

LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen

watch and understand a video about special fruit in Japan.

Listening skill

listen for numbers.

Critical thinking

understand pie charts.

Grammar

use the past simple.

Speaking skills

introduce a report; talk about surveys.

Speaking task

report the results of a survey.



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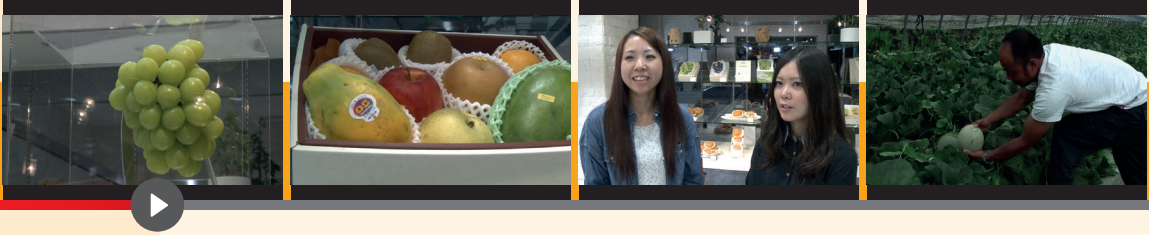
UNLOCK YOUR KNOWLEDGE

Work with a partner. Ask and answer the questions.

- 1 What can you see in the photo?
- 2 Do you often buy things like this?
- 3 Do people eat things like this in your country?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Do you like fruit? What is your favourite kind of fruit?
 - 2 When do most people eat fruit? (for breakfast? after dinner?)
 - 3 What is the most expensive fruit where you live? Why is it so expensive?
- 2 Look at the pictures from the video. Choose the right word.
 - 1 These *grapes* / *apples* are very expensive.
 - 2 This box of *vegetables* / *fruit* looks delicious.
 - 3 The young women are *sitting* / *standing* in front of a shop.
 - 4 The *farmer* / *shop manager* is showing the melons.

GLOSSARY

luxury (n) something expensive which is pleasant to have but is not necessary

ordinary (adj) not special at all


taste (v) the flavour of food in your mouth


smell (v) to have a quality which people notice by using their noses

care and attention (phr) love and time

dessert (n) a sweet food at the end of a meal

WHILE WATCHING

- 3  Watch the video. Tick (✓) the true statements.
 - 1 You can buy luxury fruit in a supermarket.
 - 2 Each piece of luxury fruit is the perfect shape and colour.
 - 3 Luxury fruit is very expensive.
 - 4 Most people buy luxury fruit for themselves.
 - 5 Melons are the most expensive luxury fruit in Japan.

4  Watch again. Circle the correct answers.

- 1 Luxury fruit is expensive because each one _____ .
 - a is a special gift
 - b gets a lot of special attention
 - c takes a long time to grow
- 2 The grapes cost _____ .
 - a \$30
 - b \$95
 - c \$175
- 3 The woman is buying luxury fruit for _____ .
 - a her family
 - b her boss
 - c her husband's parents
- 4 The woman says luxury fruit _____ .
 - a is too expensive
 - b is not as good as cake
 - c makes people feel happy
- 5 One pair of melons cost as much as _____ .
 - a a car
 - b a bicycle
 - c a house

5 Complete the sentences with words from the box.

hard expensive ordinary rich

- 1 Most people in Japan probably know that a gift of luxury fruit is _____ .
- 2 The person who bought the two expensive melons is probably _____ .
- 3 Growing luxury fruit is probably _____ work.
- 4 Luxury fruit probably tastes better than _____ fruit.

DISCUSSION

6 Work with a partner and answer the questions.

- 1 Would you like to try luxury fruit? Which one?
- 2 Think about luxury fruit as a gift. Who would you buy it for?
- 3 When you buy a gift for someone special, what do you buy?
- 4 Do you like gifts you can keep for a long time, or gifts like flowers and fruit that you enjoy for a short time?

LISTENING 1

USING YOUR KNOWLEDGE

PREPARING TO LISTEN

1 Work with a partner and discuss the questions.

- 1 What foods are popular in your culture?
- 2 How often do you eat ...
 - Chinese food?
 - Mexican food?
 - Italian food?
 - other kinds of food?

UNDERSTANDING KEY VOCABULARY


2 You are going to listen to part of a class discussion about food and traditions. Before you listen, read the sentences (1–7). Write the words in bold next to the definitions (a–g).

- 1 **Meat** was very expensive in the past, but I often eat beef and chicken now.
 - 2 Growing **rice** is hard work, but millions of people eat it every day.
 - 3 Today, in my city, there are many **international** foods. Mexican, Chinese and Italian foods are very popular.
 - 4 We eat a lot of **fish**. We live near water.
 - 5 My grandmother makes many special **dishes**. She cooks all day to prepare them.
 - 6 Salad is made of **vegetables**. It's very good for you. It's fresh and is usually green.
 - 7 I don't have time to cook dinner every night, so sometimes I eat **fast food**. But I know it's bad for me.
- a _____ (n) food which is prepared in a special way and given a name
- b _____ (n) parts of animals used as food
- c _____ (n) small, white or brown grains from a plant which are cooked and eaten
- d _____ (n) food which is served very quickly in a restaurant because it is already prepared
- e _____ (n) plants which are used as food
- f _____ (adj) from more than one country
- g _____ (n) an animal which lives in water and swims using its tail and fins

PRONUNCIATION FOR LISTENING

SKILLS

Numbers with *-teen* and *-ty*

 **7.1** In English, it is often difficult to hear the difference between *'teen* numbers (e.g. 13, 14, 15) and *'ty* numbers (e.g. 30, 40, 50).

For *-teen* numbers:

- stress the first syllable when the number is before a noun.

Fif-teen thousand pounds every month?

Se-ven-teen million?


- stress the last syllable when the number is at the end of a statement.

Sorry – how many children? Six-teen?

For *-ty* numbers, always stress the first syllable.

We feed six-ty children from poor families here. Fif-ty? No, six-ty.

Listen to how the examples above are pronounced.

- 3**  **7.2** Listen to and read these conversations. Circle the numbers you hear.

1 A: Is the number of people there about 17 / 70 million?

B: Er, no, I think it's about 17 / 70.

A: *Seventeen* / *Seventy* million? OK, thanks.

2 A: We feed 16 / 60 children from poor families here.

B: Sorry – how many children? *Sixteen* / *sixty*?

A: No, 16 / 60.

3 A: *Thirteen* / *Thirty* percent of this class are vegetarians – people who don't eat meat.

B: *Thirteen* / *Thirty*? Are you sure?

A: No, no – 13 / 30!

4 A: People in this city eat 15 / 50 thousand tonnes of beef every month.


B: Is that true? *Fifteen* / *Fifty* thousand tonnes every month?

A: No, 15 / 50 thousand – not 15 / 50.

WHILE LISTENING


GLOSSARY

traditional (adj) doing things the way that people have done them for a long time

- 4**  **7.3** Listen to a class discussion. What is the main topic of the class discussion? Choose the correct answer.

- a how our grandparents cooked traditional foods
- b how more international foods are changing the way we eat
- c how international foods are good for you

LISTENING FOR
MAIN IDEAS

- 5  7.3 Listen again. Write *T* (true) or *F* (false) for each statement. Correct the false statements.


- _____ 1 The average person in the UK eats meat three times a day.
- _____ 2 Yuki's grandparents ate fish.
- _____ 3 José's grandmother cooked traditional dishes.
- _____ 4 International foods are available in José's country.
- _____ 5 Most of the students know how to cook traditional dishes.

Listening for numbers

You often hear facts in class discussions. Many facts are about numbers.

There are **40** students in the class.

In Argentina, **97%** of the people can read and write.

- 6  7.3 Listen again. Write the number you hear next to each phrase.

- 1 _____ = how many times people in the UK eat meat every day
- 2 _____ years ago = how long ago José's grandmother cooked traditional food every day
- 3 _____ = the number of students who can cook
- 4 _____ percent = the number of students who can cook traditional foods

- 7 Work with a partner. Compare answers. Use the phrases to help you.

What do you have for number ... ?

I have ...

What about you?

I don't know the answer.

DISCUSSION

- 8 Work in groups. Discuss the questions.

- 1 What foods did your family eat when you were a child? Do you eat the same foods now, or different ones?
- 2 Do you think it's important to know how to cook traditional food? Why / Why not?
- 3 Are there some foods people in your country do not eat? What is the reason?

THE PAST SIMPLE 1

Statements

Use the past simple to talk about an event or an activity in the past. Add *-ed* to most regular verbs in the past. Add *-d* to verbs which end in *-e*.

subject	verb + <i>-ed</i> or <i>-d</i>
I / He / She / You / We / They	cooked dinner last night. lived in Japan five years ago.

My grandmother **cooked** traditional dishes.

We **lived** in a big city 10 years ago.

Add *did* + *not* / *didn't* before the infinitive in the negative.

subject	<i>did not</i> / <i>didn't</i> + infinitive
I / He / She / You / We / They	did not cook traditional dishes. didn't cook traditional dishes.

My grandmother **didn't cook** traditional dishes.

We **didn't live** in a big city 10 years ago.

1 Write the verbs in brackets in the past simple.

- 1 We _____ (live) in Mexico 10 years ago.
- 2 My mum _____ (cook) Italian food a lot.
- 3 I _____ (not cook) last night.
- 4 My grandfather _____ (work) in a restaurant.
- 5 My grandparents _____ (live) by the water.
- 6 My sister and I _____ (watch) my grandmother cook.
- 7 We _____ (not help) her cook.
- 8 My grandfather _____ (not learn) to cook.

Yes/No questions and short answers

Use *did* or *didn't* + subject + the infinitive to form questions in the past simple.

<i>did / didn't</i>	subject	infinitive
Did	I / he / she / you / we / they	eat dinner last night?

Short answers:

Yes, I / he / she / you / we / they **did**.

No, I / he / she / you / we / they **didn't**.

2 Answer the questions so they are true for you.

1 When you were a child, did you live in a big city?

No, I didn't live in a big city. I lived in a small town.

2 Did both of your parents work?

3 Did your grandmother cook traditional dishes?

4 Did you celebrate holidays with special foods?

5 Did your family talk a lot at the dinner table?

6 Did you watch TV during dinner?

3 Write the questions in the past simple. Then work with a partner and ask and answer the questions.

1 you / have a traditional meal last night?

Did you have a traditional meal last night?

2 you / eat at a fast food restaurant this week?

3 you / cook dinner last week?

4 you / eat a big lunch yesterday?

5 you / eat breakfast today?

6 you / have a meal with friends last week?

- 4 Work with a new partner. Ask and answer the questions in Exercise 3 about your previous partner.

A: Did Yara have a traditional meal last night?

B: No, she didn't.

Irregular verbs

Some verbs are irregular. They do not add *-d* / *-ed* in the past simple.

be → was / were

go → went

buy → bought

have → had

come → came

make → made

do → did

read → read

eat → ate

I **made** a special dish from my country last week.

I **ate** something new last night.

This vegetable **came** from Mexico.

Remember: Use the infinitive after *didn't* in the negative.

I **didn't eat** dinner last night.

- 5 Write the verbs in brackets in the past simple.

1 No, I _____ (not make) special dishes for the party.

2 He _____ (eat) a lot of fish in Japan.

3 She _____ (buy) a lot of food at the supermarket.

4 No, it _____ (be) too expensive, so people didn't eat it very much.

5 No, she _____ (not do) any cooking when she was visiting her family.

6 This fruit _____ (come) from Japan.

7 We _____ (not have) time to cook last night, so we _____ (go) to a restaurant.

8 I _____ (read) an interesting cookbook about Mexican food last night.

- 6 Write true sentences about you. Use the past simple of the verbs in brackets. Then read your sentences to a partner.

1 Last week, I _____ (make).

2 Last night, I _____ (have) _____ for dinner.

3 Yesterday, I _____ (eat) _____ for breakfast.

4 Last month, I _____ (buy).

5 Last year, my family _____ (go).

6 Last week, I _____ (read).



7 Correct the mistakes in the sentences.

- 1 I ate a big breakfast this morning.
- 2 Did you had fish for dinner last week?
- 3 They didn't cooked dinner for their family last Sunday.
- 4 I learnd to cook from my father.
- 5 Did Kevin makes dinner last night?
- 6 We wented to a great new restaurant on Friday.
- 7 Emma didn't not liked her meal.
- 8 Had you lunch with your parents yesterday?

VOCABULARY FOR FOOD

8 Look at the photos of different kinds of food. Add as many other foods to the table as you can.

meat	vegetables	other

9 Work with a partner. Are the photos of fast food (F), traditional food (T) or healthy food (H)? Write F, T or H under the photos. More than one letter is possible.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

- 10 How many students in the class like each kind of food? Stand up and ask and answer questions. Use the phrases from the box to help you.

questions	Do you like ... ? What about ... ? What food don't you like? What food do you like best? Is this a traditional food in your country? Which foods do you use to make a traditional dish in your country?
answers	I like ... because ... I don't like ... because ... The food I like is ... Yes / No ... In my country, we use ... to make ...

LISTENING 2

PREPARING TO LISTEN

- 1 Write the words from the box in the correct gap in the sentences below.

culture (n) the usual way of living in a country or for a group of people
enjoy (v) to get pleasure from something
favourite (adj) your favourite person or thing is the one you like best
healthy (adj) good for your health
home-cooked (adj) when food is cooked at home
meal (n) the food which you eat at breakfast, lunch or dinner

- 1 My grandmother almost never ate at restaurants. She always made good food at home. Everyone liked her _____ food.
- 2 Which _____ do you like best – breakfast, lunch or dinner?
- 3 Eating out is not always _____. It's probably better to cook fresh food at home.
- 4 My _____ food is Italian.
- 5 I really _____ going to restaurants which serve international food. It's always fun to try something new.
- 6 In my country's _____, we usually make special meals for celebrations and holidays.

UNDERSTANDING KEY VOCABULARY



- 2 You are going to hear a student giving a report. Before you listen, look at the information below. Discuss the questions with a partner.
- 1 What kind of restaurant are you going to hear about in Question 1?
 - 2 Which answer do you think will be more popular to Question 2: 'Yes' or 'No'?
 - 3 What do you think the answer will be in Question 3?

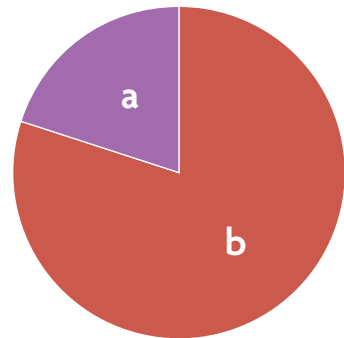
Question 1

Is fast food popular in France?



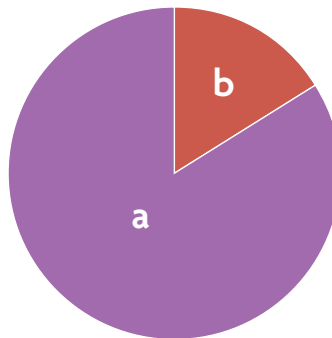
Question 2

Is eating together with others important?




Question 3


How do French people feel about food?



WHILE LISTENING

3  7.4 Listen to a student reporting the results of a survey. Choose the correct answers.

- 1 The main topic of her survey is ...
 - a food from around the world.
 - b food and culture in one country.
 - c family meals.
- 2 Most people eat meals ...
 - a alone.
 - b at work.
 - c with others.
- 3 The student thinks that fast food ...
 - a is not popular.
 - b is changing the way people eat in France.
 - c tastes bad in France.

4  7.4 Listen again. Write *T* (true) or *F* (false) for each statement. Correct the false statements.

- _____ 1 Fifty-four percent of all restaurant sales were from fast food places.

- _____ 2 Eighty percent of people like to eat with others.

- _____ 3 In France, enjoying food is very important.

- _____ 4 Because of the French culture, fast food restaurants have to cook better meals than usual.

- _____ 5 Traditions about eating are the same now as they were before.

DISCUSSION

5 Work with a partner. Think about the information from Listening 1 and Listening 2 and discuss the questions.

- 1 How do people feel about food in your country?
- 2 Is fast food more popular than home-cooked meals in your country?

LISTENING FOR
MAIN IDEAS

LISTENING
FOR DETAIL

SYNTHESIZING



CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Report the results of a survey.

SKILLS

Understanding pie charts

The diagrams in Listening 2 on page 160 and below are pie charts. We can use pie charts to show results from a survey in a different way from just numbers. Pie charts use percentages (%).



APPLY

- 1 7.4 Look at the pie charts on page 160. Listen and label parts a and b in the charts with words from the box. Then check your answers with a partner.

fast food sales / sales from other restaurants
 eating together is important / eating together is not important
 enjoy food / don't enjoy food



UNDERSTAND

- 2 Work in two groups, A and B. Look at the information in your pie charts.

Group A: Changes in food and culture – country A

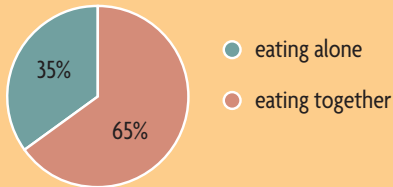
Types of restaurants (past)



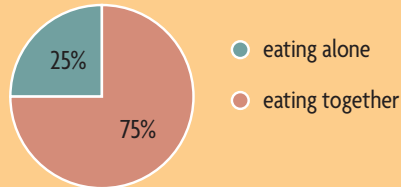
Types of restaurants (present)



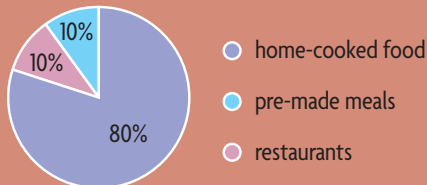
Eating habits (past)



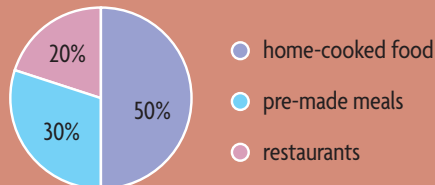
Eating habits (present)



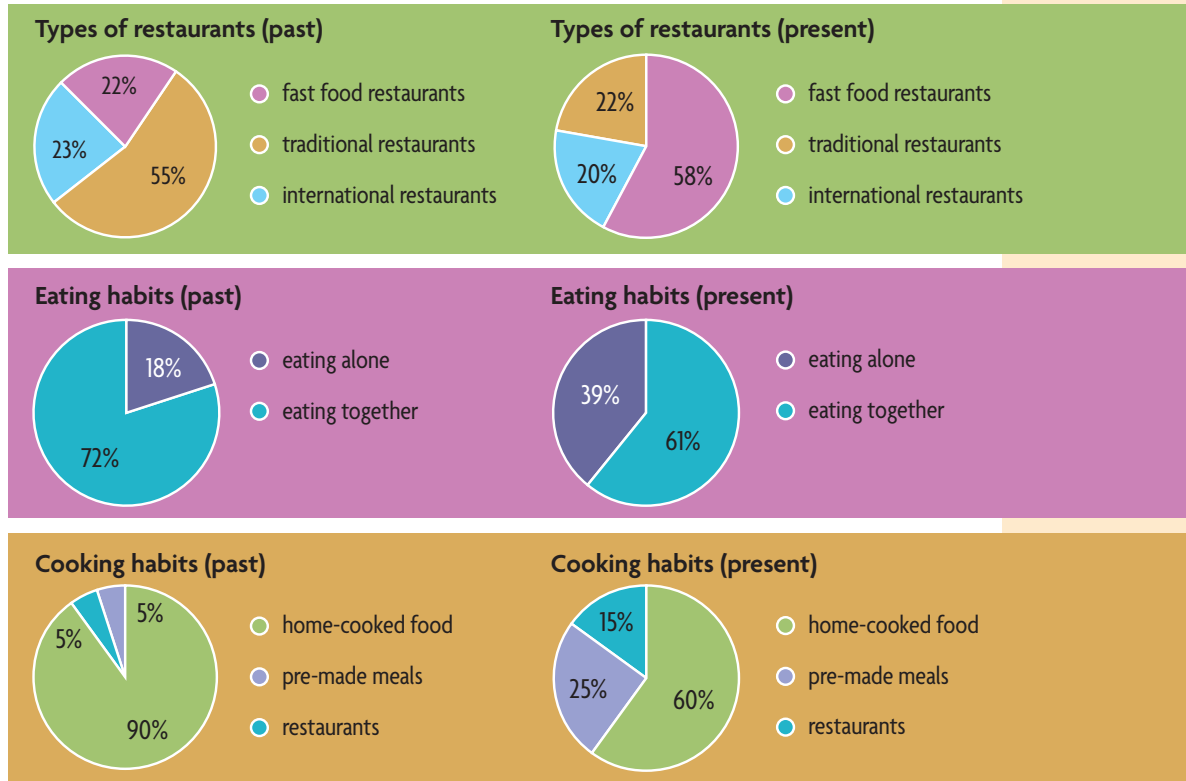
Cooking habits (past)



Cooking habits (present)



Group B: Changes in food and culture – country B



3 Work in your groups and answer the questions.

1 What information does each pie chart show?

2 What do you think the three survey questions were?

3 Are fast food restaurants more popular now?

4 Do families eat together more than before?

5 Do people eat the same food as they did in the past?

6 What food do people eat now?

- 4 Look at the reasons in the box below. Match the reasons to the results in the table. More than one answer may be possible.

result	reason for result
1 In the past, there were more international and traditional restaurants.	
2 Now there are more fast food restaurants.	
3 In the past, people usually ate together.	
4 Now, people eat alone more often than they did in the past.	
5 In the past, people usually ate home-cooked foods.	
6 Now, people often eat pre-made foods or eat at restaurants.	


Reasons

People eat smaller lunches, such as fast food, which don't take as long.
 Families are not together because of working hours.
 Families eat at popular fast food restaurants as a special occasion.
 Families ate big lunches together.
 More food is available from around the world.
 Fast food is cheap and easy.
 People don't know how to cook.
 Pre-made meals are available at supermarkets.
 Traditional restaurants are more expensive.
 International food or international restaurants are more popular.
 Fast food was not available.
 People couldn't buy food from other countries.
 People don't have time to cook.

- 5 Think of other reasons for the results in the pie charts and add them to the table in Exercise 4. Use Listening 1 and Listening 2 to help you.

PREPARATION FOR SPEAKING

INTRODUCING A REPORT

- 1  7.5 Sophie uses six statements to introduce her report. Number the statements in the correct order. Then listen and check.

- _____ a My questions were on the topic of food and culture in France.
_____ b This afternoon, I'm going to tell you about the results of my survey.
_____ c There were three questions in my survey.
_____ d I'm Sophie.
_____ e I think this is an interesting topic.
_____ f Hello!

- 2  7.6 Listen to two more introductions. Write the words from the box in the gaps (1–8).

three five everybody fast good
interesting morning traditional

Good ⁽¹⁾_____ ! I'm Tomoko. I'm going to tell you about the results of my survey. There were ⁽²⁾_____ questions in my survey. My topic was ⁽³⁾_____ Japanese food. I think this is an ⁽⁴⁾_____ topic.



Hello, ⁽⁵⁾_____ ! I'm Ahmed. I'm going to tell you about the results of my survey. My topic was ⁽⁶⁾_____ food in Jeddah. There were ⁽⁷⁾_____ questions in my survey. I think this is a ⁽⁸⁾_____ topic.

PRONUNCIATION FOR SPEAKING


The letter *u*

The letter *u* is pronounced in different ways. Look at the words with different *u* sounds.

question survey result UK popular

- 3  7.7 Listen to the different *u* sounds in the words in the box above. Then listen again and repeat.
- 4  7.8 Listen to the sentences. Notice the way we pronounce the *u* sound in the underlined words. Listen again and repeat.
- 1 I'm going to tell you about the results of my survey.
 - 2 There were four questions about food and culture.
 - 3 Are fast food restaurants popular?
 - 4 People had 80 minutes for lunch.

TALKING ABOUT SURVEYS

- 5 Read the phrases from six statements from Sophie's report.
- a My last question was
 - b My second question was
 - c So, when you look here
 - d In one survey I read
 - e You can see here that
 - f my first question was
- 6  7.9 Write the correct phrases (a–f) in the gaps. Listen and check.
- 1 So, _____, 'Is fast food popular in France?'
 - 2 _____ 54% percent of all restaurant sales were from fast food places.
 - 3 _____, in the past, people had 80 minutes for lunch, but now only 22 minutes.
 - 4 _____ 'Is eating together with others important?'
 - 5 _____, 'How do French people feel about food?'
 - 6 _____, 84% of the people in France enjoy food.

- 7 Work with a partner. Take turns to report on the survey questions about food and culture in country A and country B from the Critical thinking section. Use the phrases in Exercise 5 to talk about the pie charts.

My first question was, 'Are fast food restaurants popular now?'

You can see here that the answer is 'yes'. In the past,

_____ % of all restaurants were fast food restaurants.

Now, _____ % of the restaurants are fast food restaurants.



SPEAKING TASK


Report the results of a survey.

PREPARE

- 1 Work with a partner. One student is from Group A (country A) in the Critical thinking section. The other student is from Group B (country B).
- 2 Review the results of the survey about country A or country B and your answers to the questions in the Critical thinking section. Remember to give reasons for your answers.
- 3 Prepare an introduction for your report.

Hello, _____ ! I'm _____ .
I'm going to tell you about the results of a survey. The topic
was _____ in (country A / B). There were
_____ questions in the survey. I think this is a / an
_____ topic.

- 4 Refer to the Task checklist as you prepare your report.

TASK CHECKLIST	
Report the results of the survey about country A or B.	
Use your answers and reasons to the three survey questions in your report.	
Introduce your report.	
Use the pie charts in your report.	
Use the correct stress and <i>-teen</i> / <i>-ty</i> pronunciation for numbers. Use the correct pronunciation for the <i>u</i> sound.	

DISCUSS

- 5 Talk about the results from the survey about your country. Use your notes from the Critical thinking section. Practise your introduction.
- 6 Change partners and report the results of your survey.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

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

I can ...

watch and understand a video about special fruit in Japan. _____

listen for numbers. _____

understand pie charts. _____

use the past simple. _____

introduce a report. _____

talk about surveys. _____

report the results of a survey. _____

- 2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



WORDLIST

burger (n)

chips (n)

culture (n)

dish (n)

enjoy (v)

fast food (n)

favourite (adj)

fish (n)

healthy (adj)

home-cooked (adj)

international (adj)

meal (n)

meat (n)

noodles (n)

pasta (n)

pizza (n)

rice (n)

salad (n)

sandwich (n)

tacos (n)

vegetable (n)

The words which are noted with a are among the most frequent words in the Cambridge Academic Corpus.