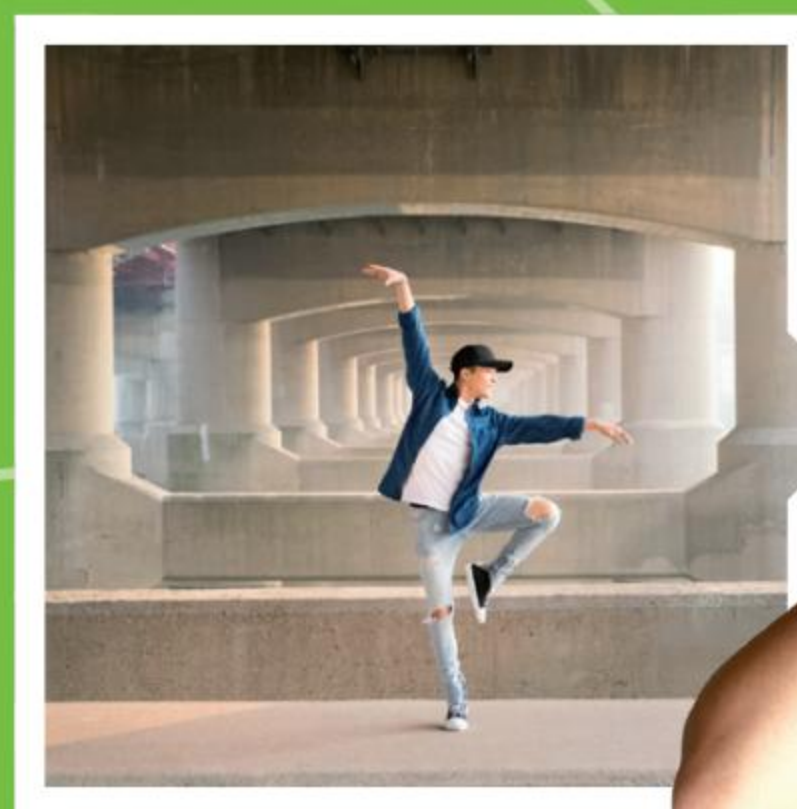


Тамара Бондар

Англійська мова

# English 8

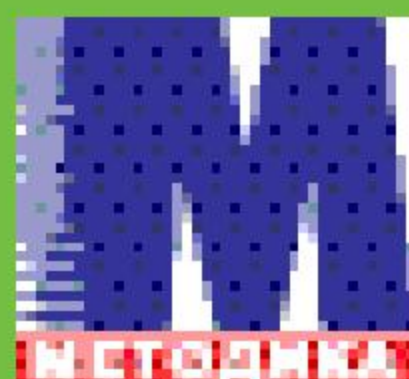
with Bloggers



Student's Book

Частина 1

Dyslexia-friendly



DELTA  
Publishing



Тамара Бондар

# АНГЛІЙСЬКА МОВА

(4-й рік навчання)

Підручник для 8 класу  
закладів загальної середньої освіти

(з аудіосупроводом)

Tamara Bondar

## ENGLISH

Year 4

A textbook for the eighth form of secondary schools  
( with audio)

Частина 1

Київ  
«Методика Паблішинг»  
2024



УДК 373.3/.5.091.27:811.111](075.3)  
Б88

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### **Тамара Бондар**

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# Foreword

## Привіт!

Цей підручник створений із думкою про тебе. Ми наполегливо працювали, щоб зробити матеріал пізнавальним і цікавим, тому взяли до уваги твої можливі вподобання, схильності й прагнення.

Знайомся з головними героями – блогерами з різних міст світу. Теми, запропоновані для обговорення, допоможуть тобі потоваришувати з блогерами та з іншими дітками, дізнатися про особливості шкільного життя й цікаві місця для подорожей!

### Підручник стане тобі в нагоді й подарує приємні миті, якщо ти:



- ✓ братимеш активну участь у роботі, якомога більше розмовлятимеш і слухатимеш, будеш частіше намагатися говорити англійською мовою, не боятимешся помилятися, бо помилок не допускає той, хто нічого не робить;
- ✓ поважатимеш інших людей – свого вчителя та однокласників; ніколи не будеш насміхатися з того, хто помилився; поводитимешся з іншими так, як би ти хотів, щоб поводитися з тобою;
- ✓ не боятимешся ставити запитання, сміливо проситимеш учителя пояснити матеріал; цікавитимешся думкою інших дітей, якщо з чимось не погоджуватимешся; будеш розмірковувати, чому певної думки дотримуються автори тексту, із яким ти б подискутував;
- ✓ завжди знаходитимеш час, щоб повторити вивчений на уроці матеріал; будеш звертатися до додаткових матеріалів на сайті, що допоможуть тобі в самостійній роботі; прагнутимеш самостійно навчатися, тренувати пам'ять;
- ✓ будеш експериментувати, бо кожен міні-проект – це заклик до творчого мислення; завжди намагатимешся творчо думати та креативно розв'язувати завдання;
- ✓ не пасуватимеш перед труднощами, бо немає нічого неможливого для того, хто прагне досягти гарного результату.

Опанування знань – подібне до сходження на гору. Цей шлях подолає лише той, хто постійно рухається вперед. Щоб досконало вивчити мову, потрібні роки, а не лише дні чи місяці. Упевнені, що тобі під силу вивчити деякі особливості іноземної мови, хоч вони й відмінні від української мови.



**Гарного навчального року! Натхнення й наполегливості!**



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LEXICAL AND PHONOLOGICAL OBJECTIVES	CROSS-CURRICULAR LESSONS	CULTURAL OBJECTIVES
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# Discover Bloggers

## What do the icons in your Student's Book mean?

	Speaking time / Time to speak / Speaking practice		Listen and understand		Video-projectable / printable file
	Let's speak together!		Watch and understand	<b>WB p. 33</b>	Go to Workbook
	Write		Audio file		
	Read and understand		How do <b>you</b> say this?		

## How does each unit work?

### The opening double page

The main character of the unit, who presents the city and the topic that you're going to deal with.

The objectives of the unit and your challenge! This is the task at the end of the unit. You will use your new knowledge to complete it.

### The two lessons

All kinds of documents (texts, videos, recordings, images...), authentic and always interesting!

Need help to express yourself? Use the prompts or the examples in blue.

Games, because you always learn better when you're having fun!

A mini challenge to put into practice what you've learned and train you up for the final challenge.

A simple question about an aspect of the English-speaking world. The unit will equip you with the tools to be able to respond.

Activities to familiarise you with the subject and revise what you've learned.

A video that shows you the city and the topic.

A bit of reflection to help prepare you to become a citizen of the world... in English, naturally!

The essential grammar and vocabulary you need to remember.





## My grammar My vocabulary

Simple explanations and exercises for each grammar point in the unit.

A mind map to visualise all the key vocabulary in the unit. Words are easier to memorise when they're grouped in a logical, visual way!

Make the **Workbook** your friend; it'll train you to speak English fluently and with confidence!

Observation questions to find links between English and other languages that you know.

Test your memory with a variety of exercises!

## Your challenge

## The Culture Blog

The blog by the main character of the unit. Read their articles to get into the topic of each unit... before jumping into the creative phase!

Your mission! All the stages are here in detail, and the examples are here to help you. You have all the cards in your hand to succeed!

## What else is there in your Student's Book?

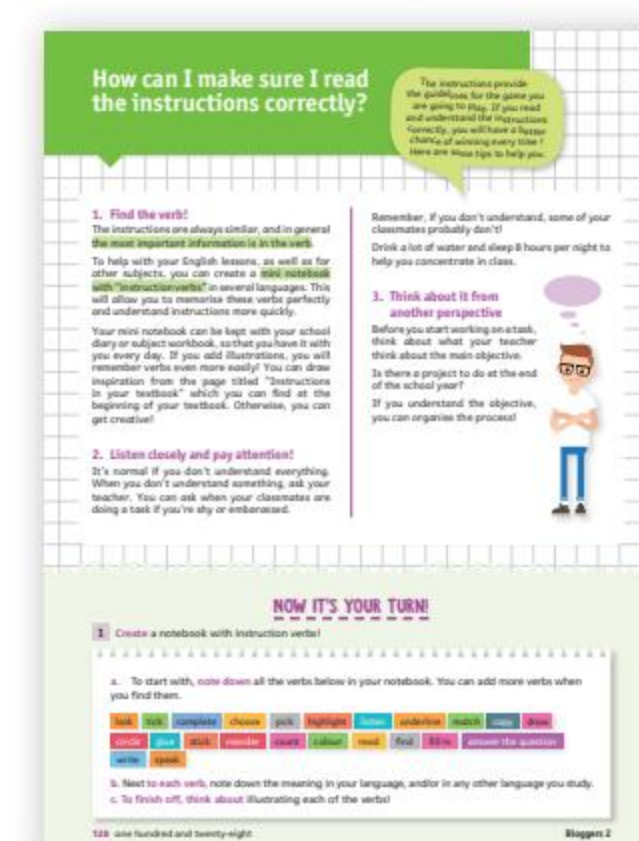
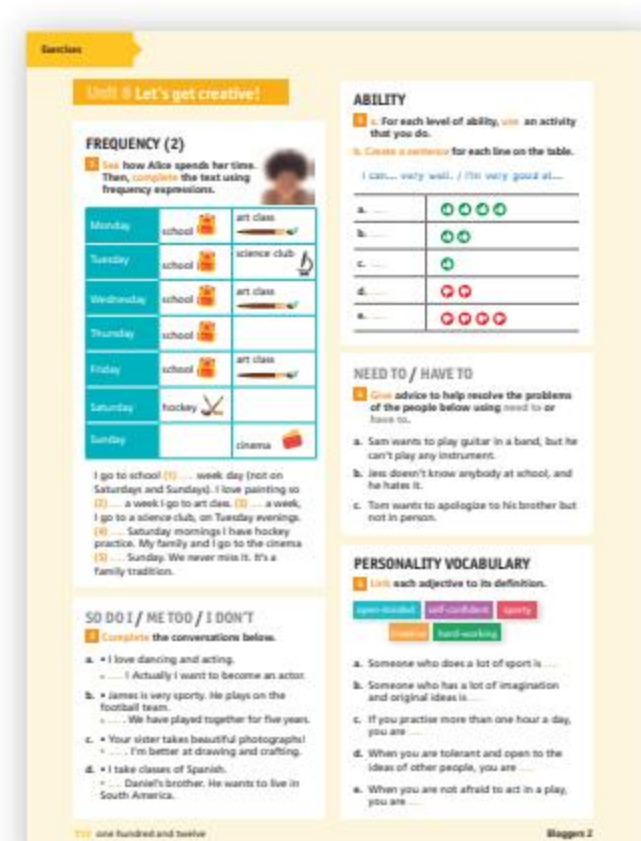
There are pages...

...of exercises.

...of reading.

...with English projects.

...about learning strategies.





# Bookquest



The first pages of the Student's Book →

Let's play! Here are some questions about your Student's Book. Answer them as fast as you can with a classmate. The first one to finish is the winner!

**A**

How many units are there in the Student's Book?



**B**

Why is this course called **Bloggers**?



**C**

What's the name of the main character in unit 7?



**D**

Which cities in the English-speaking world will you find out about? Find at last four, from two different countries!

← The units

**F**

How many lessons are there in a unit?



**E**

What will you be able to do in English this year? Find at least five different things!



**G**

What does the box below refer to on the first page of each unit?



**Your challenge**

Record a conversation on video to prepare for a trip to Louisiana

**H**

What can you find in the **My grammar** section?

**My grammar** → Exercises p. 110

**I**

What's the name of the diagram that you find on the **My vocabulary** pages? What's it for?



**J**

What's the link between the bloggers and the **Culture Blog** page?



**K**

What type of activity does the icon below show?

**LET'S PLAY...**

The appendices to the coursebook

**N**

What can you find after page 124?



**M**

What should you do when you see this note?  
**WB p. 24**

**L**

In the **Vocabulary** tables, why are some letters orange?

beautiful ≠ ugly  
big = large  
busy = active  
dangerous

**O**

How many **Learning Strategies** files can you consult if you need guidance? Say at least 4 of the topics!

How to understand a text



Well done! Your Student's Book has no secrets for you! You can use it through the whole course... or you can look through the pages whenever you want.



# Meet the Bloggers

Here are the five bloggers from your Student's Book. They are from different English-speaking countries, but they all contribute to the **Culture Blog**, a collaborative blog where they write about what they're interested in. Let's meet them!



## JOSH

He's British and lives in Birmingham (UK), but his family comes from Jamaica.

He's 13 years old. He lives with his mother, Lorna, and his sister, Margot.

He takes the best of both cultures: he usually plays cricket, a typical British sport, and he also loves Saltfish and Ackees, the Jamaican national dish.



## NELSON

Nelson is from Los Angeles, California (USA).

He's 12 years old. His family has Mexican origins, and he loves Mexican food, especially spicy tacos.

He can sing and dance very well, and he loves acting. Every year he wins the talent contest at his school.

He wants to be a famous actor one day.



## DANIEL

Daniel is from Vancouver, Canada.

He's 13 years old. His grandparents moved to Canada from China.

He loves computers and digital arts.

He's a member of a film club. Once a month they take pictures and make videos about Vancouver. They are making a video about the city's daily life.



## ZOE

Zoe is from New Orleans, Louisiana (USA).

She is 13 years old. She comes from a Creole family.

She started playing drums when she was small. She plays in a jazz band, but is too afraid to play in public.

Her favourite time of year is Mardi Gras. Zoe studies French at school, and even has a friend in France called Claire who she makes video calls to. They are planning a trip together around Louisiana this year.







## OLIVER

Oliver is from Cardiff, Wales.

He's 12 years old. He's a bit shy, and he likes to write and draw comics.

His favourite author is Roald Dahl.

He is a big fan of fantasy film.

He is also a big fan of rugby, and supports both the Welsh national team and the local club, the Cardiff Blues. When he can, he likes to go to see them play.



## CLASSROOM ENGLISH

### Teacher to student

Open your books.  
Put your things away.  
Put your hands up to answer.  
Sit down.  
Stand up.  
Close your books.  
Turn on the computer.

### Student to student

- What did you get for number 6?
  - I put D for that one. What about you?
- Shall I start?
  - Sure, go ahead!
- Whose turn is it?
  - It's your go, I've just had a turn.
- Do you think that's the right answer?
  - I'm not so sure. We should ask the teacher.
- Can I borrow a pencil?
  - Of course! Here you go!

### Student to teacher

I don't understand. Could you help me?  
Could you repeat that, please?  
What page is it?  
May I have a pair of scissors, please?



# Unit 1

# A Day in the UK

What are British habits and customs?



## → In this unit, we are going to...

- discuss clichés about British people.
- talk about British rules and laws.
- look at artistic representations of the King of England.
- talk about stereotypes.
- talk about everyday matters.
- compare and contrast the UK with Ukraine.
- express likes and dislikes.

14 fourteen



## Your challenge

Take part in the game  
“Are you ready to go  
to the UK?”







Hi, I'm **JOSH**, from Birmingham (UK). In this unit you'll learn about Britishness and laws in the UK.



↓ The Bull Ring in the centre of Birmingham



↑ Josh's vlog

### LET'S GO!

Track: 01

- 1 **Listen to** Josh's conversation. What do English people often do? Do you think it is true or a cliché?
- 2 **Look** at the picture from Josh's vlog. What do you think is British? **Make** a mind map.



# 1. Being British

I can discuss clichés about British people.

Vocabulary track: 01

- 1 **Look at** these pictures. What do they tell us about Britain and British people (habits, hobbies, personality)? What is a stereotype? **Tell** a partner. **WB p. 4**

I suppose they like/love...

It seems that British people always...

According to picture..., British people are keen on / crazy about...



## Vocabulary

funny ≠ boring  
posh  
snobby  
well-mannered = polite  
≠ rude  
baked beans  
cricket  
fish and chips  
hygiene  
monarchy = royal family  
a stereotype = a cliché  
to be on time =  
to be punctual  
to drink / have tea  
to have a laugh  
funny = to have a sense of humour  
to queue  
to be proud ≠ to be ashamed  
to take the mickey

## Expressing likes and dislikes

They **love** golf / **playing** golf.  
= They **are crazy about** golf / **playing** golf.  
≠ They **can't stand** golf / **playing** golf.

## Adverbs of frequency

always  
usually  
often  
sometimes  
hardly ever  
never

+

-

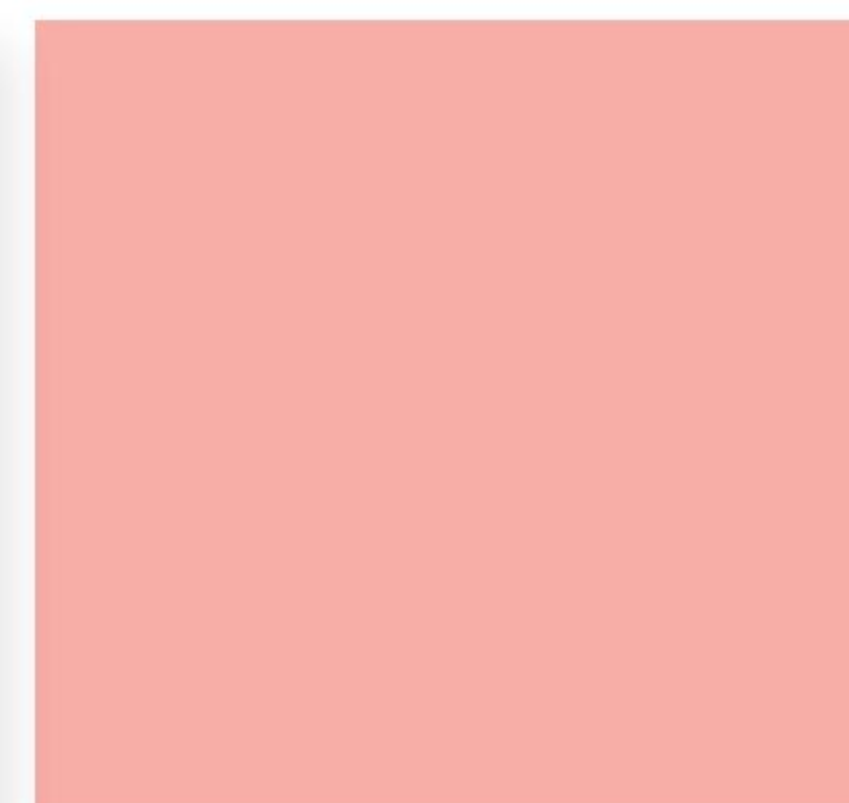
- 2 a. **Watch** part 1 of Josh's video.  
b. **Discuss** Josh's questions while you watch.  
c. **Write** a list of British stereotypes he talks about. Are they true or false according to Josh? **WB p. 5**  
d. **Complete** the diagram.



↑ Josh's vlog



true



false





3 Read the text.

**Classify** the elements that define the British in two columns: positive and negative. WB p. 8



**Amanda Hodges 29** "Being British means that you live with diversity. Britain is very multicultural so life here is also multicultural."

**Dr Elijah Hartshron 47** "Being British is having a mix of music. A lot of the music on British radio is a mix of foreign music with British music, like rock or metal."



**Ada Collina 18** "The British have a great sense of humour, we're really funny! We can make jokes out of things and laugh at ourselves."

**Helena Parry 72** "The British dominated and colonised a lot of the world. There were bad wars and a lot of people suffered. I'm ashamed of that history so I call myself English."



**Jade Hearn 22** "Britain has crazy weather that always changes. Being British means you leave the house prepared for rain, sun or snow."

### LET'S PLAY...

#### The game of stereotypes

1. **Choose** a country.
2. **Describe** what the people love in this country.
3. Your classmates **guess** the country.

They love surfing, they're crazy about koalas...

Er... Australia?

### CITIZENSHIP

#### Citizens of the world

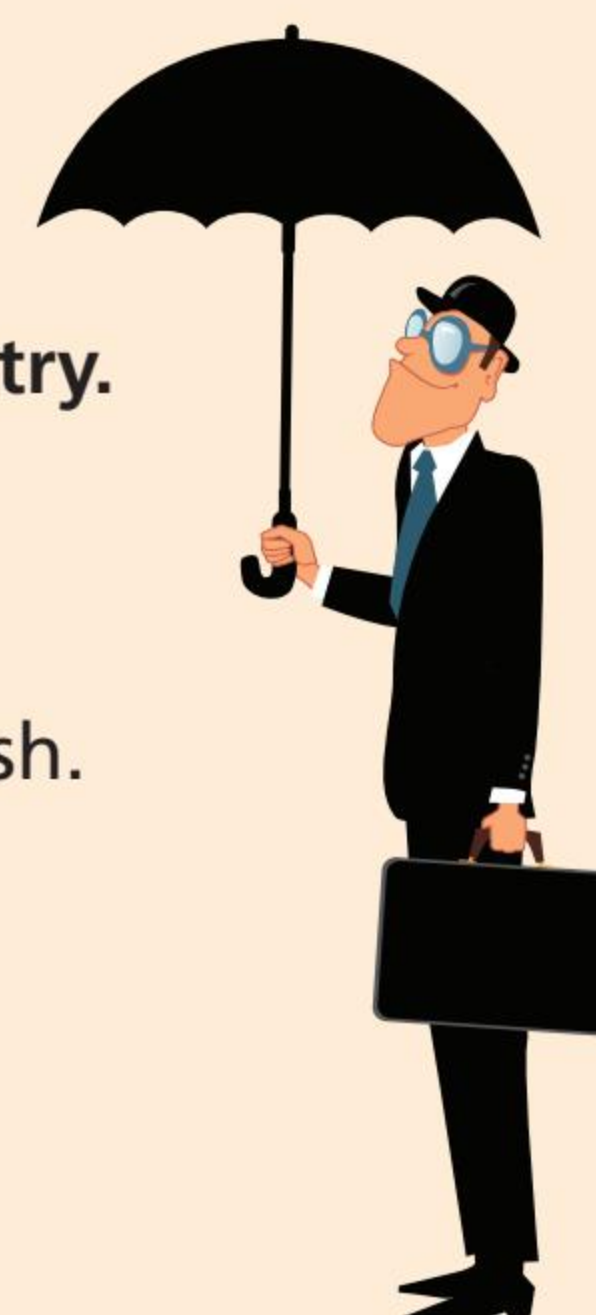
1. **Think of** stereotypes about people from your country. Are they actually true?
2. Do you think stereotypes are dangerous? Why/Why not?

### MINI CHALLENGE: A BOOK ABOUT STEREOTYPES

A British publishing house is working on an illustrated book about national stereotypes. Design the page about your country.

WB p. 9

- 1 **Choose** five stereotypes about people from your country.
- 2 **Write** sentences to describe them, in contrast with the British.
- 3 **Look for** pictures to illustrate them.
- 4 **Design** the page.





## 2. Do as the British do

I can talk about British rules and laws.



- 1 **Watch** part 2 of Josh's video. **Read** this text about the rights and obligations that teenagers have in the UK. **Fill in** the gaps.

**Compare** them to your country. **WB p. 10**

Unlike in the UK, in this country we can / can't... at...



Rights help us stay safe and receive fair treatment. Some rights are given to you at certain ages, like being allowed to leave home or drive a car. On this page we have lots of information about the age you're allowed to do different things in the UK.

### Age: 12

- You can watch a film or play a computer game with a 12 rating.

### Age: 13

- a) ... You are allowed to work for five hours a day on Saturdays, Sundays and during school holidays.

### Age: 14

- You are allowed to enter a pub b) ...

### Age: 15

- You can watch a film or play a computer game with a 15 rating.

### Age: 16

- You are allowed to c) ...
- You can have a full-time job.
- You can buy a pet.
- You can have an d) ... around the world.

### Age: 17

- You can e) ...

### Age: 18

- You are legally an adult.
- You are allowed to buy fireworks.
- You can f) ...
- You can get a tattoo.

↑ [www.childline.org.uk](http://www.childline.org.uk)



- 2 Graham, Josh's best friend, is 15 today. **Write** what he can and can't do.

At 15, Graham can..., but he can't...  
Graham is not allowed to...

### Contrasts

unlike  
but  
whereas / while

Vocabulary  
track: 02

### Vocabulary

fair ≠ unfair  
a full-time job  
≠ a part-time job  
a law  
a moped  
the rights



Track: 02

- 3 **Listen to** a radio programme about strange laws in the UK. **List** the laws that you hear. **WB p. 11**



- 4 **Choose** two laws from this page. Do you think they are good laws? **Discuss** with a partner.

- It's not fair that you can't... because...
- Well, in my opinion...

### Can and be allowed to / must and have to

I **can** / **am allowed to** drive a car at 18.  
I **have to** fasten my seat belt.  
I **don't have to** get my parents' permission to buy a pet when I am 16.  
I **mustn't** drive on the left in Spain!





## 5 Read this text about British habits.

**Look at** the comic.

**Find** differences and similarities with your country. **WB p. 12**

Here, we are more... than...

Unlike British people, we are...

**Tea:** Unlike in other countries, in Britain, tea is not only a drink, but also a light meal of sandwiches, biscuits and cake, and an important ceremony of our national life.

Expressions to learn: **I'm gasping for a cuppa!**

### 5 One lump or two?

Avoid saying: **Actually, I'd prefer coffee.**

**Complaining:** In order to pass unnoticed in the UK, the visitor must learn not to make a fuss. If the receptionist ignores you or the soup is cold, say nothing. You may

### 10 purse your lips or raise one eyebrow quizzically, but don't complain.

Expressions to learn: **Keep your voice down.**

Meaning: **Speak quietly.**

Avoid saying: **I demand to see the manager!**

### 15 Politeness:

In order to be a popular guest, the foreign visitor needs to learn how to apologise. 'Sorry' is one of the most important words in the vocabulary of any true Brit.

Expressions to learn: **After you. Allow me.**

### 20 Avoid saying... what you really think.

**Meeting and greeting:** While some nationalities greet one another by kissing twice or even three times and embracing noisily, avoid this in Britain. The way to greet Britons for the first time is to offer them your hand —

### 25 the ends of three fingers is quite sufficient.



### Comparative adjectives

The British are **more polite** and **funnier than** the Spanish.

Spanish people are (not) **as patient as** British people.

Vocabulary  
track: 03

### Vocabulary

to apologise  
to complain  
to greet  
to make a fuss  
to purse one's lips  
to raise an eyebrow

↑ Martyn Ford and Peter Legon, **The How To Be British Collection**

## MINI CHALLENGE: A WELCOME VIDEO (group work)

Josh is coming to your school next week. You have decided to record a welcome video with tips on how to fit into your country. **WB p. 15**



Bloggers 3

- 1 **Think of** what is acceptable in your country, at school and in families. How do people greet each other? What can or can't you do at school?
- 2 **Write** sentences to give your advice to Josh. **Compare** your country with Britain.
- 3 **Record** your video, with some keywords as subtitles.








## 1. EXPRESSING LIKES AND DISLIKES

WB p. 4

- To talk about something you like, use **like** or **be keen on** followed by a noun or verb + **-ing**:  
She **likes** tea / **drinking** tea.  
She **is (quite) keen on** tea / **drinking** tea.
- When you talk about something you like a lot, use **love** or **be crazy about** followed by a noun or verb + **-ing**:  
She **loves** tennis / **playing** tennis.  
She **is crazy about** tennis / **playing** tennis.
- When you are talking about something you don't like, use the verbs above in the negative form, or the expressions **can't stand** or **can't bear** followed by a noun, or the verb + **-ing**:  
She **can't stand** tennis / **playing** tennis.  
She **can't bear** tennis / **playing** tennis.

### 1 Say what Josh likes and doesn't like.

		
rugby fish and chips	to do his homework baked beans	to play cricket American food

## 2. ADVERBS OF FREQUENCY

WB p. 8

- Always, usually, often, sometimes, hardly ever** and **never** are adverbs of frequency. Place them in front of the verb to indicate the frequency of the action.  
The British **usually** drink tea at 5pm.  
The French **hardly ever** play cricket.
- An adverb of frequency also allows you to make an adjective more specific.  
British people are **always** polite.

### 2 Complete the sentences below using an adverb of frequency.

- I ..... have cereal for breakfast.
- I ..... drink tea.
- I am ..... on time at school.
- In my town, it ..... rains.



## 3. COMPARATIVE ADJECTIVES

WB p. 15

To compare one thing with another thing, use comparative adjectives to show that something is more, less or equal.

- To form a **more** comparison with a short adjective, add **-er** to the adjective.  
Tim is **posher** than Joe.
- To form a comparison with a long adjective, use: **more** + long adjective + **than**.  
Phoebe is **more** arrogant **than** Lisa.

A short adjective only has one syllable. A short adjective can have two syllables if the adjective ends in **-y**. All other adjectives are long adjectives.

- For short adjectives, the **-y** at the end becomes **i** (**funny** → **funnier**).
- Only add **-r** when the adjective ends in **-e** (**safe** → **safer**).
- When the adjective ends in a consonant, the final consonant is doubled (**big** → **bigger**).
- To compare two things that are **equal**, add **as** before and after the adjective.  
Linda is **as** arrogant **as** Sophie.
- To form a **less** comparison with an adjective, use **not as ... as**.  
Linda is **not as** arrogant **as** Sophie.
- You can also use **less ... than**, using the adjective.  
Linda is **less** arrogant **than** Sophie.
- Exceptions:  
good → **better**  
bad → **worse**

### 3 Compare the two ideas in each sentence, using the information in brackets.

- Are the French (+ **smart**) the British?
- When queuing, are the British (+ **nice**) than Greeks?
- British actors are (≠ **famous**) American actors.
- Swedish actors are usually (- **funny**) British actors.



## 4. CONTRASTS WB p. 14

To contrast between two things, you can use **unlike**, **but**, **while**, **however** or **whereas**.

- At the start of a sentence, use **unlike**.  
**Unlike** the British, the Germans drive on the right.
- Between two statements, use **but**, **however** or **whereas**.

English people like tea, **but** / **whereas** Italian people prefer coffee.

English people like tea. Italian people, **however**, prefer coffee.

- **While** can be used at the beginning of a sentence, or between two statements.  
**While** English people like tea, Italian people prefer coffee.  
English people like tea, **while** Italian people prefer coffee.

## 5. CAN AND BE ALLOWED TO

WB p. 11

- Permission can be expressed with the modal **can** + verb or with the expression **be allowed to** + verb.

The British **can** vote when they are 18.  
(= it's possible)

The British **are allowed to** vote when they are 18. (= it's authorised.)

- **Can't** indicates something is not possible.  
**Not be allowed to** indicates something is forbidden.

You **can't** survive without drinking water.  
I **am not allowed to** go out at the weekend.

**Pronunciation** → WB p. 18

The pronunciation of **can** and **can't**

- 4 **Rewrite** the sentences below using **can**, **be allowed to**, **can't**, **not be allowed to**.

- Josh has no permission to use his mobile phone after 10 pm.
- Is Josh authorised to go to the cinema next Friday?
- Josh has to work, it's impossible that he watches TV.

- 5 Margot, Josh's older sister, is 17 years old. **Write** what she can and can't do at her age.



Margot is 17 and she is from the UK. At her age she can..., but she is not allowed to...

## 6. MUST AND HAVE TO WB p. 12

We can use **must** or **have to** to express an obligation.

- **Must** is used for an obligation imposed by yourself. **Have to** is used for an obligation that comes from another person / organisation. In most cases they have the same meaning.

I **must** finish my homework tonight.

The British **have to** drive on the left.

- In the negative form, **mustn't** (**must not**) is used to say when something is forbidden. **don't have to** indicates no obligation.

The British **mustn't** take their children to the pub before they are 18.

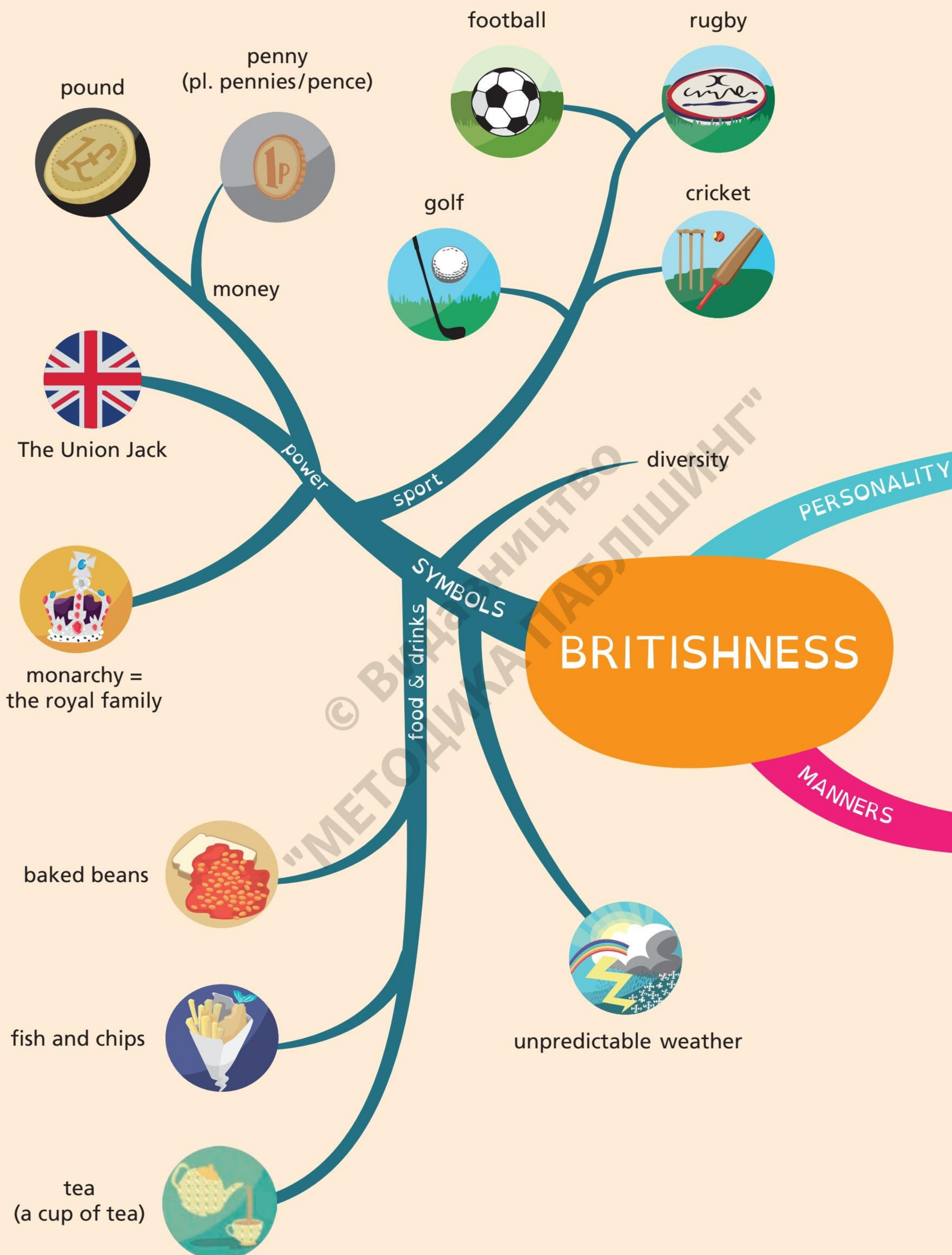
British people **don't have to** wait until they are 18 to drive.

- 6 **Replace** the words in bold with either **must** or **have to**. There are several possible answers.

- It is necessary to obey the law.  
**You must obey the law.**
- At lunch time, Josh **doesn't need to** go to the canteen because he has a packed lunch.
- In Britain, **you need to** be 16 to have an adult passport.
- In Josh's school, **it is forbidden to** call the teachers by their first names.
- Josh **is obliged to** wear a uniform at school.

- 7 **Write** a list of rules you need to follow in class and in your school.









## SYMBOLS

**1 Complete** the sentences below with typical symbols from UK culture.

- In Britain, it's not easy to know what to wear, because they have ....
- While in Europe they use euros and cents, in the UK they use .... and ....
- .... and .... are two of the most popular sports in Britain and France.
- .... is the national flag of the United Kingdom.

## HABITS

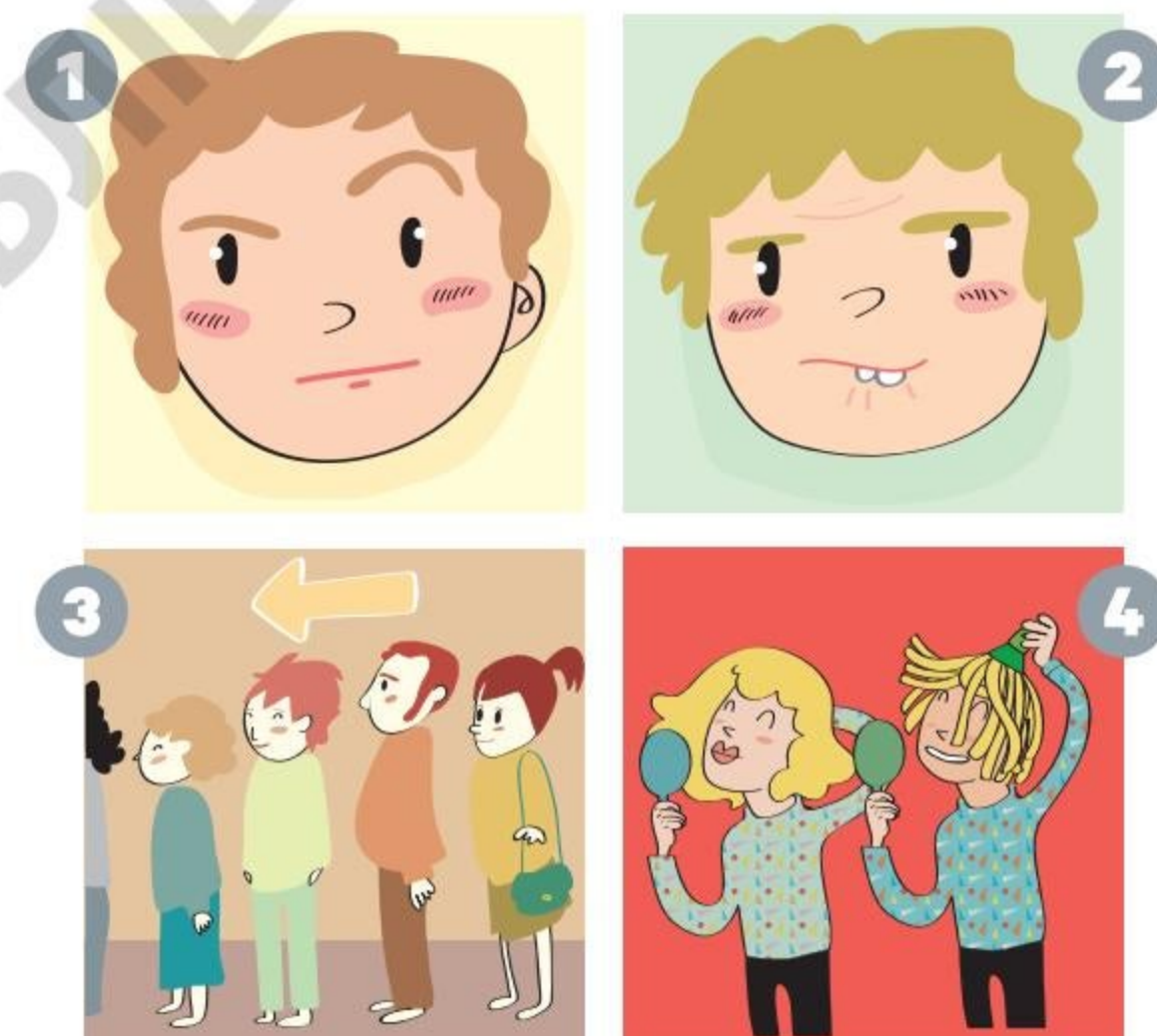
**2 Match** the expressions to the correct image and explanation.

to purse your lips

to queue

to raise an eyebrow

to take the mickey out of someone



- to show scepticism
- to make fun
- to wait in line
- to try hard not to say rude things to people who make you angry

**3 Compare** your mind map from the beginning of the unit with this one.

Unlike my mind map, this one has "cricket".

### Create your mind map!

Create a mind map using the same structure and with words to describe people from your country.





Today I'm writing about His Majesty King Charles III and his image.

ARTISTIC AND CULTURAL EDUCATION

# GOD SAVE THE KING



↑ King Charles III

The British royal family is one of the most famous families in the world, with King Charles III as the current head. They live in huge palaces, like Buckingham Palace, which has over 700 rooms! The family has lots of cool traditions, like riding in golden carriages and wearing fancy crowns. Many of them also work to help people by supporting different charities and causes. You might have heard of William and Katherine, who are preparing for their son, Prince George, to be king one day. Despite their glamorous lives, they still do regular things like taking their kids to school or playing sports!



## GRAYSON PERRY

British artist, Grayson Perry, created a tapestry called "You could lay it out for a national picnic" that shows Britishness. It contains many elements of British culture including symbols of tolerance and equality. It also has the Union Jack on it. I really like it because it represents the many parts of Britishness.



↑ Grayson Perry

### Other Posts:

- Women in a Man's World
- Sydney Opera House
- Jamaican Britain
- The King of Crime
- Volunteering Abroad
- Roy Lichtenstein
- Charles Dickens

### Contributors:



Josh



Sasha



Jayden



Duncan



Karen



William



### YOUR TURN!

- 1 **Read** the text. What are important elements of being British?
- 2 **Find** a picture of Perry's tapestry.  
**Make** a list of the elements of Britishness it shows.

### YOU ARE AN ARTIST!

**Choose** one element of being British from Perry's tapestry.  
**Create** a tag cloud to represent one element of being British.







## Your challenge



### LET'S PLAY 'ARE YOU READY TO GO TO THE UK?'

We are going to find out which students are more prepared to go to the UK.

1. **Form** groups of three students.
2. **Take** six cards from your teacher. Two of them are blank.
3. Each student **completes** the blank cards with a question or activity about the UK (symbols, habits, personality).
4. **Take** it in turns to **read** out your cards to your group.
5. Each group member **answers** and **gets** points if it is correct.
6. **Add up** your points and **decide** who is more prepared to go to the UK!

#### Alternative

What is typically British?  
Answer this question by interviewing a classmate, who will play the role of an expert on British culture!

"Say three types  
of food that  
are British."

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 19).



# Unit 2

## Foodies

What food can you find in the West of the US?



### → In this unit, we are going to...

- talk about likes, dislikes and eating habits.
- talk about the ingredients in different dishes typical of the West of the US.
- learn about Andy Warhol's work.
- talk about community associations.



### Your challenge

Present a recipe in a video to take part in a junior cooking contest on TV.

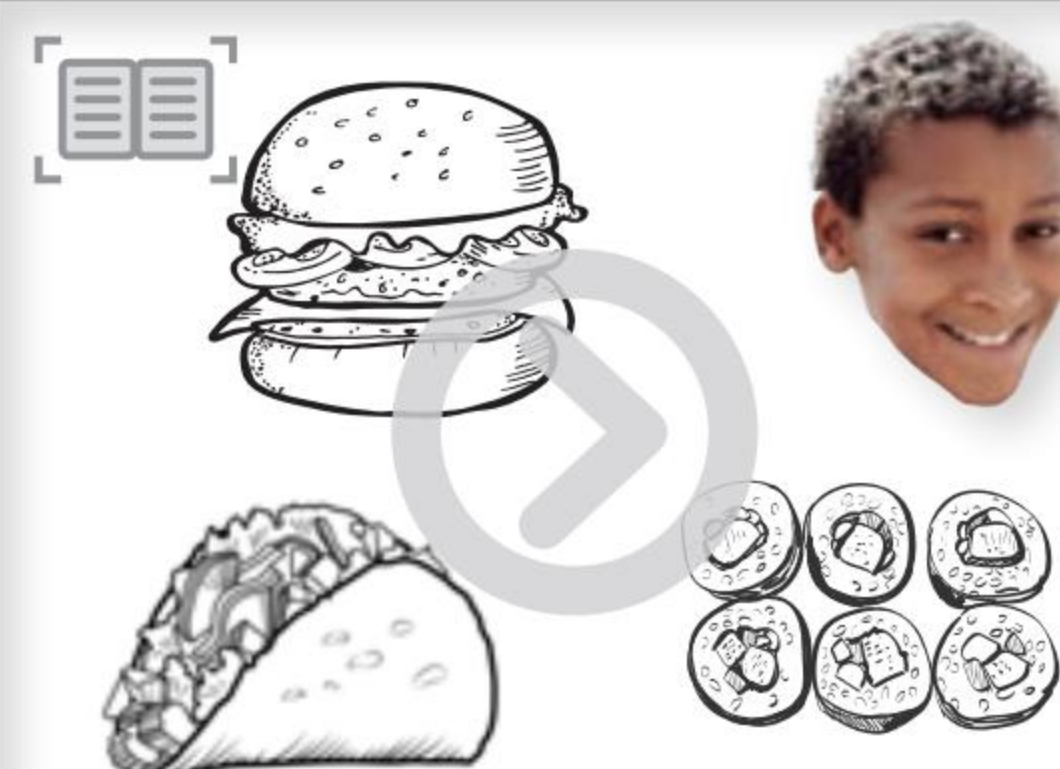




Hi, I'm **NELSON** from Los Angeles, California. In this unit you'll learn about food on the west coast of the USA.



↑ Venice Beach, Los Angeles



↑ Nelson's vlog

### LET'S GO!

- 1 **Read** the conversation.  
What kind of food does Nelson like?
- 2 **Look** at the video still.  
What food is popular in LA?



# 1. Healthy California

# 1. Healthy California

- 1** **Look at** this poster from the US government.  
What do you usually eat? Is there something you never eat?

- I usually have beef at school, and I love it!
- Really? Ugh! I never eat meat, I can't stand it.



- 2 **Watch** part 1 of Nelson's video.  
**Talk to** your classmate about your food preferences.
- I love Japanese food, especially sushi. But I would like to try...

- 3** **Look at** the map. What types of food can you try in Los Angeles?  
**Label** the pictures of food. **Read** the text to confirm. **WB p. 20**

## Los Angeles Cuisine

5 You can also go up the coast highway past Malibu, stopping at seafood stands.

12/2/2020 17:24:56





- 4 **Listen to** Nelson and Amelia talk about their food habits. **Write** the times they usually have their meals. WB p. 21

Track: 06



- 5 **Listen to** the conversation again. **Identify** what Nelson and Amelia usually have for breakfast, lunch, dinner and as snacks. WB p. 22

Track: 06



- 6 Are your eating habits similar to Nelson's or to Amelia's? WB p. 24

- Nelson likes to eat... but I...
- During the week I often have breakfast at...

### LET'S PLAY...

#### Food pictionary (group work)

1. A student from group A **draws** some food on the board.
2. The students from groups B and C **guess**.
3. The group that **guesses** the food first wins a point.

Is it an egg?

A potato?

No.

Yes!



### Community gardens

1. **Find out** about community gardens. What is the goal of this garden in LA?
2. Is there any similar organisation in your town?

Vocabulary track: 04

### Vocabulary

**Yummy! ≠ Ugh!**

a **dessert**

a **meal**

to have **breakfast**

to have **lunch**

to have a **snack**

to have **dinner**

### Time and parts of the day

**at half past** seven = **at** 7:30 am

**at noon** = **at** 12:00 pm

**at six o'clock** = **at** 6:00 pm

**in the morning**

**in the afternoon**

**in the evening**

**at night**



### MINI CHALLENGE: MY DAILY DIET VLOG

You have a video blog. Today you talk about what you usually eat in a day. WB p. 25

- 1 **Make a list** of the food you usually eat.
- 2 **Write** sentences saying the time of the day and how often you eat it.
- 3 **Record** your video.





## 2. So tasty!

I can talk about different dishes typical of the West of the US.



- 1 a. **Watch** part 1 of Nelson's video again.  
**Look at** the menu from his favourite restaurant.  
b. Can you remember the missing ingredients? **Write** them down.  
c. What would you like to have for lunch? **Tell** a partner. **WB p. 26**
  - I would like the beef taco and... because...



### TACOS, BURRITOS & QUESADILLAS

### DRINKS & DESSERTS



**BEEF TACO**  
The original favorite!  
Specially seasoned  
a) ...



**VEGGIE BURRITO**  
Specially seasoned  
b) ...



**CHICKEN QUESADILLA**  
Tasty and tender  
c) ...



**ICED TEA**  
A very refreshing mixture of black tea, d) ... and lemonade with ice cubes.



**EMPANADA**  
A delicious rolled tortilla with tasty filling (apple, cherry or blueberry) and lightly sprinkled with sugar.



- 2 What do you think of these foods?  
**Talk to** your classmate about your preferences.
 

a. chicken  
b. fish

c. potatoes  
d. eggs

e. carrots  
f. tomatoes

  - I love roasted chicken.
  - Me too! But I also like fried chicken!

### LET'S PLAY...

#### Pass the ball

1. **Form** a circle.
2. Student A takes the ball and **picks** a category (types of meat, vegetables, fried food, ...).
3. Student A **throws** the ball and **announces** the category.
4. The student who catches the ball **says** the name of a food from that category, and **throws** the ball to another student.
5. If a student can't think of a food from that category, **change** to another category.

Fried food!

Chicken nuggets!

Er... French fries!

Vocabulary track: 05

#### Vocabulary

**favorite (US) = favourite (UK)**

boiled  
fried  
frozen  
grilled  
raw  
roasted

healthy  
salty  
sour  
spicy = hot  
sweet  
tasty = with a lot of taste

grated cheese  
ground beef  
seasoned beef  
scrambled eggs





- 3 **Read** the recipe for a dish in Nelson's video.  
What is it for? **Tell** a partner.  
**Complete** it with the missing ingredients. WB p. 27

## RECIPE: ...



### Ingredients

- 1 whole flour tortilla
- 1 portion of scrambled eggs
- 2 tbsp of grated cheese
- 1 tbsp of salsa
- ¼ cup of pinto beans
- ¼ cup of chopped tomatoes

### Directions

1. Warm a a) \_\_\_\_\_ in the microwave for about 30 seconds.
2. Put the b) \_\_\_\_\_ onto the middle of the warm tortilla. Top with some c) \_\_\_\_\_ and a spoonful of d) \_\_\_\_\_, some e) \_\_\_\_\_, lettuce, tomatoes, and whatever else takes your fancy.
3. Fold the bottom upwards, roll in the two sides, and enjoy!



### Did you know?

In the US, we don't use the metric system. For quantities, instead of using grams and kilos, we use pounds and ounces. For temperatures, we use degrees Fahrenheit: 70° F is 20° C.

### Quantifiers

I don't eat **much** bread.

We don't need **many** eggs, only two.

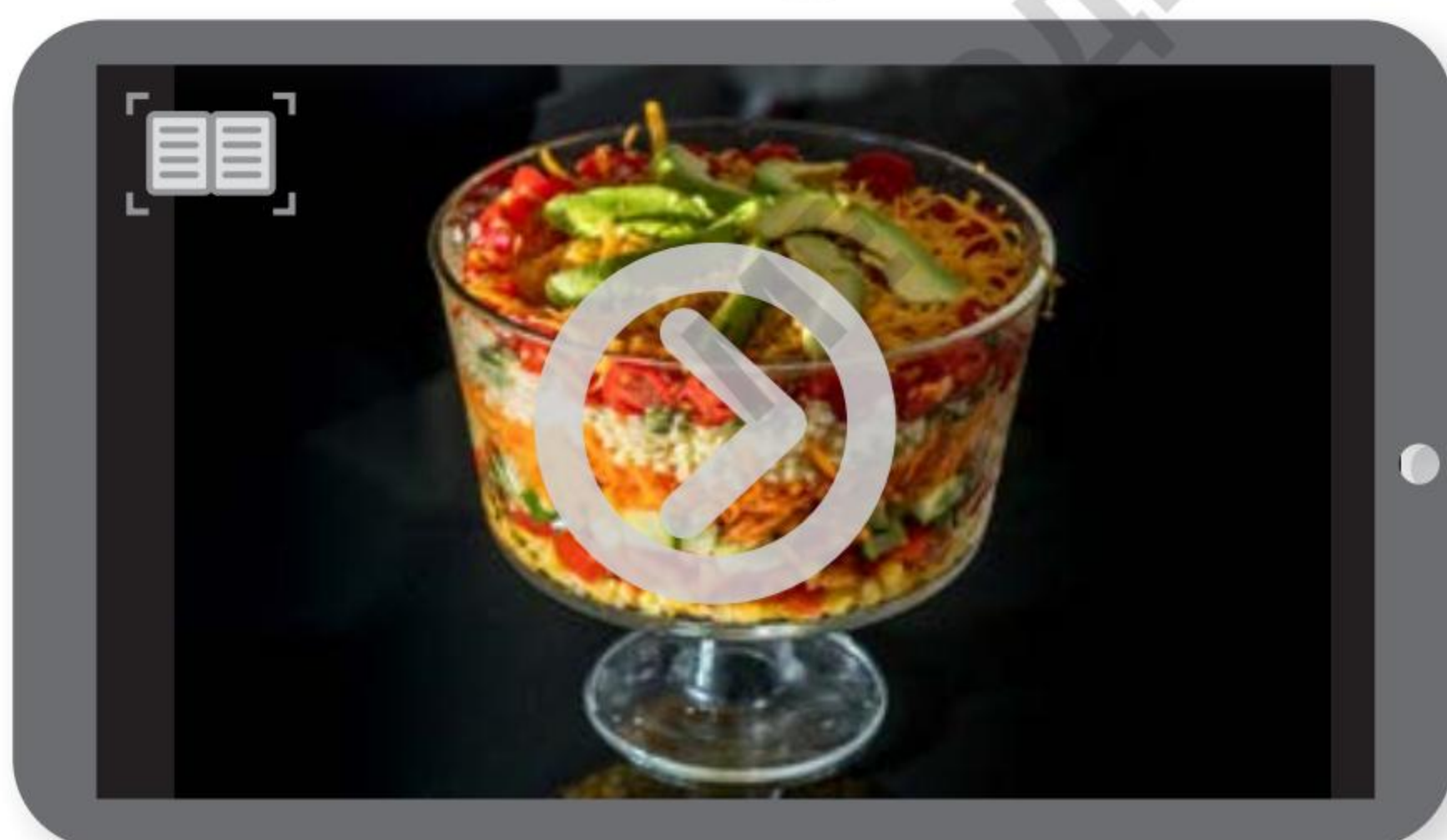
Vocabulary  
track: 06

### Vocabulary

whole  
1/2 = half  
1/4 = a quarter  
tbsp = tablespoon  
1 cup = 225 grams  
1 pound = 450 grams  
  
to add  
to chop = to cut  
to core  
to fold  
to mash  
to peel  
to pour  
to top  
to warm = to heat



- 4 a. **Watch** the video recipe for a delicious rainbow salad.  
b. **Write down** all the ingredients it contains. WB p. 28  
c. **Make** a list of other ingredients you can put in a rainbow salad. Work with a partner.



### The imperative

**Chop** the onions.  
**Don't forget** to add salt and pepper.



## MINI CHALLENGE: AN ORIGINAL RECIPE

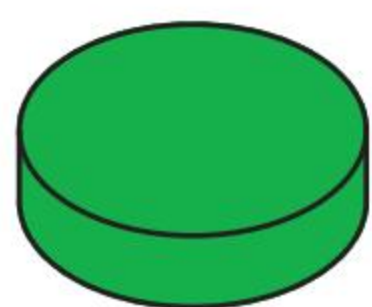
A Tex-Mex restaurant is looking for an original burrito recipe. WB p. 29

- 1 **Make a list** of the ingredients and the quantities. Be original!
- 2 **Write** the directions to prepare it.
- 3 **Create** a poster with the name of the burrito, the recipe and a photo or drawing.



## 1. FREQUENCY (1) WB p. 19

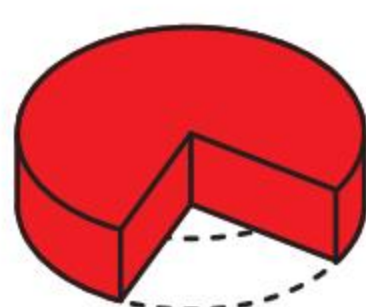
To indicate how frequently something happens, use the adverbs below:



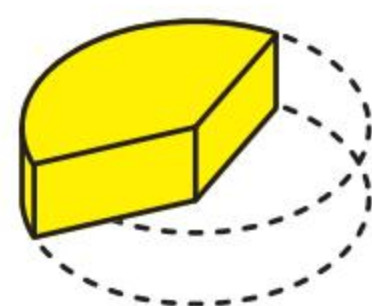
always



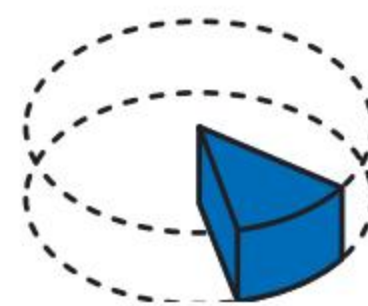
usually



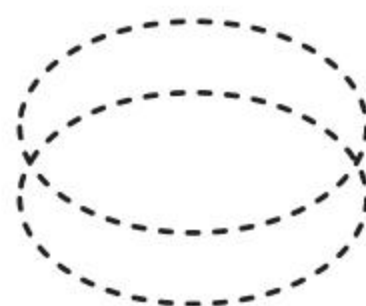
often



sometimes



hardly ever



never

- These adverbs are used before the verb.

I **always** have a snack at 3:00 pm.

I **often** drink a glass of hot milk at night.

I **never** eat meat.

- Exception: **sometimes** can also go at the beginning or end of a sentence.

I **sometimes** have pancakes for breakfast.

**Sometimes** I have pancakes for breakfast.

I have pancakes for breakfast **sometimes**.

- Second exception: the adverb is placed after the verb **to be**.

Quesadillas from this restaurant **are** **always** delicious.

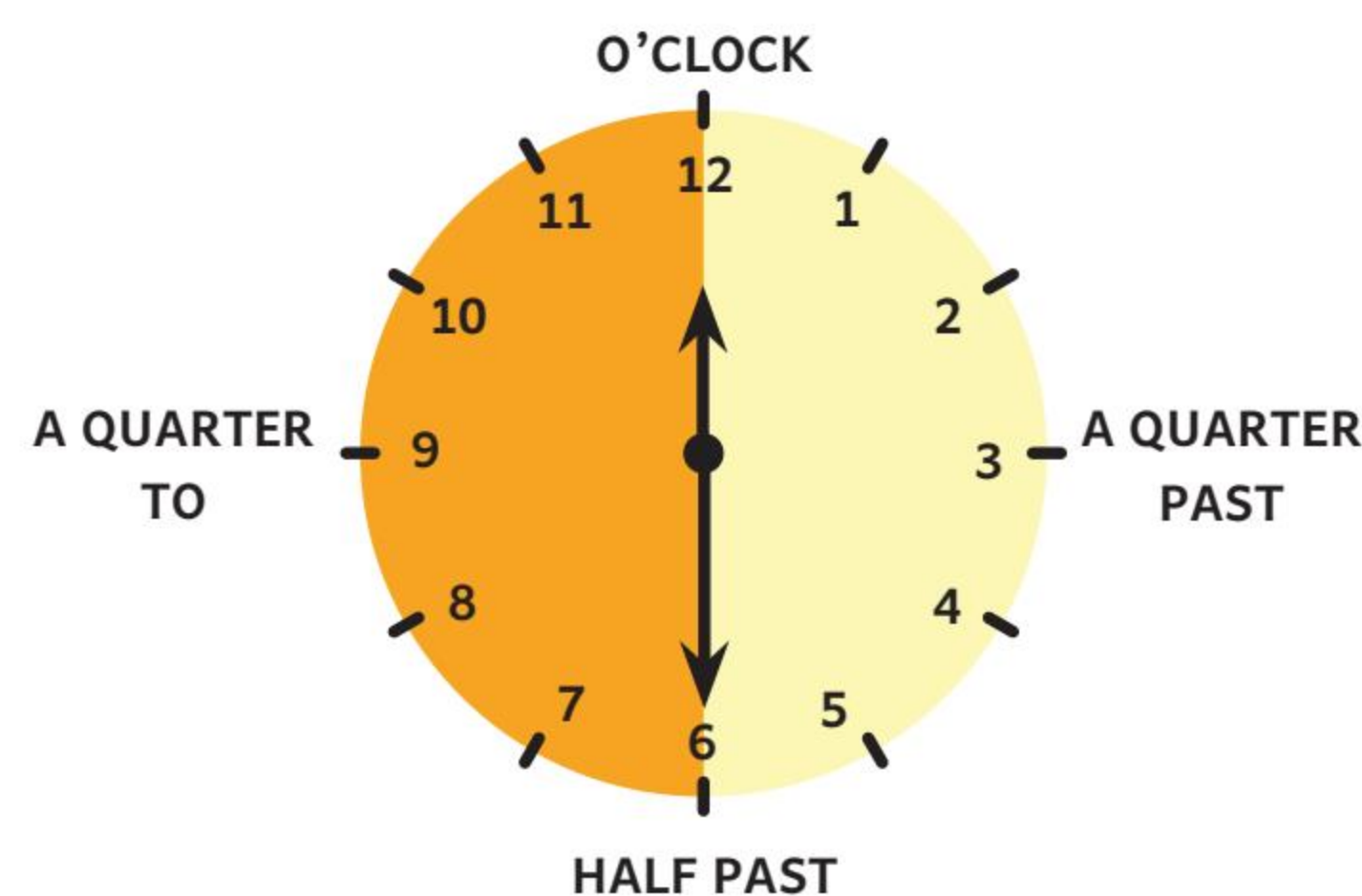
Tacos **are** **often** spicy.

Orange juice **is** **never** a bad idea for breakfast.

- 1 Rewrite** the sentences below using the adverbs of frequency shown in brackets. **Pay attention** to their position in the sentence.

- Mexican food is spicy. (**usually**)  
Mexican food is **usually** spicy.
- Martha has yogurt for breakfast. (**often**)
- I have cereal for lunch. (**never**)
- My brother cooks. (**hardly ever**)
- Nelson's recipes are healthy. (**always**)
- On Sundays, we have pizza. (**sometimes**)

## 2. THE TIME AND PARTS OF THE DAY WB p. 25



I have breakfast **at half past seven** (7:30 am).

**At a quarter past ten** (10:15 am), I have a snack.

I have lunch **at noon**. = I have lunch **at twelve o'clock** (12:00 pm).

We have dinner **at a quarter to eight** (7:45 pm).

**In the morning**, we have breakfast in the kitchen.

**In the afternoon**, I have some fruit as a snack.

**In the evening**, we all have dinner together.

**At night**, I have a glass of hot milk and cookies.

- 2 Complete** the sentences below by writing the time in words.

- I usually get up at **06:45**.
- The restaurant opens at **11:00**.
- At **12:30** we have lunch at school.
- My favourite TV show starts at **18:15**.

- 3 Choose** the correct preposition.

- I never eat sweets **at/in** the morning.
- She usually watches a little bit of TV **at / in** the evening.
- They always leave for school **at/in** eight o'clock.
- I play tennis **at/in** three o'clock.
- At/in** night, I always read in bed.



### 3. COUNTABLE AND UNCOUNTABLE NOUNS WB p. 28

• Countable nouns are things that can be counted.

**an apple, two apples, some apples...**

• Uncountable nouns *cannot* be counted and they don't have a plural form.

- They *can* be concepts such as *time* or *love*.

~~one milk, two milks~~ → **milk**

- You must specify the measure in order to indicate a quantity for uncountable nouns.

**a glass of milk**

**a slice of cheese**

• Certain nouns (**food, fruit, juice**) can be countable or uncountable depending on the context.

**I have some food in the fridge.**

**Many snack foods are high in sugar.**

• Watch out! The nouns **toast** and **cereal** are often uncountable.

**For breakfast, I have (a slice of) toast.**

**4 Place the nouns below in the correct columns.**

apple	egg	potato
bread	grape	rice
butter	milk	sugar

COUNTABLE	UNCOUNTABLE

**5 Complete the list of ingredients for this recipe with the nouns for the food in the singular or the plural.**



- 2 (apple) ...
- 1 cup of (sugar) ...
- 2 cups of (milk) ...
- 1/4 cup of (butter) ...
- 2 (egg) ...
- 4 slices of (bread) ...

### 4. QUANTIFIERS: **MUCH** AND **MANY** WB p. 28

These quantifiers are used to refer to a large amount. Their use depends on what type of noun follows (countable or uncountable).

• **Much** is followed by an uncountable noun.

**I don't eat much bread, I only have toast for breakfast.**

**How much water do you drink in a day?**

• **Much** is followed by a countable noun.

**Sam doesn't eat many eggs, just one a week.**

**How many bananas do you want?**

**6 Complete the sentences below with much or many.**

- For this recipe, you don't need ..... potatoes.
- How ..... bread do you want to buy for the picnic?
- Don't put too ..... turkey and cheese in my sandwich, please. I also want lettuce and avocado in it.
- How ..... oranges do you use to make this juice?
- I don't want my salad with ..... tomatoes, please.

### 5. THE IMPERATIVE WB p. 29

The imperative is usually used for orders. It also gives advice.

• In the positive, use the infinitive verb.

**First, chop the chicken. Then, fry it.**

• In the negative, add **don't** before the verb root.

**Don't forget the salt and pepper.**

**7 Write the verb in the imperative. Pay attention if you are using the positive or the negative form!**

- (Add) ..... one cup of chocolate chips.
- (Peel - not) ..... the cucumbers completely.
- (Pour) ..... the juice in two glasses.
- (Forget - not) ..... to add some salt.





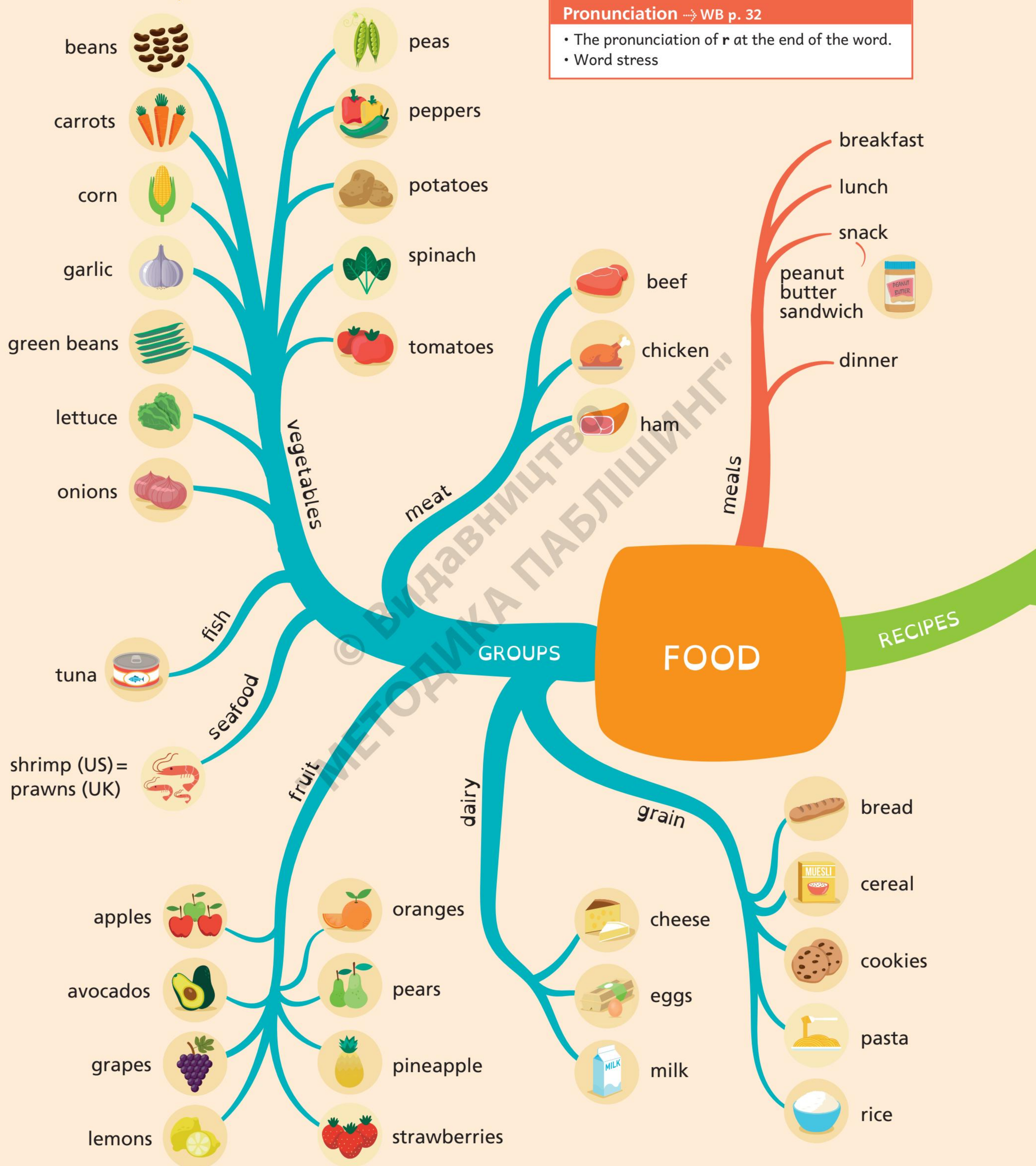
# My vocabulary

→ Exercises p. 111  
→ WB p. 30

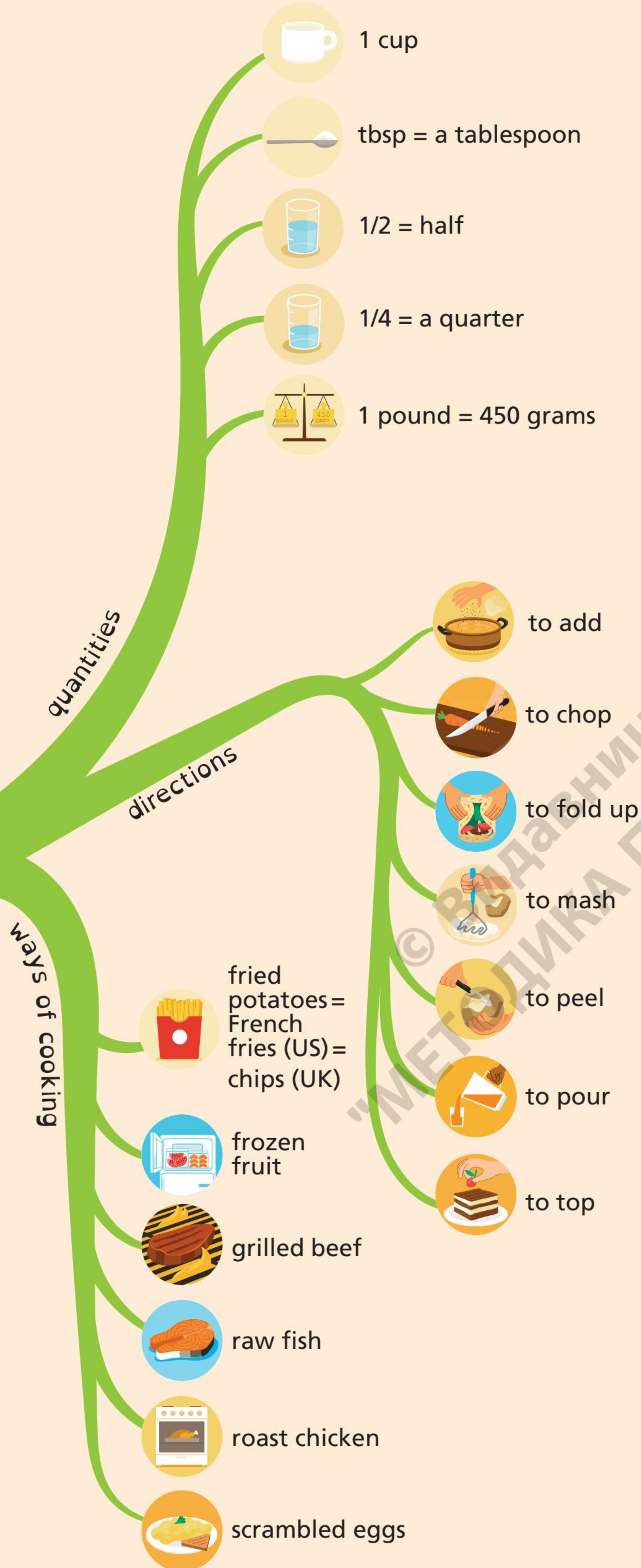
I see  
and I memorise.

**Pronunciation** → WB p. 32

- The pronunciation of **r** at the end of the word.
- Word stress







## FOOD

1 Match each food to the correct sentence.



1



2



3



4

- You can cook them in many ways, and when you fry them, they are called French fries: .....
- It lives in the sea or the ocean, and in the United Kingdom it is very popular with chips: .....
- It comes in many different shapes. It is delicious with tomatoes or cheese: .....
- It's a healthy drink with a lot of vitamin C. It's perfect for breakfast: .....

## INGREDIENTS

2 Match each ingredient to the correct meal.

PEPPERONI PIZZA

CALIFORNIA SALAD



- 1 avocado
- lemon juice
- 4 mushrooms
- 4 tablespoons of tomato sauce
- 1 pound of medium shrimp
- 1/4 cup of mozzarella cheese
- 10 slices of pepperoni
- 1 head of romaine lettuce
- 1/4 cup of mayonnaise

## COOKING TECHNIQUES

3 Complete this recipe for rice salad with the correct verbs in the imperative.

- ..... the onion and the red peppers.
- ..... them in a bowl with the boiled rice, the peas and the sweetcorn.
- ..... lemon juice over the mixture, and mix well. Then season to taste. Enjoy!



RICE SALAD

**Create your mind map!**

Create your own mind map from the meals you eat during a normal day (breakfast, lunch, snack, dinner).





Today I'm writing about what food is in in L.A.!

ARTISTIC  
AND CULTURAL  
EDUCATION

## FOOD FASHION



Food becomes popular, just like clothes. There are new types of food that are really fashionable at the moment. These are my two favourites.

### → UBE

The new ice cream and yes, purple is its natural colour! It's made from Filipino yam and has lots of vitamins and nutrients but also cream and sugar. You can put it in cakes, make wraps or have it in salads too.



### → KOREAN FOOD

We have an amazing Korean restaurant in downtown Los Angeles. Kimchi is becoming really popular because it creates good bacteria. I don't know if it's really good or not, but it is tasty. Some Korean food is really spicy, so watch out!

#### Other Posts:

- The Beano
- Ballet in Vancouver
- Film Jobs
- A Cajun Artist
- A Magical World
- Music in New Orleans
- Digital Artists

#### Contributors:



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### YOUR TURN!

- 1 **Read** the texts. Do you agree that food is fashionable?
- 2 **Look at** the texts and pictures. Which food would you most like to try? What kind of food is fashionable where you live?

#### YOU ARE AN ARTIST!

**Pick** a food item. **Take a photograph**, share it with other people and tell them about it.







## Your challenge



### **MAKE A VIDEO OF YOURSELF COOKING YOUR FAVOURITE DISH**

The TV show is looking for new junior chefs to participate. Apply to the show with a video of yourself cooking.

1. **Look at** an illustrated recipe from your teacher.
2. **Write down** the directions that correspond to the recipe pictures.
3. **Practise** reading your recipe, while **acting** out the chef's actions.
4. You're ready! **Record** your video: **present** the dish, the ingredients, the quantities, and **explain** the directions.

#### ↓ Alternative challenge

Fill in the worksheets provided by your teacher and make an illustrated recipe book with typical recipes from the West coast of the USA. Don't forget to create a beautiful cover!!

I'm going to make chicken nuggets and corn on the cob.

First, cut the chicken into little pieces. Then...

To show you have completed this challenge, mark your progress in this unit on the **CHECK YOUR SKILLS** section of your Workbook (p. 33).