

UNIT 7

FOOD AND CULTURE

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about luxury fruit in Japan.

Listening skill

Listen for numbers.

Critical thinking

Understand pie charts.

Grammar

Use the past simple (1).

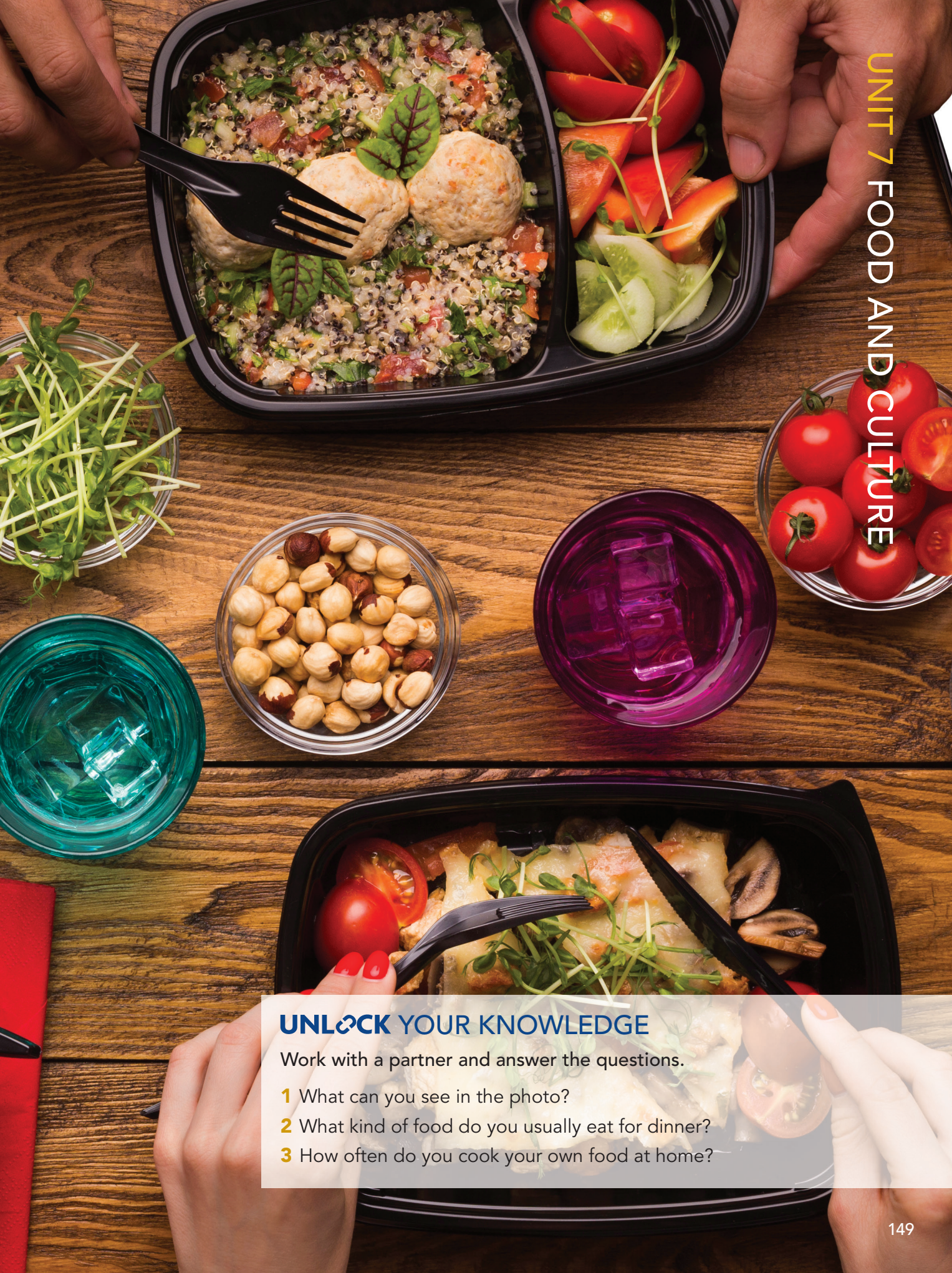
Speaking skill

Introduce a report; talk about surveys.

Speaking task

Report the results of a survey.





UNLOCK YOUR KNOWLEDGE

Work with a partner and answer the questions.

- 1 What can you see in the photo?
- 2 What kind of food do you usually eat for dinner?
- 3 How often do you cook your own food at home?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 Do you like fruit? What is your favourite kind of fruit?
- 2 When do most people eat fruit? (for breakfast? after dinner?)
- 3 What is the most expensive fruit where you live? Why is it so expensive?

2 Look at the photos from the video. Choose the correct answer.

- 1 These *grapes* / *apples* are very expensive.
- 2 This box of *vegetables* / *fruit* looks delicious.
- 3 The young women are *sitting* / *standing* in front of a shop.
- 4 The *farmer* / *shop manager* is showing the melons.

GLOSSARY

care and attention (phr) love and time

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


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

ordinary (adj) not special at all

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

taste (v) to have a particular flavour in your mouth

WHILE WATCHING

3  Watch the video. Write *T* (true) or *F* (false) next to the sentences below. Compare your answers with a partner.

- 1 You can buy luxury fruit in a supermarket. _____
- 2 Each piece of luxury fruit is the perfect shape and colour. _____
- 3 Luxury fruit is very expensive. _____
- 4 Most people buy luxury fruit for themselves. _____
- 5 Melons are the most expensive luxury fruit in Japan. _____



4 ▶ Watch again. Choose the correct answer.

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

5 Write the correct word from the box in the sentences.

hard expensive ordinary rich

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

DISCUSSION

6 Discuss the questions below with a partner.

- 1 Would you like to try luxury fruit? Which one?
- 2 Think about luxury fruit as a gift. Who would you buy it for?
- 3 When you buy a gift for somebody special, what do you buy?

LISTENING

LISTENING 1

PREPARING TO LISTEN

1 Work with a partner and answer the questions.

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

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

- 1 **Meat** is expensive in my country, but I often eat beef and chicken.
- 2 I like eating white **rice**, but I don't like brown rice.
- 3 In my city, you can eat a lot of **international** food. Mexican, Chinese and Italian food is very popular.
- 4 I eat a lot of **fish**. I live near water.
- 5 My grandmother makes many special **dishes**. She cooks all day to prepare them.
- 6 Salad is made of **vegetables**. I think it's very good for us. It's fresh and is usually green.
- 7 I don't have time to cook dinner every night, so sometimes I eat **fast food**. But I know it's not good to eat it often.

- a _____ (n) food which is prepared in a special way and given a name
- b _____ (n) parts of animals used as food
- c _____ (n) small white or brown grains from a plant, which are cooked and eaten
- d _____ (n) food which is served very quickly in a restaurant because it is already prepared
- e _____ (n) plants which are used as food
- f _____ (adj) from more than one country
- g _____ (n) an animal which lives in water and swims using its tail and fins

3 Work with a partner. Which sentences in Exercise 2 are true for you? Change the sentences you don't agree with.

Meat is expensive, so I don't eat it.
I only eat fish and vegetables.

USING YOUR
KNOWLEDGE

UNDERSTANDING
KEY VOCABULARY

PRONUNCIATION FOR LISTENING

Numbers with -teen and -ty

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

With -teen numbers:

- stress the first syllable when the number is before a noun.
*Fifteen thousand pounds every month?
Seventeen million?*
- stress the last syllable when the number is at the end of a statement.
Sorry – how many children? Sixteen?

With -ty numbers, always stress the first syllable.

We feed sixty children from poor families here. Fifty? No, sixty.

 **7.1** Listen to how the examples above are pronounced.



4  **7.2** Listen to and read these conversations. Circle the numbers you hear.

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

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

A: Seventeen / Seventy million? OK, thanks.

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

B: Sorry – how many children? Sixteen / Sixty?

A: No, 16 / 60.

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

B: Thirteen / Thirty? Are you sure?

A: No, no – 13 / 30!


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

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

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



WHILE LISTENING

5  **7.3** Listen to a class discussion about food in the past and the present. Choose the correct answer.

1 The speakers say that


- a people in the past ate more traditional food than people do now.
- b in the past, there was a lot of international food.

2 The speakers learn that

- a food now is healthier than in the past.
- b there are more students in the class who can't cook than students who can.

LISTENING FOR MAIN IDEAS



6  **7.3** Listen again. Write *T* (true) or *F* (false) next to the sentences below. Compare your answers with a partner.

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

Listening for numbers

You often hear facts in class discussions. Important information in a fact is sometimes a number.

There are 40 students in the class.

In Argentina, 99% of adults can read and write.

7  **7.3** Listen again. Write the correct number.

- 1 _____ years ago = how long ago José's grandmother cooked traditional food every day
- 2 _____ = the number of students who can cook
- 3 _____ percent = the percentage of students who can cook traditional food

8 Compare your answers to Exercise 7 with a partner. Use the phrases below to help you.

What do you have for number ... ?

I have ...

What about you?

I don't know the answer.

DISCUSSION

9 Discuss the questions below in a group.

- 1 Do you think it's important to know how to cook traditional food? Why / Why not?
- 2 Can you cook any traditional dishes from your country? Which dishes?
- 3 Is it good or bad to have so many international foods available in every country? Why?

10 Write a short report about your discussion from Exercise 9.

Write about:

- how many people in your group can cook traditional food.
- how many people think it's good to have international foods, and why.
- how many people think it's bad to have international foods available in every country, and why.

In our group, only three out of eight people can cook traditional food. One person knows how to make ... Seven people think that it's good to have international food because ...

👁 LANGUAGE DEVELOPMENT

THE PAST SIMPLE (1)

Statements

Use the past simple to talk about completed events or activities in the past.

I / He / She / You / We / They	wanted	to watch a film last night.
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To form past simple regular verbs:

- for most verbs, add *-ed*: *cook* → *cooked*
- for verbs ending in *-e*, add *-d*: *live* → *lived*
- for verbs ending in consonant + *-y*, change the *-y* to *-ied*: *study* → *studied*
- for most one-syllable verbs ending in vowel + consonant, double the final consonant and add *-ed*: *stop* → *stopped*. Don't do this when the final consonant is *-y*, *-x* or *-w*: *play* → *played*

For negative past simple statements, use *did not* / *didn't* + infinitive.

I / He / She / You / We / They	didn't did not	live	in the city last year.
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To use the verb *be* in the past, use *was* or *were*. In negative statements, use *was not* / *wasn't* or *were not* / *weren't*.

I / He / She	was wasn't	hungry last night.
You / We / They	were weren't	

1 Write the verbs in brackets in the past simple. Make the sentences true for you.

- 1 When I was younger, I liked / didn't like vegetables. (like)
- 2 I _____ dinner last night. (cook)
- 3 I _____ with my parents ten years ago. (live)
- 4 I _____ to cook when I was a teenager. (learn)
- 5 I _____ eating meat at the age of 12. (stop)
- 6 I _____ food and cooking in school. (study)
- 7 I _____ very hungry this morning. (be)

2 Work in small groups. Are your sentences from Exercise 1 the same or different? Tell the class the things that are the same.

When I was younger, I didn't like vegetables.

I have the same!

When we were younger, we didn't like vegetables.

Yes/No questions and short answers

For past simple questions, use *did* + subject + infinitive.

Did	I / he / she / you / we / they	enjoy	the food yesterday?
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To make short answers, use subject + *did* / *didn't*.

Yes, we did.

No, she didn't.

For questions with *be*, use *Was* / *Were* + subject.

Was	I / he / she	in the café yesterday?
Were	you / we / they	

To make short answers, use subject + *was* / *wasn't* or *were* / *weren't*.

Yes, I was. / No, she wasn't.

Yes, we were. / No, you weren't.

3 Work with a partner and answer the questions.

When you were a child, ...

- 1 did you live in a big city?
- 2 did your grandparents cook traditional dishes?
- 3 were your grandparents good at cooking?
- 4 did you celebrate holidays with special food?
- 5 did your family talk a lot at the dinner table?
- 6 did you watch TV during dinner?

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

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

4 Write past simple questions using the ideas below. Then work with a partner and answer the questions.

clean
like
want
help
visit

somebody cook food
the kitchen
your dinner
your grandparents a lot
eggs for breakfast

last night
last week
this morning
when you were younger
yesterday

Did you clean the kitchen this morning?

No, I didn't! I cleaned it last week.

Irregular verbs

There are some irregular past simple verbs in English. You don't add *-d / -ed* to the verb.

buy → bought

eat → ate

come → came

go → went

drink → drank

have → had

do → did

make → made

*I **went** to a nice restaurant yesterday. My friends and I **ate** a pizza. We **had** a nice time.*

Use *didn't* + infinitive to make negative statements with irregular verbs.

*I **didn't go** out last night. Some friends **came** to my apartment.*

Use *Did* + subject + infinitive to make questions with irregular verbs.

***Did** you **eat** meat with rice yesterday?*

5 Circle the correct answer.

- 1 I ate / *eated* a lot of fish last week.
- 2 I has / *had* a big breakfast this morning.
- 3 I drank / *drinked* a lot of coffee before this lesson.
- 4 I went / *goes* to a café with friends last night.
- 5 I were / *was* in the supermarket two hours ago.
- 6 I made / *maked* a cake last week.
- 7 I bought / *buyed* some food yesterday in the supermarket.
- 8 My friends was / *were* in a fast-food restaurant this morning.

6 You are going to find out if the statements in Exercise 5 are true.

Write questions to ask a partner.

- 1 *Did you eat a lot of fish last week?*

7 Work with a partner and answer their questions from Exercise 6.

Did you eat a lot of fish last week?

No, I didn't. But I ate a lot of meat.

8 Prepare to talk about the things you did last weekend. Make notes using the questions below.

- 1 Did you go anywhere or were you at home?
- 2 Did you eat or drink anything special?
- 3 Were you with friends or family?
- 4 Did you visit somebody or did somebody visit you?
- 5 Did you watch anything?

9 Work with a partner. Take turns telling each other about your weekend.

Last weekend, I wasn't at home. I visited ...

VOCABULARY FOR FOOD

10 Look at the photos below of different kinds of food. Write them in the table. Add as many other kinds of food in the table as you can.

meat	vegetables	other



sandwich

1 _____



noodles

2 _____



pizza

3 _____



salad

4 _____



taco

5 _____



chips

6 _____



burger

7 _____



pasta

8 _____

11 Work with a partner. Do the photos in Exercise 10 show fast food (F), traditional food (T) or food that is good for you (G)? Write F, T or G under the photos. In some items, more than one answer is possible.

- 12 Work in groups. Find out each other's opinions about food. Use the phrases from the box below to help you.

questions	Do you like (pizza, noodles, burgers ...)? What about ... ? What food don't you like? What food do you like best? Is this a traditional food in your country? Which foods do you use to make a traditional dish in your country?
answers	I like ... because ... I don't like ... because ... The food I like best is ... In my country, we use ... to make ...

LISTENING 2

PREPARING TO LISTEN

- 1 Look at the words in the box and their meanings. Then write the words in the correct gap in the sentences below.

culture (n) the usual way of living in a country or for a group of people
enjoy (v) to get pleasure from something
fresh (adj) not old, dry or frozen
healthy (adj) good for your health
meal (n) the food which you eat at breakfast, lunch or dinner
plant (n) a living thing that has leaves and flowers and grows in earth

- 1 Breakfast is the best _____ of the day.
- 2 Eating fast food is not _____. It's not good for your body.
- 3 In my country, it's hard to get _____ fruit in the winter – it comes from other countries, so it's always old.
- 4 It's important to learn about the _____ when you go to another country. I love to learn about the food, music and people.
- 5 I really _____ going to restaurants which serve international food. It's always fun to try something new.
- 6 Eating meat is better than eating _____ .

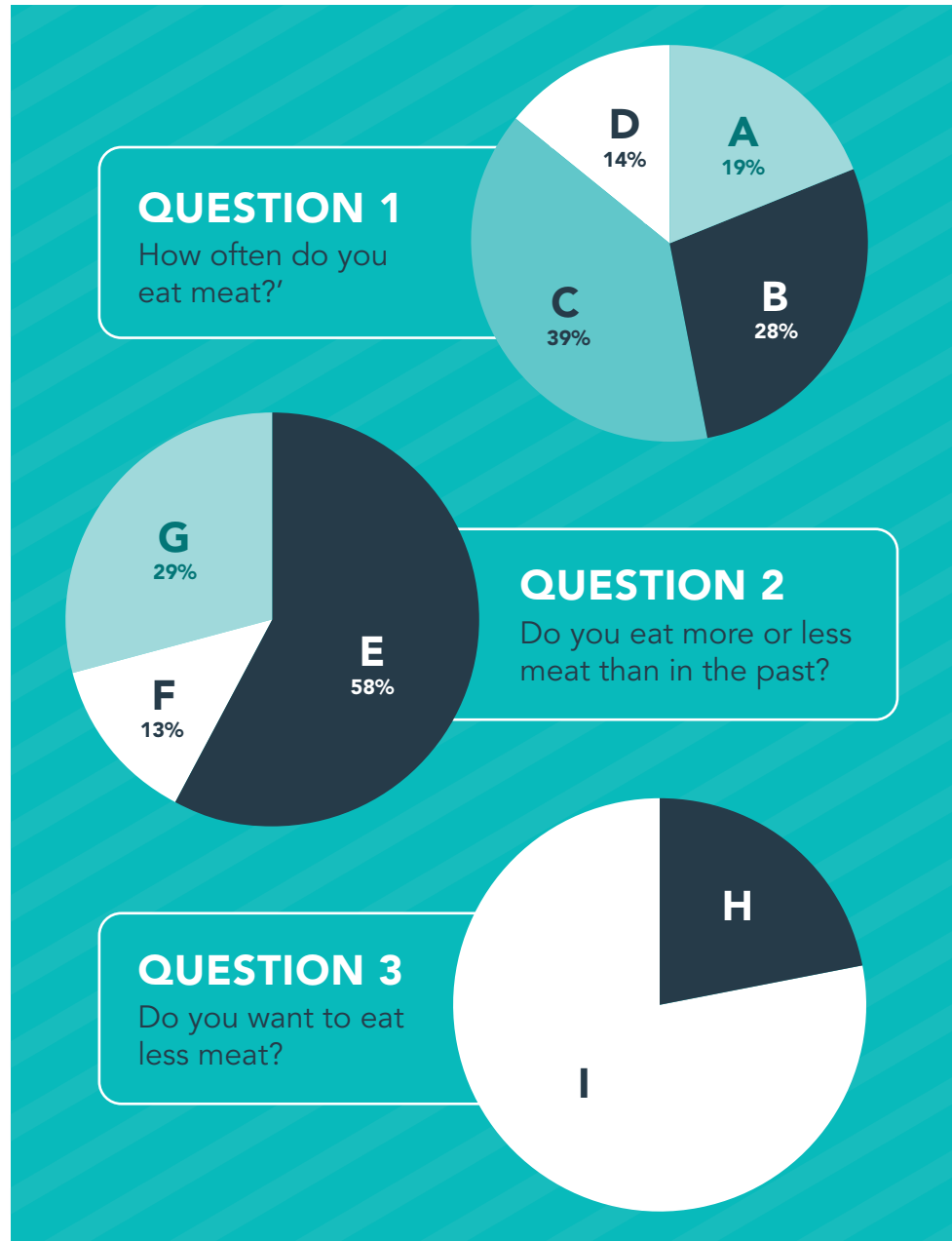
- 2 Work with a partner. Which sentences from Exercise 1 do you agree with?

I agree with sentence 2. I like fast food, but it's not very healthy.

UNDERSTANDING KEY VOCABULARY

3 You are going to hear a student giving a report. Before you listen, look at the information below and answer the questions with a partner.

- 1 What do you think are the options in Question 1 (A–D)?
- 2 What do you think are the options in Question 2 (E–G)?
- 3 Do you think more people answered 'yes' for Question 3?



WHILE LISTENING

GLOSSARY


hurt (v) to make somebody or something feel bad or cause them pain

less (det) the opposite of 'more'


LISTENING FOR
MAIN IDEAS



LISTENING
FOR DETAIL

4  7.4 Listen to a student reporting the results of the survey on page 160. Choose the correct answer.

- 1 The main topic of the survey is
 - a changing opinions about eating meat and plants.
 - b countries that eat more meat than other countries.
 - c the kind of person who eats a lot of meat.
- 2 Most people in the survey
 - a don't eat meat.
 - b eat meat every day.
 - c eat meat once a week.
- 3 Noura thinks that more and more people
 - a don't like the taste of meat.
 - b want to change from eating meat.
 - c don't like eating plants.

5  7.4 Listen again. Write *T* (true) or *F* (false) next to the sentences below. Then correct the false sentences.

- 1 Forty percent of people don't eat any meat. _____

- 2 In a past survey, four percent of people didn't eat meat. _____

- 3 Thirteen percent of people eat more meat than they did in the past. _____

- 4 Twenty-nine percent of people don't think eating meat is healthy. _____

- 5 Eighty-seven percent of people want to eat less meat. _____

DISCUSSION

6 Think about Listening 1 and Listening 2. Discuss the questions below with a partner.

- 1 What kinds of food do people in your country eat more of now than in the past? What do they eat less of?
In my country, people now eat more ... because in the past ...
I think people eat less ...
- 2 Do you think food in the past was healthier than it is now?
I think food in the past was ... *Now, people eat ...*
- 3 What would you like to change about the food you eat? Why?
I would like to eat more / less ...

SYNTHESIZING

SPEAKING

CRITICAL THINKING

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

Report the results of a survey.

SKILLS

Understanding pie charts

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



APPLY

- 1 7.4 Look at the pie charts on page 160. Listen and label parts A–I in the charts with words and phrases from the box below. Then compare your answers with a partner.

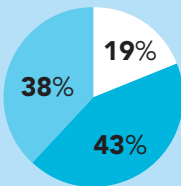
once a week 3–4 times a week every day
never more the same less yes no



UNDERSTAND

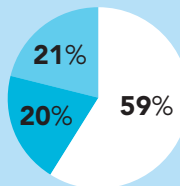
- 2 Work in two groups: A and B. Look at the information in your pie charts.

Group A: Changes in food and culture – country A



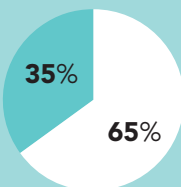
Types of restaurant (past)

- fast-food restaurants
- traditional restaurants
- international restaurants



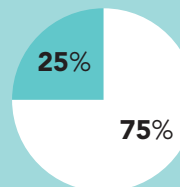
Types of restaurant (present)

- fast-food restaurants
- traditional restaurants
- international restaurants



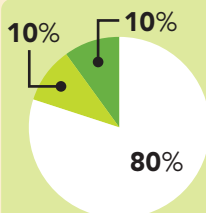
Eating habits (past)

- eating alone
- eating together



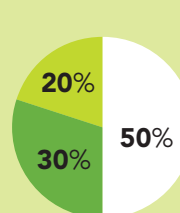
Eating habits (present)

- eating alone
- eating together



Cooking habits (past)

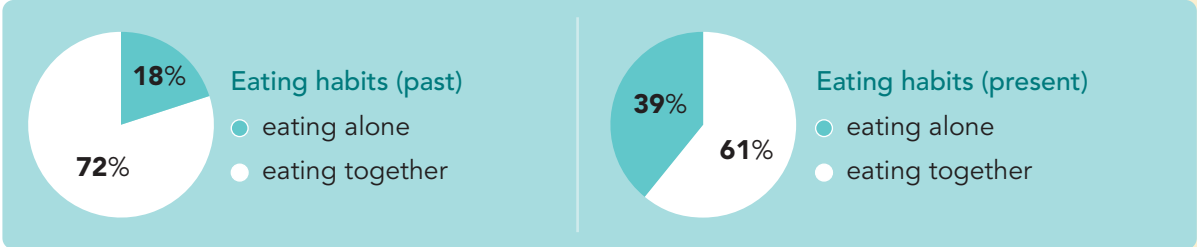
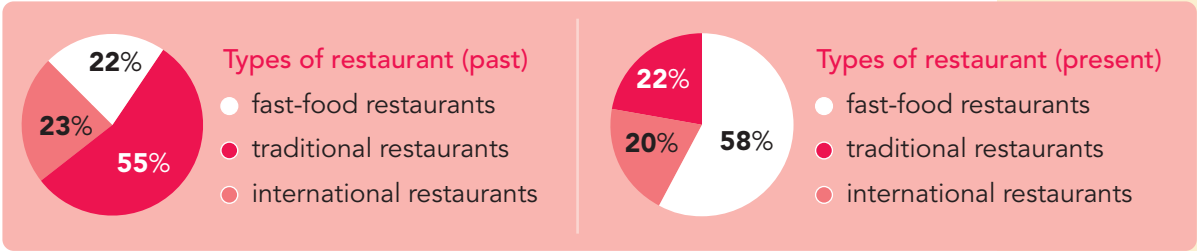
- home-cooked food
- pre-made meals
- restaurants



Cooking habits (present)

- home-cooked food
- pre-made meals
- restaurants

Group B: Changes in food and culture – country B



3 Work in your groups and answer the questions.

- 1 What information does each pie chart show?

- 2 What do you think the three survey questions were?

- 3 Are fast-food restaurants more popular now?

- 4 Do families eat together more than before?

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

- 6 What food do people eat now?

ANALYZE

- 4 Look at the reasons (a–j) in the box below. Match the reasons to the results in the table. Write the letter in the 'reason(s)' column for each result. In some items, more than one answer is possible.

result	reason(s)	other reasons
1 There are more fast-food restaurants now.	<i>a, b ...</i>	
2 In the past, there were more international and traditional restaurants.		
3 In the past, people usually ate together.		
4 Now, people eat alone more often than they did in the past.		
5 In the past, people usually ate home-cooked foods.		
6 Now, people often eat pre-made meals or eat at restaurants.		


Reasons

- a People eat smaller lunches, such as fast food, which don't take as long.
- b Families are not together because of working hours.
- c Families ate big lunches together.
- d Fast food is cheap and easy.
- e People don't know how to cook.
- f Pre-made meals are available at supermarkets.
- g Traditional restaurants are more expensive.
- h International food or international restaurants are more popular.
- i Fast food was not available.
- j People don't have time to cook.


- 5 Think of other reasons for the results in the pie charts and add them to the 'other reasons' column of the table in Exercise 4. Think about what you learned in this unit.

PREPARATION FOR SPEAKING

INTRODUCING A REPORT

1  7.5 Noura uses seven statements and two questions (a–i) to introduce her report. Number them in the correct order. Then listen and check.

- a My questions were on the topic of eating meat. _____
- b Today, I'm going to tell you about the results of my survey. _____
- c There were three questions in my survey. _____
- d I'm Noura. _____
- e I think this is an interesting topic. _____
- f Hello! _____
- g Or do we want to eat more food that comes from plants? _____
- h Is this still the same? _____
- i A lot of people in the past liked to eat meat. _____

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

three five everybody fast good
interesting morning traditional

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

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



PRONUNCIATION FOR SPEAKING


SKILLS

The letter *u*


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

question survey result UK popular minute four



- 3  7.7 Listen to the different *u* sounds in the words in the box above. Then listen again and repeat.



- 4  7.8 Listen to the sentences. Notice the way the letter *u* is pronounced with different sounds in the underlined words. Listen again and repeat.


- 1 I'm going to tell you about the results of my survey.
- 2 There were four questions about food and culture.
- 3 Are fast-food restaurants popular?
- 4 People had 80 minutes for lunch.

- 5 Work with a partner. Take turns talking about one of the topics below. Try to use the correct pronunciation of the letter *u*.

- four famous people in your culture
- one thing you know about the UK
- the results of the survey in Listening 2
- a popular place to go for lunch in your city

TALKING ABOUT SURVEYS



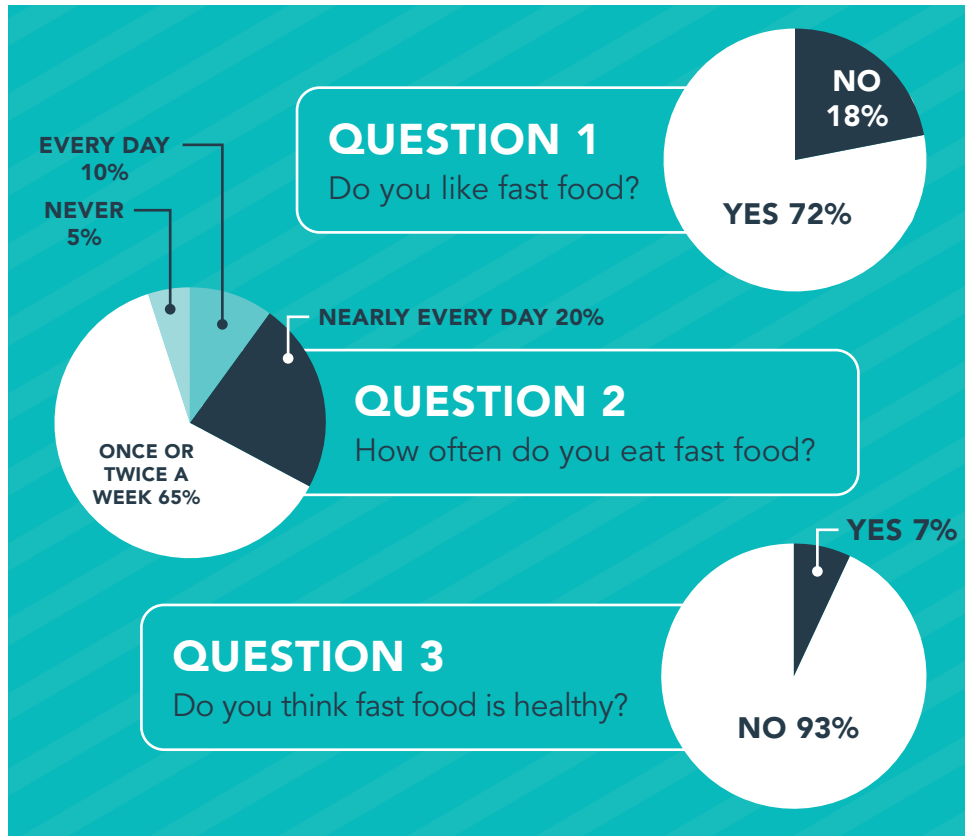
- 6  7.9 Read the phrases (a–f) from six statements in Noura's report, then write the correct letter (a–f) before the statements (1–6). Listen and check.

- a My last question was
- b My second question was
- c So, when you look here
- d In one survey I looked at
- e You can see here that
- f My first question was

- 1 _____, 'How often do you eat meat?'
- 2 _____ 19% of people eat it every day.
- 3 _____, in the past, only 4% of people didn't eat meat.
- 4 _____ 'Do you eat more or less meat than in the past?'
- 5 _____, 'Do you want to eat less meat?'
- 6 _____, 22% of people say 'no'.

- 7 Work with a partner. Take turns to report on the survey questions below about fast food. Use the phrases in Exercise 6 to talk about the pie charts.

My first question was, 'Do you like fast food?' So, when you look here, 72% of people say 'Yes' ...



SPEAKING TASK

Report the results of a survey.

PREPARE

- 1 Work with a partner. One student is from Group A on page 162. The other student is from Group B on page 163.
- 2 Review the results of the survey about country A or country B and your answers to the questions in the Critical thinking section (pages 162–164). Remember to give reasons for your answers.
- 3 Prepare an introduction for your report.

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

4 Read the Task checklist as you prepare your report.

TASK CHECKLIST	✓
Introduce your report.	
Report the results of the survey about country A or B.	
Use your answers and reasons to the survey questions in your report.	
Use past simple verbs to talk about the past.	
Use the pie charts in your report.	
Use the correct stress and <i>-teen / -ty</i> pronunciation for numbers. Use the correct pronunciation for words with the letter <i>u</i> .	

DISCUSS

5 Work with a partner. Talk about the results of the survey about the country you looked at in the Critical thinking section. Use your notes from Exercises 3 and 4 on pages 163–164.

Remember to:

- practise your introduction.
- talk about each of the survey questions.
- talk about results and give reasons.
- talk about the pie charts.

Hello, everybody. I'm going to tell you about ...

My first question was about ... You can see here that ... This is because ...

My second question was about ...

My last question was ...

So, my conclusion is ...

6 Work with another pair. Take turns to report your survey results.

OBJECTIVES REVIEW

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

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

I can ...

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

listen for numbers. _____

understand pie charts. _____

use the past simple. _____

introduce a report. _____

talk about surveys. _____

report the results of a survey. _____

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.



WORDLIST

burger (n)

chips (n)

culture (n)

dish (n)

enjoy (v)

fast food (n)

fish (n)

fresh (adj)

healthy (adj)

international (adj)

meal (n)

meat (n)

noodles (n)

pasta (n)

pizza (n)

plant (n)

rice (n)

salad (n)

sandwich (n)

taco (n)

vegetable (n)

= high-frequency words in the Cambridge Academic Corpus