + *to* + infinitive.

B Correct the mistakes in the sentences. One sentence is correct.

- 1 After leaving school, I decided do a plumbing course.
- 2 She hopes for become a chef.
- 3 You need to speaking to a financial consultant.
- 4 Working here is great – I love it!
- 5 Before study to be a doctor, he worked as a volunteer in a hospital.

C Learn and practise. Go to the Grammar Bank.

▶ page 105 **GRAMMAR BANK**

SPEAKING

7A Work in pairs. Choose one of the headlines and invent a news story. Answer the questions (1–5) to help you.

100-year-old walks his dog and raises €1,000,000 for hospital

WOMAN PLANTS A TREE EVERY DAY FOR A YEAR

Recycling hero builds parks for kids

- 1 Where and when did it happen?
- 2 Who was involved?
- 3 Why did they decide to do this?
- 4 What difficulties did they have?
- 5 How did people hear about the story?

B Work together and prepare to tell your story. Make notes, using at least five phrases from the box.

after + *-ing* form agreed to before + *-ing* form
decided to helped to needed to realising
wanted to

C Tell your story.

- 1 Work with your partner. Use your notes and practise telling your story together.
- 2 Work with a different partner. Tell your story again without using your notes.

D Work in groups. Do you know any real stories like the ones you heard?



After leaving the food outside her home, she put up a sign inviting people to help themselves. Soon volunteers were bringing food for those in need. People usually bring fruit and vegetables but sometimes plants and seeds, too. There is no money involved, no food **bill** to pay, only **kindness**. Helping people is what Ridsdale does. She says that no one is judged on what they bring or take as long as they leave with a smile. She **makes sure** they always do.

Apart from feeding people, Ridsdale understands that education is the other important part of the programme. Once the programme was established, she **began to go** into schools to talk about food. She believes that young people **need to learn** about healthy eating. This will **help to make** their lives healthier and better. She **hopes to see** her idea **catch on** all over Australia.

1C Let's talk!

HOW TO ... | start and end a conversation; keep a conversation going

VOCABULARY | conversation topics

PRONUNCIATION | rhythm and intonation



VOCABULARY

conversation topics

1 A Look at the photo. What do you think a 'Happy to chat bench' is? Who do you think might use it?

B Read the text to check your ideas.

The benefits of talking to strangers

Most of us spend part of our day surrounded by strangers, perhaps when travelling to work, sitting in a park or a café or visiting the supermarket. We are together with other people, but nobody talks. However, research shows that starting up a conversation with a stranger can make you feel happier and enjoy your day more.

When Allison Owen-Jones saw a man sitting alone on a bench in the park, she wanted to talk to him, but she felt uncomfortable because she wasn't sure he would want to chat. Then she had an idea: 'Happy to chat benches'. She made a sign to put on park benches which said, 'Happy to chat bench. Sit here if you don't mind someone stopping to say hello.' The idea was a success. Now 'Happy to chat benches' can be found in several countries including Canada, the USA, Australia, Switzerland and Ukraine.

So, the next time you see someone sitting alone, give them a smile and say hello. You never know: they might be happy to talk.

C Work in groups. Answer the questions.

- How often do you talk to people you don't know? In what places?
- Do you think 'Happy to chat benches' would be a good idea where you live? Why/Why not?
- Which topics do you think are suitable or not suitable for talking to people you don't know?

2 A Match the questions for starting a conversation (1–9) with the topics in the box.

clothes and fashion food and eating out
hobbies and free-time activities
holiday experiences politics
sport or music events the news
the weather work or studies

- Did you hear about the fire in town? It's terrible.
- That's a nice jacket. Where did you get it?
- Lovely day, isn't it?
- So, who do you think will win the election?
- Astrid tells me you like painting. What kinds of things do you paint?
- It's the *Big Music Live* this weekend. Are you going?
- I hear you have a job in finance. Do you enjoy it?
- Have you tried these pastries? They look delicious.
- We've just got back from Corfu. It was wonderful.

B What other questions could you ask about the topics in the box to start a conversation?

How to ...

start and end a conversation; keep a conversation going

3 A **1.06** | Listen to three conversations. Where are the people? What topics do they talk about? Make notes.

B **1.06** | Are the statements True (T) or False (F)? Listen again to check.

Conversation 1

- The man has never been to the music festival before.
- The woman is going to see a family member at the festival.

Conversation 2

- Kate prefers the coffee from the coffee machine.
- Kate started work two weeks ago.

Conversation 3

- The man is on holiday.
- The woman likes the city.

4A Work in pairs. Complete the extracts from the conversations with the missing words.

Woman: Excuse me, ¹ sitting here?
 Man: No, go ²
 Woman: Thanks.
 Man: No ³
 Woman: Have you been to the festival before?
 Man: Yes, I go every year. How ⁴ you?
 Woman: Oh, it's my first time.

Kate: I'm Kate, by the ⁵
 Justine: Hi, Kate. I'm Justine.
 Kate: Great. Well, Justine, I've ⁶ go. Nice to meet you.
 Justine: Yes, nice to ⁷

Man: Excuse me, do ⁸ if I charge my phone here?
 Woman: Not at all. ⁹ my guest.
 Man: Thanks. That's very kind.
 Woman: Oh, that's my train. Nice ¹⁰ to you.
 Man: Safe journey home!

B 1.07 | Listen and check your answers.

5A Match the sentences (1–8) with their uses (a–c).

- | | |
|--|---|
| 1 Nice talking to you. | a starting a conversation |
| 2 Do you mind if I charge my phone here? | b responding/keeping a conversation going |
| 3 Help yourself. | c ending a conversation |
| 4 I've got to go. | |
| 5 Is anyone sitting here? | |
| 6 Do you know if there's a café near here? | |
| 7 What about you? | |
| 8 Nice to meet you. | |

B Can you think of any other phrases for each of the categories (a–c)?

C Learn and practise. Go to the Grammar Bank.

 page 106 **GRAMMAR BANK**

PRONUNCIATION

6A 1.08 | rhythm and intonation | Listen to the phrases we use for responses. Notice that they all follow a similar rhythm and intonation pattern.

Not at all. Go ahead. Help yourself. Be my guest.
 No problem.

B Try saying these phrases. Do the phrases follow the same or a different pattern?

See you later. Nice to meet you. I've got to go.
 Enjoy your weekend.

C 1.09 | Listen and check.

D Work in pairs. Make three short conversations using some of the phrases in Ex 5A. Choose from the situations in the box.

first day at work in a café or canteen
 meeting in a park on a bus or a train

E Practise the conversations. Focus on the rhythm and intonation in the phrases.

SPEAKING

7A Work in pairs. Read the Future Skills box and discuss the question.

FUTURE SKILLS Communication



To keep a conversation going, it is important to listen actively and show you are interested in what the other person says. Ask questions like 'How about you?' or other questions that encourage the other person to talk.

Look at the audioscripts on page 158. What questions do the speakers ask to encourage the other person to talk?

B Work in pairs.

Student A: You are sitting on a 'Happy to chat bench' near the station. Think about where you are and why you are sitting there. Someone comes to the bench to talk to you. Continue the conversation.

Student B: You see someone sitting on a 'Happy to chat bench' near the station and decide to talk to them. Think about why you are there. Then start a conversation.

C In your pairs, reflect on the activity in Ex 7B. Was it easy or difficult to start the conversation and keep it going? Why?

D Work in a different pair. Think about a different place for your 'Happy to chat bench', and think about why you are there. Then have a conversation. Talk about different topics.

MEDIATION SKILL managing turn-taking



agree on a community project

 page 150 **MEDIATION BANK**



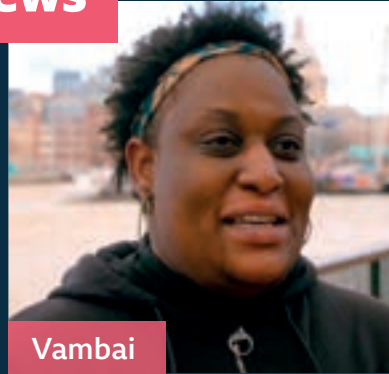
1D BBC Street Interviews

Lifestyle

GRAMMAR | modifiers

SPEAKING | an interview about lifestyle

WRITING | a blog post about a day in your life



Vambai



Philip

PREVIEW

1 Work in pairs. Which of the following words would you use to describe your lifestyle? Give reasons for your answers.

- | | |
|--------------------|--------------------------|
| 1 busy or relaxed? | 3 normal or alternative? |
| 2 quiet or social? | 4 healthy or unhealthy? |



Q1: How would you describe your lifestyle?

Q2: Is there anything you would like to change about your lifestyle?

VIEW

2A Watch the interviews. Note down:

- some of the words the speakers use to describe their lifestyles.
- some of the things they want to change in their lives.

B Watch the first part of the interviews again. Who does the following things? Write the names of the speakers.

- lives with their parents
- cooks for herself
- works in an office, in finance
- does quite a lot of studying for university

C Watch the second part of the interviews again. Are the statements True (T) or False (F)?

- Elliot would like to go for a run every day.
- Vambai would like to visit different places.
- Tom would like to spend more money.
- Kayla would like to travel more.
- Jack would like to work more.
- Philip would like to have a more exciting job and live somewhere warmer.
- Adam would like to have more time to himself.

GRAMMAR

modifiers

3A Read the sentences from the first part of the video (a–e) and answer the questions.

- I would describe my lifestyle as **quite** normal.
- I have **quite a** normal lifestyle.
- My lifestyle is **pretty** normal.
- I think my lifestyle is **relatively** normal and conservative.
- I guess my life is **fairly** comfortable.

- Is 'quite normal' more than very normal, or less than very normal?
- Do 'pretty', 'relatively' and 'fairly' have similar or different meanings in the sentences?

B Read the sentences from the video (a–d) and answer the questions.

- I'm doing **quite a lot of** studying for university.
 - I would like to ... explore the country **a bit more**.
 - I want to travel **a bit more**.
 - ... maybe having **a bit more** time to myself as well.
- Does 'a bit more' mean a small amount or a large amount more?
 - Does 'a lot' mean a small amount or a large amount?

C Learn and practise. Go to the Grammar Bank.

▶▶ page 107 **GRAMMAR BANK**



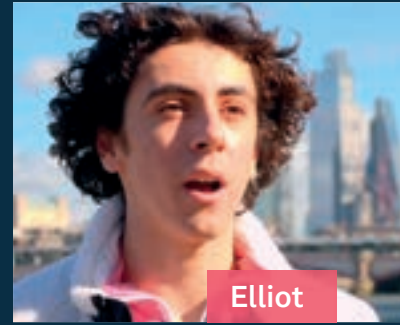
Tom



Kayla



Jack



Elliot



Alice



Lotte



Saffi



Adam

SPEAKING

an interview about lifestyle

- 4A** You are going to interview your partner to find out more about their lifestyle. Use the topics in the box and write six questions about their lifestyle now and things they would like to change.

books food free time friends/family
health hobbies/interests music
social media sports TV

- 1 Do you spend your free time with friends or with family?
- 2 What does your social media tell us about your lifestyle?

- B** Work in pairs. Take turns to interview your partner about their lifestyle. Make notes on their answers. Use the Key phrases to help you talk about your lifestyle.

KEY PHRASES

I think I'm quite/relatively/fairly healthy because ...
My lifestyle is quite normal/alternative because ...
I spend quite a lot of time ...
I'd like to ... a bit more.
Something I'd like to do is travel more/work less/
be a bit more healthy.

- C** What kind of lifestyle does your partner have? Tell the class about the person you interviewed.

WRITING

a blog post about a day in your life

- 5A** Read the blog post. In what ways is Kim's lifestyle similar and different to yours?

A day in my life

Kim, games designer (UK)

I'm a games designer and I live in Hackney in London. On a typical day, my alarm goes off at 6.00 a.m. and I try not to look at my emails or start work immediately. First, I do a bit of yoga and make a cup of green tea. I have a fairly healthy breakfast – some cereal with milk, or some toast, and then I cycle to work. It takes about twenty minutes and I find it really relaxing. At work, the first thing I do is switch on my computer and read my emails. For lunch, I get some noodles or something from one of the Vietnamese cafés or restaurants near to where I work. After work I like to meet up with friends for dinner, or go out somewhere. I love going to the cinema or the theatre or just staying at home listening to music.

- B** Write a blog post about a day in your life. Use some modifiers and write about:

- what time you usually get up.
- what you do first in the morning.
- how you travel to work or college.
- what you have for lunch.
- what you enjoy doing in the evenings.

GRAMMAR

adverbs of frequency

1 A Match the questions (1–6) with the answers (a–f).

- 1 Do you usually go to bed after midnight?
 - 2 How many texts do you send per day?
 - 3 Do you regularly phone friends?
 - 4 How often do you cook?
 - 5 How frequently do you read novels?
 - 6 Do you ever play ball sports?
- a Usually about twenty, but sometimes more.
 - b Yes. Once in a while I play tennis.
 - c Rarely. I prefer books about history.
 - d Yes. Sometimes I only sleep for four or five hours.
 - e Hardly ever. I'm terrible in the kitchen.
 - f Yes. I speak to Janet every day.

B Work in pairs. Take turns to ask and answer the questions in Ex 1A.

present simple and continuous

2 Work in pairs. Look at page 149 and follow the instructions.

verb patterns

3 A Choose the correct verb forms to complete the sentences.

- 1 He promised **to give** / **giving** me the money.
- 2 Everyone agreed **to work** / **working** together.
- 3 I spent a whole day **writing** / **to write** my essay.
- 4 We'd like **to create** / **creating** an app.
- 5 They don't mind **studying** / **to study** together.
- 6 This hotel seems **to be** / **being** very luxurious.

B Work in pairs and discuss. When was the last time you:

- finished making or doing something difficult?
- decided to try something new?
- spent time visiting friends or family?

modifiers

4 A Complete the sentences with the words in the box.

a bit more fairly lot more quite a quite an

- 1 I would say that I lead unhealthy lifestyle because I don't do a lot of exercise or eat healthily.
- 2 I work hard but I never seem to finish things on time. I would like to be productive.
- 3 I have good social life. I enjoy spending time with friends and going out.
- 4 I would love to have a time for travel.
- 5 My work is usually relaxed, so I'm not stressed.

B Change the sentences in Ex 4A so that they are true for you. Compare your ideas with a partner.

VOCABULARY

5 A Add the missing vowels to complete the words in the sentences.

- 1 It's important to g_t on w_ll with your c_ll_ _g_ _s.
- 2 I'm a teacher, and in my pr_f_ss_ _n, you need to be very p_t_ _nt.
- 3 I l_ _k up t_ my gr_ndp_r_nts – I respect them.
- 4 The most important quality of a p_rtn_r is that they're f_nny!
- 5 In my country it's difficult for a m_s_c_ _n to work f_ll-t_m_ even if they're good!
- 6 A f_n_nc_ _l c_ns_lt_nt must be r_l_ _bl_.

B Work in pairs. Do you agree with the sentences in Ex 5A?

C Choose four of the sentences in Ex 5A. With your partner, add an opinion to each sentence, beginning with *and* or *because*.

I look up to my grandparents because they are good, hard-working people.

6 A Choose the correct options (A–C) to complete the text.

VSO

VSO (Voluntary Service Overseas) is an organisation that sends people to foreign countries to work as ¹..... They work on community projects and spend time ²..... about the culture and language of the host country. ³..... a lot of them help to build houses or public buildings or work in education or healthcare. The ⁴..... they earn is small, but it's enough to live in the country. The people on the programme ⁵..... end up becoming ⁶..... friends. When they return to their country, their time abroad is like a ⁷..... that they have gained. The skills they have learnt can help in many different ⁸..... An employee who has been ⁹..... for organising a project in another country often has an open mind and good problem-solving skills. One VSO volunteer said, 'A lot of what I ¹⁰..... about the world comes from my time living in Mozambique. It was amazing.'

- | | | |
|-----------------|-----------------|-----------------|
| 1 A volunteers | B part time | C salaries |
| 2 A to learn | B learn | C learning |
| 3 A Enough | B Quite | C Very |
| 4 A finances | B dollars | C wage |
| 5 A often | B ever | C at the moment |
| 6 A tight | B close | C near |
| 7 A job | B qualification | C course |
| 8 A work | B employment | C careers |
| 9 A responsible | B in charge | C managing |
| 10 A am knowing | B knew | C know |

B  **R1.01** | Listen and check your answers.