





# CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 1 Talk</b>				
<b>Getting started</b> Talk about communication				
1A	Talk about friendship and communication	Subject and object questions	Friendship and communication	
1B	Describe experiences in the present	Present simple and present continuous	Gradable and extreme adjectives	Word stress: extreme adjectives
1C	Give and respond to opinions		Word groups	Giving and responding to opinions
1D	Write a guide			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>yourself</i>		
<b>Unit 2 Modern life</b>				
<b>Getting started</b> Talk about the workplace				
2A	Talk about experiences of work and training	Present perfect and past simple	Work	Present perfect and past simple
2B	Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb
2C	Make and respond to suggestions			Sentence stress
				Making and responding to suggestions
2D	Write an email giving news			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>look</i>		
<b>Unit 3 Relationships</b>				
<b>Getting started</b> Talk about relationships				
3A	Talk about a friendship	Narrative tenses	Relationships	Linking sounds
3B	Talk about families	<i>used to, usually</i>	Multi-word verbs	Sentence stress: multi-word verbs
3C	Tell a story			Stress in word groups
				Telling a story
3D	Write about someone's life			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>have</i>		
<b>Unit 4 Personality</b>				
<b>Getting started</b> Talk about people				
4A	Describe people and their abilities	Modals and phrases of ability	Ability	Stress with modal verbs
4B	Describe feelings	Articles	Personality adjectives	
4C	Offer and ask for help			Intonation in question tags
				Offering and asking for help
4D	Write an informal online advert			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>so and such</i>		
<b>Unit 5 The natural world</b>				
<b>Getting started</b> Talk about endangered animals				
5A	Talk about the future	Future forms	Environmental issues	Sound and spelling: <i>a</i>
5B	Talk about <i>if</i> and <i>when</i>	Zero and first conditionals	The natural world	Consonant clusters
5C	Give reasons, results and examples			Voiced and unvoiced consonants
				Giving reasons, results and examples
5D	Write a discussion essay			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>problem</i>		

Listening	Reading	Speaking	Writing
Three monologues: Online friendships	Article: <i>But are they real friends?</i> Article: <i>Can you really learn a language in 22 hours?</i>	Things you have done recently Learning a foreign language	
At the flower shop		Giving and responding to opinions; Using <i>me too / me neither</i>	 Unit Progress Test
Conversation: learning vocabulary	Article: <i>What kind of learner are you?</i>	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio show: likeability	Article: <i>Not the best interview I've ever had!</i> Article: <i>What's your favourite app?</i>	Work and training experiences Interviewing classmates about technology use	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	 Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
	Article: <i>60 years and 1,000 miles: How a word game brought two unlikely people together</i>	The story of a friendship	
Two monologues: being a twin A mistake	Article: <i>Twin tales</i>	Family traditions Reacting to what people say; Telling a story	 Unit Progress Test
Conversation: great-grandparents	An email about how great-grandparents met	A member of your family	A biography Describing time
Radio show: successful people	Article: <i>When will I be famous?</i>	Becoming successful at something	
Two monologues: personality types	Article: <i>Why the world needs introverts</i>	Describing a person	
Asking for help		Question tags; Offering and asking for help	 Unit Progress Test
Three monologues: websites	Three online adverts	Things people use the Internet for	An informal online advert The language of adverts
Conversation: an environmental project Interview: inventions inspired by nature Talking about possible jobs	Web page: The Whitley Fund for Nature Article: <i>Animals have adapted to survive everywhere</i>	Predictions about the future The best place to experience natural beauty Giving reasons, results and examples; Giving yourself time to think	 Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organising an essay; Signposting language

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 6 Different cultures</b>				
<b>Getting started</b> Talk about different cultures				
<b>6A</b>	Talk about advice and rules	Modals of obligation	Compound nouns	Word stress: compound nouns
<b>6B</b>	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /f/ and /tʃ/
<b>6C</b>	Ask for and give recommendations		Sounding interested	Asking for and giving recommendations
<b>6D</b>	Write a review of a restaurant or café			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>go</i>		
<b>Unit 7 House and home</b>				
<b>Getting started</b> Talk about ideal houses				
<b>7A</b>	Describe a building	Modals of deduction	Buildings	Modal verbs: final /t/ and /d/ sounds
<b>7B</b>	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions
<b>7C</b>	Make offers and requests and ask for permission		Sounding polite	Making offers and requests and asking for permission
<b>7D</b>	Write a note with useful information			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>over</i>		
<b>Unit 8 Information</b>				
<b>Getting started</b> Talk about an interesting news story				
<b>8A</b>	Talk about podcasts	Reported speech	Sharing information	Sound and spelling: /g/ and /k/
<b>8B</b>	Talk about what other people say	Verb patterns	Reporting verbs	
<b>8C</b>	Generalise and be vague		Sound and spelling: /h/ and /w/	Generalising and being vague
<b>8D</b>	Write an email summary of a news story			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>in / on + noun</i>		
<b>Unit 9 Entertainment</b>				
<b>Getting started</b> Talk about street entertainers				
<b>9A</b>	Talk about films and TV	The passive	-ed / -ing adjectives	Sound and spelling: final -ed in adjectives
<b>9B</b>	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress
<b>9C</b>	Recommend and respond to recommendations		Showing contrast	Recommending and responding to recommendations
<b>9D</b>	Write an article			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>see, look at, watch, hear, listen to</i>		
<b>Unit 10 Opportunities</b>				
<b>Getting started</b> Talk about different kinds of opportunities				
<b>10A</b>	Talk about new things it would be good to do	Second conditional	Sport; Adjectives and prepositions	Sentence stress: <i>would</i>
<b>10B</b>	Talk about imagined past events	Third conditional	Expressions with <i>do, make</i> and <i>take</i>	Sentence stress: <i>would</i> and <i>have</i>
<b>10C</b>	Talk about possible problems and reassure someone		Sounding sure and unsure	Talking about possible problems and reassuring someone
<b>10D</b>	Write an email with advice			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Easily confused words		
<b>Communication Plus</b> p. 127		<b>Vocabulary Focus</b> p. 133		<b>Grammar Focus</b> p. 144

Listening	Reading	Speaking	Writing
Three monologues: culture shock	Article: <i>Culture shock? There's an app to deal with that</i>	Describing different cultures	
Radio show: vending machines in Japan	Blog: <i>Hungry adventures</i>	Describing a special meal	
A special gift		Asking for and giving recommendations; Expressing surprise	 Unit Progress Test
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; Adverbs
Four monologues: describing buildings	Web page: <i>A more personal place to stay</i>	Describing buildings	
Conversation: comparing life in a town and a city	Web page: <i>Five reasons why small towns are better than cities</i>	Talking about where you live	
Visiting a friend's family		Making offers and requests and asking for permission; Imagining people's feelings	 Unit Progress Test
Conversation: a holiday in Florida	Article: <i>Top five things to do ... in and around Miami, Florida</i> ; A note	A recent holiday	A note with useful information Offering choices
Podcast: Pod-on-pod	Article: <i>Thinking of making a podcast? Just give it a try!</i>	Giving opinions about podcasts	
Interview: fake reviews	Article: <i>The restaurant that wasn't there</i>	Describing experiences using reporting verbs	
A job interview		Generalising; Being vague	 Unit Progress Test
Monologue: a news story	A news story	Air travel	An email about a news story Summarising information
Conversation: film trailers	Article: <i>To binge or not to binge ...</i>	Recommending a film or TV programme	
Three monologues: musical experiences	Article: <i>The three best music festivals you've probably never heard of</i>	A musical experience	
Planning an evening out		Recommending and responding; Asking someone to wait	 Unit Progress Test
Two monologues: live music	A blog about staying at home	Live vs. recorded music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new activities		Taking new opportunities	
	Article: <i>Searching for serendipity</i>	A past event that made life better	
Making a marriage proposal		Talking about possible problems and reassuring someone; Changing the subject	 Unit Progress Test
Monologue: volunteering	A web page about volunteering; Emails giving advice	Volunteering	An email with advice Advising a course of action

## CAN DO OBJECTIVES



- Talk about advice and rules
- Describe food
- Ask for and give recommendations
- Write a review of a restaurant or café



## DIFFERENT CULTURES

# UNIT 6

### GETTING STARTED

- a**  Look at the photo. Ask and answer the questions.
- 1 In which part of the world do you think the photo was taken?
  - 2 What job are the men doing?
  - 3 How is this similar to or different from the same job in your culture?
  - 4 Are there any jobs in your country that still use traditional methods? Give details.
- b**  Have you met people from different cultures? If you have, what did you have in common? How were you different? If you haven't, what do you think they would find interesting or surprising about your country's culture?

# 6A

## YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

**G** Modals of obligation

**V** Compound nouns

### 1 SPEAKING AND READING

**a** Discuss the questions.

- 1 What do you think the phrase 'culture shock' means? What difficulties might culture shock cause?
- 2 Think of a country you would like to visit. How do you think it is different from your own country? Think about the words in the box.

cities and streets   customs   food  
getting around   people

**b** Quickly read the article about CultureMee, an app for tourists travelling to other countries. Which of the things below does the app provide?

- 1 'insider tips' about the culture
- 2 information about main tourist sites
- 3 a history of the country
- 4 detailed descriptions of famous buildings
- 5 lists of recommended hotels and restaurants
- 6 tips about how to behave in the country
- 7 information about local attitudes and customs

## CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

**M**any travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid or where to meet local people in Rio de Janeiro? Well, a new app for your smartphone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by an Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on holiday in East Africa a few years ago. They had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realised that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach to** culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty

of apps available that can help you book holidays and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart of** what CultureMee does.

CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture and advice on dealing with culture shock. Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give tips on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country, and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So, imagine that someone from the UK wants to travel to Thailand. They can select the appropriate culture video and hear a Thai person talking about Thai culture. They can also watch a video of a non-Thai person talking about how to get on with Thai people and understand their culture.

An essential aim of John and Dee's project is to create an online community of people who are interested in travel and culture. As the app becomes more popular, they hope this community will continue to **augment\*** it with their own stories and viewpoints.

**\*augment** (v) to increase the size or value of something by adding to it



John and Dee Lee, founders of CultureMee

**c** Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

**d** What do the words in **bold** mean in the context of the article? Choose a or b.

- insights**
  - knowledge of something
  - suggested places to visit
- integral**
  - additional, extra
  - central, essential
- approach to**
  - information about
  - way of looking at
- at the heart of**
  - feeling strongly about something
  - central to something
- supplement**
  - add to something
  - use instead of something
- with authority**
  - knowledgeable about something
  - having permission to talk about something

## 2 VOCABULARY Compound nouns

**a** Read the information below about compound nouns, then underline the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., *lunchtime*) and others as two words (e.g., *living room*). They are usually formed by:

- noun + noun (e.g., *newspaper*)
- verb + *-ing* + noun (e.g., *washing machine*)
- noun + verb + *-ing* (e.g., *ice skating*)

**b** **06.01 Pronunciation** Listen to the compound nouns from the article. Which part is stressed – the first or the second word? Practise saying the words.

**c** Complete the compound nouns with the words in the box.

baseball book insect pack screen shop tour walking

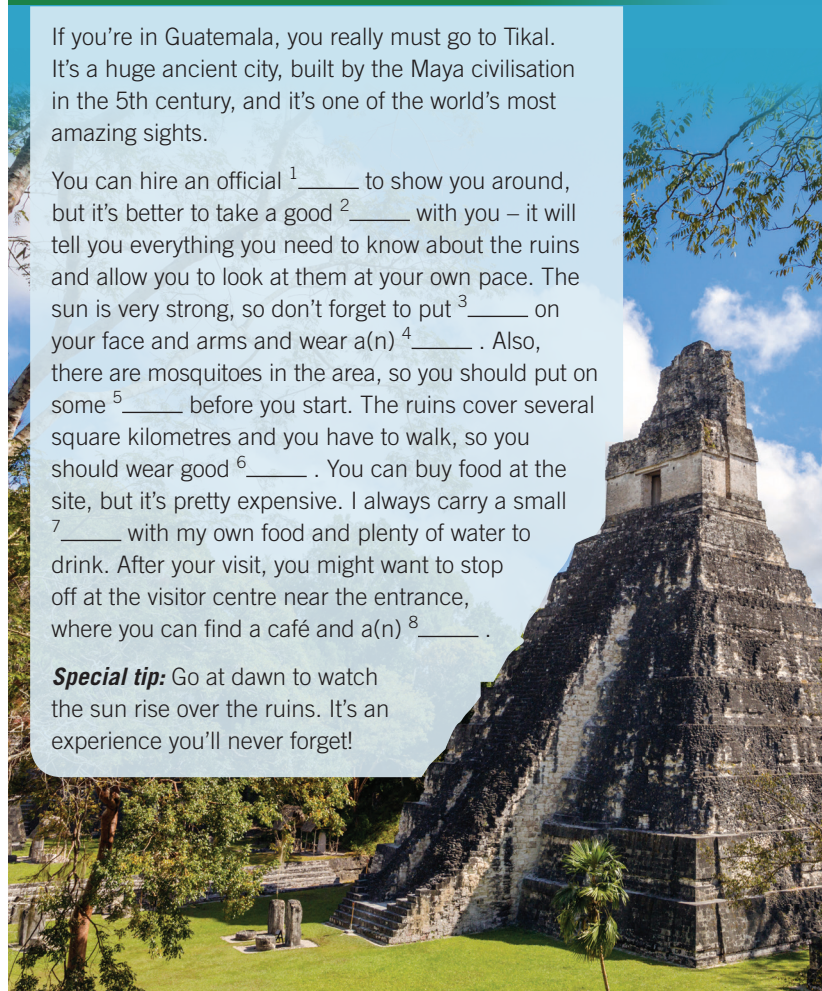
- |                  |                   |
|------------------|-------------------|
| 1 _____ guide    | 5 back_____       |
| 2 sun_____       | 6 guide_____      |
| 3 souvenir _____ | 7 _____ shoes     |
| 4 _____ cap      | 8 _____ repellent |

## The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilisation in the 5th century, and it's one of the world's most amazing sights.

You can hire an official <sup>1</sup>\_\_\_\_\_ to show you around, but it's better to take a good <sup>2</sup>\_\_\_\_\_ with you – it will tell you everything you need to know about the ruins and allow you to look at them at your own pace. The sun is very strong, so don't forget to put <sup>3</sup>\_\_\_\_\_ on your face and arms and wear a(n) <sup>4</sup>\_\_\_\_\_. Also, there are mosquitoes in the area, so you should put on some <sup>5</sup>\_\_\_\_\_ before you start. The ruins cover several square kilometres and you have to walk, so you should wear good <sup>6</sup>\_\_\_\_\_. You can buy food at the site, but it's pretty expensive. I always carry a small <sup>7</sup>\_\_\_\_\_ with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor centre near the entrance, where you can find a café and a(n) <sup>8</sup>\_\_\_\_\_.

**Special tip:** Go at dawn to watch the sun rise over the ruins. It's an experience you'll never forget!



**d** Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.

**e** **Communication 6A** Student A: Go to p. 130.  
Student B: Go to p. 132.

## 3 LISTENING

**a** Look at the photos and the information about Kim, Will and Tasia. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.



Kim from England went to live in Brazil.



Will from the USA worked for a company in Nigeria.



Tasia from Greece went to live in the UK.

## UNIT 6

- b** ▶ **06.02** Listen to Kim, Will and Tasia. Which of these topics do they talk about? One topic is not mentioned.

being on time children getting up early going to bed  
making eye contact talking to people

- c** ▶ **06.02** Listen again and make notes in the table. Then compare with a partner.

Country	Cultural difference	Example(s)	Comments they make about it
Brazil			
Nigeria			
UK			

- d** 🗨️ Think about the three cultural differences in the table. Have you ever been in similar situations? What happened?

### 4 GRAMMAR Modals of obligation

- a** Complete these sentences from the interviews with the words in the box. You will use some of the words more than once.

can can't have to don't have to must  
mustn't should shouldn't

#### Kim

- If a meeting starts at 10 o'clock, you \_\_\_\_\_ be there at 10:00. You \_\_\_\_\_ come maybe fifteen or twenty minutes later, and that's fine.
- They expect me to show up on time. They always say, 'You \_\_\_\_\_ be late. You \_\_\_\_\_ come on time.'

#### Will

- If you're talking to someone you don't know well, you \_\_\_\_\_ look right at them.
- In the USA, you \_\_\_\_\_ definitely look the other person in the eye when you talk.

#### Tasia

- At a certain time, maybe 7:00 or 8:00, all the children \_\_\_\_\_ go to bed.
- In Greece, children \_\_\_\_\_ usually stay up as long as they want ... They \_\_\_\_\_ go to bed at a fixed time.
- I just think children \_\_\_\_\_ join in the life of the family and it's a pity if they \_\_\_\_\_ be part of it.

- b** ▶ **06.03** Listen and check your answers.

- c** ➤➤➤ Now go to Grammar Focus 6A on p. 154.

- d** Complete these rules about transport in your country. Use the modals in the box.

can can't have to don't have to must mustn't  
need to don't need to should shouldn't

#### Buses

- You \_\_\_\_\_ buy a ticket in advance.
- You \_\_\_\_\_ buy a ticket on the bus.

#### Walking and cycling

- You \_\_\_\_\_ use a pedestrian crossing when you want to cross the street.
- You \_\_\_\_\_ wear a bike helmet.
- You \_\_\_\_\_ ride a bike on the pavement.  
You \_\_\_\_\_ use cycle lanes.

#### Cars

- Passengers \_\_\_\_\_ wear a seat belt.
- You \_\_\_\_\_ drive with your lights on during the day.

#### Taxis

- You \_\_\_\_\_ stop taxis in the street.
- You \_\_\_\_\_ book taxis in advance.
- You \_\_\_\_\_ give taxi drivers a tip.

- e** A foreign visitor is coming to live in your country for six months. Prepare to give them some advice. Use the ideas in the box and your own ideas to make a list of rules and tips.

clothes eating and drinking going out at night  
language parks and public spaces public transport  
roads, pavements and cycle lanes  
talking to people who are older than you

You shouldn't eat or drink when walking in the street.  
You should always give your seat to an older passenger on the bus.

- f** 🗨️ Take turns to read your rules and tips aloud. Discuss the questions.

- Which rules and tips are about safety?
- Which are about being polite to people?
- Which rules and tips are the most important?

### 5 SPEAKING

- a** Work with a partner. Think about a foreign culture you both know something about. How is it different from your culture? Think about these topics and make brief notes.

children greetings how people dress meals  
men and women older people time

- b** 🗨️ Work in groups. Tell your group about the differences in the culture you chose. Ask the other students questions about the culture they chose. Do you agree with them?



# 6B

## IT'S TASTIER THAN I EXPECTED

### Learn to describe food

- G** Comparatives and superlatives
- V** Describing food

### 1 VOCABULARY Describing food

**a** Look at photos a–e and discuss the questions.

- 1 Which food would you most like to eat?
- 2 What country do you think each dish comes from?
- 3 What ingredients does each dish contain?
- 4 Which of the dishes could a vegetarian eat?

**b** Match descriptions 1–5 with photos a–e.

- 1 tasty Moroccan meatballs cooked in a tomato sauce, served with couscous and fresh herbs
- 2 creamy Mexican avocado and tomato dip with crunchy tortilla chips
- 3 white fish cooked in a spicy Thai sauce with hot green chillies
- 4 Japanese noodles with vegetables in a light soup served with an egg
- 5 a slice of rich Austrian chocolate cake with a bitter orange filling

**c** Underline all the adjectives in 1b. Which could you use to describe ... ?

- a a salad    b a bowl of soup    c a curry

**d** Now go to Vocabulary Focus 6B on p. 137.

**e** **06.08 Pronunciation** Listen and repeat these words. Pay attention to the pronunciation of the letters *sh* and *ch*.

/ʃ/	/tʃ/
fresh	chocolate
mash	chop
ship	rich
shape	crunchy

**f** A visitor has come to your town. You're going to give advice about where to eat and what typical dishes to try.

Student A: Give the visitor advice.

Student B: You are the visitor. Listen and ask further questions.

**g** Now change roles and have a second conversation.

### 2 LISTENING

**a** Look at the photo on the right and discuss the questions.

- 1 Do you have vending machines in your country? What do they sell?
- 2 How often do you use them? What do you usually buy?

**b** **06.09** Listen to part of a radio show about vending machines in Japan.

- 1 What types of food and drink are mentioned?
- 2 What are the advantages for customers of vending machines over buying things from a shop?
- 3 What does the reporter think of the hot meal?

**c** Would you buy hot food from a vending machine? Why / Why not?



### 3 GRAMMAR Comparatives and superlatives

**a** **06.10** Complete the sentences with the words in the box. Then listen and check your answers.

a bit longer than    as good as    by far the highest  
 much better than    much cheaper    the best

- Japan has \_\_\_\_\_ number of vending machines per person in the world.
- It's \_\_\_\_\_ for sellers to run a vending machine than it is to run a shop.
- But is curry and rice from a machine \_\_\_\_\_ curry and rice from a restaurant?
- It's taking \_\_\_\_\_ I imagined.
- It's actually \_\_\_\_\_ I expected.
- I think it might be \_\_\_\_\_ vending machine meal I've ever eaten.

**b** Circle the adjectives in the sentences in 3a. Then answer the questions.

- Which expression(s) talk(s) about something that is number one in a category?
- Which expression(s) talk(s) about a difference?
- Which expression(s) talk(s) about two things that are similar?
- These words change the meaning: *by far*, *much*, *a bit*. Which mean a big difference? Which mean a small difference?

**c** Now go to Grammar Focus 6B on p. 154.

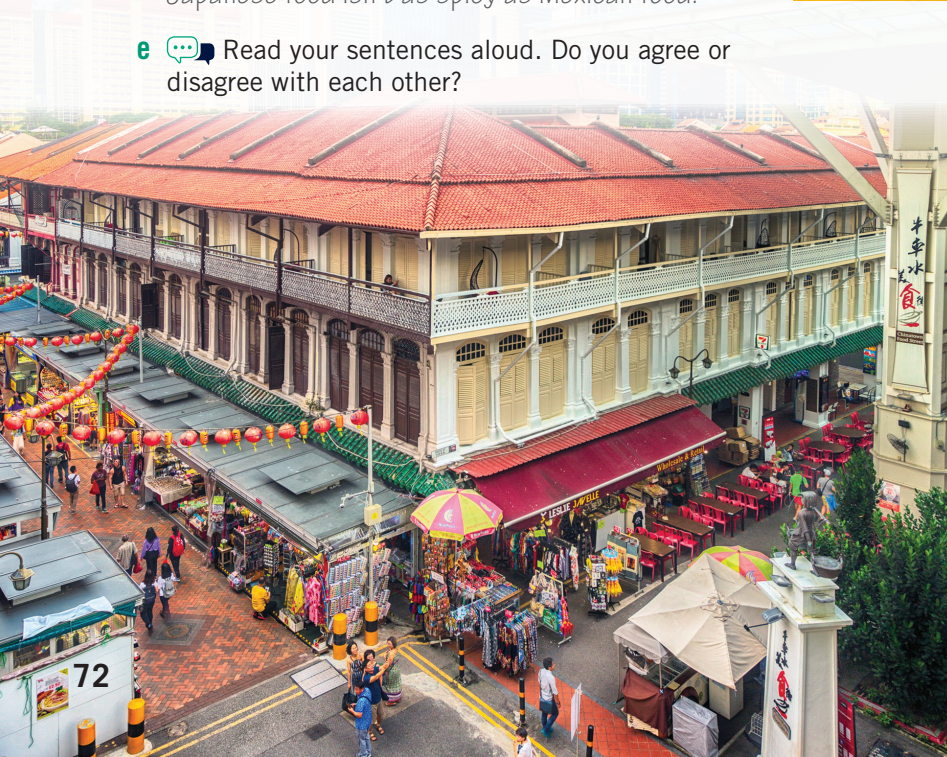
**d** Use the ideas below to write sentences with comparatives, superlatives and (*not*) *as ... as*.

cheap    fun    good for you    healthy  
 interesting    nice    spicy    sweet    tasty

- street food / food in expensive restaurants / home-made food
- Japanese food / Mexican food / Indian food
- vegetarian food / meat dishes / fish dishes
- food from my country / food from other countries

*Japanese food isn't as spicy as Mexican food.*

**e** Read your sentences aloud. Do you agree or disagree with each other?



# Hungry ADVENTURES



## 'Have you eaten?' 13th May

Singaporeans are my kind of people – they're passionate about food and eating!

People here eat often – they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country – Chinese, Indian, Arabic, European and many, many more.

The best meal of the day today was lunch. The main course was *muri ghonto* or fish head curry – far more delicious than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was *cendol* – coconut milk, ice and green noodles. It's a typical Southeast Asian dish. It wasn't as sweet as I expected, but the noodles were lovely – a bit like jelly.

There are places to eat here to suit everyone – from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. My plan is to try as many as I can in the short time I'm here.

### 4 READING

**a** Look at the photo on the left. Which country do you think it is?

**b** Read the blog *Hungry Adventures*. Check your answer to 4a.

**c** Read the blog again. Find the descriptions of the dishes and match them with the food photos a–d.

- 1  chicken *satay*    3  *cendol*  
 2  *muri ghonto*    4  *thosai*

**d** Discuss the questions.

- Did the blog writer enjoy the dishes in 4c?
- Which of the dishes would you like to try?

## Travelling and eating around the world



### Hawker centres – street food, but not on the streets

14th May

Singapore is famous for its street food, but it's been illegal to sell cooked food in the streets for many years. So, if you're looking for Singapore's famous street food, hawker centres are the places to go. These are indoor food courts with stalls that sell freshly cooked food. You choose your hawker stall according to what kind of cuisine you want – Thai, Malay, Chinese, Indian, Japanese or Korean.

I went to the Golden Mile Food Centre – it was amazing to see so many different food stalls under one roof. *Sup tulang*, a Malay–Indian dish of beef bones in a red spicy sauce, looked very tasty. But in the end I wanted something lighter, so I chose *ayam buah keluak*, a Paranakan (Chinese–Malay) dish. It's chicken with Indonesian black nuts, served with steamed rice. A good choice – one of the most unusual dishes I've ever tasted.

### Little India, big appetite

15th May

This part of Singapore was full of the sights and smells of India. I ate *thosai* – crispy Indian pancakes made from rice and lentils. They were served with rich and spicy dips and vegetable curry. The meal was light and fresh – delicious!

Still full from my Indian lunch, I explored the Arab Quarter. There was plenty of great food available, but sadly I wasn't hungry! I'll have to come back to Singapore. I didn't have a chance to explore Chinatown either.

By the evening I was hungry again, so I tried some of the barbecued food at Lau Pa Sat, an old market. I went for Malaysian chicken *satay*, pieces of chicken on sticks served with spicy peanut sauce. Absolutely delicious!

e Read the blog again and answer the questions.

- 1 What two habits show that the people in Singapore love food?
- 2 What did the blog writer eat with her fish head curry?
- 3 Why can't you buy cooked food on the street in Singapore?
- 4 Why didn't she have *sup tulang* at the Golden Mile Food Centre?
- 5 Why didn't she eat anything in the Arab Quarter?
- 6 Which area of Singapore did she not go to?

f Imagine you are visiting Singapore. Where will you go? What will you eat?

I'd really like to go to a big hawker centre, so we can see all the different options.

## 5 SPEAKING

a You are going to talk about a special meal. Make notes about one of these meals. Use the ideas in the box to help you plan what to say.

- the most special meal you've ever made
- the most delicious meal you've ever eaten
- a meal you'll never forget

where? when? who with? ingredients?  
how was the food cooked? taste, smell, colour?

b Take turns to describe your meals. Then talk about which of the meals sounds the most delicious.

The most delicious meal I've ever eaten was in a little restaurant near my grandparents' house. I ate ...



## 1 LISTENING

a Discuss the questions.

- Which of these do you think is the most romantic?
  - flowers
  - dinner at a restaurant
  - a home-made meal
  - a handwritten love letter
  - an expensive gift (e.g., jewellery)
- Have you ever bought/done these things for anyone?

b Look at the photo below. Where are Tom and Rachel? What are they doing? What do you think they are talking about?

c **06.12** Watch or listen to Part 1 and check.

d **06.12** Watch or listen again. Are the sentences true (T) or false (F)?

- Tom isn't going to ask Becky to marry him.
- Tom is going to take Becky to Paris.
- Mark asked Rachel to marry him at a special place.
- Becky and Tom used to work together.

e Do you agree with Rachel's advice? Where should Tom propose to Becky?



## 2 USEFUL LANGUAGE

### Asking for and giving recommendations

a Look at the phrases in **bold** below. Which ones are asking for recommendations? Which are giving recommendations?

- Do you think I should** take her somewhere special?
- If I were you, I'd** take her somewhere special.
- It's probably worth** asking her where she wants to go.
- What would you do** about the ring?
- Would you recommend** buying a very expensive ring?
- It's much better to** buy something that's her style.
- It's not a good idea to** ask her what she likes.

b Complete the conversations with the correct form of the verbs in brackets. Look back at the phrases in 2a to help you.

1

**A** What do you think I should <sup>1</sup> \_\_\_\_\_ Dad for his birthday? (get)

**B** If I were you, I <sup>2</sup> \_\_\_\_\_ him what he wants. (ask)

**A** But that will ruin the surprise.

**B** It's much better <sup>3</sup> \_\_\_\_\_ him what he wants though. (get)

**A** True, I suppose.

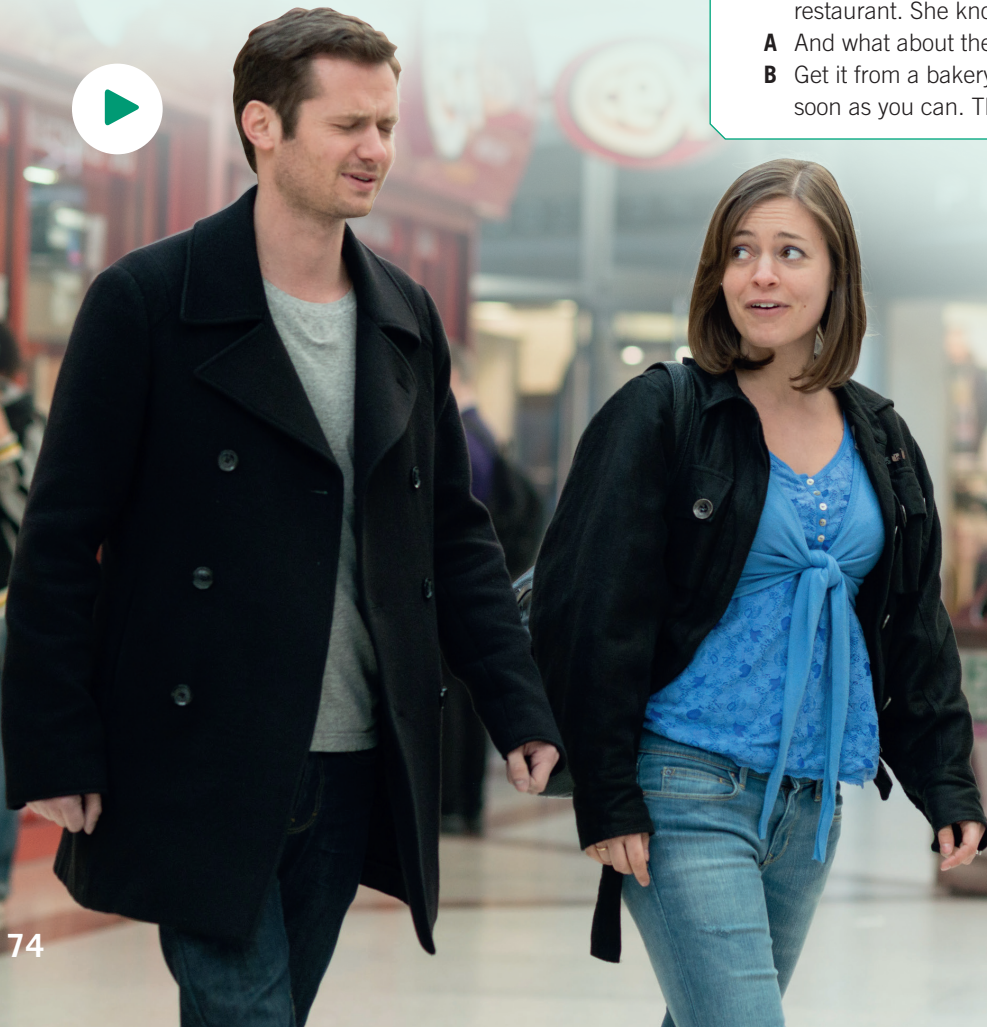
2

**A** Where would you recommend <sup>1</sup> \_\_\_\_\_ the party? (have)

**B** It's probably worth <sup>2</sup> \_\_\_\_\_ Laura if she can recommend a restaurant. She knows lots of great places. (ask)

**A** And what about the cake? What would you <sup>3</sup> \_\_\_\_\_? (do)

**B** Get it from a bakery. And it's a good idea <sup>4</sup> \_\_\_\_\_ them as soon as you can. They get very busy. (contact)





### 3 CONVERSATION SKILLS

#### Expressing surprise

- a** Look at the sentences about the next part of the story. Which option do you think is most likely?
- Rachel advises Tom to buy *a huge diamond / something that's Becky's style*.
  - Tom thinks that the rings in the jewellery shop are very *expensive / cheap*.
  - Rachel and Tom see Becky and *say hello to her / hide in the shop*.
- b** **06.13** Watch or listen to Part 2 and check your answers to 3a.
- c** **06.13** Watch or listen to Part 2 again and complete the sentences.
- Tom** So, what about the ring? What would you buy?  
A big diamond, right? So she can show it to her friends?  
**Rachel** \_\_\_\_? Tom, do you know Becky at all?
  - Rachel** It's £1,500.  
**Tom** I \_\_\_\_ \_\_\_\_ \_\_\_\_! That's ridiculous.
  - Rachel** Tom! It's Becky! Over there.  
**Tom** \_\_\_\_ \_\_\_\_! What should we do?
- d** Take it in turns to say the sentences below and express surprise.
- I'm getting married.
  - I passed all my exams.
  - That coat costs £300.
  - I lost my phone yesterday.

### 4 PRONUNCIATION

#### Sounding interested

- a** **06.14** Listen to this extract. Is the intonation flat or not? Underline the correct word in the rule.

**Rachel** I am so excited. I still can't believe you're going to ask Becky to marry you.

Sometimes, intonation is more important than the words we use. If we use *varied / flat* intonation, we may sound as if we're bored or don't care about the subject.

- b** **06.15** Listen to exchanges 1–3. Which of the B speakers sounds bored?

- A** I've got a new job.  
**B** Wow. That's incredible.
- A** I've just bought some new shoes.  
**B** That's amazing.
- A** We lost the game last night.  
**B** That's terrible.

- c** Practise saying the exchanges in 4b. Try to sound interested.

### 5 SPEAKING

- Communication 6C** Student A: Read the instructions below. Student B: Go to p. 130.

#### Student A

- You have been offered an amazing job. The salary is very high and it is a great opportunity. The problem is that you need to move to New York next month! Tell your partner your news and ask for some recommendations about what to do.
- Listen to your partner's surprising news and give some recommendations.

I've been offered a new job.  
It's in New York!

No way!  
That's great.

Do you think I  
should take it?

## UNIT PROGRESS TEST

### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# 6D

## SKILLS FOR WRITING

It's definitely worth a visit

Learn to write a review of a restaurant or café

**W** Positive and negative language; Adverbs

### 1 SPEAKING AND LISTENING

- a** Look at situations 1–3. Where would you go for these occasions? Choose from the locations in the box.
- 1 to meet friends for a chat and a cup of coffee
  - 2 a birthday or an anniversary
  - 3 a party at the end of term or the end of a language course
- a café a cheap restaurant an expensive restaurant  
a venue with music or dancing (e.g., a club)
- b** Compare your ideas. Do you agree?
- c** **06.16** Listen to Jeff, Fabio and Carla. Which place in photos 1–3 is each of them talking about?
- d** **06.16** Listen again and answer the questions.
- 1 Why doesn't Jeff like the atmosphere at expensive restaurants?
  - 2 What does he say about the food?
  - 3 Does Fabio go to cafés alone, or with friends, or both?
  - 4 Why does he like pavement cafés?
  - 5 What does Carla do before she starts dancing?
  - 6 What kind of music does her favourite place play?
- e** Think of one place to go out that you really like and one that you don't really like. Make notes about their good and bad points.
- f** Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

### 2 READING

- a** Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?
- b** Read reviews a–d again. Underline any words or phrases that are used to describe the things below.
- 1 the atmosphere
  - 2 the kind of food and drinks they serve
  - 3 the quality of the food
  - 4 the service
  - 5 value for money
  - 6 the location



**a** *'Very highly recommended. Would go back again.'* ★★★★★

I came here on my birthday. The coffee and cakes were delicious and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this café and I'll be going back.

**c** *'Visited twice in 3 days!'* ★★★★★

We had wonderful food here. The fish was very fresh and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the town centre, so it's a bit noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

**b** *'Completely overrated.'* ★★★★★

We had seen good reviews of this café, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was tasty, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.



**d** *'A nice place to meet friends.'* ★★★★★

This is a bright, friendly café and they also serve good food, although the portions aren't very generous and it's a bit overpriced. I usually go there for a coffee. It has a fairly pleasant atmosphere and the service is always reasonably friendly and relaxed. I'd recommend it as a place to get something to drink with friends, but it might be better to eat somewhere else.

### 3 WRITING SKILLS Positive and negative language; Adverbs

**a** Add adjectives or phrases from the reviews above to the table.

Positive	Fairly positive
delicious	friendly enough
Fairly negative	Negative
a bit noisy	awful

**b** Compare your answers. Did you choose the same adjectives and phrases?

**c** Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

- The portions weren't **very generous**.
- The portions were **absolutely tiny**.

**d** Which of these sentences are slightly negative? Which are very negative?

- It was extremely disappointing.
- The bread wasn't very fresh.
- The sauce was completely tasteless.
- My soup wasn't really hot enough.
- The portions were rather small.
- The service was awful.

**e** Do we use these adverbs to make adjectives or phrases stronger or weaker?

a bit absolutely completely extremely fairly not really not very quite rather really reasonably slightly terribly

**f** Change the strong comments in the sentences in 3d so that they sound weaker. Change the weaker comments so that they sound stronger.

- It was *a bit disappointing*.
- The bread was *really old*.

### 4 WRITING Two reviews

**a** Choose two places you know (restaurants, cafés or venues with music). Think of one place you like a lot and one place you don't really like. Make notes about the points below.

- general atmosphere
- location
- how busy it is
- what they serve
- quality of food
- service
- friendliness
- prices
- value for money

**b** Compare your ideas with a partner.

**c** Write two reviews, one for each place.

**d** Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

- covered all the points in 4a
- used appropriate adjectives and phrases
- used adverbs appropriately

**e** Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

# UNIT 6

## Review and extension

### 1 GRAMMAR

- a Read the text and underline the best words. Sometimes more than one word is possible.

Essaouira, in Morocco, is a wonderful place to visit. You <sup>1</sup> *must / should / can* enjoy walking through the streets, shopping at the market or tasting local food.

It's often windy in Essaouira, so you <sup>2</sup> *don't have to / should / have to* bring warm clothes. The wind means that the beach isn't good for sunbathing, but you <sup>3</sup> *ought to / shouldn't / must* go kite-surfing – it's really exciting!

If you like history, you <sup>4</sup> *don't have to / have to / should* explore the old part of town. There are a lot of market stalls here. If you want to buy something, discuss the price with the stallholder. You certainly <sup>5</sup> *shouldn't / ought to / must* pay the first price you hear!

Many people here speak English, Spanish or French, so you <sup>6</sup> *don't have to / should / mustn't* learn Arabic, although you <sup>7</sup> *should / must / have to* probably learn a few useful phrases. You <sup>8</sup> *can't / don't have to / mustn't* stay in expensive hotels; there are other options, including *riads*, which are hotels that feel like family homes.

- b Complete the sentences with the correct form of the words in brackets. Add any extra words you need.

- A burger in my country is \_\_\_\_\_ (slightly cheap) a burger here.
- Indonesia is \_\_\_\_\_ (a bit hot) Jamaica.
- On average, trains in Japan are \_\_\_\_\_ (much fast) trains in India.
- Thai food is \_\_\_\_\_ (by far spicy) I've ever eaten.
- Travelling on this Metro isn't \_\_\_\_\_ (nearly expensive) travelling on the London Underground.

### 2 VOCABULARY

- a Complete each pair of sentences with compound nouns made from the words in the boxes.

air crossing conditioning pedestrian

- It's safer to use a \_\_\_\_\_. There's so much traffic on this road.
- A It's so hot! B I'll turn the \_\_\_\_\_ on.

hour public rush transport

- Let's go at ten o'clock, when \_\_\_\_\_ is over.
- Should we drive or use \_\_\_\_\_?

jam lights traffic traffic

- Sorry I'm late. I got stuck in a \_\_\_\_\_.
- Wait for the \_\_\_\_\_ to change from red to green.

cycle vending lane machine

- That car shouldn't be in the \_\_\_\_\_!
- I'd like a cold drink. Is there a \_\_\_\_\_ near here?

- b Complete the sentences with words for describing food.

- I'm not hungry. Can I have something \_\_\_\_\_, like a salad?
- I love \_\_\_\_\_ foods like chocolate and cake!
- This hasn't been cooked properly. Look! The vegetables are still \_\_\_\_\_.
- This juice is really \_\_\_\_\_. There's too much lemon in it.

### 3 WORDPOWER go

- a Match questions 1–6 with responses a–f.

- Where does that path **go**?
- How did your trip **go**?
- This is my new dress. Do these shoes **go** with it?
- Where's the milk?
- Where's the cake you were making?
- Was there food at the party?

- Really well. I met some very nice people.
- No, they're the wrong colour.
- To the beach, I think.
- Yes, but when I got there it had all **gone**.
- It **went** off. I threw it away.
- It **went** wrong. I threw it away.

- b Match the phrases with *go* in 3a with these descriptions.

We can use:

- go* to mean *disappear* d
- go (with)* to mean *look similar / look good together* \_\_\_\_\_
- go* to mean *go towards* \_\_\_\_\_
- go wrong* to mean *develop problems / not succeed* \_\_\_\_\_
- go + adverb* to describe how things happen (e.g., *go badly*) \_\_\_\_\_
- go + adjective* to describe a change (e.g., *go grey*) \_\_\_\_\_

- c Complete each sentence with the correct form of *go* and a word or phrase from the box, if necessary.

around bad orange really well with my eyes wrong

- In the autumn, the leaves \_\_\_\_\_.
- I had a job interview yesterday. It \_\_\_\_\_. I got the job!
- Don't worry if it \_\_\_\_\_. Just start again.
- When I turned to speak to Fred, he had already \_\_\_\_\_.
- The road \_\_\_\_\_ the lake. It's a nice drive.
- The shop assistant said the scarf \_\_\_\_\_.
- Milk that is not refrigerated will eventually \_\_\_\_\_.

- d Look at what the people are saying. Think of two things that each person might be talking about.

- It went very well, thanks.
- It went completely white.
- It goes very well with cheese.
- Oh, no! It's gone bad!
- It goes over the river.
- It's gone. Good!

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...	
talk about advice and rules	<input type="checkbox"/>
describe food	<input type="checkbox"/>
ask for and give recommendations	<input type="checkbox"/>
write a review of a restaurant or café.	<input type="checkbox"/>