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CONNECTIONS



With **Online Practice**
and **Digital Resources**



HIGHLIGHTS

Warm-Up introduces the theme of the unit with dynamic tasks.

The first page outlines the **learning objectives** in the unit. The number following each objective shows the rating on the GSE scale.

UNIT

3

What Impact Does Pop Culture Have?

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Objectives

- **Listening:** Follow the sequence of events in a short, simple dialogue or narrative. (CCL 37)
- **Speaking:** State in simple language which aspects of a work especially interested you. (CCL 35)
- **Reading:** Understand short, simple narratives and biographies. (CCL 38)
- **Speaking:** Answer simple questions about your life and experiences. (CCL 35)
- **Watching:** Identify activities occurring in the past in short, simple dialogues. (CCL 37)
- **Writing:** Briefly describe the key themes and characters in short, simple narratives involving familiar situations. (CCL 35)

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What Impact Does Pop Culture Have?

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WARM-UP

Look at the photos showing different movie genres, and talk about which type you prefer.

			
Action	Horror	Drama	Animation
			
Science Fiction	Fantasy	Comedy	Documentary

1. What was the genre of the last movie you saw?
2. Rank the different movie genres from 1 (your favourite) to 5 (your least favourite) in the small boxes provided in the photos. Then compare your rankings with a partner. Explain the reasons for your preferences.
3. Work with a partner. List the name of a movie you know from each genre.

Documentary Cher's Solo

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UNIT 3


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You learn and practise **listening** skills with tasks in three stages: **Before**, **While**, and **After You Listen**. The content ranges from transportation announcements to podcasts to interviews.

The audio icon signals that there is an audio clip to listen to.

LESSON
1
LISTENING
INTERVIEW WITH CELINE DION



BEFORE YOU LISTEN

A. Ask a partner the following questions.

1. Did you ever perform in front of an audience or see a live performance?
2. When and where did you perform or watch a live performance? What was the experience like?

LISTENING STRATEGY

LISTEN FOR DETAILS

When you listen for details, you try to listen for specific information such as a name, date, number, place, or time.

WHILE YOU LISTEN

B. Listen to the interview with pop culture icon Celine Dion. Listen for details to answer these questions.

1. Where is Celine doing the interview? _____
2. When was her last show? _____
3. When was her last show? _____
4. What song did she start her show with? _____

C. Listen again, and answer the following questions.

1. Do you think the interviewer is a big fan of Celine Dion? Why?

2. How did Celine feel during her last show? _____
3. Does the audience have much influence on Celine when she performs?

AFTER YOU LISTEN

D. Think about an important moment in your life (such as graduation, winning an award or trophy, marriage). What was it like? How did this moment change or influence your life? Share answers with your partner.

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Strategy boxes give important tips to help you improve your skills.

The **speaking** tasks build your fluency for real-world applications. There are two speaking lessons in each unit, but you will practise speaking in all the lessons.

The **handout icon** signals that there is a handout to complete the task. Your teacher will provide the handout.

LESSON 2 SPEAKING FAVOURITE SHOWS

SPEAKING STRATEGY

USE DESCRIPTIVE LANGUAGE

When you use descriptive language such as adjectives, you help the listener understand what you mean to say and make what you are talking about more interesting.

- Adjectives that end in -ing describe a quality of a person or thing.
- Adjectives that end in -ed describe how someone feels.

A. Fill in the blanks in the sentences with the correct adjectives from the word list. Practise using more adjectives in the handout.

interesting relaxing boring interested excited bored exciting relaxed

The movie is boring.
The audience is _____.

The song is _____.
Tamura is _____.

The drama is _____.
They are interested.

The movie is _____.
Mark is _____.

B. Use the handout to ask a partner about TV shows he or she recommends. Use adjectives from task A and expressions from Useful Language.

USEFUL LANGUAGE

Use the following expressions and adjectives to recommend a TV show or series.

- I think you should watch... because it is so funny.
- I recommend... The actors are awesome!
- ... is a great show, but it's really scary.

LIFE SKILLS VIDEO TALK ABOUT PREFERENCES

Watch two friends talk about their movie preferences. See the Life Skills Appendix, page 174, to complete this task.

C. Share your favourite shows with the class. Which shows are the most popular? Why?

UNIT 2 • What Impact Does Pop Culture Have? 37

Useful Language boxes introduce words and expressions that support your conversations.

Life Skills videos are included in Units 1, 3, 5, 7, and 9. The videos serve as models and provide support for real-life situations such as asking for directions and making appointments. The **Life Skills Appendix** (page 173) provides tasks relating to each video.

You learn and practise **reading** skills with tasks in three stages: **Before, While, and After You Read**. The reading texts include magazine and news articles, a biography, social media posts and chats, and a Question and Answer article.

LESSON 3 READING BIOGRAPHY OF DWAYNE JOHNSON

BEFORE YOU READ

A. Can you name any multitalented pop culture icons, for example, a well-known actor who is also a singer, an athlete, or a model? Brainstorm names in a group.

WHILE YOU READ

READING STRATEGY

READ FOR DETAILS

When you read for details, you can scan a text for specific information such as a name, date, number, place, or time.

B. Read the biography of Dwayne Johnson. Then, look at the list of events from his life below. Scan the text to find the date of each event. Write the dates below. After, put the events in the correct order on the timeline.

1. Started a charity _____
2. Starred in *Jumanji* _____
3. Made his first television appearance _____

4. Won a college football championship _____
5. Appeared in his first movie _____
6. Joined the WWE _____

← Past → Present

VOCABULARY

Fill in the blanks with the correct words from the list.

actor awesome celebrity character famous screen show successful

1. A well-known actor, singer, or athlete is a _____.

2. You are _____ when millions of people know about you.

3. An _____ appears in movies, on television, or in plays.

4. The movie is shown on a giant _____.

5. The main _____ in the television program is a detective.

6. She is _____ she makes one million dollars per movie.

7. Wow, I loved the concert. It was _____.

8. This _____ is my favourite program on television.

Biography of The Rock

Dwayne "The Rock" Johnson is one of the most famous actors in the world, but his story didn't start in Hollywood. He had two other careers before he appeared in his first movie.

In college, Johnson played football for the University of Miami team. The team won a national championship in 1991. After he graduated, he played briefly in the Canadian Football League. However, a back injury ended his career after only one year.

In 1996, Johnson joined World Wrestling Entertainment, or the WWE. He went by the character name The Rock and quickly became the most successful wrestler in the world. He won several world championships in the WWE, although that wasn't his goal. "What was important to me was entertaining the audience, and whether that meant winning, losing, singing, or whatever it was on the live show we were doing every week, which was awesome," he said.

Dwayne Johnson's first acting role was on the popular comedy show *That '70s Show* in 1999. He played his real-life father Rocky Johnson, who was also a professional wrestler. Johnson got his big break in 2001, when he starred on the big screen in the blockbuster film *The Mummy Returns*. Johnson quickly became a huge Hollywood celebrity. In 2017, the hit film *Jumanji: Welcome to the Jungle* was Johnson's highest-grossing movie, making over \$400 million in the United States alone. He also appeared in other blockbusters like *Spyglass* in 2018 and many sequels of the *Fast & Furious* franchise. Johnson described his work ethic in an interview: "I'm always asked, 'What's the secret to success?' But there are no secrets. Be humble. Be hungry. And always be the hardest worker in the room."

Johnson's first child, Simone Alexandra, was born in 2001. Johnson had two other daughters in 2015 and 2018 with his second wife, singer Lauren Hashian. He married Hashian in 2019 in Hawaii.

In addition to his acting work, Johnson also gives a lot back to the community. In 2006, he founded the Dwayne Johnson Rock Foundation charity to help children with serious illnesses and kids from difficult backgrounds.

AFTER YOU READ

C. Discuss the following questions with a partner.

1. Do you agree with the advice Dwayne Johnson gives on how to be successful?

2. Can you think of any other celebrities who have a positive effect on the world? Describe the impact they have.

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Vocabulary boxes include tasks to help you understand important words.

Go to the **Vocabulary Appendix** (page 163) for more practice with selected words from the unit.

LESSON 4 GRAMMAR SIMPLE PAST TENSE

A. Read the following sentence, and answer the questions.
I listened to a good song last night.

1. Is the action in the past, present, or future? _____
2. What phrase shows when the action happened? _____
3. Is the action completed, or is it still happening now? _____

The simple past expresses an action that begins and ends in the past.

Rule	Example
1. Regular simple past verbs have an -ed ending.	I listened to music last night.
2. For regular verbs, negative and question forms use the auxiliary <i>did</i> and the base form of the main verb.	I did not (didn't) listen to music yesterday. Did you listen to a lot of music when you were younger?

See the Grammar Reference Appendix (page 179) for more details.

B. Put the verbs in parentheses in the simple past. Underline the expressions that show when the action happened. Write another sentence or question.

1. I (watch) _____ a movie last Saturday.
2. What TV shows (you, watch) _____ when you were a kid?
3. I (learn) _____ English in school last year.
4. We (play, not) _____ soccer last week.

C. Use the handout to ask a partner about activities they did in the past.

PRONUNCIATION FOCUS

VERBS ENDING IN -ED

Verbs ending in -ed can end in a /t/, /d/ or /ɪd/ sound.

A. Listen to the following words.

watched	visited	listened
laughed	learned	started
stopped	worried	

B. With a partner, say the following words and place them in the correct column. Then listen to the words and check your answers.

/t/ Sound	/d/ Sound	/ɪd/ Sound

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The **audio icon** signals that there is an audio clip to listen to.

You learn and practise two **grammar** notions in each unit. There is a handout in each lesson to provide more practice.

You can refer to the **Grammar Reference Appendix** (page 178) for charts and the irregular verb list.

Pronunciation Focus shows you how to pronounce words correctly. It includes practical tasks that you can apply in your conversations. There are two pronunciation focuses in each unit. These appear in Speaking or Grammar lessons.

You watch a video in each unit to practise your **watching** and listening skills. There are tasks in three stages: **Before**, **While**, and **After You Watch**. Videos include interviews, news items, and social media clips.

The **video icon** signals that there is a video to watch.

LESSON 8 WRITING SHORT AUTOBIOGRAPHY

A. With a partner, look at the photos below. Discuss the event or experience in each photo. Brainstorm important events from your life.

Went to school

Won a prize

Traveled to another country

Performed on stage

Met my best friend

Went to the cinema

B. Write short sentences about events or experiences in your own life. Use ideas from task A.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Put the events or experiences you listed in task B in order on the timeline below. Write the numbers of the sentences in the correct place on the timeline.

Past → Present

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LESSON 6 WATCHING INTERVIEW WITH A FILMMAKER

BEFORE YOU WATCH

A. In the video, Asil Moussa describes a short film she made. Discuss these questions with your class.

1. Did you ever want to make a short film or movie?
2. What are some things you think a movie director does?

WHILE YOU WATCH

B. Watch the interview with director Asil Moussa, and answer the questions.

1. What is the name of the movie Asil directed, wrote, produced, and starred in?
2. Did she find the process difficult? Why?

C. Underline the correct word(s) in parentheses to complete the following statements.

1. Asil's first experience was (starting in a movie / starring) in LA.
2. Asil felt her first experience was (helpful / not helpful).
3. When the interviewer asks Asil about "wearing many hats," she means Asil (has good fashion sense / has many jobs).

AFTER YOU WATCH

D. Discuss these questions with a partner.

1. In the interview, Asil describes her first job experience. What was your first job? Was it a good experience?
2. If you never had a job, what kind of job do you want to get? Do you have any role models to follow?
3. Was the interview inspiring? Why?

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In the **writing** lesson, you will learn to write paragraphs, emails, social media posts, and more on subjects related to the theme of the unit and to real life.

The **Wrap-Up** tests your English skills and your grammar and vocabulary knowledge once you complete the unit.

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OVERVIEW

Unit	Reading	Listening	Watching	Speaking
1 How Do We Get Around?	How People Commute <ul style="list-style-type: none"> Look at a picture or heading to predict the general idea of a text. Strategy: Predict Content	Transportation Announcements <ul style="list-style-type: none"> Listen to and understand the general meaning of transit announcements. Strategy: Listen for Gist	Commuter Survey <ul style="list-style-type: none"> Watch and follow conversations about commuting habits. 	1. Planning Your Route <ul style="list-style-type: none"> Plan a route and describe it to somebody. 2. Student Survey <ul style="list-style-type: none"> Ask questions about somebody's commute, and report on the answers. Strategy: Plan
2 What Affects Your Environment?	Restoring the Planet <ul style="list-style-type: none"> Look at a heading to understand the main idea of a text. 	Climate Change <ul style="list-style-type: none"> Listen to and understand a report on environmental and wildlife trends around the world. 	Lion Guardians <ul style="list-style-type: none"> Watch and understand a news report about how the Maasai protect lions. 	1. Environmental Events <ul style="list-style-type: none"> Discuss current environmental issues. 2. Wild versus Domestic Animals <ul style="list-style-type: none"> Express agreement or disagreement.
3 What Impact Does Pop Culture Have?	Biography of Dwayne Johnson <ul style="list-style-type: none"> Follow the sequence of events in a biography. Strategy: Read for Details	Interview with Celine Dion <ul style="list-style-type: none"> Listen for specific details. Strategy: Listen for Details	Interview with a Filmmaker <ul style="list-style-type: none"> Watch and understand an interview with a filmmaker. 	1. Favourite Shows <ul style="list-style-type: none"> Use descriptive language to describe favourite shows and pop culture. 2. Fun Details <ul style="list-style-type: none"> Talk about fun and interesting details in your life. Strategy: Use Descriptive Language
4 What Do You Do with Your Family?	Family Traditions <ul style="list-style-type: none"> Read and understand a short description of family traditions around the world. 	Family Dinner <ul style="list-style-type: none"> Listen and follow a short commentary on a familiar social topic. 	Baby Traditions <ul style="list-style-type: none"> Watch a video comparing baby traditions in different cultures. 	1. Family Relationships <ul style="list-style-type: none"> Use phrasal verbs to talk about family relationships. 2. Family Celebrations <ul style="list-style-type: none"> Use language to discuss special family celebrations.
5 How Do You Stay Healthy?	Wellness Practices <ul style="list-style-type: none"> Recognize key phrases in a text on a familiar topic. Strategy: Identify Keywords and Key Phrases	Relaxation <ul style="list-style-type: none"> Listen and understand an interview, and make inferences. Strategy: Make Inferences	Spending Time in Nature <ul style="list-style-type: none"> Follow a video describing the health benefits of different environments. 	1. Health Professionals <ul style="list-style-type: none"> Do a health assessment, make recommendations, and schedule an appointment. 2. Giving Advice <ul style="list-style-type: none"> Describe problems, give advice, and ask for clarification. Strategy: Ask for Clarification

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> 1. Blending Sounds 2. Stress in Numbers 	<p>Report about a Commute</p> <ul style="list-style-type: none"> Write a report describing steps in a commute. <p>Strategy: Write Simple Sentences</p>	<ol style="list-style-type: none"> 1. Use the simple present. 2. Use prepositions to describe time and place. 	<ol style="list-style-type: none"> 1. Follow Directions 	<p>Class Survey</p> <ul style="list-style-type: none"> Survey your classmate about their daily commutes, and write a short report.
<ol style="list-style-type: none"> 1. Vowel Sounds 2. Intonation 	<p>Environments in Nature: Paragraph</p> <ul style="list-style-type: none"> Write about different environments and the animals that live there. 	<ol style="list-style-type: none"> 1. Use the present progressive. 2. Use <i>there + be</i> in descriptions. 		<p>Presentation</p> <ul style="list-style-type: none"> Present an environmental issue related to animals or the environment that is impacting your region.
<ol style="list-style-type: none"> 1. Verbs Ending in <i>-ed</i> 2. Emphasize Important Words 	<p>Short Autobiography</p> <ul style="list-style-type: none"> Write a short autobiography highlighting important events. <p>Strategy: Arrange Information in Order</p>	<ol style="list-style-type: none"> 1. Use regular simple past verbs to describe actions that began and ended in the past. 2. Use irregular simple past verbs to describe actions that began and ended in the past. 	<ol style="list-style-type: none"> 2. Talk about Preferences 	<p>Celebrity Profile</p> <ul style="list-style-type: none"> Profile a person who has a great impact on the entertainment, music, or arts industry and the world.
<ol style="list-style-type: none"> 1. Intonation in Information Questions 2. Stressed Syllables 	<p>Birthday Description</p> <ul style="list-style-type: none"> Write a descriptive paragraph about special birthday traditions in your culture. 	<ol style="list-style-type: none"> 1. Use the past progressive to describe activities. 2. Use the past progressive to talk about interrupted or simultaneous actions. 		<p>Photo Story</p> <ul style="list-style-type: none"> Create and present a photo story about an event that you celebrate with your family.
<ol style="list-style-type: none"> 1. Weak or Unstressed Syllables 2. Blending Sounds 	<p>Thank-You Letter</p> <ul style="list-style-type: none"> Write a personal note expressing thanks. 	<ol style="list-style-type: none"> 1. Use modals to give advice and suggestions. 2. Use <i>used to</i> and <i>be used to</i> to describe changes in habit and things you are accustomed to. 	<ol style="list-style-type: none"> 3. Make an Appointment 	<p>Demonstration</p> <ul style="list-style-type: none"> Create a short demonstration of an activity that could help your classmates stay healthy.

Unit	Reading	Listening	Watching	Speaking
6 How Do You Plan a Trip?	Planning a Trip <ul style="list-style-type: none"> Follow the sequence of events in a text message chain. 	Trip to Paris <ul style="list-style-type: none"> Identify key information in an audio travel guide clip. 	Travel Tips <ul style="list-style-type: none"> Identify key information in a video on travel. 	<ol style="list-style-type: none"> Travel Experiences <ul style="list-style-type: none"> Ask and answer questions about travel experiences. Talking to a Travel Agent <ul style="list-style-type: none"> Describe travel plans and intentions.
7 What Is Your Ideal Career?	Career Q and A <ul style="list-style-type: none"> Make inferences about a text related to jobs and working. 	Career Development <ul style="list-style-type: none"> Identify keywords in an interview about careers and work environment. Strategy: Recognize Keywords	Job Interview <ul style="list-style-type: none"> Follow and understand a video of a job interview. 	<ol style="list-style-type: none"> Your Dream Job <ul style="list-style-type: none"> Describe and discuss your dream job. Next Steps <ul style="list-style-type: none"> Use rejoinders in a conversation about future plans and goals. Strategy: Use Rejoinders
8 How Do We Describe Personality?	What Is Personality? <ul style="list-style-type: none"> Make inferences about the objective and audience in a short text. Strategy: Think Critically	Personality Test Results <ul style="list-style-type: none"> Follow an exchange about personality, and understand new words. 	Birth Order <ul style="list-style-type: none"> Follow and understand a video exchange about personality and birth order. 	<ol style="list-style-type: none"> Personality and Roles <ul style="list-style-type: none"> Describe and discuss your personality and hobbies. Activities and Personality <ul style="list-style-type: none"> Talk about personality traits and different social roles.
9 How Do You Plan a Dinner Party?	Chicken Satay Recipe <ul style="list-style-type: none"> Read and understand ingredients and directions in a recipe. Strategy: Understand Meaning from Context	Making Good Pizza <ul style="list-style-type: none"> Listen and understand instructions for making a pizza. 	Greek Dinner Party <ul style="list-style-type: none"> Follow a video about planning a dinner party menu. 	<ol style="list-style-type: none"> Your Favourite Dish <ul style="list-style-type: none"> Describe how to make your favourite dish. Preparing for a Dinner Party <ul style="list-style-type: none"> Describe different types of dinner parties.
10 What Games Do You Play?	Benefits of Board Games <ul style="list-style-type: none"> Identify the topics discussed in a text about board games. 	Trivia Night <ul style="list-style-type: none"> Understand an exchange during a trivia game. Strategy: Take Notes	eSports World Cup <ul style="list-style-type: none"> Follow and understand a video about eSports tournaments. 	<ol style="list-style-type: none"> Favourite Games <ul style="list-style-type: none"> Explain what you like or dislike about different games. Playing Cards <ul style="list-style-type: none"> Give instructions for a game. Strategy: Use the Imperative and Modals for Instructions

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> Contractions with <i>Will</i> Reduced Forms 	Formal and Informal Emails <ul style="list-style-type: none"> Write a short email asking and answering questions about accommodation. Strategy: Write an Email	<ol style="list-style-type: none"> Use <i>will</i> and <i>be going to</i> to talk about the future. Use conditional sentences to talk about facts and likely future results. 		Plan a Trip <ul style="list-style-type: none"> Plan a five-day trip abroad.
<ol style="list-style-type: none"> Strong versus Weak Words Intonation in Rejoinders 	Application Letter <ul style="list-style-type: none"> Write a simple email or letter asking about a job or an internship. 	<ol style="list-style-type: none"> Use time clauses to talk about the future. Review question forms. 	<ol style="list-style-type: none"> Ask for References 	Job Interview <ul style="list-style-type: none"> Create a job posting, and role-play an interview for that job.
<ol style="list-style-type: none"> Stress Patterns for Comparisons Word Groups 	Social Media Post <ul style="list-style-type: none"> Write a post on social media using linking words that highlights someone's positive personality traits. Strategy: Use Linking Words to Join Sentences	<ol style="list-style-type: none"> Use comparative and superlative adjectives to compare yourself to others. Use comparative and superlative adverbs to compare how people do things. 		Find a Roommate <ul style="list-style-type: none"> Create a posting, and choose your ideal roommate.
<ol style="list-style-type: none"> Word Lists Reduced Sounds in Function Words 	Dinner Invitation <ul style="list-style-type: none"> Write an email inviting a friend to a dinner party. Strategy: Peer Editing	<ol style="list-style-type: none"> Identify count and noncount nouns. Use expressions of quantity for count and noncount nouns. 	<ol style="list-style-type: none"> Make Small Talk 	Plan a Party <ul style="list-style-type: none"> Plan and host a dinner party for your classmates and teacher.
<ol style="list-style-type: none"> Silent Consonants Reduced Forms with <i>Give</i> 	Game Reviews <ul style="list-style-type: none"> Write a review of a game. 	<ol style="list-style-type: none"> Use a variety of possessive forms. Use indefinite pronouns to talk about people and things. 		Design a Game Night <ul style="list-style-type: none"> Choose a game, and play it with your classmates.

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How Do You Plan a Dinner Party?

Objectives

- Listening: Understand instructions delivered at normal speed and accompanied by visual support. [GSE 43]
- Speaking: Give a simple description of how to carry out an everyday process. [GSE 40]
- Reading: Understand simple technical information. [GSE 43]
- Watching: Identify a chronological sequence in a recorded dialogue or narrative. [GSE 43]
- Speaking: Ask why someone thinks something, or how something will work. [GSE 43]
- Writing: Write a basic email or letter of invitation with simple, key details. [GSE 41]



WARM-UP

A. Look at the pictures below of dishes from different countries. Answer these questions with a partner.

1. Can you think of any other dishes from these countries? Write them below.
2. What foods have you tried from these countries? What is your favourite dish or type of food?

Rice, noodles, meat,



Italy

Lasagna



China

Hotpot



Korea

Bibimbap (mixed rice)



United States

Hamburger



Mexico

Chicken mole



India

Curry

B. What are some different dishes that are native to your country? Which of these dishes do you like or dislike? List three examples and describe them to your partner.

1. _____
2. _____
3. _____

BEFORE YOU LISTEN

- A.** Do you like pizza? Why or why not?
- B.** Rank the following pizza toppings from 1 (your favourite) to 8 (your least favourite). Which ingredients are essential? Compare answers with a partner.



Olives



Salami



Basil



Anchovies



Arugula



Artichoke



Spinach



Sausage



WHILE YOU LISTEN

- C.** Listen to the audio clip, and answer the following questions.
- What part of the pizza is the dough?
 - The vegetables and meat on top
 - b) The bread under the toppings**
 - The sauce (usually made from tomatoes)
 - At what temperature should you bake the pizza? **500 degrees F**
 - What types of pizza does the speaker describe? Write the names in the correct columns below. Then, fill in the ingredients for each type.

Type of Pizza	<u>Vegetarian</u> Pizza	<u>Spicy Italian</u> Pizza	<u>Salami</u> Pizza
Ingredients	Grilled artichoke, olives, arugula	Ricotta, spinach, Italian sausage	Tomato sauce, salami, basil, anchovies, arugula



- D.** Complete a vocabulary task in the handout.

AFTER YOU LISTEN

- E.** Underline the options and ingredients below to create your favourite pizza. After you finish, compare your pizza with a partner's. What do you think of your partner's pizza?
- Crust: thin, thick, pockets
 - Peppers, olives, onions, tomatoes
 - Mozzarella or Parmesan cheese
 - Pepperoni, ground beef, chicken

LESSON 2 SPEAKING YOUR FAVOURITE DISH

A. Describe how to prepare your favourite dish. Take turns with a partner asking and answering the questions below.

1. What ingredients do you need to make this dish?
2. What steps are involved?

Step 1:

Step 2:

Step 3:

B. What does the dish taste like? Choose the best adjective from the Useful Language box to describe the taste to your partner.

USEFUL LANGUAGE

Use the following adjectives to describe different tastes.



These chips taste **salty**.



The kimchi dish is very **spicy**.



The candies are **sweet**.



Lemons taste **sour**.



C. Look at the cooking tools in the handout, and complete the task.

D. Discuss what you like or dislike about your partner's dish. Could you cook this dish? Do you want to try it? Why or why not?



PRONUNCIATION FOCUS

WORD LISTS

A. Listen to the following lists of words. Mark the words that use a rising intonation with an arrow pointing up. Mark the words that use a falling intonation with an arrow pointing down.

1. Fruit, vegetables, and meat

2. Water, soda, coffee, or tea

B. Choose the correct intonation pattern for the items listed above.

- ☐ Intonation rises with the first word in a list and falls for all the other words.
- ☒ Intonation rises with each word, but falls for the last word.
- ☐ Intonation alternates with each word.

C. Practise and repeat the following sentences with a partner.

1. This dish includes chicken, rice, vegetables, and a spicy sauce.
2. I can serve this dish with potatoes, rice, or bread.

BEFORE YOU READ

A. Work with a partner. Take turns asking and answering the following questions.

- Which of the ingredients shown below do you like to use?
- What dish(es) do you use the ingredients in?



Soy sauce



Garlic



Ginger



Peanuts



Chilies

WHILE YOU READ

B. Read the first paragraph of the recipe on page 135. Choose true or false for the following statements. If the statement is false, write the correct information below.

Statement	True	False
1. This recipe comes from Thailand. The recipe comes from Malaysia.		✓
2. Chicken satay is only served in Southeast Asia. Chicken satay is popular all over the world.		✓
3. Satay is a common street food.	✓	

C. Read the recipe for Chicken Satay. Put the steps in the correct order.

- | | |
|-------------------------------------|--|
| 3 Grill the chicken. | 6 Bring the sauce to a boil. |
| 4 Fry ground ingredients for sauce. | 7 Add tamarind juice, sugar, and salt. |
| 1 Season and marinate the chicken. | 5 Add peanuts and coconut milk. |
| 8 Simmer for 5 minutes. | 2 Thread chicken on sticks or skewers. |

READING STRATEGY

UNDERSTAND MEANING FROM CONTEXT

When you do not know the meaning of a word in a text, you can look for clues in the rest of the sentence or paragraph to provide context.

D. Choose the phrase with a similar meaning. Use context clues in the reading to find the meaning of the word.

- soak
 - make soft
 - make wet
 - wash
- simmer
 - cook at high heat
 - stop cooking
 - cook at low heat

3. marinate

- a) put in a seasoned mixture b) rub with salt c) cook in oil

4. cuisine

- a) cooking tools b) ingredients c) type of food

Chicken Satay



Chicken satay, with its delicious peanut sauce, is a common dish in Southeast Asia. It is now also enjoyed throughout the world. This recipe from Malaysia is tasty, easy to prepare, and even easier to eat! *Satay ayam*, as it is called by the locals, is a street food. Try this recipe, and bring the authentic taste of Malaysian **cuisine** into your own kitchen!

Ingredients:

600 grams chicken thighs
3 stalks lemongrass, sliced and ground
1 teaspoon turmeric powder
2 cloves garlic, ground
2 teaspoons salt
4 teaspoons sugar
1 tablespoon light soy sauce
1 tablespoon oil
30–35 satay sticks or skewers, soaked

Peanut Sauce:

15 dried chilies, no seeds
2 cloves garlic, 12 shallots
1 stalk lemongrass, sliced
1 teaspoon fresh ginger
180 grams roasted peanuts, ground
1½ cups thick coconut milk
2 teaspoons tamarind paste
2 teaspoons sugar
1½ teaspoons salt

Directions:

1. Slice the chicken into $1\frac{1}{4} \times 2\frac{1}{2}$ cm pieces. Season with the ground ingredients, salt, sugar, soy sauce, and oil and leave to **marinate** for 2 hours.
2. Thread onto satay sticks or skewers. Grill until the meat is cooked all through.

Peanut Sauce:

1. Grind the chilies, garlic, shallots, lemongrass, and ginger until very fine.
2. **Soak** the tamarind paste in $\frac{1}{2}$ cup water and drain to make tamarind juice.
3. Heat 5 tablespoons of oil in a pan and fry the ground ingredients.
4. Add the ground peanuts and thick coconut milk.
5. Bring to a boil, add tamarind juice, sugar, and salt. Lower heat and **simmer** for 5 minutes.

AFTER YOU READ

E. Discuss these questions in a small group.

1. Would you eat the dish described in the reading? Why or why not?
2. What are some other grilled dishes that you can make with chicken? If you do not eat meat, what could you use as a replacement for chicken?

A. Look at the sentences below. Which of the nouns in bold can be counted? Which nouns in bold can't be counted? Work with a partner. Write C if you think the noun is a count noun. Write NC if you think the noun is noncount.

- The two **dishes** I made for dinner were delicious. C
- Would you like **water**? NC
- I have a number of **recipes** you can use. C
- Don't put too much **sugar** or the pie will be too sweet. NC

Count Noun	Noncount Noun	Nouns That Can Be Count or Noncount
<ol style="list-style-type: none"> Can be counted with numbers. Can be preceded by <i>a/an</i> or <i>one</i> in the singular. Has a plural form ending in <i>-s</i> or <i>-es</i>. <p>a dish one dish two dishes</p>	<ol style="list-style-type: none"> Cannot be counted with numbers. Is not preceded by <i>a/an</i> or <i>one</i> in the singular. Does not have a plural form (no final <i>-s</i>). <p>Add unit expressions for some noncount nouns.</p> <p>a glass of water a cup of sugar a loaf/slice of bread</p>	<ol style="list-style-type: none"> Some nouns can be used as count or noncount nouns. The noncount form refers to the whole idea or quantity. The count form refers to a specific example or type. <p>I like cake. I had chicken for dinner. I brought a chocolate cake to the party. I'm going to buy a chicken at the market.</p>

Common Categories of Noncount Nouns

Liquids, Solids, Gases	Natural Phenomena	Abstract Nouns
coffee, milk, oil, water bread, cheese, rice, sugar air, oxygen	light, rain, sunshine, thunder, weather	courage, fun, generosity, love, luck

See the Grammar Reference Appendix, page 186, for a more complete list of noncount nouns and unit expressions.

B. Look at the words in bold in the following paragraph. Circle C if the noun is a count noun. Circle NC if the noun is noncount. Then, underline the unit expressions that you find.

Tonight, I am going to make a vegetarian **meal** (C/NC) for my family. I found a good **recipe** (C/NC) online. I will need a cup of **olive oil** (C/NC), six **eggs** (C/NC), four **tomatoes** (C/NC), and four **peppers** (C/NC). I will also add **ingredients** (C/NC) like **salt** (C/NC), **pepper** (C/NC), and **garlic** (C/NC). A pinch of **chili powder** (C/NC) will also help to make the **dish** (C/NC) tastier. To end the meal with a sweet **dessert** (C/NC), I think I will bake an apple **pie** (C/NC). My **children** (C/NC) and I love to have a slice of **pie** (C/NC) with a glass of **milk** (C/NC). I often serve a scoop of vanilla **ice cream** (C/NC) with the pie.



C. With a partner, use the handout for more practice with count and noncount nouns.





BEFORE YOU WATCH

- A.** What are some common foods that you might see at a dinner party or other event? With a partner, think of at least three dishes that are good for sharing with a large group.

.....

.....

.....



WHILE YOU WATCH

- B.** Watch the video. What inspired the host to make this menu?

A small family restaurant she goes to that serves authentic Greek food

- C.** Fill in the table below with the dishes the host prepares for her dinner party.

Appetizers/Starters	Main Dishes	Side Dishes	Dessert
Greek mezze platter	Salmon with lemon, garlic,	Greek panzanella salad	Baklava
Hummus and pita	herbs	Linguini with lemon, herbs,	Ice cream with nuts and honey
	Shrimp skewers	burrata	

VOCABULARY

The host uses the words below to describe the dishes she will serve for her Greek dinner party.

flavourful fresh gorgeous light simple vibrant

- Write the word from the list that means the opposite of each of the words below.
 - heavy: light
 - ugly: gorgeous
 - old: fresh
 - complicated: simple
- Choose the word that means the same as each of the words below.
 - tasty: flavourful
 - colourful/bright: vibrant

AFTER YOU WATCH

- D.** What do you think of the Greek dinner party menu? Describe the different parts of the menu. Do you like or dislike the dishes the host is preparing? Discuss your answers with a partner.
- E.** The host mentions that the food she is preparing is good for warm summer temperatures. What are some other foods that are good to eat in hot weather? You can use words from the Vocabulary box to describe the foods. Share your ideas with your partner.



- A.** To create an amazing dining experience, it is important to think about your set-up and decorations. In the handout, match the pictures with the descriptions of different types of parties.



PRONUNCIATION FOCUS

REDUCED SOUNDS IN FUNCTION WORDS

Function words include articles (*a, an, the*), conjunctions (*and, or, but*), pronouns (*he, she, it*), prepositions (*in, on, to*), and determiners (*my, your, his/her*). They are usually pronounced with a short *uh* sound /ə/ when they are used in a sentence.

- A.** Listen to the sentences. Notice the reduced vowel sounds in the underlined words.

1. Pass it to me.
2. I'm hosting a large dinner party.
3. We can eat inside or outside.
4. That's your seat.

- B.** Repeat and practise the following sentences with a partner. Underline the function words and make sure to reduce the vowel sounds.

1. Your decorations look great.
2. The host had wine for the guests.
3. Put candles or flowers on the table.
4. Indra got a tablecloth from her mother.

- B.** With a partner, discuss what kind of dinner party would work best for you. Think about the spaces inside and outside your home.

1. Could you host a large dinner party? How many people can fit at your dining-room table? How many people can you cook for in your kitchen?
2. Do you have enough space to have an outdoor dinner party?
3. How would you design a formal dinner party? What plates or cutlery (forks, knives, spoons) would you use? What decorations would you have? Who would you invite? What kind of music would you play?
4. How would you design a casual dinner party? Think about your guests, decorations, and music.

- C.** What kind of dinner party described in the handout with task A would you choose to host?

LIFE SKILLS VIDEO MAKE SMALL TALK



Watch a video of people making small talk. See the Life Skills Appendix, page 177, to complete this task.

A. Read the sentences below. Look at the words that are used to express the quantity of the underlined nouns. Then answer the questions.

- a) I would like a little wine with my meal, please.
- b) I brought several dishes for you to try.
- c) How many people will be there?
- d) How much flour do I need for this recipe?

- 1. What words are used to express the quantity of the count nouns? Several, many
- 2. What words express the quantity of the noncount nouns? A little, much

Expressions of Quantity			
	With Count Nouns	With Noncount Nouns	With Count and Noncount Nouns
Affirmative	many, several, a couple of, a large/ small number of, few / a few	a great deal of, a large/ small amount of, little / a little	a lot of, lots of, plenty of, some, hardly any
Question	many How many dishes are you going to serve?	much How much oil do I need?	any Do you have any apples/sugar?
Negative	many I don't have many potatoes.	much I don't have much flour.	any I don't have any carrots/soda.



B. Read the paragraph below. Fill in expressions of quantity before the words in bold.

Rose loves to cook meals for a number of, a few, a lot of, several **friends** and **family members**. She often prepares several, many **different dishes**. She tries to make healthy meals, so she only uses a little, a small amount of **butter** and **sugar**. She doesn't use much, a lot of, a great deal of **salt** either, but her food always has plenty of, lots of **flavour**. She uses a lot of, many **different ingredients** and lots of, a large number of, plenty of **spices**. Not many **people** can cook as well as Rose. I am sure that she could win a cooking competition with a few of, some of, several of **her dishes**. How many **great cooks** do you know?



C. Work in pairs, and look at the recipe in the handout. Take turns using the expressions *how much / how many* to find the missing quantities in the recipe.

- A.** Read the email invitation below. Think about what kind of information the writer includes.



To: Clara Angela Rodriguez <c.rodriguez@yahoo.com>

From: Juan Ronaldo Aguilar <aguilarstar@gmail.com>

Subject: Dinner party

Hi Clara!

I would like to invite you to a dinner party I am planning. The party will be next Friday, June 26, at my house. The address is 182 Buttercorn Road. The dinner will start at about 7 p.m., but you can come at 6 p.m. for some cocktails.

There will be music, games, and lots of delicious food. There will be meat dishes, but I will also provide some vegetarian options. If you want to bring something, you can bring wine, flowers, or an extra dessert. You can never have too many desserts!

Could you please tell me if you will be able to come? I want to have a guest list ready for the beginning of the week, so try to let me know before then. Also, do you have any allergies I should know about?

I hope I will see you at my dinner party!

Your friend,
Juan

- B.** Answer the questions about the invitation.

- Who is hosting the dinner? Juan
- Does the email include a greeting and a closing? Yes. Hi Clara, Your friend
- Where is the party taking place? 182 Buttercorn Road
- When is the party? Friday June 26, at 7 p.m.
- What can guests bring? Wine, flowers, dessert
- What food options will be available at the dinner? Meat, vegetarian

- C.** You are going to write your own dinner invitation. Fill in the following information.

- Host's name: _____
- Greeting: _____
- Closing: _____
- Time: _____
- Location: _____
- Suggestions for items guests could bring: _____
- Options for people with allergies or other food restrictions: _____

- D.** Using the information from task C, write an informal email inviting a friend to your dinner party.

To: _____

From: _____

Subject: _____

Hi _____,

.....

.....

.....

.....

.....

.....

.....

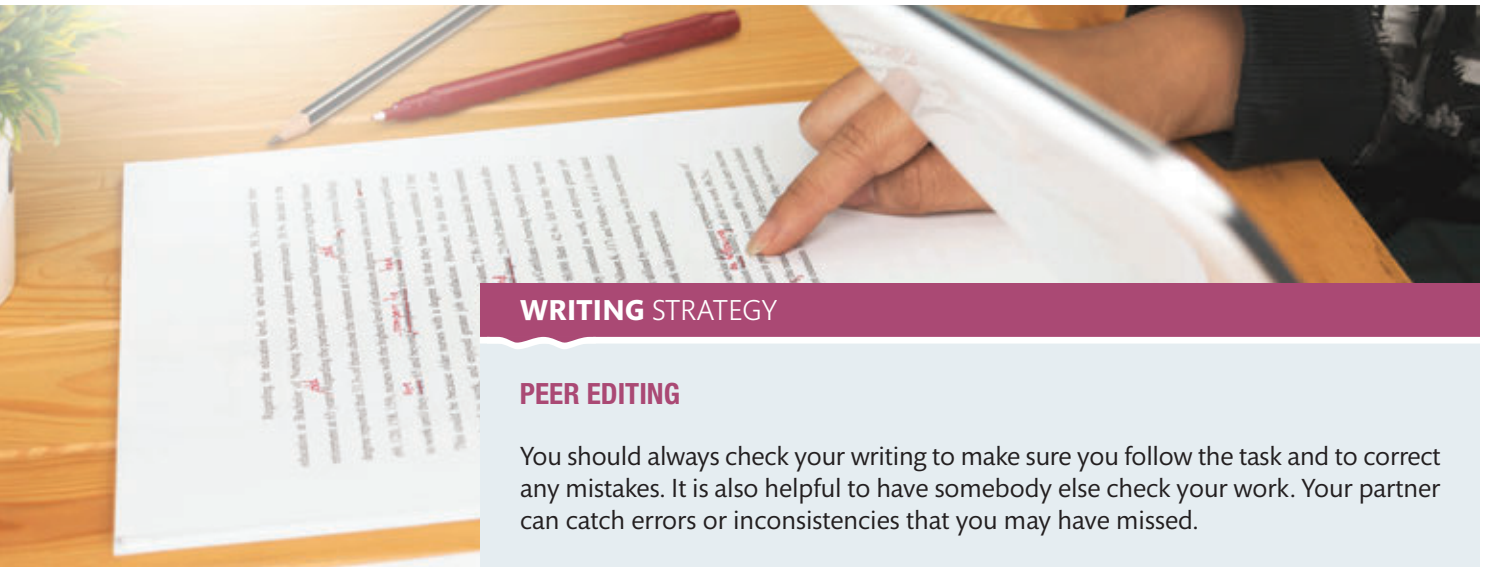
.....

.....

.....

Your friend,

.....



WRITING STRATEGY

PEER EDITING

You should always check your writing to make sure you follow the task and to correct any mistakes. It is also helpful to have somebody else check your work. Your partner can catch errors or inconsistencies that you may have missed.



- E.** Work with a partner. Read his or her email from task D. Check for mistakes using the checklist in the handout.

Final Project

PLAN A PARTY

You will host a dinner party for your classmates and teacher. Plan the party with a partner.

STEP 1

With your partner, decide what kind of dinner party you would like to host.

- Do you want to have a formal or casual dinner party? Will your party be small or large?
- What will the theme be (for example, summer/winter, Italian/Indian, seafood/meat, holiday)?

STEP 2

Write a short description of your dinner party below.

.....

.....

.....

STEP 3

Fill out essential information for guests you want to invite to your party. You can also add information about special food options, music, entertainment, and activities.

You're invited!

Event Description:

Theme:

Date/Time:

Location:

Extra Information:

.....



STEP 4

Use the handout to make a menu for your dinner party. Decide what dishes you will serve.



STEP 5

Describe how you will set up the room and table for your party. Underline or fill in the details below. Find a picture online or in a magazine that shows examples of the types of decorations you will have.

1. Formal/casual
2. Mood: warm/colourful/cozy/simple/elegant/modern/traditional
3. Outdoor/indoor
4. Lighting: bright/dark
5. Type of music:
6. Decorations:
.....

STEP 6

With your partner, describe your dinner party to your classmates. Include details from Steps 4 and 5 in your description.

STEP 7

Copy your invitation from Step 3 onto a separate page. Put your invitation and picture up on the wall. After all the presentations, go around the classroom. Place a note next to the invitation and picture of the dinner party you would like to attend. Write your name and reason for wanting to attend on your note.

Name:

Reason I want to attend:

STEP 8

Look around the classroom. Which dinner party was the most popular with your class? What were some of the reasons it was popular?

Most popular dinner party (host names + theme):

Reasons people want to go to that dinner party:
.....
.....

STEP 9

Plan and organize the most popular dinner party as a class.



WRAP-UP

TEST YOUR SKILLS

SPEAKING

- A.** Think about the food you have at home. Describe to your partner what you have in your fridge and your kitchen. How much do you have of each food item?
- B.** When do you plan to go grocery shopping? Make a shopping list and describe it to your partner. What do you need? How much of each item are you going to buy?

READING

Read the paragraph and look at the words in bold in context. Then, choose the correct meaning for the words.

Looking to plan a **romantic** dinner party for the love of your life? Follow these simple tips to create a beautiful and delicious **dining** experience. Use candles and sprinkle some red rose petals on the floor or tabletop to create a soft, warm, and inviting **atmosphere**. Choose dishes that are simple and easy to share so you can both **help yourselves** to any part of the meal that you want. Serve a **full-course** dinner, including a flavourful starter, a simple main dish with a tasty side, and a sweet dessert.

1. romantic
☒ a) showing feelings of love ☐ b) for business purposes ☐ c) friendly
2. dining
☐ a) cooking with someone ☐ b) fun ☒ c) the activity of eating
3. atmosphere
☐ a) decoration ☒ b) the mood of a place ☐ c) the smell of food
4. help yourselves
☐ a) cook for yourself ☐ b) prepare a table ☒ c) take what you want
5. full-course
☒ a) featuring multiple dishes ☐ b) rich, heavy food ☐ c) a complete dish

TEST YOUR KNOWLEDGE

VOCABULARY

Write the following words in the correct categories in the table on the next page.

arugula	beef	fry	grill	olives	pot
bake	chicken	frying pan	marinate	oven	simmer

Vegetables	Meat	Cooking Tools	Cooking Methods
arugula	beef	frying pan	bake
olives	chicken	grill	fry
		oven	marinate
		pot	simmer

GRAMMAR

- A.** Look at the following meal plan. Beside each item, write C if it is a count noun and NC if it is a noncount noun.

Breakfast	Lunch	Dinner
Apple <u>C</u>	Ham sandwich <u>C</u>	Spaghetti <u>NC</u>
Coffee <u>NC</u>	Tomato <u>C</u>	Meatballs <u>C</u>
Croissant <u>C</u>	Sparkling water <u>NC</u>	Bread <u>NC</u>
Orange juice <u>NC</u>		Caesar salad <u>C</u>

- B.** Choose the correct expression of quantity to complete the following paragraph.

Making a good tomato soup requires a lot of patience. First, you need to cut up several tomatoes and put them into a pot. Then, you need to decide how many/much onions you want to use. Finally, you need to add a lot of butter and cream to make the soup rich and creamy. Let it simmer for as many/much time as you can.

Now I Can

- ☐ listen and understand instructions for making a pizza;
- ☐ describe how to make my favourite dish;
- ☐ read and understand ingredients and directions in a recipe;
- ☐ identify count and noncount nouns;
- ☐ follow a video about planning a dinner party menu;
- ☐ describe different types of dinner parties;
- ☐ use expressions of quantity for count and noncount nouns;
- ☐ write an email inviting a friend to a dinner party.

OUTSIDE CLASS

Find a recipe for a dish you want to cook. You can look in a cookbook or find a recipe online. You can also use a video tutorial from YouTube or another source. Try cooking the dish yourself at home. Bring a sample of the dish to class to share with your classmates. Describe to them how you prepared the dish.