

# NEW Close-up



*New Close-up* Student Resources

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**ON THE COVER**

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The cover image shows the inside of the Jin Mao Tower in Shanghai, China. The skyscraper is 420.5 metres (1,380 feet) tall and contains offices, a 5-star hotel and an observation deck. In the basement there is parking for 2,000 bicycles!

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# **NEW** **Close-up**

**B1**

Katherine Stannett

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talking about the environment; listening to instructions; <b>picture discussion</b>	environment verbs; prepositions (1)	articles	including useful expressions; planning your work; <b>writing an email</b>
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A Jeju diving woman at the Haenyeo Diving Festival in South Korea

Work in pairs. Look at the photo and discuss the questions.

- 1 What is the woman holding?
- 2 Why do you think the women on Jeju island dive?
- 3 Do you know of any other women-only traditions in other countries?



# 1 Reading

understanding the whole text; matching sentences to gaps

- 1 Work in pairs. Which of these personal qualities are important for each job (1–8)? Discuss your ideas.

careful	clever	creative	fit	friendly
funny	honest	kind	polite	strong

- 1 engineer
- 2 farmer
- 3 journalist
- 4 nurse
- 5 pilot
- 6 police officer
- 7 shop assistant
- 8 waiter

I think a police officer should be fit and strong.

- 2 Look at the photos here and on page 7. Discuss the questions with your partner.

- 1 Why are the people dressed as zebras?
- 2 What do you think their job is?
- 3 What are the other people thinking?



- 3 Read the article quickly and check your ideas.
- 4 Read the Exam Tip. Then look at the sentence after the first gap in the article. Answer the questions.
  - 1 What word does it begin with?
  - 2 What does this tell you about the missing sentence?
- 5 Now complete the Exam Task.

## Exam TIP

### Understanding the whole text

- In matching sentences tasks, first read the whole text to get a general idea of the meaning.
- Then carefully read the text before and after each gap.
- Finally, for each gap, look at the eight missing sentences and choose the sentence that works best in the gap. Does the sentence fit in grammatically with the sentence before and after it? Are the ideas or events in a logical order?

## Exam TASK

### Matching sentences to gaps

Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A Many of these young people had problems at home or were **in trouble** with the police in the past.
- B The zebras are teaching people how to be safe on the roads.
- C They are all actors and performers.
- D Today, there are more than four hundred Zebra Educators in La Paz.
- E The pedestrians and the drivers are laughing at him.
- F There are lots of cars on the road and pedestrians on the pavement.
- G Suddenly, three people dressed as zebras run out into the road.
- H No, this isn't a dream and it isn't a performance or a film.

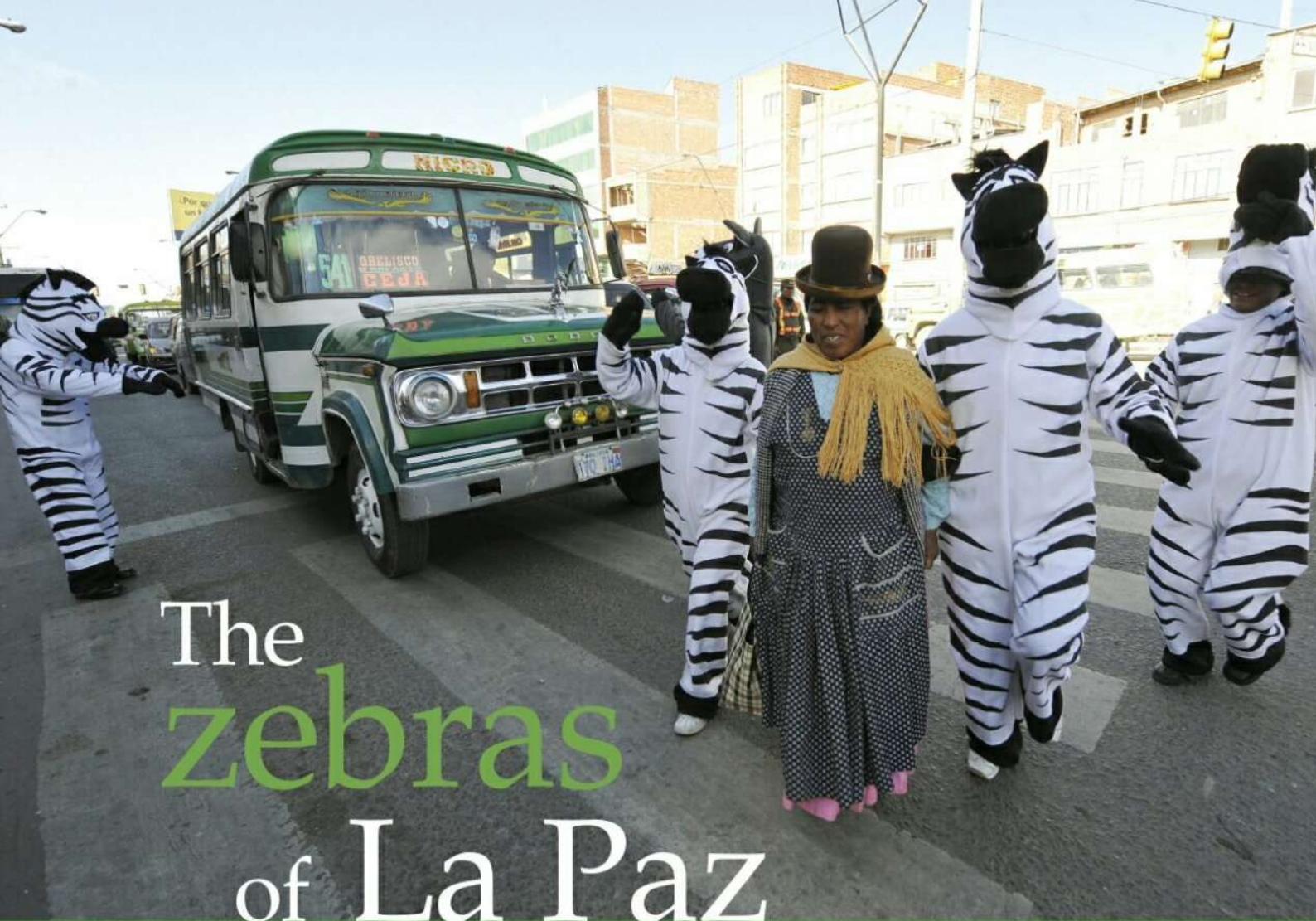
- 6 Read the article again and answer the questions.

- 1 What different people in the community are helped by the Zebra Educator programme?
- 2 How do the Zebra Educators behave? Use the adjectives in Exercise 1.
- 3 How do they persuade people to follow the rules?

## your ideas

- Do you think you would like to work as a Zebra Educator? Why? / Why not?
- Do you think Zebra Educators would be popular in your country? Why? / Why not?





# The zebras of La Paz

## 1.1 ▶

- 1 I'm standing on the **pavement** by a busy road in La Paz, the capital city of Bolivia, and I'm waiting to cross the road. (1) \_\_\_\_ They wave at the traffic, stopping the cars, and then help the **pedestrians** cross the road safely. One of the zebras is dancing on the street to loud music. (2) \_\_\_\_ Another zebra is looking through the window of a car and pointing to the driver's **seat belt**. The driver is smiling and putting his seat belt on.

What's happening? Is this some kind of strange street performance? Am I dreaming? Have I walked onto a **film set**? (3) \_\_\_\_ In La Paz, young people aged from 16 to 22 can work as *Educadores Urbanos Cebras* (Urban Zebra Educators). After a two-month training course, in which they learn about road rules and 'the spirit of the zebra' (being positive and friendly), they go

10 out onto the streets to control the traffic and to talk to pedestrians and drivers about road safety. (4) \_\_\_\_ This part-time job gives them the chance to learn new skills, to work with other people and to help their community. They get a small salary for their work, but more importantly, they also have the opportunity to do training courses, which help them find more work in the future. Some Zebra Educators visit hospitals and schools to talk to children about other topics like bad behaviour or the environment.

- (5) \_\_\_\_ They are very popular with Bolivians and with tourists. So, if
- 20 you're planning a visit to La Paz ... look out for the zebras!

### word focus

**pavement** (n): a path by the side of the road for people to walk on

**pedestrian** (n): a person who is walking in the street

**seat belt** (n): a belt or strap attached to a seat in a car to keep you safe

**film set** (n): the place where a movie or part of a movie is filmed

**in trouble** (phr) (sentence A): in a situation where you have done something wrong and might be punished



# 1 Vocabulary

jobs; personality adjectives

## Jobs

1 Match these jobs with the things people said (1–12).

actor architect astronaut athlete  
camera operator cook firefighter  
hairstylist lawyer librarian  
politician soldier

- 1 I cut people's hair. \_\_\_\_\_
- 2 I help run the country. \_\_\_\_\_
- 3 I am a sports person. I can run very fast.  
\_\_\_\_\_
- 4 I work in a theatre. People watch me in plays and shows. \_\_\_\_\_
- 5 I design buildings. \_\_\_\_\_
- 6 I fight for my country. \_\_\_\_\_
- 7 I make videos and films. \_\_\_\_\_
- 8 I work in a library. \_\_\_\_\_
- 9 I put out fires. \_\_\_\_\_
- 10 I travel into space. \_\_\_\_\_
- 11 I give advice about the law. \_\_\_\_\_
- 12 I prepare food for other people. \_\_\_\_\_

## Personality adjectives

2 Complete the sentences. Use two adjectives from the brackets.

- 1 My aunt is a very \_\_\_\_\_ person. She gives money to people if they have problems. She's also very \_\_\_\_\_ and spends lots of time helping at a care centre. (hard-working / jealous / generous)
- 2 Jack is very \_\_\_\_\_ about travelling to Spain next month because he doesn't like flying. His brother, Dan, though, is really \_\_\_\_\_ and never gets worried about anything. (relaxed / honest / nervous)
- 3 Katia is \_\_\_\_\_ and she has got lots of friends, but sometimes she says \_\_\_\_\_ things and can upset people. (unkind / shy / sociable)
- 4 I like Piotr, but he isn't very \_\_\_\_\_. He's often late and forgets important dates. He's also quite \_\_\_\_\_ and he doesn't work very hard at school. (reliable / lazy / calm)
- 5 I'm not a very \_\_\_\_\_ swimmer because I only started lessons recently, but fortunately my teacher is really \_\_\_\_\_ and doesn't get annoyed with me. (patient / anxious / confident)
- 6 I felt quite \_\_\_\_\_ when I woke up this morning because it was cold and raining, but now the sun's shining and I'm much more \_\_\_\_\_. (cheerful / miserable / serious)

3 Complete the text with these words.

calm dangerous hard-working nervous  
patient reliable



### Career focus: wildlife camera operator

This could be the perfect job for you if you enjoy working with film and also love nature.

It's important to be very <sup>1</sup> \_\_\_\_\_ in this job – you often work long hours, and sometimes you can't take any breaks. You also need to be <sup>2</sup> \_\_\_\_\_; you might have to wait a long time for the right moment, or the best light.

Sometimes you might film <sup>3</sup> \_\_\_\_\_ animals, like lions or hippos, so if you're a very <sup>4</sup> \_\_\_\_\_ person, this probably isn't the best job for you!

Even in difficult situations, you have to stay <sup>5</sup> \_\_\_\_\_ and think about getting the best film.

It's also important to be <sup>6</sup> \_\_\_\_\_. You can't forget an important piece of equipment because you often only get one chance to film an animal.

### your ideas

Work in pairs.

- Which job from Exercise 1 would you like to do? Which job do you think your partner would be good at? Why?
- Choose three adjectives from Exercise 2 to describe yourself. Does your partner agree with the adjectives you chose?



## Present simple and present continuous

1 Match the sentences (1–4) with the uses of the present simple (a–d).

- 1 Water **boils** at 100°C.
- 2 His sister **works** at the sports centre.
- 3 The library **opens** at ten o'clock tomorrow.
- 4 I always **do** my homework on Saturday mornings.

We use the present simple for ...

- a habits and repeated actions.
- b permanent situations.
- c scientific facts.
- d future actions based on timetables and schedules.

2 Match the sentences (1–5) with the uses of the present continuous (a–e).

- 1 She's **always borrowing** my clothes!
- 2 What **are you doing** at the weekend?
- 3 My brother's **studying** to be an architect.
- 4 I can't speak to you now, I'm **having** dinner.
- 5 Families **are becoming** smaller and smaller these days.

We use the present continuous for ...

- a actions happening now.
- b temporary situations.
- c future plans.
- d annoying habits.
- e changing and developing situations in the present.

▶ Grammar reference 1.1, p161

## Stative verbs

3 Read the sentences and underline the verbs. Then choose the correct option to complete the rule.

- 1 Federico loves his new school.
- 2 We understand the problem now.
- 3 This food tastes delicious.
- 4 Who owns the big house opposite the park?

Some verbs, e.g. *like, hate, be, belong* and *know* are stative verbs. They describe states and not actions. We don't use these verbs in **simple / continuous** forms.

4 Some verbs can be used as either stative or action verbs, but the meaning is different. Match the sentences (1–2) with the correct meaning of *think* (a–b).

- 1 She **thinks** that firefighters are very brave.
  - 2 She's **thinking** of joining the fire service.
- a to describe the act of thinking
  - b to give an opinion

## LOOK!

We can use both *have* and *have got* for possession. *I have / have got two sisters.*

The meaning is the same, but *have got* is more informal. We usually use *have* in formal texts.

▶ Grammar reference 1.2, p161

5 Choose the correct option to complete the sentences.

- 1 Be quiet! Why *are you be / are you being* so noisy today?
- 2 Where does she work? *I'm not remembering / I don't remember* what her job is.
- 3 Tatiana *works / is working* at her uncle's office this week.
- 4 Karl isn't feeling well. *He's seeing / He sees* the doctor later today.
- 5 Bella *is looking like / looks like* her aunt.
- 6 Sometimes *I take / I'm taking* the bus to school.
- 7 Li Na *visits / is visiting* her grandparents every weekend.
- 8 Why *do you think / are you thinking* the children are jealous of each other?

6 Complete the text with the present simple or present continuous form of the verb.

At the moment I <sup>1</sup> \_\_\_\_\_ (study) to be an architect at university. The course <sup>2</sup> \_\_\_\_\_ (be) five years long and I <sup>3</sup> \_\_\_\_\_ (finish) in June next year. I <sup>4</sup> \_\_\_\_\_ (love) my course, although we <sup>5</sup> \_\_\_\_\_ (have) a lot of work! I <sup>6</sup> \_\_\_\_\_ (go) to lectures every day and as well as that, right now I <sup>7</sup> \_\_\_\_\_ (work) on a special project with some other students. We <sup>8</sup> \_\_\_\_\_ (design) a new building for the university eco club. I <sup>9</sup> \_\_\_\_\_ (share) a house with two other students at the moment. I <sup>10</sup> \_\_\_\_\_ (like) them, but they <sup>11</sup> \_\_\_\_\_ (always / leave) their dirty plates in the kitchen – it's really annoying!



# 1 Listening

choosing the correct picture; multiple choice with picture options

1 Work in pairs. Look at the three photos and say what each person's job is.



2 **1.2** Listen to six sentences. What job are the people talking about? Match each sentence (1–6) with a photo (a–c) from Exercise 1.

- 1 \_\_\_\_\_      2 \_\_\_\_\_      3 \_\_\_\_\_  
 4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_

3 **1.3** Listen to three speakers. What job do they do? Match each speaker (1–3) with the correct photo (a–c) from Exercise 1.

- Speaker 1: \_\_\_\_\_  
 Speaker 2: \_\_\_\_\_  
 Speaker 3: \_\_\_\_\_

4 Read the Exam Tip. Then look at the first question and pictures in the Exam Task. Try to predict from the pictures which words you might hear.

5 **1.4** Now listen and complete the Exam Task.

## Exam TIP

### Choosing the correct picture

- Read the question carefully and look at the three pictures.
- The speakers will often mention all the things that are shown in the three pictures.
- Don't choose the first thing you hear. Listen to the whole conversation and think about the question.
- Remember that you will hear each conversation twice. The second time you hear it, listen and check your answer.

## Exam TASK

### Multiple choice with picture options

For each question, choose the correct answer.

1 Which girl is her sister?



- A      B      C

2 What does the girl's uncle do?



- A      B      C

3 What time is the man leaving?



- A      B      C

4 Where do Sophie and her family live now?



- A      B      C

5 What are they going to do on Sunday?



- A      B      C

6 What did the boy think of his friend's mother?



- A      B      C



**1** Work in pairs. Take turns to ask and answer the questions.

- 1 Where do you come from?
- 2 Do you work or are you a student?
- 3 How do you get to school every day?
- 4 What do you enjoy doing with your family?

**2** **1.5** ▶ Listen to four students answering exam questions. Match their responses (A–D) with the questions (1–4) in Exercise 1.



**3** Work in pairs. Look at the example. Then take turns to ask and answer the questions. Use the information in brackets.

Do you come from a big family?

Yes, I do. I've got two sisters and one brother. Our grandparents also live with us. I really like being part of a big family.

- 1 Do you come from a big family?  
(Yes. Two sisters. One brother. Grandparents live with us.)
- 2 What do you usually do at the weekends?  
(A lot of homework. Play tennis with friends. Listen to music.)
- 3 Do you enjoy travelling?  
(Yes. Don't like flying. Travelled to several countries by train. Favourite place: Budapest in Hungary.)
- 4 What job do you think you will do in the future?  
(Not sure. Work with animals. Job in a zoo or a wildlife centre.)
- 5 Tell me about your best friend.  
(Gloria. Short with long dark hair. Very friendly and sociable.)
- 6 Do you live in a house or a flat?  
(Flat. Small with two bedrooms. No garden. Very close to good shops.)

**4** With your partner, take turns to ask the questions from Exercise 3. This time, give answers that are true for you. Use the Useful Language to help you.

## Useful LANGUAGE

### Giving extra information

I live in ... It's a small / big town near ...

I've got ... sisters and ... brothers. I get on really well with ... , but sometimes we argue about ...

I'd like to be a ... because I love ... In the future, I want to ...

Our house is small / big with ... rooms and a garden / great view. It's near ...

My friend is short / tall with long / short hair. She's / He's (friendly) and (funny). We really enjoy (watching films) together.

### Using linking words

I love ... and I also really enjoy ...

I usually ... , but at the moment I'm ...

**5** Read the Exam Tip. Then complete the Exam Task.

Student A: Turn to page 173.

Student B: Listen and answer Student A's questions. Then ask Student A your questions.

## Exam TIP

### Giving detailed answers

- In some speaking exams, the examiner will ask you some questions about yourself at the start of the exam.
- Listen carefully to the examiner's questions. If you don't understand, ask the examiner to repeat the question.
- Avoid giving yes / no or single word answers. Try to add some extra, interesting information.
- Don't try to memorise answers to questions. This always sounds unnatural, and your prepared answer might not match the examiner's question.
- It's fine to pause slightly before you answer so that you can think about what you want to say.

## Exam TASK

### Interview

#### Student B

Tell me about your family.

What job do you want to do in the future?

What did you do last weekend?

What do you usually eat for breakfast?

Describe a typical day at college.



# 1 Vocabulary

employment vocabulary; life events

## Employment vocabulary

1 Match the words (1–6) with the definitions (a–f).

- 1 candidate
- 2 full-time
- 3 part-time
- 4 retired
- 5 qualification
- 6 unemployed

- a for only some of a day / week
- b for five days a week
- c having left your job and stopped working, usually because of your age
- d without a job
- e a person who is applying for a job
- f an exam that you have passed or a course of study that you have completed

## Life events

2 Choose the correct option to complete the phrases.

- 1 *get / do* married
- 2 *grow up / out*
- 3 *go at / to* university / college
- 4 *go in / out* with someone
- 5 *split up / away* with someone
- 6 *be out / off* of work
- 7 *be brought up / in* by someone
- 8 *apply for / in* a job

3 Complete the text with the correct words.

My mother was brought <sup>1</sup> \_\_\_\_\_ by her aunt. She grew <sup>2</sup> \_\_\_\_\_ in Argentina. She went <sup>3</sup> \_\_\_\_\_ college in Buenos Aires and applied <sup>4</sup> \_\_\_\_\_ a job as a nurse in 1998. She met my father in 2000 and they <sup>5</sup> \_\_\_\_\_ married in 2002.

4 **1.6** ▶ Listen to Youssef talking about his grandfather. Number the events in order.

- a \_\_\_\_\_ worked as a lawyer
- b \_\_\_\_\_ stopped going out with Youssef's grandmother
- c 1 worked as a cook
- d \_\_\_\_\_ started going out with Youssef's grandmother
- e \_\_\_\_\_ was at university
- f \_\_\_\_\_ married Youssef's grandmother

5 Work in pairs. Take turns to talk about someone you know. Use at least four phrases from Exercise 2.

6 Work with another pair. Share your information.

### your ideas

- What are the advantages and disadvantages of working part-time?
- How old do you think you will be when you retire?



A man on the way to his wedding in Mumbai, India



## Countable and uncountable nouns

1 Read the sentences and look at the nouns in bold. Which nouns are countable (C) and which are uncountable (U)?

- I've got a **job** at the post office.
- All the **desks** at our school are very old.
- You can find more **information** online.
- Communication** is very important.
- My **colleague** sent me this email.

2 Choose the correct option to complete the rules.

- a **Countable / Uncountable** nouns refer to separate items. They can be singular or plural. We use an article (*a / an / the*) before singular countable nouns.
- b **Countable / Uncountable** nouns refer to things that cannot be counted, or to abstract ideas. These nouns do not have a plural form.

3 Some nouns can be countable or uncountable, but the meaning is different. How is the meaning of *hair* different in these sentences?

- My sister washes her **hair** every day.
- Oh no! There are dog **hairs** all over the sofa.

▶ Grammar reference 1.3, p162

4 Read the pairs of sentences below. Are the nouns in bold countable (C) or uncountable (U)?

- a You can have a **chocolate** if you're good.

b I love **chocolate**, but I don't eat it very often.
- a I don't have a lot of **time**, but I'll try to help you.

b You've been here several **times** before.
- a I'd like two **coffees** and a cup of tea, please.

b Do you prefer **coffee** or tea?
- a My friends and I play **football** at the weekend.

b My uncle gave me a new **football** for my birthday.

5 Write these words in the correct column.

advice   candidate   family   food  
 information   love   maths   people  
 qualification   traffic

Countable	Uncountable

### REMEMBER

Remember that some plural countable nouns don't end in -s and some uncountable nouns do end in -s.

*Her children are usually very friendly.* (countable)

*The news is very good!* (uncountable)

## Quantifiers

6 Look at these expressions of quantity. Do we use them with countable nouns, uncountable nouns or both? Write the expressions in the table.

a lot of   a kilo of   a number of   any   a few  
 a little   lots of   many   much   some

Countable nouns	Uncountable nouns	Both

▶ Grammar reference 1.4, p162

7 Choose the correct options to complete the conversations.

- A: Do you want a / *some* milk?

B: Yes please, but just a *few* / a *little*.
- A: What are you looking for?

B: I want to find a / *some* information about this job.
- A: How *much* / *many* children are in the playground?

B: I don't know exactly, but there are *lots of* / *much of* them!
- A: Did you buy a / *some* present for your grandmother?

B: Yes, I bought her *an* / *some* Italian bag.
- A: Can you get a *little* / a *kilo of* tomatoes from the supermarket?

B: No problem. I'll get a / *some* bread as well.
- A: Do you want a / *some* advice from me?

B: Not really, thanks.
- A: My dad's just bought a / *some* very expensive camera equipment.

B: Cool. Do you think he'll let you borrow it?
- A: What did you get for your birthday?

B: I got a / *some* delicious chocolate and a / *some* great book.

## Learning FOCUS

## Using informal language

When we write emails to friends and family, we use informal language. This can mean:

- using colloquial language  
e.g. *Dear Freda* → *Hi Freda*
- using contractions  
e.g. *I cannot ride a bike.* → *I can't ride a bike.*
- using exclamation marks and short sentences.  
e.g. *That is a good idea.* → *Good idea!*

**1** Read the Learning Focus box. Are these sentences formal (F) or informal (I)?

- 1 I'd love to come to your party!
- 2 I would like to come to your party.
- 3 Yours sincerely
- 4 All the best
- 5 I look forward to seeing you tomorrow.
- 6 Can't wait to see you tomorrow.
- 7 Awesome photo!
- 8 I think the photo is really beautiful.

**2** Rewrite the sentences to make them informal.

- 1 I will arrive at your house at three o'clock.
- 2 I would like to meet your cousins.
- 3 I really enjoyed the meal.
- 4 Dear Erik
- 5 With kind regards
- 6 Thank you so much for your letter.

**3** Read the Exam Tip. Then read the example task and the student's reply opposite.

- 1 Which information did the student NOT include?
- 2 Find two examples of formal language in the student's reply.

## Exam TIP

## Including all the information

- For some exam writing tasks you have to read an email and write a reply.
- There will always be four notes on the email. These notes ask you to give some information or to ask questions.
- You must make sure that you include all four points in your reply. Write at least one sentence for each point.
- When you have finished, read the exam question again and check you have included all the points in your email.

From: Gregor  
Subject: Job fair

Hi!

How was your weekend? Mine was really busy.

I went to a job fair at my school on Saturday. It was really interesting and I think I'd like to be an architect because I love drawing and maths. What job do you want to do?

Next weekend I'm going to visit my uncle at his farm. Do you want to come?

Take care

Gregor

Say what I did

Ask Gregor ...

Answer Gregor's question

No, because ...

Hi Gregor!

Thank you so much for your email. My weekend was great! I played football with my friends on Saturday and then we went to the cinema on Sunday. In the evening we all had pizza at my house.

The job fair at your school sounds really cool. I'd love to be an actor. I really like acting and I've been in lots of plays at school.

I'm really sorry, but I can't come to your uncle's farm next weekend. It's my dad's birthday and he's having a big party. Hope you have a great time!

With kind regards

Marek

**4** Read the Exam Task on page 15. Make a plan for your email. Make sure that you include all the necessary information.

**5** Now complete the Exam Task. Use the Useful Language to help you.



## Exam TASK

### Writing an email

Write your answer in about **100 words**.

Read this email from your English-speaking friend Maria and the notes you have made.

From: Maria

Subject: Holiday camp work

Hi!

Tell Maria about ...

How's your family? I hope everyone's well. I'm so pleased that we're going to spend a couple of weeks together in July.

I'm doing a few hours of volunteer work at a holiday camp in the first week of your visit. Do you want to come too? Also, would you like to go horse riding at the weekend?

Ask a question about the holiday camp

No, because ...

My cousin has invited us to his birthday party at the beach on the 12th July.

Hope you can come!

Yes, please!

Maria

Write your **email** to Maria using **all the notes**.

## Useful LANGUAGE

### Beginning an email

Hi ... / Hello ...

Thanks for your email!

How are you?

How are things?

### Asking questions

Can you tell me about ...?

Do you have any more information about ...?

Do you know if ...?

I wondered if you knew any more about ...?

### Signing off

Write back soon!

Lots of love / Take care / Best wishes

- 6 Complete the Reflection Checklist. Then discuss your answers with your partner.

### REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

I used colloquial expressions.

I used contractions.

I used exclamation marks and short sentences.

I used a friendly beginning and sign-off.

I included all the points in the task.





# 1 Live well, study well

being a team player; having confidence in yourself



## Mind your Mind

### Having confidence in yourself



- It can be difficult to work in a team if you are quiet or not very confident. Remember that everybody is important in a team, and everybody has something worth saying.
- Don't be afraid to share your ideas. Learn to have confidence in your opinion.
- It's important to listen to other people – encourage quiet team members to speak up.
- A good team has lots of different skills. Find your strength and do things that you know you can do well. When you are confident doing that, try something new – you might develop a new skill.

### 6 Work in pairs. Discuss the questions

- 1 Do you feel confident or shy in a group?
- 2 How can confident people help others?
- 3 How can shy people make their voice heard?
- 4 How can working in a team help your confidence?

### PROJECT 1

Work in teams. You are on a desert island.

Look at the list of items you can have to help you. Number them in order from 1 (the most important) to 10 (the least important). You must all agree on an order.

sun cream   fishing equipment   ten metres of rope  
a radio   a compass   several tins of beans  
several bars of chocolate   a laptop  
matches   blankets

Present your order to the class and explain your reasons.

### PROJECT 2

Work in teams. You want to raise money for a group in your community. Make a plan of action.

Think about:

- what event or activity you might do to raise money
- the strengths of each team member and the tasks they might do
- how to divide up the tasks so that everyone is happy.

Present your plan to the class.

### Useful LANGUAGE

Which item do you think is the most important, (Jan)?

I think (a compass is the most important) because ...

What about (matches)? They could be (useful).

You could use ... to ...

I like that idea, but ... might be more important because ...

That's a great suggestion. Well done.

Shall we vote for a (team leader / presenter)?

Does everybody understand what they need to do?

Are you any good at ... ? / Do you know how to ... ?

### 1 Work in pairs. Look at the information and discuss the questions.

- 1 Have you ever worked in a team? What was it like?
- 2 Who were the best team players? Why?
- 3 Were some people bad team players? Why?

### 2 Number the ideas in the diagram in order of importance (1–6). Can you add any other ideas?

### 3 It's important to listen to others and respect their ideas. Work in pairs. Rewrite the replies in the conversations (1–4). What would a good team player say?

- 1 **A:** Let's ask Karl to give the presentation.  
**B:** No way! Lee is much better.
- 2 **A:** I think we should have a red background.  
**B:** Red? No, I want blue.
- 3 **A:** Who should we ask to plan the event?  
**B:** Don't ask Erica. She won't do a good job.
- 4 **A:** We need to discuss the research now.  
**B:** That's not important. I want to talk about ...

### 4 Work with a new partner. Do you agree with these statements?

- 1 People who have lots of brothers and sisters are better team members.
- 2 Some people are natural leaders.
- 3 It's important to make people listen to your opinion.
- 4 It's important to have fun when working in a team.

### 5 Read the Mind your Mind information. Discuss the questions.

- 1 Are the tips useful for you? Why? / Why not?
- 2 Do the tips make you feel differently about working in a team?

your project





Traditional sweets at a market in Beijing, China

Work in pairs. Look at the photo and discuss the questions.

- 1 What is unusual about this food? Do you want to try it?
- 2 What's the strangest / most delicious / most disgusting food you've ever eaten?



# 2 Reading

reading for detail; matching people to texts

## 1 Work in pairs. Discuss the questions.

- 1 Who usually prepares the food in your house?
- 2 How often do you eat out at a café or a restaurant?
- 3 How often do you eat a takeaway?

## 2 If you had to choose a restaurant for a meal out with your family, what would be most important? Number these things from 1 (the most important) to 6 (the least important). Then compare your answers with your partner.

- \_\_\_\_\_ price
- \_\_\_\_\_ decor (the furniture and style of the restaurant)
- \_\_\_\_\_ portion size
- \_\_\_\_\_ a relaxed feel
- \_\_\_\_\_ vegetarian / vegan options
- \_\_\_\_\_ quality of food

## 3 Look at the article on page 19. Which is the best description of the article?

- A a website about different restaurants around the world
- B a blog about the writer's favourite restaurants
- C descriptions of restaurants in one city
- D an article about Spanish food

## 4 Read the Exam Tip. Then read the descriptions of the people in the Exam Task and underline the key points.

## 5 Read the article again and answer the questions. In which restaurant(s) ...

- 1 can you eat vegetarian food?
- 2 do you not have to spend a lot of money?
- 3 can you eat award-winning food?
- 4 are fish dishes recommended?

### Exam TIP

#### Reading for detail

- In this task, you have to match descriptions of five people with the best texts out of eight texts in total.
- Read the descriptions of the people first. Make sure that you look at all the information about each person.
- Sometimes more than one text might seem to match a person. Read the description of the person again and check every detail against the texts. For example, *John wants to find a restaurant where he can take his two young children. He doesn't have a lot of time and wants to eat a quick, light meal.*
- Texts B, F and H all mention children or families. But the restaurant in text H is far away, and only text B mentions snacks and sandwiches. Text B is therefore the best choice.

## 6 Now complete the Exam Task.

### Exam TASK

#### Matching people to texts

The people below all want to go out for a meal. On the opposite page there are descriptions of eight restaurants.

Decide which restaurant would be the most suitable for the people below.

1



Ewa has got three young children. They are all very active and love being outside and walking in the country. They don't really like Italian food.

2



Raquel wants to celebrate her birthday with a visit to a very good restaurant. She is happy to spend a lot of money and wants to visit some shops after her meal.

3



Stan doesn't eat meat, but his wife does. They know a lot about food and like visiting well-known restaurants. They always enjoy trying new and different food.

4



Ahmed wants to try some traditional food and he doesn't want to travel far from the centre of Barcelona. He loves art and wants to be in a calm, quiet restaurant.

5



Pierre is very hungry, but he doesn't want to spend a lot of money. He'd like to go to a fast-food place where he can listen to some rock and roll music.

### your ideas

- Which restaurant from the article would you like to visit? Why?
- Do you prefer to go out to eat or to get a takeaway? Why?





2.1 ▶

- 1 **Barcelona is an amazing city with so much to do and see ... and eat! Here are our recommendations for the best places to eat in and around this wonderful city.**

**A Agut**

At this traditional Catalan restaurant, you can try many different small plates of food. The fish dishes are particularly good, but there are also excellent meat and vegetable options. The desserts are all home-made; they look and taste delicious!

- 10 Look out for the beautiful 20th-century Catalan paintings on the walls.

**B Pudding**

At Pudding, you can enjoy snacks, salads and sweet treats and keep your children happy at the same time. This lovely café serves inexpensive, home-made food. It also has special areas for children with children's books, paper, pens and craft activities.

- 20 **C Xavier Pellicer Restaurant**

Xavier Pellicer is the owner and head chef here and he has created an amazing menu. The restaurant has won **awards** for its unusual vegetable-based meals. However, if you can't live without meat, you can also choose to add something to some of the dishes!

**D Lasarte**

This restaurant is on the ground floor of the Monument Hotel in a designer shopping **district** and it is definitely a place for a very special occasion. It's extremely expensive, but the food is award-winning and **absolutely** delicious. If you want to try modern, creative, high-quality food, this is the place to go.

- 30

**E Can Vilaró**

Can Vilaró is in front of the Sant Antoni food market, and many of the ingredients in its dishes come from the market. Its regular customers come back here every week for the restaurant's cheap, tasty Spanish **stews** with meatballs or beef and there are often long **queues** of people waiting outside at lunchtime.

- 40

**F Mamarosa Beach**

At this stylish, modern restaurant, you can enjoy excellent Italian food while looking out at the sea. It's perfect for families with children, who can play on the beach while they wait for their food. You can choose pizza or pasta, but the fish and seafood is also very good.

- 50 **G Peggy Sue's**

You won't get traditional Spanish food at this restaurant! Peggy Sue's is an American diner, serving burgers, fries and milkshakes. Its 1950s furniture, pink walls, **retro** music and bright lights will make you think that you've gone back in time! The food here is simple, but the portions are big and the prices are low.

**H Restaurant Vinyanova**

Vinyanova is about 40 minutes' drive from Barcelona, but you can easily spend the whole day at this family-friendly restaurant and farm. It serves traditional food, including vegetarian options, and has a special menu for children. After enjoying your meal, you can visit the animals on the farm or walk around the beautiful gardens.

- 60

word focus

**award** (n): prize

**district** (n): area, part of a town or city

**absolutely** (adv): very, completely

**stew** (n): meat or vegetables cooked in liquid

**queue** (n): a line of people who are waiting for something

**retro** (adj): from the recent past



# 2 Vocabulary

taste; cooking verbs; choosing the correct option; multiple-choice cloze

## Taste

1 Choose the best adjective to complete the sentences.

- 1 This coffee is very *bitter* / *sweet*. Can I have some sugar, please?
- 2 This curry has got a lot of chilli in it and it's very *sour* / *spicy*.
- 3 *Salty* / *Bitter* snacks, like crisps, aren't very healthy.
- 4 I love *spicy* / *sweet* foods like cake, chocolate and biscuits.
- 5 Yoghurt and lemon are two examples of *sour* / *salty* food.

## Cooking verbs

2 Write these cooking verbs under the correct photo.

bake barbecue boil fry grill roast



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

3 Choose the correct verb to complete the sentences.

- 1 Let's eat outside today. We could *barbecue* / *boil* some lamb chops.
- 2 Can you please *boil* / *grill* some water for the pasta?
- 3 Alfie's going to *roast* / *bake* a cake for his dad's birthday tomorrow.
- 4 I usually *bake* / *fry* steak, but I want to eat more healthily, so tonight I'm going to *grill* / *boil* it.
- 5 Before you *roast* / *barbecue* the potatoes in the oven, it's a good idea to *grill* / *boil* them in water for a few minutes.

4 Read the Exam Tip. Then complete the Exam Task.

### Exam TIP

#### Choosing the correct option

- In this task, you have to choose the correct words to complete a short text.
- Look at the words before and after each gap carefully. Think about what word might go in the gap.
- If there is a verb before or after the gap, think about the form of that verb. For example, the verb after gap 3 is *cooking*. Which of the four options is followed by an *-ing* form and works in the gap?
- Read the whole text again and check that it makes sense with your chosen options.

### Exam TASK

#### Multiple-choice cloze

For each question, choose the correct answer.

The delicious hamburger is one of the most (1) \_\_\_\_\_ foods in the world, but where did it come from? Nobody really knows.

One theory is that about 800 years ago Mongolian soldiers, who didn't have fridges or cookers, put meat under their saddles while they (2) \_\_\_\_\_ their horses to make it soft. In the evening they ate the meat (3) \_\_\_\_\_ cooking it.

Another story is that immigrants to America from the city of Hamburg in Germany brought their 'Hamburg steak' with them – a type of (4) \_\_\_\_\_ meat in bread.

Or perhaps Otto Kuase from Hamburg made the first hamburger. Otto (5) \_\_\_\_\_ meat with eggs, cooked it and put it between bread and sold it to hungry sailors for their lunch. When the sailors (6) \_\_\_\_\_ back to America, they asked their families to make the same dish, and so the hamburger was born.

- 1 A popular B likely C positive D taste
- 2 A walked B drove C rode D sat
- 3 A not B don't C never D without
- 4 A prepared B fried C tasted D vegetable
- 5 A mixed B added C cut D did
- 6 A returned B went C reached D arrived



## Past simple

**1** Look at the verbs in bold. Match the sentences (1–3) with the uses of the past simple (a–c).

- 1 Rachel **went** to the shops, **bought** a pizza and **took** it home.
- 2 I **prepared** supper last night.
- 3 James **had** a tuna sandwich every day for lunch when he was at school.

We use the past simple ...

- a for past routines and habits.
- b for actions that happened one after the other in the past.
- c for actions or situations that started and finished in the past.

▶ Grammar reference 2.1, p163

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

### A giant pizza!

Pizza as we know it now <sup>1</sup> \_\_\_\_\_ (start) in Italy as a Neapolitan pie with tomato. Today, it's so popular that there's even a World Pizza Championship, which takes place every year in Italy. People also try to break the record for the largest pizza. In California, in 2017, pizza chefs <sup>2</sup> \_\_\_\_\_ (work) together for many hours to make a record-breaking pizza. It <sup>3</sup> \_\_\_\_\_ (be) two kilometres long! They <sup>4</sup> \_\_\_\_\_ (use) more than 2,200 kilograms of cheese and 1,300 kilograms of sauce! The chefs <sup>5</sup> \_\_\_\_\_ (eat) some of it and they also <sup>6</sup> \_\_\_\_\_ (give) more than 20,000 pieces of pizza to homeless people.



## Past continuous

**3** Look at the verbs in bold. Match the sentences (1–4) with the uses of the past continuous (a–d).

- 1 Yasmin **was watching** TV while her dad **was cooking** dinner.
- 2 It **was raining**, the wind **was blowing** and we **were shaking** from the cold.
- 3 I **was making** breakfast at six o'clock this morning.
- 4 Lin **was preparing** lunch when the phone rang.

We use the past continuous ...

- a for an action that was in progress at a point in time in the past.
- b for two or more actions that were in progress at the same time in the past.
- c for an action that was in progress in the past that was interrupted by another action.
- d to give background information in a story.

### REMEMBER

We don't use stative verbs in the continuous form.

▶ Grammar reference 2.2, p163

**4** Write sentences using the past continuous.

- 1 A: What / you / do / at one o'clock / on Monday  
\_\_\_\_\_
- B: I / eat / my lunch / and / listen to / the radio  
\_\_\_\_\_
- 2 This time last week / we / grill / burgers / in my aunt's garden  
\_\_\_\_\_
- 3 Candice / not / dance / at the party / because / she / serve / food / to the guests  
\_\_\_\_\_
- 4 Maria and Alfred / argue / about the best pizza toppings / for hours / last night  
\_\_\_\_\_

**5** Complete the sentences with the past simple or past continuous form of the verbs.

- 1 We \_\_\_\_\_ (finish) cleaning the kitchen and then we \_\_\_\_\_ (eat) some ice cream.
- 2 \_\_\_\_\_ (Ludmila / call) you while you \_\_\_\_\_ (watch) the cookery show on TV?
- 3 My mum \_\_\_\_\_ (cook) the dinner on Saturday because Dad \_\_\_\_\_ (be) ill.
- 4 Daisy and Tom \_\_\_\_\_ (make) biscuits when Marcus \_\_\_\_\_ (walk) into the kitchen.
- 5 I \_\_\_\_\_ (not / fry) the burgers for last night's supper; I \_\_\_\_\_ (grill) them.
- 6 Dee \_\_\_\_\_ (tidy) the kitchen while Pete \_\_\_\_\_ (help) Dan with his homework.



# 2 Listening

identifying the key words; multiple choice with one conversation



- 1** **2.2** ▶ Listen to these numbers. Then work in pairs. Practise saying the numbers.
- 1 A 15                      B 50                      C 80  
2 A 220                      B 222                      C 200  
3 A 7th August              B 8th August              C 18th August  
4 A 25th                      B 20th                      C 21st  
5 A 2                          B 3                          C 4
- 2** **2.3** ▶ Read the Exam Tip. Then listen and answer the questions. Use the answer options (A–C) from Exercise 1.
- 1 How many people came to the girl's party?  
2 How much did the meal cost?  
3 When is Billy's birthday?  
4 When will the boy arrive in Mexico?  
5 How many slices of pizza has the girl eaten?
- 3** Read the Exam Task and underline the important words in the questions and the A–C options.
- 4** **2.4** ▶ Now listen and complete the Exam Task.

## Exam TIP

### Identifying the key words

- Before you listen, read the questions and the options carefully so that you know what the listening will be about.
- Underline the important words and information in the questions and A–C options.
- You might hear words from all three options in the listening text. However, only one of the options will actually be the correct answer to the question.
- Check your answers carefully and read each question again when you listen the second time.

## Exam TASK

### Multiple choice with one conversation

For each question, choose the correct answer.

You will hear a radio interview about a restaurant festival.

- 1 How long is the festival?  
A two weeks  
B one month  
C two months
- 2 How many restaurants take part in the festival?  
A about 70  
B about 215  
C about 250
- 3 Which kind of restaurants are part of the Amazing Spaces collection?  
A restaurants where you can see the city from the windows  
B restaurants with interesting furniture and design  
C restaurants that are very modern
- 4 How does the festival encourage sustainability?  
A It has set up a website about reducing food waste.  
B It has information about environmentally-friendly restaurants.  
C It gives money to local food markets.
- 5 What does the Gourmet Odyssey offer people?  
A three courses in three different restaurants  
B travel between different restaurants in a bus  
C a visit to three different restaurants in one building
- 6 At the London Festival masterclasses,  
A people can find out how to become a top chef.  
B people can learn how to make different dishes.  
C people can teach each other how to make their favourite meals.



# Speaking

describing food; paraphrasing; photo description

## 1 Work in pairs. Discuss the questions.

- 1 Can you prepare a meal / bake a cake / make a smoothie?
- 2 What's your favourite food? What's your least favourite food?
- 3 Do you prefer food cooked at home or food cooked in a restaurant? Why?

## 2 Work in pairs. Look at the photo. Discuss the answers to these questions.

- 1 How many people are in the photo?
- 2 What do the people look like?
- 3 Where are they?
- 4 What are they doing?
- 5 What other things can you see in the background?



## 3 **2.5** Listen to a student describing the photo. Does the student answer all the questions in Exercise 2? Does he add any other details?

## 4 Read the Exam Tip. Then work in pairs. Write down all the things you can see in the photos in the Exam Task. If you don't know the correct words, think of other ways to describe them.

## 5 Work with a new partner. Complete the Exam Task. Use the Useful Language to help you.

### Exam TIP

#### Paraphrasing

- When you describe a photo, first begin with a general description of what you can see.
- Then focus on some of the details in the photo.
- If you don't know the exact words to describe things you can see, try to think of other ways to describe them. For example, if you don't know the word for *barbecue* in Student A's photo, you can say *The people are cooking / grilling food outside.*

### Exam TASK

#### Photo description

Work in pairs.

**Student A:** Look at the photograph. It shows people eating a meal together. Talk about the photograph. Then listen to Student B.



**Student B:** Turn to page 173.

### Useful LANGUAGE

#### Describing a photo

This photo shows people (at a restaurant / in a park / at home / on a beach).

The woman (in the hat / with the glasses / holding the burger) is ...

They are outside / inside.

The weather is warm / cold.

They are (enjoying the food / having fun / feeling happy) ...

In the background / foreground, I can see (some buildings / trees / people).

#### your ideas

- Do you eat traditional food from your own country when you go out, or do you eat food from other countries?
- What country's food do you like best?



## 2 Vocabulary tableware, packaging and quantities



### 1 Work in pairs. Name the objects in the photos. Then discuss the questions.

- 1 Do you drink tea or coffee from a cup and saucer or from a mug?
- 2 When do you use a spoon?
- 3 Think of at least five things you can pour from a jug.
- 4 Think of at least four things that people usually keep in jars.
- 5 Think of at least four things that people usually keep in bottles.
- 6 Think of at least four different types of food that people serve in a bowl.

### 2 Choose the correct option to complete the sentences.

- 1 I always take a *bottle* / *box* of water with me when I go to the gym.
- 2 Have you got a better *fork* / *knife*? I can't cut up these vegetables with this one.
- 3 There are six *cups* / *jars* of homemade raspberry jam in the cupboard.
- 4 I've already put the knives and *saucers* / *forks* on the table.
- 5 The waiter brought a big pot of tea, two *cups* / *jars* and *plates* / *saucers* and a small *jug* / *bowl* of milk.
- 6 My brother gave me a *box* / *jug* of chocolates for my birthday.
- 7 Why didn't you do the washing up? Dinner's ready, but all the *boxes* / *plates* are dirty!
- 8 Can you put some water in the dog's *plate* / *bowl*, please?
- 9 Could I have a *spoon* / *fork* to eat my yoghurt with?

### 3 Cross out the incorrect word in each phrase.

- 1 a slice of *pizza* / *pasta* / *bread*
- 2 a glass of *bread* / *juice* / *milk*
- 3 a bunch of *bananas* / *grapes* / *strawberries*
- 4 a packet of *milk* / *biscuits* / *crisps*
- 5 a piece of *cake* / *cheese* / *rice*
- 6 a tin of *tuna* / *beans* / *pizza*

### 4 **2.6** Complete the conversation with these words. Then listen and check your answers.

bottles   bowl   box   bunch   glasses  
jar   knife   slices

- Omar: What do you want for breakfast today?  
 Amal: I think there are still a couple of  
 1 \_\_\_\_\_ of pizza in the takeaway  
 2 \_\_\_\_\_ from last night.
- Omar: Oh no, I don't want to eat pizza for breakfast! I'd prefer something healthier. Have we got any bananas?  
 Amal: Yes, there's a big 3 \_\_\_\_\_ of bananas in the 4 \_\_\_\_\_ on the kitchen table.
- Omar: Great. And how about milk?  
 Amal: Let me check. Yes, we've got two  
 5 \_\_\_\_\_ of milk in the fridge.
- Omar: And we've got this 6 \_\_\_\_\_ of really delicious honey. So I can make a banana smoothie.  
 Amal: That's a good idea. Here's a 7 \_\_\_\_\_ to cut up the bananas. I'll wash the  
 8 \_\_\_\_\_.

your  
ideas

- Do you like to try new food? Why? / Why not?
- What's your favourite smoothie flavour?





## used to and would

**1** Read the sentences (1–4) and look at the words in **bold**. Then complete the rules (a–b) with **used to** or **would**.

- 1 Lisa **used to like** olives when she was young.
- 2 My grandmother **used to / would make** her own pasta when she lived in Naples.
- 3 We **used to / would meet** in the park for picnics when the weather was good.
- 4 They **used to live** near the Japanese restaurant.

- a We can use \_\_\_\_\_ to describe states or repeated actions in the past.
- b We can use \_\_\_\_\_ to describe repeated actions in the past, but not to talk about past states.

▶ Grammar reference 2.3, p163

**2** Which words in **bold** can be replaced with **would**? Tick the sentences.

- 1 My dad **used to** prepare a cooked breakfast for us every Sunday morning.
- 2 Sara **used to** eat a lot of rice when she lived in Japan.
- 3 **Did you use to** like cabbage when you were younger?
- 4 I **didn't use to** own a microwave, but now I do.
- 5 We **used to** have barbecues in our garden every weekend.
- 6 These chocolates **used to** cost much less.
- 7 **Did Klaus use to** be a chef?
- 8 My little sister **used to** throw her food on the floor when she was a baby.

## be used to and get used to

**3** Read the sentences (1–2). Then answer the questions (a–b).

- 1 I've worked in this restaurant for six years, so I'm used to the late nights!
  - 2 I started working here two weeks ago, and I'm getting used to the late nights.
- a Which sentence describes something that is already usual or familiar?
- b Which sentence describes something that is quite new and becoming familiar?

▶ Grammar reference 2.4, p163

**4** Choose the correct option (a–c) to complete the sentences.

- 1 I \_\_\_\_\_ eating fruit and yoghurt for breakfast – I've had the same thing for years!  
a am used to    b used to    c am getting used to
- 2 My cookery teacher \_\_\_\_\_ be a chef.  
a is getting used to    b is used to    c used to
- 3 \_\_\_\_\_ preparing food when you lived at home?  
a Did you use to  
b Are you getting used to  
c Were you used to
- 4 Eloise loved India, but she \_\_\_\_\_ the spicy food.  
a didn't use to    b couldn't get used to    c used to
- 5 Sonia and Masha \_\_\_\_\_ the lunches at their new school.  
a are getting used to    b used to    c get used to
- 6 \_\_\_\_\_ his new healthy eating plan?  
a Did Haru use to  
b Is Haru used to  
c Is Haru getting used to
- 7 I \_\_\_\_\_ eat a lot of meat before I became a vegetarian.  
a was used to    b am getting used to    c used to
- 8 \_\_\_\_\_ help prepare dinner when you were younger?  
a Did you get used to  
b Did you use to  
c Were you used to

**your ideas**

When you were a child ...

- what used to be your favourite food?
- what did you use to eat if you were ill / on your birthday / as a special treat?



## Learning FOCUS

## Using adjectives

- When you write descriptions, try to use a range of interesting adjectives. However, we don't usually use more than two adjectives before a noun.
- Remember to use this order: opinion (*delicious*), size (*tiny*), age (*old*), shape (*square*), colour (*purple*), origin (*German*) and material (*cotton*).

## 1 Tick the correct sentences. Then rewrite the incorrect phrases in bold.

- The waiters were wearing **blue nice uniforms**.  
\_\_\_\_\_
- We sat at a **big round table** by the window.  
\_\_\_\_\_
- Have you been to that **Chinese fantastic restaurant**?  
\_\_\_\_\_
- The walls have got **modern interesting pictures**.  
\_\_\_\_\_
- There were **lovely fresh flowers** on the table.  
\_\_\_\_\_
- I recommend their **tasty little pizzas**.  
\_\_\_\_\_

## 2 Choose the correct adjective to complete the sentences.

- The vegetarian pizza was *delicious* / *horrible*. I ate three slices!
- This meat is *raw* / *burnt*. It's black!
- My sister likes really *mild* / *spicy* food like a hot Indian curry.
- This salad looks really *tasty* / *boring*! It's bright and *colourful* / *dull*.
- A lot of *fresh* / *processed* food isn't good for you.
- We usually eat *grilled* / *fried* fish because it's healthier.
- I forgot to drink my tea and now it's *hot* / *cold*.
- I hate *still* / *sparkling* drinks like lemonade or cola.

## 3 Work in pairs. What do these adjectives usually describe? Write them in the correct group.

cheap	comfortable	delicious	expensive
fast	friendly	inexpensive	modern
polite	spicy	tasty	traditional

food \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 service \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 decor \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 price \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## 4 Read this example task. Then read the sentences (1–5). Are the sentences true (T) or false (F)?

You see this notice in an English-language magazine.

## ARTICLES WANTED

## LOCAL RESTAURANTS

- What's your favourite kind of restaurant?
- What kind of restaurants are in your local area?
- What do they serve?

Write an article answering these questions and we will put it in our magazine.



Write your answer in about 100 words.

- You should write about the type of restaurant you most like to visit.
- You should write about the food you usually eat at home.
- You should write about more than one restaurant.
- You should include some information about the different food you can eat locally.
- Your article shouldn't be more than 100 words.

## 5 Look at a student's answer to the task in Exercise 4. Choose the best options to complete the article.

## Local restaurants

I really enjoy going to restaurants that serve Chinese food, but there aren't any restaurants like that in my local area. There's a nice small café near my house and there's a fast-food place and a big expensive Italian restaurant in the shopping centre.

The café sells snacks, sandwiches and cakes. The food is <sup>1</sup> *inexpensive* / *busy* and the service is very <sup>2</sup> *modern* / *friendly*. The fast-food restaurant serves burgers and chips. It's <sup>3</sup> *traditional* / *popular* and cheap, but the food isn't very <sup>4</sup> *tasty* / *bad*. The Italian restaurant is my <sup>5</sup> *favourite* / *best* restaurant. They have lots of <sup>6</sup> *different* / *difficult* pasta dishes and their salads are also <sup>7</sup> *excellent* / *horrible*.

I don't go out to eat very often because I love eating at home with my family. However, it's good to have some local restaurants for <sup>8</sup> *usual* / *special* occasions.

## 6 Work in pairs. Read the student's answer in Exercise 5 again. Is it a good answer? Why? / Why not?



7 Read the Exam Tip. Then read the Exam Task. Complete the writing plan with these words.

birthday cheap colourful delicious  
enchiladas friendly Mexican  
near cinema spicy

Fernando's

Paragraph 1: Give basic details about restaurant:

type of food 1 \_\_\_\_\_

where it is 2 \_\_\_\_\_

why I went there 3 \_\_\_\_\_

Paragraph 2: Describe:

food 4 enchiladas,  
spicy

decor 5 \_\_\_\_\_

service 6 \_\_\_\_\_

Paragraph 3: Say why I liked /

didn't like it. 7 delicious,  
\_\_\_\_\_

8 Look at the Useful Language. Which adjectives are positive (P) and which are negative (N)?

### Useful LANGUAGE

#### Giving your opinion

I think that ... / In my opinion ...

It's a great place for ...

I would / wouldn't recommend ...

#### Adjectives for food

bitter burnt colourful delicious dull  
healthy raw tasteless tasty unhealthy

#### Adjectives for restaurants

bright charming dirty messy modern  
old-fashioned rude slow unfriendly

9 Now complete the Exam Task. Remember to make a plan before you begin and to think about different words you can use. Use the Useful Language to help you.

### Exam TIP

#### Planning and organisation

- Always make a plan before you begin writing.
- Think about how you will organise your information into paragraphs.
- Include some key words in your plan. Try to use lots of different adjectives and not the same ones all the time.

### Exam TASK

#### Writing an article

You see this notice on an English-language website.

#### Articles wanted

#### RESTAURANTS

Write about a restaurant you have visited recently.

Did you enjoy the food? Would you recommend it?

Write an article answering these questions and we will put it on our website.

Write your answer in about 100 words.

10 Complete the Reflection Checklist. Then discuss your answers with your partner.

#### REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I made a writing plan.
- I organised my ideas clearly into paragraphs.
- I answered the questions in the task.
- I used different adjectives.
- I used correct adjective order.



A chef preparing corn tortillas at a restaurant in Oaxaca, Mexico



## 2 Video Food truck nation

A food truck in Los Angeles, California



### Before you watch

- 1 Work in pairs. Look at the photo and discuss the questions.
  - 1 Would you like to eat food from this truck? Why? / Why not?
  - 2 Do you see food trucks where you live? What kind of food do they serve?

### While you watch

- 2 **1** Watch the video. Complete the factsheet with these numbers.

50    236    5,000    43,000    75,000  
5 million    828 million

#### Food trucks – facts and figures

Earnings of the US food truck industry	1	\$ _____
Average cost of a truck	2	\$ _____
Total cost to get a food truck ready for business	3	\$ _____
% of adult Americans who have eaten from a food truck	4	_____ %
Number of trucks sending tweets	5	_____
Number of tweets sent by food trucks	6	_____
Number of cities where trucks were active	7	_____

### After you watch

- 3 **1** Complete the summary of the video with these words. Then watch the video again and check your answers.

catering    costs    quality    home-cooked  
range    reasonably    social media    tweets

Food trucks are popular because they serve <sup>1</sup> \_\_\_\_\_ food at low prices. They are a good way for people to start in the <sup>2</sup> \_\_\_\_\_ business because the <sup>3</sup> \_\_\_\_\_ are low compared to opening a café. The chefs provide a <sup>4</sup> \_\_\_\_\_ of specialties like sandwiches and cheeseburgers. Lots of people like using the trucks because the food is high <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_ priced. But in order to succeed, food trucks need to use <sup>7</sup> \_\_\_\_\_, including Twitter and Facebook. As they move around so much, they send out <sup>8</sup> \_\_\_\_\_ to let their customers know where they are.

#### your ideas

- Do you prefer food that is high quality or reasonably priced? Can food be both at the same time?
- Do you use Twitter to find out what is happening now?