



1. Mục tiêu môn học

Học phần trang bị cho sinh viên những kiến thức ngữ pháp cơ bản như danh từ đếm được, danh từ không đếm được, thì quá khứ đơn, thì hiện tại tiếp diễn, các cấp so sánh của tính từ và trang bị hệ thống từ vựng liên quan đến các chủ đề về Food, Past lives, Journeys và Appearance. Ngoài ra, sinh viên được luyện tập để phát triển đồng đều bốn kỹ năng nghe, nói, đọc, viết và đồng thời tiệm cận được định dạng bài thi chuẩn đầu ra B1.

2. Nội dung chính

UNIT 5	 <p>Food pages 57–68</p>	count and noncount nouns (<i>a, some, and any</i>) <i>a lot of and not much / not many</i> <i>how many / how much</i>	food quantities and containers word focus: <i>of</i> a menu	ordering a meal	/tʃ/ or /dʒ/ linking of contracted forms
		VIDEO: Gelato University page 66 ► REVIEW page 68			

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about street food in Oaxaca people describing famous dishes from their countries a conversation at a market	an article about food markets around the world an article about labels on food	ways of giving advice	famous dishes from different countries planning a special meal buying food at a market advice about healthy eating	advice for a healthy eating blog text type: instructions writing skill: punctuation

UNIT 6	 <p>pages 69–80</p>	<i>was/were</i> simple past (affirmative): regular and irregular verbs	verb + money collocations currency age <i>-ed/-ing</i> adjectives wordbuilding: compound nouns	requesting	<i>-ed</i> endings stress in questions

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about photographs showing how lives have changed a documentary about a woman who lived in a cave three people describing their evening	an article about famous people from the past an article about lifelogging	for or against?	past lives talking about what you did yesterday a survey about lifelogging	text type: thank you messages writing skill: formal and informal expressions

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<p>7</p> <p>Journeys pages 81–92</p>	comparative adjectives superlative adjectives	journey adjectives wordbuilding: collocations ways of travelling word focus: <i>time</i> money	requesting	stressed and weak syllables /ə/
VIDEO: The final journey page 90 ► REVIEW page 92				

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about the journey of a ladybird a documentary about a journey to the deepest place on earth	an article about animal journeys an article about Colombia's cities	writing for the reader	your opinion places you know	a paragraph about your town text type: a travel blog writing skill: <i>so</i> and <i>because</i>

8 Appearance pages 93–104	present continuous present simple and present continuous <i>have got</i>	adjectives about festivals clothes face and body word focus: <i>like</i>	talking about pictures and photos	/s/ and /ʃ/ sound and spelling silent letters
VIDEO: Festivals and special events page 102 ► REVIEW page 104				
Listening	Reading	Critical thinking	Speaking	Writing
someone describing the Dinagyang Festival a description of two photos of a festival	an article about a fashion business an article about boys' and girls' colour choices	is it in the text?	what you are doing people's appearance opinions of an article	text type: short messages writing skill: the KISS rules

3. Tài liệu tham khảo

I. Tài liệu học tập chính:

[1]. Dummett, P., Hughes J. and Stephenson, H (2020), *Life – Elementary*, National Geographic, Cengage Learning.

II. Tài liệu tham khảo

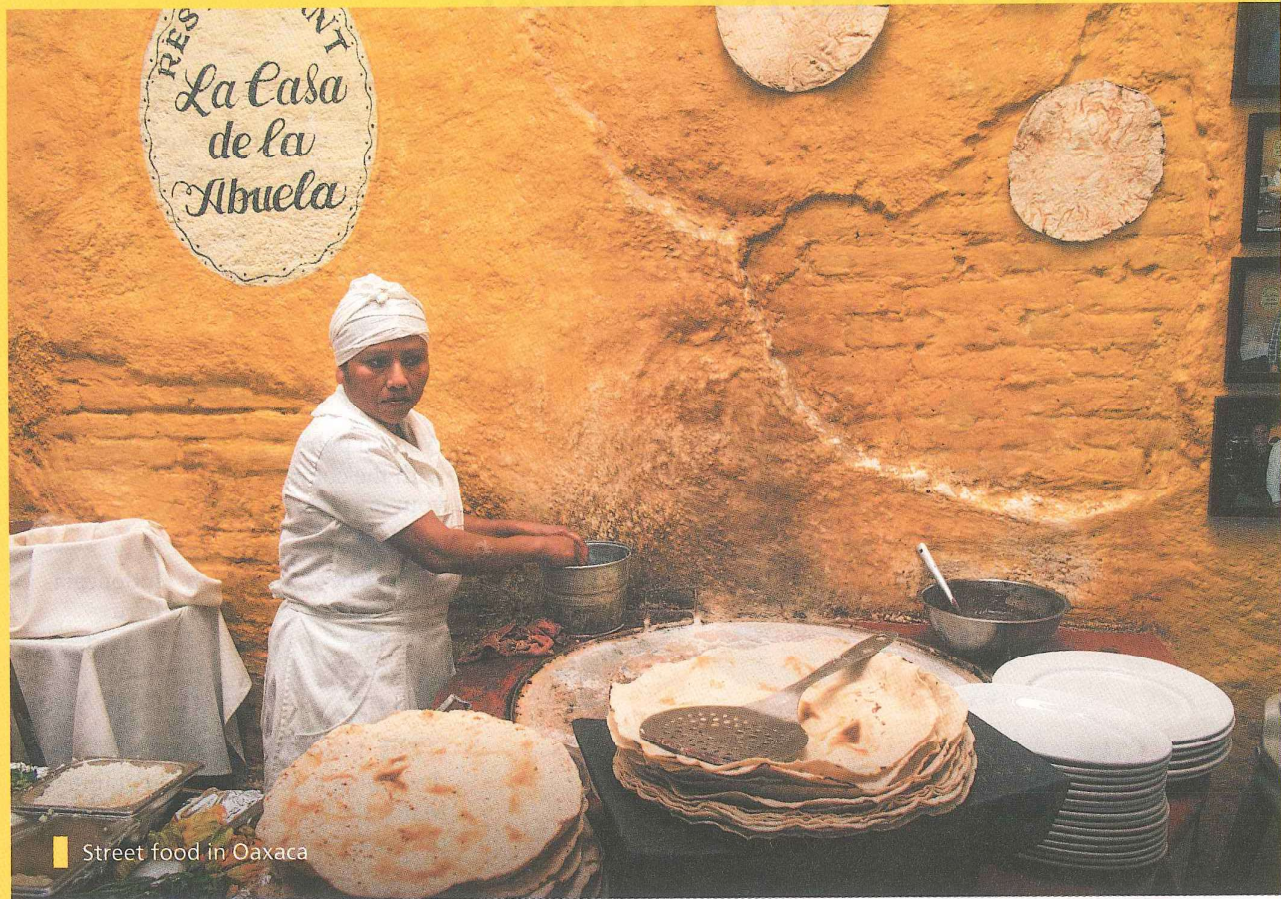
[2]. Tilbury, A. Clementson, T. Hendra. LA and Rea. D (2011), *English Unlimited Elementary A2 Elementary Coursebook* with E-Portfolio, Cambridge University Express.

[3]. Kay. S & Jones. Vaughan (2007), *Inside Out*, MacMillan.

[4]. Falla. T- David.P.A (2010), *Solutions*, Oxford

[5]. Cunningham.S & Moor.P (2007), *New Cutting Edge*, Longman

[6]. *Ket*, (2020), Cambridge University Express



Street food in Oaxaca

FEATURES

58 Famous for food

Famous dishes from around the world

60 Top five food markets

Why food markets are much more than your local supermarket

62 An eater's guide to food labels

Do the words on your food labels mean anything?

66 The world food quiz

A video quiz about different types of food around the world.

1 Look at the photo and caption. Answer the questions.

- 1 Where does the woman in the photo cook and sell the food?
- 2 What kind of 'street food' can you buy in your country?

2 ▶ 47 Listen to a travel writer talking about the food in the photo. Answer the questions.

- 1 Why does she say she has a great job?
- 2 Why does she really love travelling?
- 3 Where does she always go when she arrives in a new city?
- 4 Why is Oaxaca one of her favourite places?
- 5 What is her favourite dish?

3 ▶ 47 Complete the sentences with these food verbs. Then listen again and check.

cook eat **make** serve smell taste

- 1 All the street chefs make the food by hand.
- 2 Then they _____ it on a real fire.
- 3 So when you walk up the street, you can _____ the food.
- 4 The chefs _____ the tortillas with a local hot sauce.
- 5 They _____ delicious.
- 6 I can _____ them at any time of day – for breakfast, lunch or dinner!

4 Work in pairs. Tell your partner about your favourite dish.

5a Famous for food

Vocabulary food

1 Match the words with the pictures (1–20).

cheese chicken chips eggs fish juice lamb
lemons lentils nuts onions oranges pasta pepper
peppers potatoes prawns raisins rice salt



2 Work in pairs. Complete these sentences so they are true for you. Use the food words from Exercise 1. Compare your sentences with your partner.

- 1 I really like _____, but I don't like _____.
- 2 I often eat _____, but I don't often eat _____.
- 3 I sometimes cook _____, but I never cook _____.
- 4 I know what _____ taste(s) like, but I don't know what _____ taste(s) like.

3 Pronunciation /tʃ/ or /dʒ/

▶ 48 Listen to these words. Do you hear /tʃ/ or /dʒ/? Listen again and repeat.

- | | |
|---------------|--------------|
| 1 chicken / / | 3 cheese / / |
| 2 juice / / | 4 orange / / |

Listening and speaking famous for food

4 Work in pairs. Match the dishes (1–6) with the countries (a–f). Then check your answers on page 155.

- | | |
|-----------|----------------|
| 1 pizza | a Italy |
| 2 ceviche | b Indonesia |
| 3 satay | c Peru |
| 4 kabsa | d Poland |
| 5 pierogi | e India |
| 6 curry | f Saudi Arabia |

5 ▶ 49 Listen to three people describing a dish from their country. Match the speakers (1–3) with the photos (A–C) on page 59.

- Speaker 1 _____
Speaker 2 _____
Speaker 3 _____

6 ▶ 49 Listen again. Match the three dishes (1–3) with the sentences (a–h). More than one answer is possible.

- a It's popular in other countries.
1, 2, 3
- b You make it with meat.
- c You make it with fish.
- d You can also add different vegetables.
- e You cook it.
- f You serve it with rice.
- g You serve it with salad.
- h You eat it hot.

7 Think of a popular dish in your country and answer these questions. Then tell your partner about the dish.

- 1 What is the name of the dish?
- 2 What do you make it with?
- 3 What can you add to it?
- 4 Do you eat it hot or cold?
- 5 Do you serve it with something?

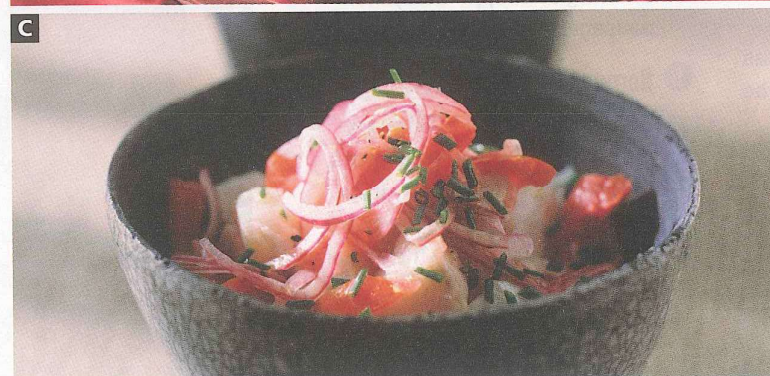
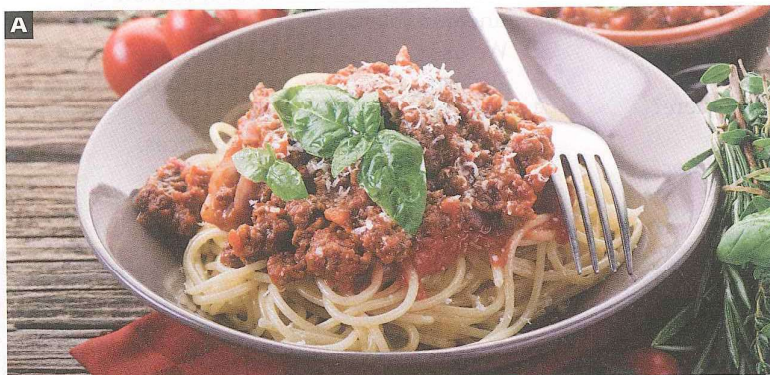
Grammar countable and uncountable nouns with *a/an*, *some* and *any*

▶ COUNTABLE and UNCOUNTABLE NOUNS WITH *A/AN*, *SOME* and *ANY*

Cook the chicken with **an onion**.
You need **some meat** and **some onions** and **tomatoes**.
I don't use **any carrots**.
Do you have **any bread**?

For further information and practice, see page 166.

- 8 Look at the grammar box. Look at the nouns in bold. Which nouns in bold can you count? Which nouns can't you count?
- 9 Look at the grammar box again. Choose the correct option (a–b) to complete these rules.
- We use *a/an* before:
 - countable nouns.
 - uncountable nouns.
 - We use *some* and *any* with:
 - singular nouns.
 - plural nouns and uncountable nouns.
 - We normally use *any* with:
 - affirmative sentences.
 - negative sentences and questions.



- 10 ▶ 50 Choose the correct options to complete the conversation about a dish called *curry*. Then listen and check.

A: I'd like to make chicken curry this evening. What do you think?

B: Sounds good.

A: OK, well, we need ¹*any / some* chicken. Can you buy ²*a / some* kilo when you go to the supermarket?

B: Sure.

A: And we need ³*a / some* tomatoes.

B: Right. And we don't have ⁴*any / some* onions. I'll get some. Do we need ⁵*any / some* rice?

A: No, I think there's ⁶*any / some* rice in the cupboard.

B: OK. And I'll buy ⁷*a / some* oil for cooking. So we need ⁸*any / some* chicken, tomatoes, onions and oil. Anything else?

- 11 Work in pairs. You and your partner have two recipes you want to make. You both have some ingredients. Find out what your partner has and what you need from the supermarket.

Student A: Turn to page 154.

Student B: Turn to page 156.

Speaking my life

- 12 Work in groups. Plan a special meal for six people. Choose three different dishes. Then make a list of the food you need.

A: *We need some ...*

B: *And we also need a ...*

A: *Do we need any ...?*

- 13 Tell the class about your meal and the food you need.

Our three dishes are ... We need ...

5b Top five food markets

Reading

- Where do you like shopping for food? Choose an answer (a–d).
 - at a supermarket
 - at a market
 - from lots of different shops on the high street
 - I don't like shopping!
- Read the article about markets around the world. Answer the questions.
 - How old is St Lawrence market?
 - What food can you buy in St Lawrence market?
 - What is hot in Castries Market?
 - What is upstairs at Kreta Ayer Wet Market?
 - What can you hear in La Vucciria?
 - What days is Borough Market open?
- Discuss these questions as a class.
 - Do you have a food market in your town or city? What days is it open?
 - Can you buy fresh food and local dishes there? What kind?
 - What other street markets are in your town or city? What do they sell?

Grammar a lot of and much/many

▶ A LOT OF and MUCH/MANY

There's a lot of different food.
 There are a lot of shops here.
 There aren't many markets.
 There isn't much food.
 Do you eat a lot of / many apples?
 No, not a lot / not many.
 Do you eat a lot of / much cheese?
 No, not a lot / not much.

For further information and practice, see page 166.

- Look at the grammar box. Complete the rules with a lot of, much and many.
 - We use _____ with countable or uncountable nouns.
 - We use _____ with countable nouns.
 - We use _____ with uncountable nouns.
 - We use _____ and _____ with questions and negative sentences.

Top 5 | Food markets

Food markets are great places to find interesting local food. Here are our top five markets from around the world.

1 St Lawrence, Toronto, Canada

St Lawrence food market, in Toronto, is 200 years old. There are a lot of shops with every kind of meat and seafood.

2 Castries Market, St Lucia

Naturally, this island in the Caribbean has a market famous for fish and fruit. Try the local sauce – it's very hot and spicy!

3 Kreta Ayer Wet Market, Singapore

There's a lot of different food here and there's also a great restaurant upstairs. Go at around 6 a.m. and have some tasty noodles for breakfast.

4 La Vucciria, Palermo, Italy

There aren't many markets in the world with live music. But in Palermo, musicians play and sing as shoppers buy their sausages and fresh pasta.

5 Borough Market, London, England

Borough Market is 1,000 years old and famous with food lovers. It's open every day, but try to go early – it's very popular, so there isn't much food left by the end of the day!



- 5 Rewrite the sentences with *much* or *many* where possible.
- I don't eat a lot of fast food.
I don't eat much fast food.
 - He eats a lot of fresh fruit and vegetables.
 - There aren't a lot of local markets in my region.
 - Do you buy a lot of sweets for the children?
 - There isn't a lot of milk in the fridge.
 - My family buys a lot of food from the supermarket.
 - She doesn't put a lot of salt on her food.
 - Do you eat a lot of strawberries in the summer?
- 6 Work in pairs. Complete these sentences in your own words and tell your partner.
- I eat a lot of ... I don't eat much ...
I don't eat many ...

Listening and vocabulary quantities and containers

- 7 ▶ 52 Listen to a shopper at one of the markets from the article. Which market is it?
- 8 ▶ 52 Listen again. Answer the questions.
- How many bananas does he buy?
 - How many kilos of rice does he buy?
 - How many bottles of sauce does he buy?



St Lawrence food market

- 9 Look at the pictures and complete the descriptions (1–8) with these words.

bag bottle glass kilo packet piece
slice tin



- a _____ of sauce
- a _____ of chocolate
- a _____ of pizza
- a _____ of water
- a _____ of pasta
- a _____ of tuna
- a _____ of flour
- a _____ of rice

Grammar *how many/much*

▶ HOW MANY / HOW MUCH

- A: **How many** bananas do you want? B: Six, please.
A: **How much** rice do you want? B: A kilo.

For further information and practice, see page 166.

- 10 Look at the grammar box. Which question asks about countable nouns? Which asks about uncountable nouns?
- 11 Complete these questions with *much* or *many*.
- 'How _____ apples would you like?'
'Six, please.'
 - 'How _____ sugar do you want?'
'Two kilos.'
 - 'How _____ tins of tuna do you need?'
'Four tins.'
 - 'How _____ packets of pasta do you want?'
'Just one.'
 - 'How _____ cheese would you like?'
'Half a kilo, please.'

Speaking my life

- 12 Work in pairs. Practise conversations at a food market. Take turns to ask for these things.
- Conversation 1: five apples and some cheese
Conversation 2: some bread and a bottle of sauce
Conversation 3: four tins of tuna and six slices of cake
Conversation 4: a packet of pasta and six eggs
- 13 Have a new conversation at a food market. Ask for the foods you like to eat.

5c An eater's guide to food labels

Reading

- 1 Work in groups. What food do you eat every week? List seven things. Then number the things on your list in order from 1 to 7. Tell the rest of the group what you eat.

1 = very good for you
7 = not very good for you

I eat salad about three times a week because it's very good for you. Once a week I really like burger and chips, but chips aren't very good for you.

- 2 Look at the photos of food labels on page 63. Answer the questions.

- 1 What information is on the labels on tins, packets and boxes of food?
- 2 Do you ever read labels? Why? / Why not?

- 3 Read the blog about food labels and choose the correct option (a–b).

- 1 Food with *superfood* or *natural* on the label:
 - a is always good for you.
 - b often costs more money than other food.
- 2 The 'best before' date means:
 - a the food is good to eat before the date.
 - b don't eat the food after the date.
- 3 In low-fat foods, there is often a lot of:
 - a sugar.
 - b good fat.
- 4 'Traffic lights' on food labels:
 - a use two colours.
 - b help you choose healthy food.

Word focus *mean*

- 4 The writer uses the word *mean* in the blog. Match the sentences (1–2) with the uses of the word *mean* (a–b).

- 1 Red **means** the food is unhealthy.
 - 2 The word 'healthy' **means** the food is good for you.
- a to explain a word
 - b to say what something shows or tells you

- 5 When do you say these phrases with *mean*? Match the sentences (1–4) with the uses (a–d).

- 1 Do you know what I **mean**?
 - 2 I see what you **mean**.
 - 3 Your pizza is delicious. I **mean** it!
 - 4 We went out for dinner last Friday – I **mean** last Saturday.
- a to check the other person understands you
 - b to say you are serious
 - c to correct something you said
 - d to say you understand

- 6 Work in pairs. Answer these questions.

- 1 What does the word 'vegetarian' mean?
- 2 What do the three colours on traffic lights mean for car drivers?
- 3 How often do you say things you don't really mean? Why?

Critical thinking ways of giving advice

- 7 The writer's main aim in the blog is to give the reader advice. Match the sentences with the ways of giving advice (A–C). Underline the key words.

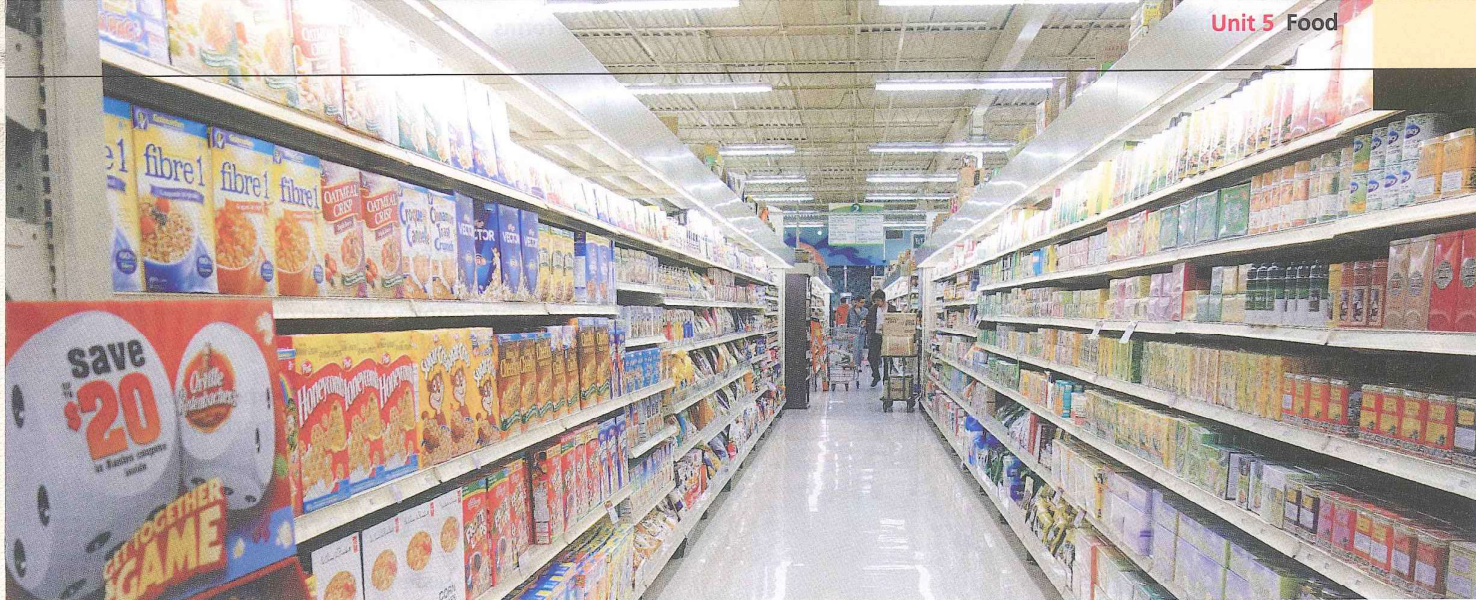
- A gives strong advice
- B makes a suggestion
- C says something isn't necessary

- 1 You could look at the price first or you could read the label. **B**
- 2 Check the rest of the label. **A**
- 3 Make sure you look carefully at the list of ingredients before you buy.
- 4 You can still eat it afterwards.
- 5 You don't need to throw the food away.
- 6 Remember that some types of fat are important for humans.
- 7 When the label has the number of calories in one portion, be careful.

Writing and speaking **my life**

- 8 Work in pairs. Write three more pieces of advice about healthy eating for a food blog. Use the words and phrases from Exercise 7. Then read your advice to another pair.

Make sure you eat lots of vegetables.



AN EATER'S GUIDE TO FOOD LABELS

▶ 53

You're in your local supermarket. There are hundreds of packets, bags, jars and tins of food and drink in front of you. Which ones do you choose? You could look at the price first or you could read the label to find out if it's healthy. But do food labels tell us everything about the food we eat?

Superfood

The word 'superfood' is popular nowadays. It's usually food with lots of vitamins and it's often more expensive than other food. But 'superfood' doesn't mean much – anyone can write 'superfood' on any type of food, so check the rest of the label.

Natural

Like 'superfood', 'natural' is another popular word on labels (and it often adds to the cost). It means that everything in the food is from nature (meat, vegetables, etc.), but this is not always true. Make sure you look carefully at the list of ingredients before you buy.

Best before

The 'best before' date means the food is best before this date, but you can still eat it afterwards. You don't need to throw the food away immediately after the best before date.

Low fat

We often think that 'fat is bad' and 'low-fat' food is good for you. But this isn't always true. Some 'low-fat' food has a lot of sugar in it, and remember that some types of fat are important for humans.

Calories and portion size

When the label has the number of calories in one portion, be careful. Your normal portion size is often bigger than the one on the label, so you eat more calories.

PER PACK		GDA
calories	469	23%
sugars	3.9g	4%
fat	23.4g	33%
saturates	5.6g	28%
salt	2.08g	35%

DISPLAY UNTIL / USE BY
16 JUN £3.00
KEEP REFRIGERATED BELOW 5°C

Traffic lights

Some countries use 'traffic lights' on labels to help customers with their choices. Red means the food has a lot of fat, salt or sugar and is unhealthy. Orange means it's OK and green means it's very healthy. More and more countries plan to use traffic lights because they're easy to understand and you don't need to read every word.

calorie (n) /'kæləri/ a unit of energy

portion (n) /'pɔ:(r)ʃ(ə)n/ the size of your meal

ingredients (n) /'m'grɪ:diənts/ the different foods to make a dish

vitamins (n) /'vɪtə'mɪnz/ natural substances in food which the body needs; e.g. vitamin C



5d At the restaurant



Vocabulary menus

1 Complete the restaurant menu with these headings.

Desserts Drinks Main courses Starters

Menu

1	_____	
	Garlic bread	\$6.95
	Red pepper and tomato soup	\$7.50
	Prawn salad	\$7.95
2	_____	
	Spaghetti Bolognese	\$13.95
	Seafood pizza	\$11.95
	Steak and fries	\$15.50
	Mushroom and spinach burger with fries* (*suitable for vegetarians)	\$11.95
	Chicken satay with Thai noodles	\$12.50
3	_____	
	Apple pie and ice cream	\$8.95
	Chocolate fudge cake	\$7.95
	Four cheeses and biscuits	\$7.50
4	_____	
	Fresh smoothies (orange, pineapple, strawberry)	\$3.95
	Bottle of water (sparkling or still)	\$2.50
	Iced tea	\$2.50

2 What are some common starters, main courses and desserts in restaurants in your country? Which do you normally order? Tell the class.

3 Look at the menu again and choose a dish or drink from each part. Work in pairs. Tell your partner.

Real life ordering a meal

4 ▶ 54 Listen to two people at the restaurant in Exercise 1. Answer the questions.

- 1 What do they order?
- 2 Look at the menu again. How much does the meal cost?

5 ▶ 54 Look at these expressions for ordering a meal. Who says them: one of the customers (C) or the waiter (W)? Listen again and check.

▶ ORDERING A MEAL

Here is the menu.
 Can I get you anything to drink first?
 I'd like a bottle of water, please.
 I don't want a starter.
 I'll have a seafood pizza.
 I'd also like a dessert.
 Are you ready to order?
 That was delicious.
 Can I get you anything else?
 Could we have the bill, please?

6 Pronunciation contracted forms

a ▶ 55 Listen and repeat these contracted forms.

I'd I'd like a coffee.

I'll I'll have a pizza.

b Practise saying the phrases for ordering a meal with contracted forms.

7 Work in groups of three. One person is the waiter, two people are customers. Practise a conversation at a restaurant. Use the menu in Exercise 1. Then change roles.

5e What do I do next?

Writing instructions

1 Read the three texts with instructions. Match the texts (1–3) with the places (a–c).

- a inside a box
- b in a cookery book
- c on a food label

1 You can make this cake in about fifteen minutes. First of all, heat the oven to 200°C. Put the flour in a bowl. Next, add the milk, eggs, butter and salt.

2 Thank you for buying this *Home Barbecue Grill*. Please follow these instructions:

- 1 Do not use the barbecue inside a building.
- 2 Never leave children with the barbecue.

3 Store this bottle of sauce in a cool, dry place. After you open the bottle, use the sauce within three months.

2 Writing skill punctuation

a Find examples of these types of punctuation in the instructions in Exercise 1.

- . (full stop)
- , (comma)
- : (colon)

b Match the punctuation with these uses and find an example in the instructions.

- 1 between words in a list
comma (milk, eggs, butter and salt)
- 2 at the end of a sentence
- 3 between two or more adjectives
- 4 to introduce a list
- 5 after a sequence word
(e.g. first, next)
- 6 between two clauses in one sentence

c Read the instructions in this part of a recipe. Add the missing punctuation.



Fortune cookies are nice at the end of a meal in a Chinese restaurant and they're easy to make

You need the following pieces of paper three eggs sugar salt and flour
First of all write your messages on the pieces of paper Next mix the eggs sugar salt and flour and pour the mixture onto a tray

3 Work in pairs. Write instructions to make your favourite type of dish, sandwich or salad. Use some of these verbs in your instructions.



4 Exchange your instructions with another pair. Check the punctuation. Would you like to make the food?

5f The world food quiz



Crates of fruit and vegetables in a market in Cabo San Lucas, Mexico.

Before you watch

1 Work in pairs. Look at the photo and read the caption. Which are fruit and which are vegetables? Do you know any of the names in English?


2 Key vocabulary


Read the sentences. The words in bold are used in the video. Match the words with the definitions (a–f).

- 1 When you answer a question correctly, you win one **point**.
 - 2 Corn is a type of **cereal**.
 - 3 Hold a flower by its **stem**.
 - 4 Pull up the plant and you can see the **root**.
 - 5 In the autumn, the **leaves** on a tree turn brown and fall off.
 - 6 The **final score** in the match was two-one.
- a the part of a plant under the ground
 b a way of counting the score in a competition
 c the long, thin part of a plant
 d the number of points at the end of a game
 e a type of plant which produces grains, such as wheat or rice
 f the green things on a tree or a plant

While you watch

3 You are going to do a video quiz with questions about different pictures on the screen. Before you watch, read the questions and get ready to start.

4  5.1 Watch the video quiz and answer the questions.

5  5.2 Watch and check your answers. Count your points and find out your final score.

After you watch

6 Complete the sentences with these words.

cereal eggplant leaves seaweed stem
wheat

- 1 Porridge is a famous Scottish food. It's made with oats, which are a type of _____.
 - 2 The British use the French word *aubergine* but it's called an _____ in the USA.
 - 3 Most people eat the root of the turnip but the _____ are also very good for you.
 - 4 A tomato plant has a tall _____ with lots of flowers and fruit.
 - 5 Flour is made from _____ and you make bread with it.
 - 6 _____ is traditional in countries by the sea like Japan and Korea.
- 7 Work in pairs. Prepare a short quiz about food by completing these questions with your own words. Decide how many points to give for each question.
- 1 Do you eat the stem, the leaf or the root of ...?
 - 2 What type of drink can you make from ...?
 - 3 Can you say three fruit or vegetables which are ...? (a colour)
 - 4 Which country or part of the world is famous for ...?

8 Write two more quiz questions using any of the question types in Exercise 7.

9 Work with another pair. Take turns to ask and answer your quiz questions. Afterwards, tell the other pair their score.

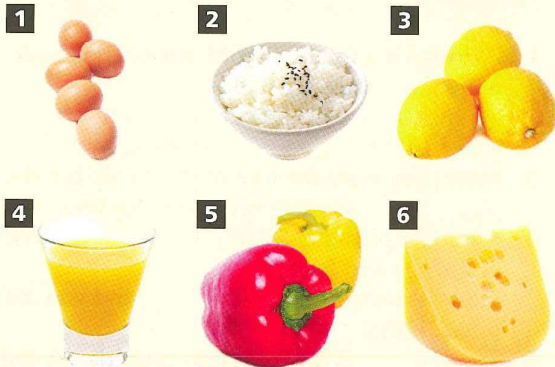
1	What are three types of food you make from wheat?	Score
1	_____	2 _____
3	_____	_____ /3
2	Which country has the most types of potatoes?	
(a)	China	(b) Peru
(c)	Italy	_____ /1
3	Do you eat the stem, the leaf or the root of the asparagus or celery plant? _____	_____ /1
4	Do you eat the stem, the leaf or the root of the lettuce or cabbage plant? _____	_____ /1
5	Do you eat the stem, the leaf or the root of the turnip or carrot? _____	_____ /1
6	What are the red and purple types of fruit on the screen? _____	_____ /2
7	What are the last two fruits you see on the screen? _____	_____ /2
8	What type of plant on the screen makes our food taste hot and spicy? _____	_____ /1
9	What type of drink can you make from the bean at the end? _____	_____ /1

Final score _____ /13

UNIT 5 REVIEW AND MEMORY BOOSTER

Grammar

1 >> MB Can you remember the words for these types of food and drink? Are they countable (C) or uncountable (U)?



2 >> MB Write the six words from Exercise 1 in this table. Then add two more food and drink words under *How much* and *How many*.

How much ...?	How many ...?

3 Match the sentence beginnings (1–6) with the endings (a–f).

- | | |
|------------------|-------------------|
| 1 We need | a banana, please. |
| 2 Are there any | b kilos. |
| 3 Please buy two | c some chicken. |
| 4 Chop an | d onions? |
| 5 I'd like a | e onion. |
| 6 Do we need a | f lemon? |

4 Choose the correct options to complete the conversation. In two items, both words are correct.

A: Do you want an apple?

B: No, thanks. I don't eat ¹ *many* / *much* fruit.

A: Why not? ² *A lot of* / *Much* fruit is good for you.

B: I know, but I prefer other food. I eat ³ *many* / *a lot of* pasta and pizza. Do you eat ⁴ *a lot of* / *much* Italian food?

A: Yes, I do. It's delicious. Are there ⁵ *a lot of* / *many* Italian restaurants in your town?

B: No, ⁶ *not a lot of* / *not many*.

I CAN

use countable and uncountable nouns

use *a/an, some, any, a lot of, much/many*

Vocabulary

5 Write these words in the correct group.

bag chicken juice lamb milk
oranges peppers pierogi potatoes
raisins satay tin

- | | |
|---------------|---------------|
| 1 fruit | _____ / _____ |
| 2 vegetables | _____ / _____ |
| 3 meat | _____ / _____ |
| 4 drinks | _____ / _____ |
| 5 a dish | _____ / _____ |
| 6 a container | _____ / _____ |

6 >> MB Work in pairs. Think of one more word for each category in Exercise 5.

7 >> MB Match the words in A and B and describe the pictures using *a ... of ...*

A slice glass packet tin

B tuna water pizza pasta



I CAN

talk about different types of food

describe how to make a drink or recipe

Real life

8 Replace the words in bold with these phrases.

Are you ready to I'd like Can we have
Would you like

- | | |
|---|-------|
| 1 Can I get you anything to drink? | _____ |
| 2 I'll have a bottle of water. | _____ |
| 3 Would you like to order? | _____ |
| 4 We'd like the bill, please. | _____ |

9 >> MB Work in pairs. When you go to a café or a restaurant, what do you normally order:

- for breakfast?
- for lunch with a friend from school or work?
- for a special dinner to celebrate something with family and friends?

I CAN

order a meal

Unit 6 Past lives



FEATURES

70 Famous faces

What the faces on money tells us about our past

72 Visiting the past

The past lives of people living in caves

74 Lifelogging: a 21st century diary?

How we record every moment of our life

78 Objects from the past

A video about precious objects from the past

1 ▶ 56 There is a connection between the two photos. What do you think it is? Listen and find out.

2 ▶ 56 Listen again and underline the correct option.

- 1 Chris took black and white photos in the nineteen *fifties and sixties / seventies and eighties*.
- 2 The first photo is from 1980 / 1981.
- 3 The second photo is from 2015 / 2016.

3 ▶ 57 Match the phrases for talking about periods in time (1–5) with the years. Then listen, check and repeat.

- | | |
|---|--------------|
| 1 the nineteen seventies | 1960 to 1969 |
| 2 the end of the eighteenth century | 1789–1799 |
| 3 the beginning of the twenty-first century | 1800 to 1899 |
| 4 the sixties | 1970–1979 |
| 5 the nineteenth century | 2002 |

4 Match these people and events with the periods of time (1–5) in Exercise 3.

- | | |
|---------------------------|---------------------------|
| a the first photographs | d The Beatles |
| b the euro currency | c the American Revolution |
| c the first mobile phones | |

5 Do you have a lot of family photos? How old are they? Whose 'past lives' do they show?

6a Famous faces

Reading

- Which people and places are on the notes and coins in your country? Are they:
 - kings, queens or presidents?
 - scientists, musicians, writers or artists?
 - places or buildings?
- Read the article about faces and places on money. Match the paragraphs (1–3) with the pictures (a–c).
- Read the article again. Are these statements true (T) or false (F)?
 - George Washington was an American president.
 - His face is on every ten-dollar note.
 - Euro notes have famous faces on them.
 - Some euro notes have pictures of cities.
 - Frida Kahlo and Diego Rivera were artists.
 - Their faces are on different Mexican notes.

Grammar was/were

▶ WAS/WERE

George Washington **was** the first president of the United States of America.

His face **wasn't** on the US dollar.

The new notes **were** different from traditional money.

There **weren't** any famous people on the new euros.

When **was** he born?

Were they famous?

For further information and practice, see page 168.

- Look at the grammar box. Answer these questions.

- Are the sentences about the past or the present?
- What is the infinitive form of the verbs in bold?
- Which form do we use for *you/they/we*?
- Which form do we use for *I/he/she/it*?

▶ 58

FAMOUS FACES

- George Washington was the first president of the United States of America. He was born in 1732 and lived during the American Revolution. He died in 1799, but his face wasn't on the US dollar until the nineteenth century. Now, his face is on the US one-dollar note and it is famous around the world.
- On January 1, 2002, there was a new currency in Europe – the euro. The new notes were different from traditional money because there weren't any famous people on the notes. Instead, there were pictures of different types of buildings from different times and places across Europe.
- Frida Kahlo painted and studied art when she was young. On August 21, 1929, she married the artist Diego Rivera and they lived and worked in Mexico City. During the nineteen thirties, they travelled around the world. Their paintings were famous in many countries. Today, Frida and Diego's faces are on the Mexican 500-peso note.



- 5 Choose the correct options to complete the text about Queen Elizabeth.



The famous face of Queen Elizabeth II is on many different notes. When she ¹ *was / were* a child, she ² *was / were* on the Canadian dollar. That was in 1936. By 1953, there ³ *was / were* nine countries with her face on their notes but – surprisingly – the Queen's face ⁴ *wasn't / weren't* on the British pound note until 1960. For a long time there ⁵ *wasn't / weren't* any happy faces of the Queen on pound notes, but finally, in 2002, there ⁶ *was / were* a happy face on the Scottish five-pound note.

- 6 Work in pairs. Ask and answer questions to complete texts about other people on currencies.

Student A: Turn to page 153.

Student B: Turn to page 155.

Vocabulary time expressions

- 7 Number these time expressions in order from past to present.

- when I was a child
- yesterday
- during the nineteenth century
- the sixties
- last Monday evening
- before the eighteenth century **1**
- in 1799
- this morning
- last March
- on January 1st, 2000
- a week ago

- 8 Write *was/were* questions with these words. Then work in pairs. Ask your questions and use time expressions in your answers.

- When / your grandparents born?
- When / your last holiday?
- Where / you on January 1st this year?
- What month / you born in?
- Who / some famous people in the twentieth century?

Grammar past simple regular verbs

PAST SIMPLE REGULAR VERBS

We use the past simple to talk about finished actions and events.

They worked in Mexico city.

He lived in the eighteenth century.

She studied art.

They travelled in Europe.

For further information and practice, see page 168.

- 9 Look at the sentences in the grammar box. What do we usually add to regular verbs to make the past simple? What is different about the verbs *live*, *study* and *travel*?
- 10 Complete the sentences with the past simple form of the verbs.
- Barack Obama _____ (live) in the White House from 2009 to 2017.
 - They _____ (study) English together at university.
 - The artist Georgia O'Keeffe _____ (paint) during the twentieth century.
 - The composer Arthur Honegger _____ (die) in 1955.
 - The astronaut Sally Ride _____ (travel) into space in 1983.
 - Angela Merkel _____ (work) as a scientist before she was Chancellor of Germany.
 - I _____ (finish) university last year with a degree in art.
 - My parents _____ (start) their business before I was born.

11 Pronunciation -ed endings

- a ▶ **59** Sometimes *-ed* adds an extra syllable to verbs in the past simple. Listen to these regular verbs and write the number of syllables.

1 live	1	lived	1
2 paint	1	painting	2
3 like		liked	
4 want		wanted	
5 work		worked	
6 start		started	
7 play		played	
8 visit		visited	
9 travel		travelled	

- b ▶ **59** Listen again and repeat.


Speaking and writing my life


- 12 Write five sentences about someone's life (e.g. someone in your family or a famous person). Then work in pairs. Tell your partner about this person.

6b Visiting the past



Listening

- 1 Look at the two photos. Why do you think the caves are important to the woman?
- 2  60 Listen to part of a TV documentary and check your answer from Exercise 1.

- 3  60 Listen again and complete these sentences with a word from the documentary.

- 1 The caves are in the Mustang region of northern _____.
- 2 Humans made the caves about a _____ years ago.
- 3 Many people lived in them until the _____ century.
- 4 The caves were warm and _____.
- 5 Yandu Bista was _____ in a cave.
- 6 In the end, her family moved to the town, but she says, 'I like living in a cave _____'.

Grammar past simple irregular verbs and negatives

PAST SIMPLE IRREGULAR VERBS

Many common verbs have irregular forms in the past simple. These forms do not end in *-ed*.

go → *went*, *bring* → *brought*, *build* → *built*, *do* → *did*,
have → *had*, *make* → *made*

I/you/he/she/it/we/they **grew up** in a cave.

I/you/he/she/it/we/they **didn't live** in a house.

See page 182 for a list of irregular verbs.

For further information and practice, see page 168.

4 Look at the grammar box. Answer these questions.

- Do all verbs in the past simple end in *-ed*?
- Does the verb change in the third person (*he/she/it*)?
- What auxiliary verb do you use for negative sentences?

5 ▶ 61 Complete the sentences with the past simple form of the verb. (Some verbs are regular and some are irregular.) Then listen and check.

- Humans _____ (make) the caves about a thousand years ago.
- Many people _____ (live) in them until the fifteenth century.
- They _____ (build) houses and _____ (move) to towns.
- Yandu Bista _____ (be) born in a cave.
- She _____ (grow up) here with her family.
- They _____ (not have) water in the cave.
- She _____ (go) to the river every day and _____ (bring) water up the mountain.

6 Complete the sentences with these irregular verbs.

be get go grow up have leave

- I _____ born in 1939.
- I _____ in a big city with my brother and two sisters.
- I _____ to my first school when I was four years old.
- I _____ a bicycle from my parents when I was seven.
- I _____ a job at the weekends.
- I _____ home when I was 16.

7 Rewrite the sentences in Exercise 6 so they are true for you. You can use the negative form of the past simple and change other words. Then read your sentences to your partner.

I didn't grow up in a big city; I grew up in a small town.

Grammar past simple questions

PAST SIMPLE QUESTIONS

What **did** you do at the weekend? I met some friends.

Where **did** you go? We went to a museum.

Did you go to the cinema? Yes, I did. / No, I didn't.

For further information and practice, see page 168.

8 Look at the grammar box. What auxiliary form do you use in past simple questions?

9 ▶ 62 Complete this conversation with *did* or *didn't*. Then listen and check.

A: Hi. How was your weekend?

B: It was great, thanks.

A: What ¹ _____ you do?

B: I went to Birmingham.

A: Oh, ² _____ you go shopping?

B: No, I ³ _____. I went to the museum.

A: Oh right. What ⁴ _____ you see there?

B: An exhibition about the lives of people from the fifteenth century. It was fantastic!

A: ⁵ _____ you go with anyone?

B: I ⁶ _____ go to the museum with anyone but I met an old friend afterwards for lunch.

Speaking my life

10 Work in pairs. Imagine you both visited an interesting place at the weekend. Ask and answer questions about your visits.

Student A: Turn to page 153.

Student B: Turn to page 156.

11 Write six short sentences about what you did yesterday, using the past simple form of these irregular verbs.

get up go meet have buy take

I got up at six o'clock.

12 Work in pairs. Ask and answer questions about your day. Find out what was the same and what was different.

A: *Did you get up at six yesterday?*

B: *No, I didn't. I got up at seven.*

A: *I got up at six so that's different.*

A: *Where did you go?*

B: *To the gym.*

A: *Me too! / I also went to the gym.*

6c Lifeloggng

Reading

- 1** Look at the sentences about what someone did last week. Complete the sentences with these verbs. Then tell your partner which sentences are true for you.

made posted took wore wrote

- 1 I _____ my diary.
- 2 I _____ photos and shared them with friends.
- 3 I _____ a fitness tracker and went running.
- 4 I _____ a video with my phone.
- 5 I _____ comments on social media.

- 2** Do you write a diary? Why? / Why not? Tell the class.

- 3** Read the article and match the paragraphs (1–4) to the topics (a–d).

- a the first 'lifeloggng'
- b the diary of Samuel Pepys
- c people who write a diary today
- d lifeloggng today and in the future

- 4** Read the article again and answer the questions.

- 1 When did Samuel Pepys write his diary?
- 2 What did he write about?
- 3 What percentage of people write a diary nowadays?
- 4 Who writes a diary more – men or women?
- 5 Who was the first 'lifeloggng'?
- 6 How often did his camera take a photograph?
- 7 How do many people record and share their lives nowadays?
- 8 In the future, why will people look at our photos, videos and comments?

Word focus write

- 5** Look at these expressions with *write*. What type of word comes after *write* in each expression? Is it a preposition or an article + noun?

- 1 write about history
- 2 write a diary
- 3 write to your grandparents
- 4 write down a word

- 6** Work in pairs. Answer these questions.

- 1 What things do you write every day or every week? (e.g. a diary, a blog, comments on social media)
- 2 What do you write about? (e.g. everyday topics, school subjects, work)
- 3 Who do you often write to? (e.g. friends, family) How do you write to these people? (e.g. by email, text message, social media, letter)
- 4 Which new words did you write down in your English class today?

Critical thinking for or against?

- 7** Read these comments about lifeloggng and social media. Which comments are for (F)? Which are against (A)?

- 1 You can share photos with family and friends.
- 2 People spend all their free time looking at their phone.
- 3 Fitness trackers make people do more exercise.
- 4 It's interesting and fun to look at your past.
- 5 Sometimes people write bad things about others.
- 6 Historians can learn about people from their photos and videos.

- 8** What's your opinion? Are you for or against lifeloggng? Why? Tell your partner.

Speaking my life

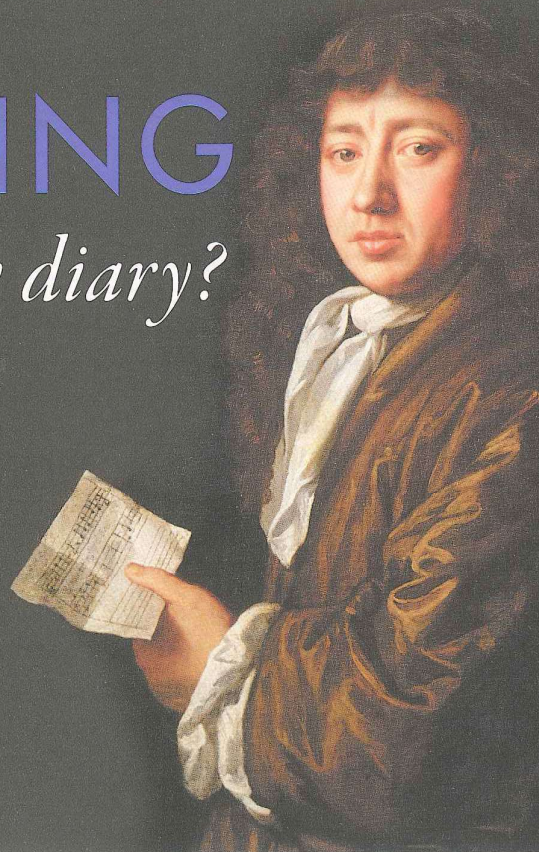
- 9** Prepare a survey about lifeloggng.

- Work in groups. Write five or six questions for the survey.
How many photos of your life do you take every day?
- Interview people in other groups. Take turns to ask and answer your questions.
- Tell your group your results. Are the students in your class all lifeloggngs?



LIFELOGGING

a twenty-first century diary?



▶ 63

In the seventeenth century, Samuel Pepys wrote the most famous diary in the English language. He began the diary in 1660 and finished it in 1669. Pepys wrote about important events in the history of England and about the lives of famous people. His diary also described the everyday lives of the people in London and his family. So this diary is very useful for historians in the twenty-first century.

Today, some people still write diaries. In a recent survey of 500 people, 23% said they wrote their diary regularly; one in five men and one in four women. This included over 35% of people aged between 18 and 34. People aged between 35 and 64 don't often have a diary – probably because they are busy with careers and family life – but 35% of people over 65 also write a diary.

In the twenty-first century, a lot of people want to share their lives and they record the things they do with digital technology. This is called 'lifelogging'. Gordon Bell became famous as the first 'lifelogger' in 2000. He wore a camera around his neck and the camera automatically took a picture every 30 seconds. In this way, Bell made a digital diary of his life. Nowadays, everyone is a lifelogger – we take photos of what we had for breakfast, post comments on social media about the news, and make videos of events in our lives. We wear fitness trackers so we know how much exercise we did and where we went.

So, just as today historians read the diary of Samuel Pepys and learn about life three hundred years ago, maybe historians in the future will look at our photos, videos and comments and learn about our lives in the twenty-first century.

6d How was your evening?

Listening

1 ▶ 64 Listen to three conversations. Write the conversation number (1–3) next to the activity.

- a We went to a café and ate a burger.
- b I stayed up late and watched a film.
- c My friend had a party.
- d I met a friend's family.
- e We walked along the river.
- f I couldn't sleep.
- g I went to the gym.

Vocabulary opinion adjectives

2 The speakers use opinion adjectives. Write these words and phrases in the correct place in the table.

fantastic not bad It was fun
nice boring terrible! OK fine
not very good It was funny Great!

fantastic		OK		

3 Pronunciation intonation

a ▶ 65 Listen and repeat the words and expressions from Exercise 2. Use the same intonation.

b Work in pairs. Ask each other these questions and answer with opinion adjectives.

- How was your evening?
- How was your weekend?
- How was your last holiday?
- How was your ...?

Real life asking what people did

▶ ASKING WHAT PEOPLE DID

How was ...?

How was your evening / your weekend / your holiday?
Did you have a good evening/weekend? Did you have a good time? Did you have fun last night?
(It was great/fun/OK.)

Activity

Was it a special event/party? (Yes, it was my friend's ...)
What did you do? (I went for a walk. / I watched TV. / Not much.)

The place

Where did you go? (To a café. / To a party. / To the cinema.)
Where was it? (In the city. / At a friend's house.)

People

Who were you with? Who did you meet / go with?

(A friend. / Friends. / My family.)

Were there many people there?

(Yes, lots! / No, not many.)

4 ▶ 64 Read the expressions for asking about past events and complete the conversations with the missing words. Then listen and check.

1 A: Hi! ¹_____ your evening?

B: It was great, thanks.

A: ²_____ you go?

B: To a new café in town. We ate a burger and then walked along the river.

A: ³_____ you with?

B: My brother and his friend ...

2 A: How was your weekend?

B: Fantastic! My friend had a party at his house. It went well.

A: ⁴_____ his birthday?

B: No, he passed his university exams so he was really happy!

A: That's nice. ⁵_____ many people there?

B: Yes, there were and I met his family for the first time. It was fun.

3 A: I'm so tired.

B: Why? ⁶_____ you do last night?

A: Not much. I stayed up late and watched a film.

It was a bit boring, so I went to bed, but I couldn't sleep for ages. ⁷_____ a good evening?

B: It was fine. I went to the gym and then I was in bed by ten.

5 Work in pairs. Take turns to ask your partner what they did at these times. Ask questions about the activity, the place and the people.

- last night
- last weekend
- last holiday

6e Thanks!

Writing thank you messages

- Do you ever write a 'thank you' note, email or letter to people? If yes, is it for any of these reasons?
 - after a meal at someone's house
 - when someone gives you a present
 - to a client or customer at work
 - after you stay with someone in another country
- Read the card, email and letter. Why does the writer say 'thank you' each time?



A

Hi!

Thanks for coming to my party and I really liked the present! It was a fun night!

See you again soon.

Love

Ginny

B

Dear Nadia

Thank you for your work in Rio. The conference was very successful. In particular, we enjoyed the meal on the last night! Everyone in the team sends their thanks. See you again next year.

Best regards

Sanjit

C

Dear Mr Keeping

Thank you very much for attending our Spanish course last year. We hope it was useful.

Please find attached some information about our courses for the next academic year. I look forward to hearing from you in the future.

Yours sincerely

AM Freeman

Course administration

3 Writing skill formal and informal expressions

- a Complete the table with expressions from the thank you messages in Exercise 2.

	A	B	C
introduction	<i>Hi!</i>		
thank the person			<i>Thank you very much for ...</i>
talk about future contact		<i>See you again next year.</i>	
end the writing			

- b Which message (A–C) uses very formal expressions? Which message uses very informal expressions?
- 4 Choose a situation (1–3) and write to thank the person. Decide if you need formal or informal expressions.
- You were in England and someone invited you to their home. You met his family and friends and you had lunch with them.
 - You were on a ten-day visit to a university in Vietnam. Someone at the university showed you round Ho Chi Minh City at the weekend and helped you during your visit.
 - You work for a sports equipment company. A customer bought some products from you this year. Email some information about your company's new products for next year.
- 5 Work in pairs. Exchange your thank you messages. Does your partner:
- introduce the writing?
 - thank the person?
 - talk about future contact?
 - end the writing?
 - use the correct formal or informal expressions?

6f Objects from the past



An ancient object at the Museo del Oro in Bogotá, Colombia

Before you watch

1 Look at the photo and read the caption. Why do you think this object is important? Why do people like looking at this type of object in a museum?

2 Key vocabulary

Read the sentences. The words and phrases in bold are used in the video. Match the words with the definitions (a–g).

- 1 Put your new dress in the **wardrobe**.
 - 2 This old family photograph **reminds** me of my grandparents.
 - 3 When I was a child, I had a **scary** teacher.
 - 4 I was **scared** of my old teacher.
 - 5 This painting **belonged** to my father.
 - 6 New York is an **incredible** city.
 - 7 **Wow!** I love your new dress!
- a was the possession of
 - b afraid or worried that something bad is going to happen
 - c making you feel afraid or worried
 - d makes you remember something
 - e really great
 - f an expression you use when you are surprised or excited about something
 - g a cupboard in a bedroom for clothes

While you watch

3 You are going to watch a video with three people talking about objects from their past. Before you watch, match these sentences (a–f) with the objects (1–3).



- 1 The dress 2 The book 3 The bust

- a 'It was his school book.'
- b 'He's very serious and very scary.'
- c 'I started to wear it a lot.'
- d 'He has this incredible nose and chin.'
- e 'It's very important to me because it reminds me of my mum.'
- f 'It's called *Tom Brown's School Days*.'

4 6.1 Watch the video and check your answers from Exercise 3.

5 6.1 Watch the video again and match the time expressions with the events.

- 1 1955 *j*
 - 2 In the seventies
 - 3 The day after her wedding
 - 4 Years later
 - 5 In the nineteenth century
 - 6 In 1901
 - 7 On July 31st, 1890
 - 8 When he was a child
 - 9 In the thirteenth and fourteenth century
 - 10 Nowadays
- a Mr Montgomery gave the book to Charles Elisdon.
 - b She got married.
 - c Her daughter found the dress in a wardrobe.
 - d Dante was a writer in Italy.
 - e She wore the dress.
 - f The book was written.
 - g Her great grandmother's first husband died.
 - h He lives in the living room.
 - i He visited his grandparents every Sunday
 - j She was born in Moscow.

After you watch

6 6.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct option to complete the sentences.

7 Think of a special object from the past in your home. Plan and write a short presentation about the object using time expressions and the past simple, and some of these expressions.

This is ...
 It's very important/special to me because ...
 It reminds me of ...
 It's a piece of my family history.
 It looks ...
 I like looking at it because ...

8 For the next lesson, bring in the object or a photo of the object. Give a short presentation about it and explain:

- what it is.
- its history.
- why it's important to you.

UNIT 6 REVIEW AND MEMORY BOOSTER

Grammar

1 >> MB Work in pairs. Answer the questions about the people in the pictures.

- Who was this person?
- Where was he/she from?
- What did he/she do?



2 Complete the text with the past simple form of the verbs.

Marco Polo ¹ _____ (grow up) in Venice in the 13th century. When he ² _____ (be) seventeen, he ³ _____ (travel) with his father and uncle. They ⁴ _____ (go) from Venice to Persia, and finally to China. Polo ⁵ _____ (live) in China for seventeen years and he ⁶ _____ (work) for the Khan (or Emperor). Twenty-four years later, he ⁷ _____ (return) to Venice and ⁸ _____ (write) a book about his journeys in Asia. The book ⁹ _____ (become) famous across Europe because of the stories. Marco Polo ¹⁰ _____ (die) in 1324.



3 >> MB Which verbs in the text about Marco Polo are regular? Which are irregular?

4 Write questions about Marco Polo using these words and verbs from Exercise 2. Use the past simple form.

- 1 Where / Marco Polo / in the thirteenth century?
- 2 When / he / with his father and uncle?
- 3 Which parts of the world / they / to?
- 4 How many years / he / in China?
- 5 Who / he / for?
- 6 When / he / to Venice?
- 7 What / he / a book about?

5 >> MB Work in pairs. Ask and answer the questions from Exercise 4.

I CAN

use the past simple

ask and answer questions about the past

Vocabulary

6 >> MB Work in groups. How many time expressions can you make with these words? You have two minutes. You can use words more than once.

before the 2001 Wednesday a this twentieth last March on sixties week evening in century ago month February 28th

7 >> MB Choose five time expressions from Exercise 6 and write five sentences about the past.

8 Cross out one incorrect word in each group.

- ☺☺ fantastic, great, fine, very good
- ☺ fun, OK, nice, funny
- ☹ boring, fine, not bad, OK
- ☹ terrible, not very good, funny, boring

I CAN

use time expressions

use opinion adjectives

Real life

9 Make questions with the words.

- 1 evening / how / your / was / ?
- 2 a / did / have / weekend / you / good / ?
- 3 special / was / party / a / it / ?
- 4 last / where / you / go / did / night / ?
- 5 you / were / with / who / ?
- 6 were / lots / of / there / there / people / ?

10 Match the answers to the questions in Exercise 9.

- a To the cinema.
- b Yes, my friend finished university so lots of people were there.
- c My brother and his family.
- d It was OK. I slept a lot and we went for a walk yesterday.
- e No, not many.
- f It was fun. I went out for a meal with friends.

11 >> MB Work in pairs. Write a conversation asking about somebody's weekend. Use all these phrases.

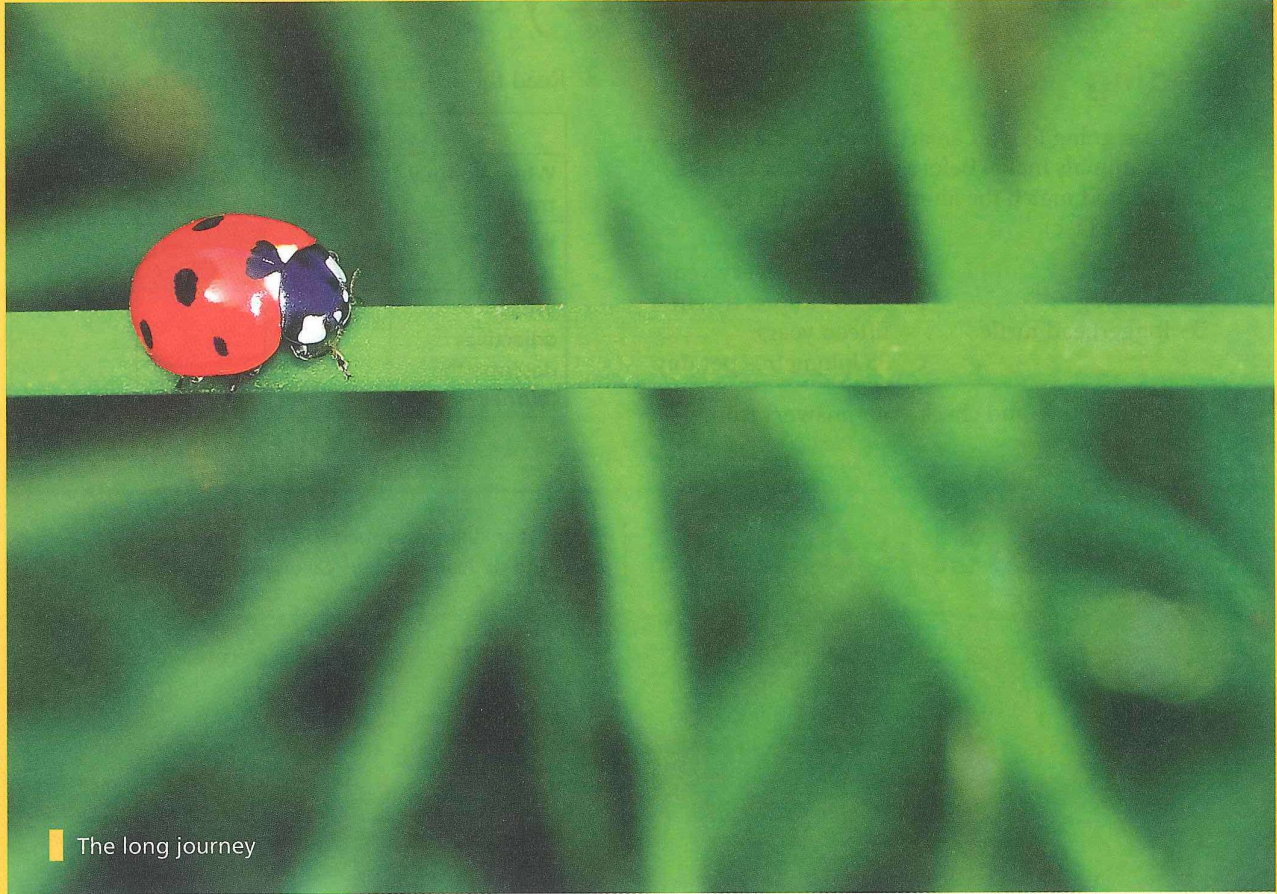
Fantastic! With an old friend Lots! OK
In the middle of the countryside Terrible!

I CAN

ask what people did

talk about last night / the weekend, etc.

Unit 7 Journeys



The long journey

FEATURES

82 Animal journeys

Some animals travel long distances every year

84 The deepest place on Earth

The filmmaker James Cameron's journey down the Mariana Trench


86 A journey to Colombia's cities

Discovering different cities in a South American country

90 The final journey

A video about the dangerous final journey of salmon in Alaska.

1 Look at the photo of a ladybird. Why is the photo called 'The long journey'?

2  66 Listen to a description of the photo. Tick (✓) the five adjectives you hear.

clean cold dangerous difficult dirty easy fast
hot huge long safe short slow tiny

3 Find seven pairs of opposite adjectives in Exercise 2.

clean / dirty

4 Which adjectives in Exercise 2 can you use to describe:

- 1 your journey to work or school?
- 2 transport where you live (e.g. cars, trains)?
- 3 your city or town?
- 4 the weather today?

7a Animal journeys

Reading

1 You are going to read an article about the journeys three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

- | | |
|---------------------|--------------------------------------|
| 1 saiga | a 30 metres every year |
| 2 tree frog | b 14,000 kilometres in fifteen years |
| 3 loggerhead turtle | c 35 kilometres per day |

2 Read the article and check your answers from Exercise 1.

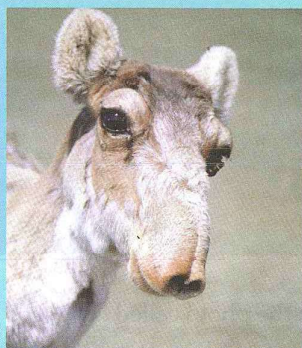
3 Read the article again and complete the table.

	Saigas	Turtles	Frogs
When do they travel?	<i>spring</i>		
Where do they travel to?			
Which adjectives describe the journey?			

▶ 67

Animal journeys

Every year, animals around the world go on long and difficult journeys called migrations.



Saiga antelopes live in Central Asia. In the spring, they walk to higher places for food. A male saiga can walk thirty-five kilometres a day and it's faster than a female. The journey is more dangerous for a female saiga because she has her calf in the spring.



Tree frogs have shorter journeys than other animals. But for a small frog, the journey isn't easier. In spring, it climbs thirty metres down a tree, lays its eggs in water, and then it climbs up the tree. For a tree frog it's a very difficult journey.

Many turtles have longer journeys than other sea animals. For example, the **loggerhead turtle** leaves the beach as a baby and it swims around fourteen thousand kilometres. Fifteen years later, the female turtle returns to the same beach and lays eggs.

male (n/adj) /meɪ/ ♂
female (n/adj) /'fi:meɪ/ ♀
calf (n) /kɑ:f/ the young of some animals; e.g. a cow, an elephant, a saiga, etc.

Grammar comparative adjectives

▶ COMPARATIVE ADJECTIVES

We use a comparative adjective to compare two things or groups of things.

Turtles have long journeys. → *Turtles have **longer** journeys than tree frogs.*

Tree frogs have short journeys. → *Tree frogs have **shorter** journeys than saigas or turtles.*

The female saiga's journey is difficult. → *The female saiga's journey is **more difficult** than the male's.*

Spelling changes: *big* → *bigger*, *safe* → *safer*, *easy* → *easier*
Irregular adjectives: *good* → *better*, *bad* → *worse*

For further information and practice, see page 170.

- 4 Look at the grammar box. Answer these questions about comparative forms.
- 1 What two letters do you add to short adjectives (one syllable) to make the comparative?
 - 2 What word comes before long adjectives (two or more syllables)?
 - 3 Which adjectives have an irregular comparative?
 - 4 What word often comes after a comparative adjective to compare two things?
- 5 Write the comparative form for these adjectives.
- | | |
|-------------|-------------|
| 1 big | 9 difficult |
| 2 small | 10 easy |
| 3 cheap | 11 fast |
| 4 expensive | 12 slow |
| 5 cold | 13 good |
| 6 hot | 14 bad |
| 7 dangerous | 15 long |
| 8 safe | 16 short |
- 6 Complete the sentences with the comparative form of these adjectives.
- | | | | | | |
|------|-------|-----------|------|------|-----|
| big | cheap | difficult | fast | good | hot |
| long | safe | | | | |
- 1 The summer in Spain is _____ than in Iceland.
 - 2 My journey was _____ than normal because the train was late.
 - 3 Their new house has three bedrooms. It's _____ than their old house. It had two.
 - 4 When I was a child, the roads were _____ than the roads today. That's because there weren't many cars.
 - 5 Call a taxi. It's _____ than walking.
 - 6 The questions on the exam this year were _____ than last year. Last year the exam was easy!
 - 7 The bus ticket is \$10 and the train ticket is \$12, so the bus is _____.
 - 8 I go to work by bus. It's _____ than going by car because I can read a book.

- 7 Make sentences comparing these things. Use a comparative adjective + *than*.

1 Australia / Antarctica

*Australia is **hotter** than Antarctica.*

2 a car / a bicycle

3 rock-climbing / surfing

4 travel by air / by sea

5 an elephant / a lion

6 a holiday in the city / camping in the countryside

7 Paris / New York

8 train journeys / plane journeys

8 Pronunciation stressed and weak syllables /ə/

▶ 68 Listen to the stressed and weak syllables in these sentences. Then listen again and repeat.

/ə/ /ə/

1 Africa is hotter than Europe.

/ə/ /ə/

2 Australia isn't colder than Antarctica.

Speaking my life

- 9 Compare these sentences from Exercise 7. Which sentence is a fact and which is an opinion?

*Australia is **hotter** than Antarctica.*

*Rock-climbing is **more dangerous** than surfing.*

- 10 Which other sentences in Exercise 7 are opinions? Say the sentences with these phrases.

I think ... In my opinion ...

*I think rock-climbing is **wrouser** than surfing.*

- 11 Write sentences with your opinion. Compare two of these things.

- places or cities
- sports or free-time activities
- types of travel
- types of holiday
- places in the city
- types of transport
- famous people

- 12 Work in pairs. Take turns to read out your opinions. Do you agree with your partner?

A: *I think London is **more expensive** than Dubai.*

B: *I agree! / I don't agree!*

7b The deepest place on Earth



This fish has the **biggest teeth** of any fish for its size.

Vocabulary ways of travelling

► WORDBUILDING collocations

We can talk about different ways of travelling with the verbs *walk, cycle, drive, fly*, etc. We can also use collocations with verbs + transport nouns.

go by + bicycle/train/car

travel by + train/bus/plane/boat

take a taxi / a bus / the train

For further practice see Workbook page 59.

- 1 Look at the wordbuilding box. Choose the correct option to complete these sentences.
 - 1 I always *take / drive* a taxi when I go out with friends in the evening.
 - 2 When my family goes on holiday, we always *drive / go by* car.
 - 3 How did you *fly / travel* to Moscow? By train or by plane?
 - 4 Most people *go by / go on* bicycle into the city centre at the weekend because the roads are quiet.
 - 5 When it's raining, I normally *travel to / travel by* work on the train.
 - 6 Let's *travel by / take* the bus to the city centre.

- 2 Work in pairs. Ask and answer these questions using the words in Exercise 1.

- 1 How do you normally travel to work (or school)?
- 2 How do you normally travel when you go on holiday?
- 3 What's your favourite way to travel? Why?

Listening

- 3 ▶ 69 Look at the photo of filmmaker James Cameron with his submarine Deepsea Challenger. Listen to a documentary about his journey to the deepest place on earth and complete the information.

- 1 The place: The Mariana Trench
- 2 Distance to the bottom:
- 3 Length of journey:
- 4 Type of transport:
- 5 Sea life on the journey:
- 6 Number of new species:

documentary (n) /ˌdɒkjʊ'ment(ə)ri/ a film about real life
species (n) /'spi:ʃi:z/ type or group of animal

- 4 ▶ 69 Work in pairs. Compare your notes from Exercise 3. Then listen again, check your notes and add more information.

Grammar superlative adjectives

▶ SUPERLATIVE ADJECTIVES

We use a superlative adjective to compare one thing with all the other things in a group.

*The Mariana Trench is the **deepest** place in the oceans.*

*This fish has the **biggest** teeth of any fish for its size.*

*Titanic is the **most popular** film by James Cameron.*

*Avatar was the **most expensive** film.*

Spelling changes: *big* → *biggest*, *easy* → *easiest*

Irregular adjectives: *good* → *best*, *bad* → *worst*

For further information and practice, see page 170.

5 Look at the grammar box. Answer these questions about superlative forms.

- 1 What three letters do you add to short adjectives (one syllable)?
- 2 What word comes before longer adjectives (two or more syllables)?
- 3 What word usually comes before a superlative adjective?

6 Complete the table with superlative adjectives.

Adjective	Comparative adjective	Superlative adjective
long	longer	1 _____
short	shorter	2 _____
fast	faster	3 _____
slow	slower	4 _____
expensive	more expensive	5 _____
difficult	more difficult	6 _____
good	better	7 _____

7 Complete the text with the superlative form of the adjectives.

New Year is the ¹ _____ (important) holiday in China and around 3.5 billion people leave the ² _____ (big) cities in China and travel home to their families. So it's the ³ _____ (busy) time of year for transport. Many university students go by train, and it's also the ⁴ _____ (bad) time of year for driving on the roads. Some people go by plane because it's the ⁵ _____ (fast) way to get home, but it's also the ⁶ _____ (expensive) because lots of tourists fly into the country at New Year. They visit the ⁷ _____ (popular) places in China, such as the Great Wall. With so many people travelling in China at this time, it's the ⁸ _____ (large) human migration in the world.

8 ▶ 70 Work in pairs. Complete the conversation about Ireland with the superlative or comparative form of these adjectives. Then listen and check.

beautiful cheap famous good good
hot popular small

A: I want to visit Ireland in July but I only have ten days. What are the best places to visit?

B: Well, Dublin is ¹ *the most famous* city in Ireland, and of course it's also ² _____ with tourists.

A: But I don't want to see lots of other tourists. What's ³ _____ city?

B: In my opinion, it's Galway. The city is ⁴ _____ than Dublin, but it's next to the sea, so there are great views.

A: How cold is it?

B: July is ⁵ _____ month, so it's OK.

A: What about transport? What's ⁶ _____ way to travel?

B: Buses are ⁷ _____, but I think a car is ⁸ _____ than public transport when you are a tourist. With a car you can stop and see lots of different places on the way.

Speaking

9 Think about your country or a country you know well. Make notes about these things.

- the most famous city
- the oldest city
- the most beautiful place
- the most popular place for tourists
- the best place to visit
- the hottest month
- the coldest month
- the cheapest way to travel

10 Work in pairs and practise a conversation like the one in Exercise 8.

Student A: Ask questions using the ideas in Exercise 9.

Student B: Answer Student A's questions using your notes from Exercise 9.

Change roles and have another conversation.

A: *What's the most famous city in Poland?*

B: *I think it's probably Warsaw, but Krakow is the oldest city.*

7c Visit Colombia!

Reading

- 1 Work in pairs. Look at the photos on page 87. What topics do you think are in the article? (e.g. food and restaurants in a city)
- 2 Now read the article. Can you find the topics you thought of in Exercise 1?
- 3 Read the article again. Match these sentences to the cities, according to the information in the text.
 - 1 In this city you can have dance lessons from experts.
 - 2 There's transport which goes over the city.
 - 3 No one lives in this city anymore.
 - 4 There are two important events every year.
 - 5 People in this city like to stop and talk to anyone.
 - 6 A famous Colombian comes from this city.
 - 7 It's difficult to get to this city.
- 4 Find words in the article to match these definitions.
 - 1 a type of city or place with ships and boats
 - 2 an informal and friendly conversation
 - 3 a type of artist who makes large objects, often from stone or metal
 - 4 the objects made by the artist in 3
 - 5 a type of transport which moves over your head (e.g. in the mountains)
 - 6 places with music and dancing
 - 7 a special public event or celebration, usually every year
 - 8 very old

Word focus time

- 5 Find these phrases with *time* in the article. Then use the phrases to complete the sentences.

have a good time have time for save time
spend time

- 1 At the weekend, we always _____ with family and friends.
- 2 I woke up late and so I didn't _____ breakfast.
- 3 Don't wait for the bus. _____ by taking a taxi.
- 4 Did you _____ on holiday?

- 6 Work in pairs and answer these questions.

- 1 Do you spend all your time working on your homework?
- 2 Do you have time for sport and other hobbies?
- 3 Did you have a good time at the weekend?
- 4 We *spend time* and *save time*. Do you know another noun we often use with *spend* and *save*?

- 7 Imagine you can visit the cities in the article. Using the information in the article, number the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.

Cali is my first choice because I love music and I want to learn Salsa.

Critical thinking writing for the reader

- 8 Overall, what type of reader do you think the article is for? Who would be interested? Tell the class.
- 9 Now read a different text about the city of Cali. Compare it with the paragraph in the article. In each paragraph, what choices does the writer make about:
 - 1 the type of reader? (Is it for a tourist, a business person, a student, or someone who likes art?)
 - 2 the type of topics? (Is it about art, history, business, sport, or music and dancing?)

Cali is a city where people work hard and there is a lot of new business. It has a good airport for visitors, with comfortable hotels. There is good public transport, but taxis are the fastest way to get around the city. In the evening, Cali has restaurants with traditional and international food.

Writing my life

- 10 Plan a paragraph about your town or city. First make choices about:
 - the type of reader (a tourist who likes art, a business person, a student, etc.).
 - the type of topic (art, history, food, sport, etc.).
 Then write your paragraph in 50 words.
- 11 Exchange your paragraph with a partner. Can you guess your partner's choices of reader and topics?

A journey to *Colombia's* cities

▶ 71

Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities.

Cartagena is a port on Colombia's coast. Because the city is by the Caribbean Sea, the food here is a fantastic mix of seafood and tropical fruit. Also, Cartagena is one of the friendliest places in the world – everyone has time for a chat, including waiters in restaurants, shop assistants, taxi drivers, or people walking in the streets.



20 **Cali** is a city where people work hard, but they also know how to have a good time. The city is famous for its music and dancing and there are lots of concerts and nightclubs. It's also the home of Salsa in Colombia and you can take courses with some of the best dancers in the world. The annual Festival of Pacific Music and the World Festival of Salsa are in August and September, so these are good months to visit.



Medellín is best known for the sculptor Fernando Botero. He was born here and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is in the centre and has a lot of sculptures by him. You can also walk to other squares to see more. If you want to save time between places, take the cable car over the city. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.



For a very different kind of Colombian city, take a four-day trek to the 'lost city' of **Ciudad Perdida**. You walk through rivers and jungle, and after three days, you finally climb up 1,241 steps. At the top, you find the stone walls of an ancient city over a thousand years old and an incredible view over the mountains.

trek (n) /trek/ a long and difficult journey on foot

7d Travel money

Vocabulary money

1 Complete the sentences with these pairs of words.

borrow + cash buy + ticket change + dollars
lend + coins pay + credit card spend + money
take out + money

- I need to _____ some _____ into pounds.
- Did you _____ a lot of _____ on that dress?
- There's a cash machine. We can _____ some _____ from there.
- You can _____ by _____ or by cash.
- The machine doesn't take notes. Can you _____ me some _____ for parking?
- Can I _____ some _____ and pay you back later?
- They want to _____ a train _____.

2 ▶ 72 Listen to three conversations about money. Match the conversations (1–3) with the places (a–g).

- | | |
|---------------------------------|---------------------|
| a in a currency exchange office | d at a cash machine |
| b in a bank | e in a post office |
| c in a shop | f in a car park |
| | g in a hotel |

Real life requesting

3 ▶ 72 Complete the conversations from Exercise 2. Use the expressions for requesting to help you. Then listen and check.

Conversation 1

- A: Hello, Can I change \$100 into euros?
B: Yes, of ¹c _____. One moment. One hundred dollars is 89 euros.
A: OK, ²c _____ you give me the euros in tens?
B: ³S _____. Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty ...

Conversation 2

- A: Would you like to buy this?
B: Yes, please. And ⁴c _____ I have it in a bag, please?
A: ⁵C _____. It's twelve euros.
B: Here's my credit card.
A: Oh, I'm ⁶s _____, but I can only take cash.
B: Oh no! I don't have any.
A: Don't worry, there's a bank with a cash machine around the corner.
B: Oh, thanks.



Conversation 3

- A: Oh no! It's two pounds for parking. I only have a ten-pound note.
B: So what's the problem?
A: The machine takes coins. ⁷C _____ I borrow the money?
B: I'm ⁸a _____ I don't have any coins. But look! It takes credit cards.
A: I haven't got a credit card with me.
B: It's OK. I have.
A: Great. I can pay you back later.
B: Don't worry! I can pay!

▶ REQUESTING

Requesting	Responding 'no'
Can I change ...?	I'm sorry, but ...
Can you give me ...?	I'm afraid I don't ...
Could I have ...?	
Responding 'yes'	
Yes, of course.	
Sure!	
Certainly.	

4 Work in pairs. Take turns to ask for different things with these pairs of words. Respond 'yes' or 'no'.

lend / ten pounds give / a drink
borrow / your phone pay / credit card
use / your pen buy / a ticket have / some dinner

7e The end of the road

Writing a travel blog

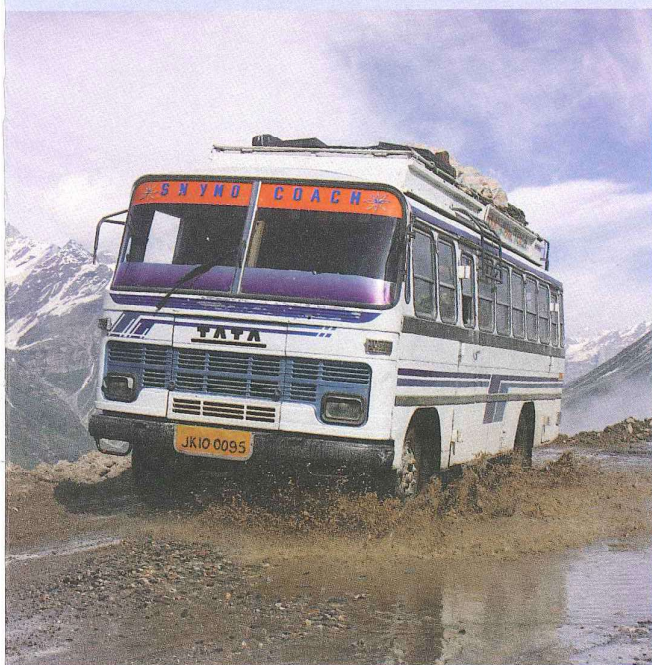
1 Read a travel blog about a bus journey and answer the questions.

- 1 Where was the writer?
- 2 How many days was the journey?
- 3 What could the passengers see?
- 4 What happened to the bus?
- 5 Who tried to fix the engine?
- 6 How did the passengers feel?
- 7 Why did the writer feel sorry for the bus driver?
- 8 Why did the writer walk to the border?

Yesterday was the final day of my bus journey from Lhasa to Kodari, at the border with Nepal. It's the highest road in the world and it's also a very long journey. We travelled for three days through the Himalayas and you could see the north side of Everest.

In the afternoon, we were only five kilometres from Kodari and suddenly the bus stopped. The driver got out and looked at the engine. For the next three hours, he tried to fix the engine. Some of the other passengers got angry, but he couldn't start the bus.

Finally, all the passengers got out and started to walk to the border. I felt sorry for the bus driver because he looked sad and lonely. But I also wanted a good hotel and a hot meal, so I left the bus too and walked to Kodari. Later that night the bus arrived in the town.



2 Writing skill so and because

a Look at these sentences and answer the questions.

- a I felt sorry for the bus driver because he looked sad.
 - b I wanted a good hotel and a hot meal, so I left the bus and walked to Kodari.
- 1 Which sentence gives the reason, then the action?
 - 2 Which sentence gives the action, then the reason?
 - 3 When do you use *so* and *because*?

b Complete the sentences with *so* or *because*.

- 1 We called a taxi we were late for the meeting.
- 2 The train was late, we waited on the platform.
- 3 We had a drink of water it was a very hot day.
- 4 It started raining, they ran home.
- 5 I wanted to sleep, I stayed at a hotel.
- 6 We hired a car there were no trains or buses.
- 7 I needed some money, I looked for a cash machine.
- 8 My friend lent me ten dollars I didn't have any cash.

3 Choose the correct options to complete this travel blog.

It was the end of our family holiday ¹ *and / because* we were very tired. We had a long car journey from Switzerland to England, ² *so / but* we left early in the morning. The journey was easy at first ³ *so / because* there wasn't much traffic at that time of day, ⁴ *but / and* at midday we needed to stop at a garage near Paris ⁵ *but / because* there was a problem with the engine. The garage couldn't fix the car for 24 hours, ⁶ *so / because* we needed a hotel for the night. The nearest hotel was at Disneyland. We went there ⁷ *and / but* it was the best part of the holiday!

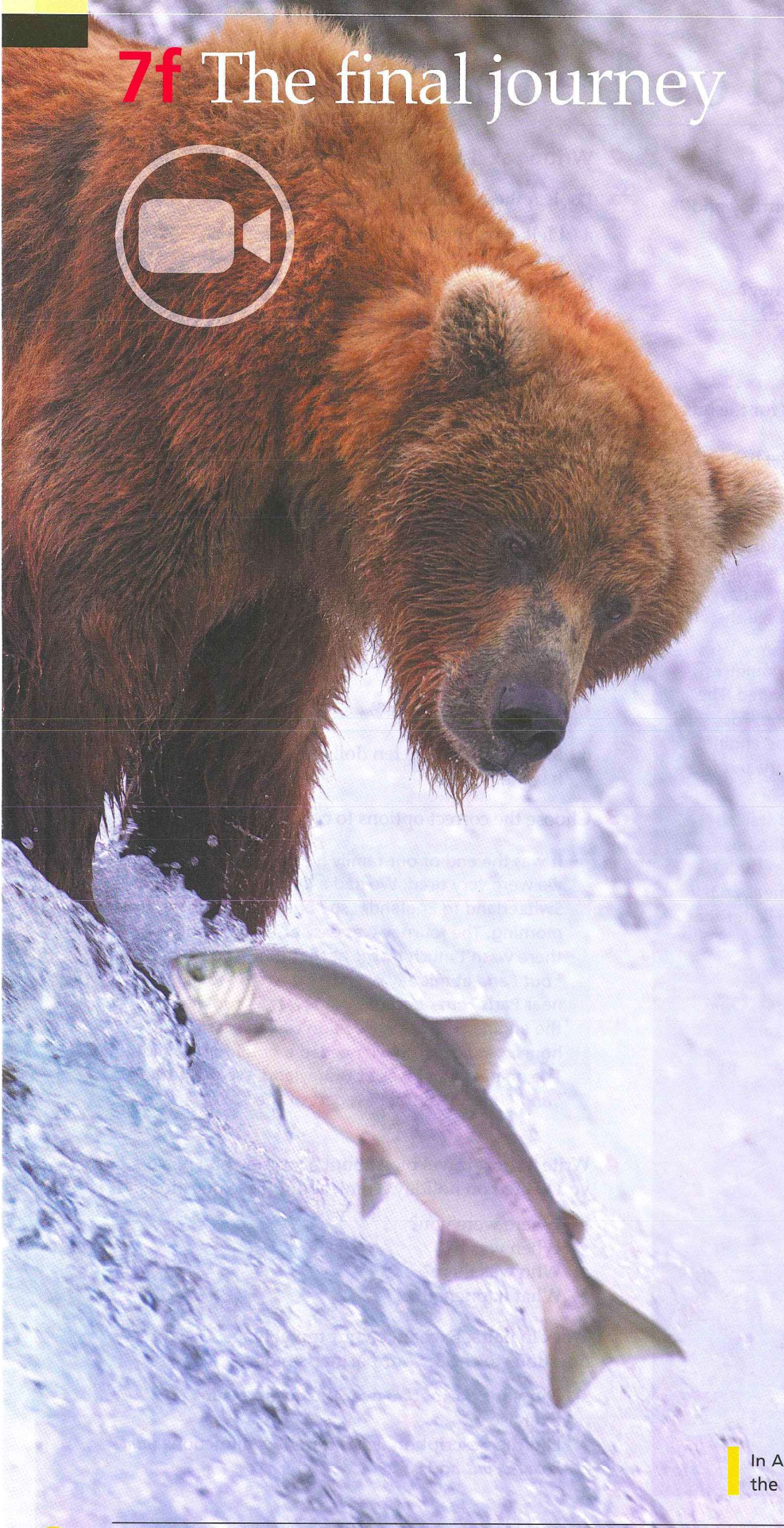
4 Write a short travel blog about a journey or a place you visited on holiday. Think about these questions.

- Where were you?
- When was it?
- Who was there?
- What happened?

5 Work in pairs. Exchange your travel blogs. Use these questions to check your partner's blog.

- Did your partner answer the questions in Exercise 4?
- Did the description use different conjunctions (*and*, *because*, *but* and *so*)?

7f The final journey



In Alaska, the sockeye salmon swims up the river. It's a dangerous journey.

Before you watch

1 Look at the photo and read the caption. Why do you think it is a difficult journey for the sockeye salmon?

2 Key vocabulary

Read the sentences. The words in bold are used in the video. Match the words with the definitions (a–f).

- 1 When I sit in the sun, my **skin** doesn't **turn** brown. It turns red!
 - 2 The water in this river is very **shallow**.
 - 3 A baby's skin is very **smooth**.
 - 4 When an animal dies, its body **decays**.
 - 5 The chicken **lays** eggs.
- a breaks up and goes back into nature
 b when a female bird pushes an egg from her body
 c nice to touch, not rough
 d not deep
 e the outside part of a human's or animal's body
 f change (colour)

While you watch

3 You are going to watch a video about the final journey of the sockeye salmon. In what order do you think a–g happen? Number them from 1 to 7.

- a The fish try to jump past the brown bears.
- b The sockeye salmon start their journey up the river. 1
- c The salmon arrive in the shallow water.
- d The male salmon changes its shape and colour.
- e The female salmon lays her eggs.
- f The male salmon fight.
- g The salmon die and decay. 7

4  7.1 Watch the video and check your answers from Exercise 3.


5  7.1 Watch the video again and answer the questions.

- 1 Which US state are the rivers in?
- 2 Are the sockeye salmon born in the river or in the ocean?
- 3 How many salmon finish the long journey?
- 4 What are the four changes to the male salmon?
- 5 Do scientists know why this happens?
- 6 Where were the salmon born?
- 7 What do the males do in the shallow river?
- 8 What do the females do?
- 9 Why is it important for the parents' bodies to die and decay?

After you watch

6  7.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct meaning of the words and phrases.

7  7.1 Work in pairs. Watch the video again with the sound OFF.

Student A: As you watch, describe the life of the sockeye salmon and try to use all these expressions in your description.

full of a type of fish	bodies start to change
it can take weeks	turn green / red
one in every thousand	start to fight
the biggest danger	lay their eggs
get past the bears	die and decay

Student B: Listen to Student A and tick (✓) the expressions you hear.

Change roles and do the activity again.

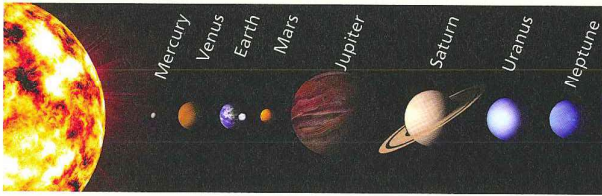


UNIT 7 REVIEW AND MEMORY BOOSTER

Grammar

1 Look at the picture. Complete the sentences with the name of a planet in the picture.

- 1 Mercury is the nearest planet to the Sun.
- 2 Saturn is a big planet but _____ is the biggest planet.
- 3 Venus is a hot planet but _____ is the hottest.
- 4 The journey from Earth to _____ is longer than Earth to Uranus.
- 5 _____ is the best planet for humans.
- 6 Mars is smaller than Earth but _____ is the smallest planet.



2 >> MB Underline nine adjectives in sentences 1–6 in Exercise 1.

- Which are comparative adjectives?
- Which are superlative adjectives?

3 Read the information. Then write two comparative sentences using the adjectives.

- 1 The summer temperature in Qatar is 40°C. It's 20°C in Berlin. (hot / cold)
Qatar is hotter than Berlin. Berlin is colder than Qatar.
- 2 A Porsche can travel at 300 kph. A Mini can travel at 225 kph. (fast / slow)
- 3 This house costs \$1,000,000. This apartment costs \$250,000. (cheap / expensive)
- 4 London has a population of 8.6 million. Madrid has a population of 3.1 million. (big / small)
- 5 The River Nile is 6,650 km long. The River Amazon is 6,712 km long. (long / short)

4 Now read these sentences and compare them with the information in Exercise 3. Complete the superlative sentences.

- 1 The summer temperature in London is 18°C. London is the coldest city.
- 2 A Bugatti Veyron can travel at 430 kph. It's _____ car.
- 3 This castle costs \$10 million. It's _____ home.
- 4 Delhi has a population of 18.9 million. It's _____ capital city.
- 5 The Mississippi River is 3,733 km. It's _____ river.

I CAN

use comparative and superlative adjectives

Vocabulary

5 >> MB Work in pairs and say the opposite of these adjectives.

cheap clean cold easy fast long
safe tiny

6 >> MB Write five sentences with adjectives from Exercise 5. Then work in pairs. Take turns to read your sentences, but don't say the adjective. Guess your partner's missing adjective.

A: It's *very* _____ in the winter. B: *cold*

7 Complete these sentences.

- 1 I often go _____ bus to work.
- 2 It's sunny today so let's _____ through the park.
- 3 Sometimes I drive to the shops and sometimes I _____ the bus.
- 4 Did you travel _____ Beijing by plane?

8 Underline the correct verb.

- 1 Can I pay / buy by credit card?
- 2 Can you lend / borrow me ten euros?
- 3 Could I change / pay one hundred pounds into dollars?
- 4 Spend / Take out some money from that cash machine.

I CAN

use everyday adjectives

talk about ways of travelling

talk about money

Real life

9 Match the two halves of the sentences.

- 1 Can you lend
- 2 Could I borrow
- 3 Could you pay by
- 4 Can we have some
- 5 Could I use your

- a a euro?
- b cash?
- c me a dollar?
- d pen?
- e lunch?

10 >> MB Write a short conversation between two people. Use two of the requests from Exercise 9 in your conversation.

I CAN

request different things

Unit 8 Appearance



The Dinagyang Festival in the Philippines

FEATURES

94 Global fashions

How a fashion company from the Philippines went global

96 People at festivals

Traditions and appearances at the festival of Girona

98 Pink and blue

Do girls and boys prefer different colours?

102 Festivals and special events

A video about some of the world's most colourful festivals

- 1 Look at the photo and read the caption. Where is the festival? Which adjectives describe it?

boring colourful crowded exciting fun loud
noisy popular quiet relaxing

- 2 ▶ 73 Listen to a visitor at the Dinagyang Festival. Are these sentences true (T) or false (F)?

- 1 The Dinagyang Festival is in different cities in the Philippines.
- 2 The festival is always on the fourth Sunday in January.
- 3 People wear colourful clothes and make-up.
- 4 The music is in one part of the city.
- 5 The visitor didn't eat any of the local food.

- 3 Discuss these questions. Use the adjectives in Exercise 1.

- 1 What is an important day or festival in your town or city? When is it?
- 2 What do people do on the day? Do they eat special food?
- 3 Do people wear special clothes or make-up?

... is a popular festival in my country.

There's loud music and dancing in the city centre.

People wear colourful clothes.

8a Global fashions

Vocabulary clothes

1 Match these words with the photos.

bag belt coat dress jacket jeans leggings scarf shirt shoes shorts skirt socks suit sunglasses tie top trousers trainers T-shirt uniform



2 **Pronunciation** /s/ and /ʃ/

▶ 74 Listen to the sounds /s/ and /ʃ/. Then listen to these words and write /s/ or /ʃ/.

suit shoes skirt shirt sunglasses shorts socks

3 Work in groups. Answer the questions.

- 1 What clothes do you wear every day?
- 2 What clothes do you only wear in the summer?
- 3 What clothes do you only wear in the winter?
- 4 When do men wear a suit?
- 5 When do women wear a dress?
- 6 What jobs have uniforms?

Reading

4 Work in pairs. When you go shopping for clothes or bags, which of these things are most important for you? Discuss your ideas and number them from 1 to 4 (1 = most important, 4 = least important).

- the price
- the brand
- the colour
- the country it's from

5 Read the article about a fashion company. Answer the questions.

- 1 Which country are the bags from?
- 2 Where does the company sell the bags?

6 Read the text again and complete the sentences with these people.

Fashion designers Local workers Reese

- 1 _____ started Rags2Riches.
- 2 _____ make the products.
- 3 _____ get a good salary.
- 4 _____ work with the company.

▶ 75

GLOBAL FASHION

The two women in the photo are making bags. They work for the company Rags2Riches in the Philippines. Reese Fernandez-Ruiz co-founded the company in 2007 to help workers (mainly women) in the Philippines. The company gives them jobs with a good salary. Rags2Riches is also an environmentally friendly company because it makes new, fashionable bags from old, unused materials.

Rags2Riches is still growing. It has about 1,000 workers and it is training more. It has five shops and an online shop which sells bags all over the world.

The company works with different well-known designers, for example, Rajo Laurel. Normally, he designs clothes for the rich and famous but at the moment, he's designing some new bags for Rags2Riches.

co-found (v) /kəʊ'faʊnd/ start a company with other people

Grammar present continuous

► PRESENT CONTINUOUS

We use the present continuous to talk about:

An action you can see: *The two women in the photo are making bags.*

An action happening now or around the time of speaking: *The company is training more workers.*

Changing actions: *Rags2Riches started in 2007 and it's still growing today.*

Negatives and questions:

I'm not working this week. I'm on holiday.

He isn't wearing a coat. He looks cold.

What are you wearing?

Is she buying that bag? Yes, she is. / No, she isn't.

For further information and practice, see page 172.

7 Look at the grammar box. Answer the questions.

- 1 What is the form of the main verb in the present continuous?
- 2 What auxiliary forms do we use?
- 3 What time expressions do we use with the present continuous?

8 Complete these sentences with the present continuous form of the verb.

- 1 I _____ (shop) at the moment.
- 2 We _____ (not work) in the office today.
- 3 He _____ (hold) a brown rucksack.
- 4 The company _____ (not make) any money at the moment.
- 5 _____ you _____ (buy) this bag?
- 6 _____ Tom Ford _____ (design) their clothes this year?

9 Work in pairs. Describe what clothes:

- you are wearing today.
- your partner is wearing.
- your teacher is wearing.

10 Tell your partner what someone in the class is wearing. Don't say the person's name. Can your partner guess who you are describing?

Grammar present simple and present continuous

► PRESENT SIMPLE and PRESENT CONTINUOUS

Rajo Laurel normally designs clothes for the rich and famous but at the moment, he's designing some new bags for Rags2Riches.

For further information and practice, see page 172.

11 Look at the grammar box. Answer these questions.

- 1 Which tense do we use for a fact or a routine?
- 2 Which tense do we use for an action now or around the time of speaking?

12 Choose the correct option to complete the sentences.

- 1 At the moment, *I travel / I'm travelling* in Asia.
- 2 Usually, he *doesn't go / isn't going* to the gym during the week.
- 3 Today *she visits / she's visiting* an important customer.
- 4 My sister *likes / is liking* clothes and fashion.
- 5 These days, the cost of clothes *goes / is going* up.
- 6 She *doesn't go / isn't going* on holiday very often.
- 7 Joe *works / 's working* from home this morning.
- 8 My father *comes / is coming* from New York but lives in Philadelphia.

13 Match the questions (1–5) with the answers (a–e).

- 1 Do you normally wear a uniform?
 - 2 I'm doing my homework. Can you help me?
 - 3 Is it raining in your town today?
 - 4 Who are you working with this week?
 - 5 Where do you come from?
- a Sorry, not now. I'm making dinner. Maybe later.
 - b Two people from Japan. They're helping us with a new project.
 - c Spain, but I'm studying in England for a year.
 - d Yes, I do, but today I'm not working, so I can wear a T-shirt and jeans.
 - e No, it isn't. It's nice and sunny.

Speaking my life

14 Work in pairs. Ask the questions in Exercise 13 and give answers that are true for you. Use the present continuous or the present simple.



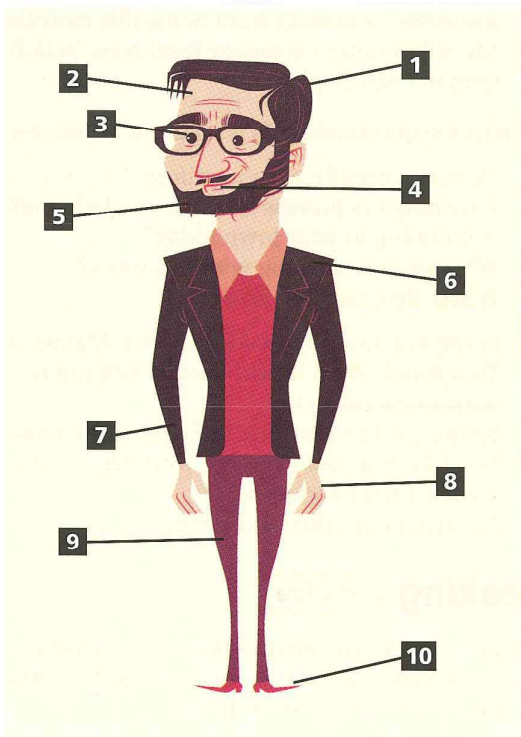
8b People at festivals



Vocabulary face and body

1 Write these words in the correct place on the picture.

arm beard eye foot hair hand
head leg mouth shoulder



2 Complete the sentences with these pairs of words.

beard + mouth arms + legs hair + eyes
head + ears hands + neck

- My sister has got long, dark _____ and blue _____.
- Ralph is growing his _____ at the moment and it covers his _____!
- That music is very loud! My _____ and both my _____ are aching.
- It's very cold outside. You need gloves and a scarf to keep your _____ and _____ warm.
- You need strong _____ and _____ for mountain climbing.

3 Pronunciation sound and spelling

a Match the words in A to the words in B with the same vowel sound.



A head shoes beard eye feet nose

B coat ears jeans leg tie suit

head – leg

b 76 Listen, check and repeat.

Listening

- 4 Work in pairs. Look at the two photos from the same festival in Spain. Answer the questions.
- 1 What are the people doing?
 - 2 What clothes are they wearing?
- 5  77 Listen to a conversation about the two photos. Number the photos (1–2) in the order the people talk about them.
- 6  77 Words for parts of the face and the body are missing from these sentences. Try to remember the words. Then listen again and check.
- 1 The people at the bottom put their _____ around each other.
 - 2 Other people push them forward with their _____.
 - 3 Then four people climb up and stand with their _____ on the other people's _____.
 - 4 I think people on the bottom have to be strong and hold onto the other people's _____.
 - 5 They've all got big masks over their _____.
 - 6 The faces are amazing. They've got huge eyes and big _____.
 - 7 He hasn't got any hair but he's got a big black _____.

Grammar *have got*

▶ HAVE GOT

- 1 *I've got one sister. (I've got = I have got)*
 - 2 *He hasn't got a beard. (hasn't got = has not got)*
 - 3 *Have they got a car?*
Yes, they have. / No, they haven't.
- Note: *He's tall. (he's = he is)*
He's got long hair. (he's = he has)

For further information and practice, see page 172.

- 7 Look at the sentences in the grammar box. Answer these questions.
- 1 Which sentences (1–3) use *have got* to talk about:
a appearance? b possessions?
c family?
 - 2 With *have got* questions, do you answer *Yes, I have*, or *Yes, I have got*?
 - 3 In these sentences, does 's mean *is* or *has*?
a She's short. b She's got short hair.
- 8 Complete the conversation with the correct form of *have got* or a short answer.
- A: I¹ _____ some photographs of my family.
Do you want to see them?
B: Sure.
A: This is me with my brothers. I² _____ three brothers.
B: ³ _____ you _____ any sisters?

- A: No, I⁴ _____, but I⁵ _____ two cousins. They are the two girls in this photo.
B: They⁶ _____ similar faces.
A: Yes, they're twins but they aren't identical.
Gina⁷ _____ blue eyes but Rachel⁸ _____ brown eyes and longer hair.

- 9 Complete this description of dancers at a festival with the correct form of *be* or *have got*.



FACE AT A FESTIVAL

This Polga tribesman is a dancer at a festival in Papua New Guinea. All the men¹ _____ tall and they² _____ colourful clothes with red hats over their hair. They³ _____ white faces and black lines around their eyes. The man in the photo⁴ _____ red make-up on his mouth and nose, and he⁵ _____ a string of seashells around his neck.

- 10 Write a short description of your appearance (50 to 60 words), using *be* and *have got*. You can write about these things.
- height
 - eyes
 - hair
 - clothes
- 11 Read your description to your partner. Does your partner think your description is correct?

Speaking

- 12 Work in pairs. Play this game.

Student A: Choose a person in the class, but don't say who it is. Answer Student B's questions.

Student B: Ask Student A questions and guess the person.

Then change roles and play the game again.

A: *Has he got long hair?*

B: *Yes, he has. / No, he hasn't.*

A: *Is she tall?*

B: *Yes, she is. / No, she isn't.*

8c Pink and blue

Reading

- 1 Work in pairs. Compare the two photos in the magazine article.
 - Say three things which are the same or similar.
 - Say three things which are different.
- 2 Read the article and match these headings with the paragraphs (1–5).
 - a Are all girls the same?
 - b Why does this happen?
 - c How it started
 - d Boys' favourite colour and toys
 - e Differences between the past and the present
- 3 Look at these words from the article. Match the words (1–8) with the definitions (a–h).
 - 1 toy
 - 2 doll
 - 3 jewellery
 - 4 make-up
 - 5 unusual
 - 6 superhero
 - 7 dinosaur
 - 8 advertisement
 - a objects you wear on your body, e.g. around your neck, on your ears, etc.
 - b an object for children to play with
 - c a picture or a short film to sell a product or service
 - d different from others
 - e a toy like a person or a baby
 - f something you put on your face (to improve or change your appearance)
 - g a large animal which lived millions of years ago
 - h a person in a story who can do amazing things, e.g. Superman, Batman

Critical thinking is it in the text?

- 4 Read the article again. Decide if the information in these sentences (1–7) is:
 - in the article (✓).
 - not in the article (✗).
 - 1 Jeongmee is a photographer from South Korea. ✓
 - 2 She thinks her daughter is similar to other girls of her age.
 - 3 All girls in every country love pink.
 - 4 The types of toys in the girls' and boys' rooms were also different.
 - 5 Jeongmee thinks it's because of television and advertising.
 - 6 In the past, children had lots of different colours in their bedrooms.
 - 7 Jeongmee Yoon thinks pink for girls and blue for boys is bad.

Word focus like

- 5 Read the sentences with the word *like*. Replace *like* in each sentence (1–3) with the words which have a similar meaning (a–c).
 - 1 There are blue toys **like** robots, dinosaurs and superheroes.
 - 2 Girls **like** pink make-up, clothes, or toys for cooking.
 - 3 Many of these girls were **like** Seewoo and had lots of pink things.
 - a love
 - b similar to
 - c such as
- 6 Complete these sentences in your own words. Then work in pairs. Tell your partner.
 - 1 When I was a child, I liked ...
 - 2 In my living room, I have possessions like ...
 - 3 I often wear ... , like other people of my age.

Speaking my life

- 7 Choose the options to complete the sentences with your opinion.
 - 1 The information in the article is *surprising* / *not surprising*.
 - 2 The article is *interesting* / *not interesting*.
 - 3 What the article says is *true* / *not true* in every country.
 - 4 What the article says is *true* / *not true* for most boys and girls.
 - 5 Boys and girls make different colour choices because of *TV and advertising* / *other things*.
- 8 Work in groups. Tell each other your opinions from Exercise 7 and give reasons for your answers. Do you agree?

I think the information in the article is surprising because ...

In my opinion, it's not true in my country because ...

Pink and blue



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Sewoo in her bedroom with all her possessions. There
 5 were plastic toys, animals, dolls, books, clothes, jewellery, make-up and things for school. And everything was pink.

The photograph gave Jeongmee an idea. She asked parents if she could photograph their
 10 daughters with their possessions. Many of these girls were like Sewoo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink
 15 clothing and toys.'

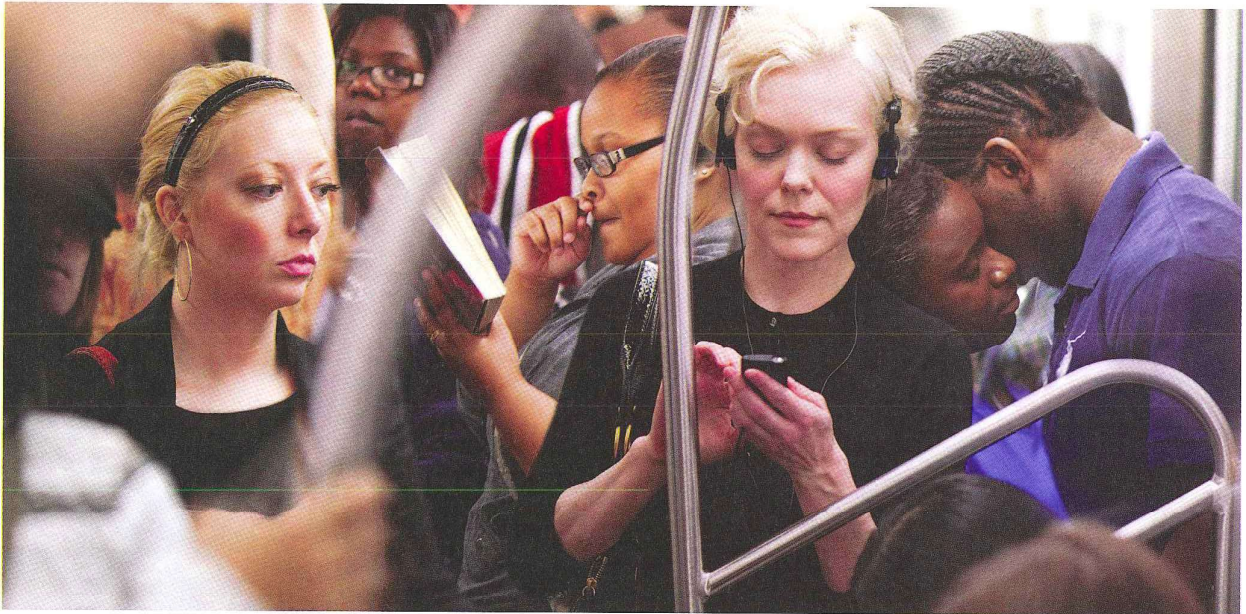
Next, Jeongmee photographed boys with their possessions, and most of their possessions were blue. She also noticed the difference in the type of objects: the boys' objects were blue
 20 toys like robots, dinosaurs and superheroes, but

girls typically liked pink make-up, clothes, or toys for cooking.

Jeongmee's pink and blue photographs show how important these two colours are in the lives
 of young children. Jeongmee thinks children see
 25 them on television and in advertisements and so parents buy products for children in these colours; for example, superheroes in films wear blue and dolls like Barbie wear pink.

The historian Jo Paoletti of the University of
 Maryland says 'pink for girls and blue for boys'
 30 wasn't true in the past. In the 19th century, people wore clothes of different colours, so men also wore pink and women wore blue. And in 1914, one American newspaper even told new
 35 mothers to 'use pink for the boy and blue for the girl.' But in the 1950s, this started to change in America, and then in other countries. And today we are still buying these colours for our children.

8d The photos of Reinier Gerritsen



Real life talking about pictures and photos

- Do you take a lot of photos on your phone or with a camera? What do you often photograph?
- Look at the photo. Discuss the questions.
 - Where are these people? What are they doing? How do they feel?
 - Do you think it is an interesting photograph? Why? / Why not?
- ▶ 79** The photo is by Reinier Gerritsen. Listen to someone talking about him and his photography. Answer the questions.
 - Why does the person like his photos?
 - Where are the people in this photo?
 - The speaker talks about the people in the photo. Who does she talk about first, second, third, fourth and fifth?
- ▶ 79** Listen again and match the beginnings of the sentences (1–10) with the endings (a–j).

1 His photos are	a people in their everyday life.
2 They often show	b very interesting.
3 This one is	c the man and woman are talking.
4 On the right,	d is watching her.
5 The woman in the middle	e a bit sad.
6 In front of her the woman with blonde	f is reading her book.
7 Then the other blonde woman on the left	g I don't normally look at people very closely.
8 She looks	h hair is listening to music.
9 Look at the other woman	i at the back.
10 I like it because	j on the New York subway.

▶ TALKING ABOUT PICTURES AND PHOTOS

Introduce the photo
This photo shows ...
I can see ...

Location
On the left/right,
in the middle
at the front/back

The people (appearance and actions)
She looks *happy / sad / bored / nervous*.
He is *reading / sleeping / thinking*.

Your opinion
I think ...,
I like it because *it's a beautiful picture*.

5 Pronunciation silent letters

▶ 80 Listen to these words. Which letter is silent? Listen again and repeat.

interesting sometimes everyday
listening blonde closely

- Work in pairs. You are going to describe another photo by Reinier Gerritsen. Look at page 157 and follow the instructions.
- Choose a picture or photo you like. Show it to your partner and talk about it.

8e Short and simple

Writing short messages

- 1 Work in pairs. Do you use these symbols when you send online messages? What do they mean?



- 2 Read five short messages from a mobile phone. Which symbol can you add at the end of each message? You can use more than one.

- Well done on passing your exams!
- Thanks for the photos. I love the photo of Sam in the funny costume!
- I'm at the train station but the train isn't here. It's late again!
- Thanks for the invitation to the film. Yes, I'd love to come.
- It was nice to see you at the weekend.

3 Writing skill the KISS rules (keep it short and simple)

- a Read the KISS rules for writing short messages.

- Don't add unnecessary information.
- Use numbers (not words) where possible.
- Don't use long sentences with lots of conjunctions.
- Don't use two sentences when you can use one sentence.
- Use less formal words and phrases for everyday messages.
- Miss out some words such as pronouns and auxiliary verbs.

- b Now compare the pairs of sentences (1–4). Which sentence (a or b) follows the KISS rules? Which rule or rules does the sentence follow?

- a I'm sitting in the café at the moment. Would you like to meet me here?

b Can you meet me now in the cafe?
- a My English exam is today. Let's speak at 2.

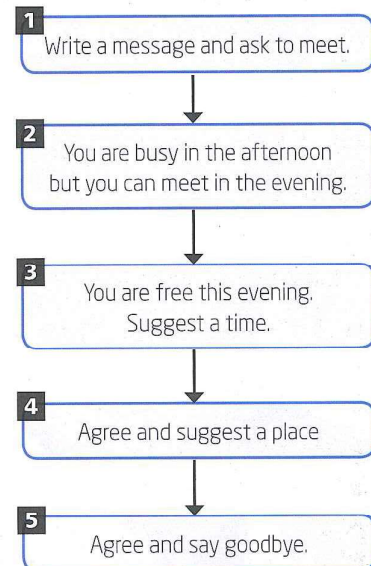
b I've got an English exam today but I'm free at two in the afternoon so we can speak then.
- a See you next month.

b I look forward to seeing you again in a month.
- a I called earlier but you weren't in. Can you please call me back when you read this?

b Please call me.

- c Read these sentences and rewrite them as short and simple messages.

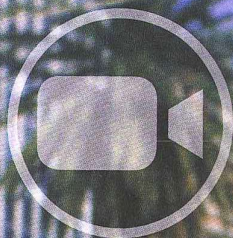
- Would you like to meet me in town because I am visiting for the day?
 - I'm sorry but I'm staying with friends this week so I'm not at home.
 - I hope you have a good time. I look forward to seeing you in the summer then.
- 4 Work in pairs. You want to arrange to meet this week. Look at these instructions and write the first message. Exchange your messages, read your partner's message and write a reply.



- 5 Work in pairs. Read and check all your messages again.

- Are all your messages short and simple?
- Did you follow the KISS rules in each message?
- Can you improve any of the messages?

8f Festivals and special events



A parade with musicians in Argentina

Before you watch

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- 1 What are the musicians wearing in the parade?
- 2 What festivals or special events have music in your country?

2 Key vocabulary

Match these words with the pictures (1–7).

clarinet clown costume glove jewellery mask trumpet



3 Answer these questions about the objects in Exercise 2. Tell the class.

- 1 Which of these things can you see in your country?
- 2 When do you see them? (e.g. at festivals, at special events)

While you watch

4 8.1 Watch the video. There are five photos in the video and each one shows a festival or a special event. Tick (✓) the things you can see in each photo.

- 1 Fire Festival: make-up costume fireworks
- 2 Rodeo: make-up jewellery clown
- 3 Parade: clarinet trumpet drums
- 4 Elephant festival: make-up gloves mask
- 5 Carnival: mask gloves jewellery

5 8.1 Watch the video again. Answer these questions.

Photo 1

- 1 Which country is the Beltane Fire Festival in?
- 2 Does the narrator like the woman's costume?

Photo 2

- 3 Where is the clown from?
- 4 Is he making the audience laugh or is he listening to his national anthem?

Photo 3

- 5 Which city is the parade in?
- 6 How does the speaker describe the music?

Photo 4

- 7 Where is this photo?
- 8 What colours can you see on the elephant?

Photo 5

- 9 Which Italian city is the woman in?
- 10 How often is the carnival?

After you watch

6 Vocabulary in context

8.2 Watch the clips from the video. Choose the correct option to complete the sentences.

7 Read these sentences from the video. Are the underlined words very positive or very negative? Practise reading the sentences. Stress the underlined words.

She's wearing an amazing costume!
Those gloves are wonderful!
The colours are incredible.

8 8.1 Work in pairs. Play the video again with the sound OFF. Take turns to be the narrator. Describe each photo when it is on the screen. Talk about:

- where it is.
- what you can see.
- what you like about it.

9 Read this email. Which event in Exercise 4 is the person writing about?

Hi!

We're having a great time in Scotland! Last night, we went to a festival. There were lots of people and they were wearing interesting costumes and white make-up. One woman had a white dress and an amazing tall hat. Everyone carried fire so it was an incredible event. I've attached a photo for you to look at.

Bye for now!

10 Choose another festival or event from the video. Imagine you went to it. Write an email to a friend and describe it.

11 Exchange emails with a partner. Can you guess which festival or event they described?

UNIT 8 REVIEW AND MEMORY BOOSTER

Grammar

1 >> MB Work in pairs. Find the photos in Unit 8 to match these sentences.

- 1 These women live in the Philippines.
- 2 They are standing on other people's shoulders.
- 3 He's got a blue room.
- 4 A man is wearing a yellow, red and blue costume.
- 5 She's reading a book.

2 >> MB Work in pairs. Look at Exercise 1 again. Underline the verbs in sentences 1–5 and answer these questions.

- What are the verb forms?
- When do we use them?

3 Complete the sentences with the present simple or present continuous form of the verbs.

- 1 At the moment, they _____ (work) in Japan.
- 2 He _____ (always / start) work at nine.
- 3 What _____ (you / do) now?
- 4 Currently, she _____ (write) a book about fashion.
- 5 We _____ (live) in Los Angeles.
- 6 _____ (you / like) this dress?
- 7 Why _____ (you / wear) those shoes this evening? They're ugly!
- 8 A: Where are Jan and Piotr? They're late.
B: They _____ (drive) here now.

4 Complete the sentences with the correct form of *have got*.

- 1 Penelope _____ blue eyes. (+)
- 2 I _____ a beard. (-)
- 3 The two sisters _____ the same dress. (+)
- 4 He _____ a hat. (-)
- 5 Maciej and Ania _____ long hair. (-)
- 6 The dancer _____ a white face with black lines. (+)
- 7 _____ you _____ make-up on your face?
- 8 _____ she _____ brown hair or blonde hair?

I CAN

- use the present continuous with the present simple
- use *have got* to talk about appearance

Vocabulary

5 >> MB Can you remember the words for these pictures?



I CAN

- talk about clothes
- talk about faces and parts of the body

Real life

6 Choose the correct option to complete these sentences about the photo in Greece.



- 1 This photograph *shows / takes* people in Xanthi, Greece.
- 2 Everyone is wearing black and white *costumes / uniforms*.
- 3 Some people have got *masks / make-up* on their faces.
- 4 Some people are wearing black *hats / belts*.
- 5 The woman *on the right / in the middle* hasn't got a hat.
- 6 She *looks / has got* happy.

7 >> MB Look at other units in this book and choose a photo with people. Write five sentences to describe the photo and describe it to your partner.

I CAN

- describe a picture or photo