

## 8

# How do we experience other cultures?

## Lesson 1 The Big Question and pronunciation

### 1 REMEMBER THE VIDEO Read and order the sentences 1–6.



- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | People wear colourful clothes at Diwali.                     |
| <input type="checkbox"/> | There are lots of Indian shops and restaurants in Leicester. |
| <input type="checkbox"/> | The music and dancing are popular.                           |
| <input type="checkbox"/> | At the end of the festival, the lights come on.              |
| 1                        | Amandeep is from Leicester.                                  |
| <input type="checkbox"/> | Diwali is celebrated in Belgrave Road.                       |

### 2 Listen to Seth talking about a music festival. Where was it? Listen again and answer the questions. 078

1 Who did Seth meet at the festival?

He met some school friends at the festival.

2 Why does Seth like dancing?

Because it's fun.

3 Why can't Seth choose a best group?

Because there were so many good groups.

4 What did Seth like about the Mexican musicians?

### Pronunciation

### 3 Listen to the rule. Then listen to the words and complete the table. 079

actor celebration centre colourful culture dance difficult place

/k/ sound (**cold**)

actor

/s/ sound (**century**)

### 4 Circle the words with a different sound. Then listen and check. 080

1 circle certain **castle** cell

2 canoe cut country cycle

3 biscuit documentary secretary rice

4 clothes ceiling cymbals circus

Write six more words which contain the letter **c**.  
Then write /k/ or /s/ next to each word.

Finished?

**1** Complete the crossword.

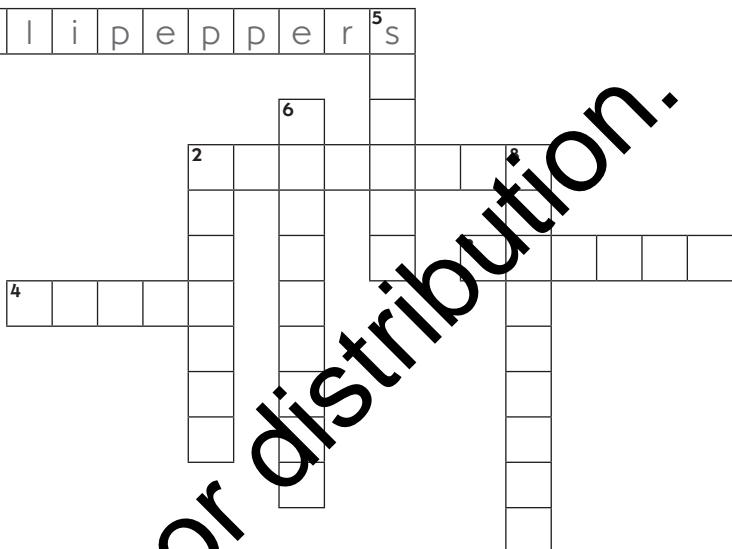
Across

1 c h i l l i p e p p e r s 5 s

- These make Mexican food hot and spicy.
- This Moroccan food has got very small grains.
- This French food has got a strong flavour.
- This exotic fruit has got a red-green skin and is yellow inside.

Down

- This fruit grows on a tall tree and looks like a very large brown nut.
- These make Indian curries taste good.
- This vegetable is long and dark purple.
- This is a typical Italian food.



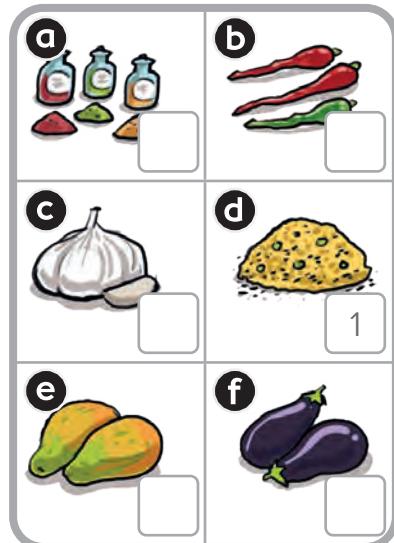
**2** Look at the table and write sentences.

	like	not mind	not keen on
Katy			
George			

- Katy likes \_\_\_\_\_ aubergines \_\_\_\_\_.
- Katy doesn't mind \_\_\_\_\_.
- Katy isn't keen on \_\_\_\_\_.
- George \_\_\_\_\_.
- George doesn't \_\_\_\_\_.
- George isn't \_\_\_\_\_.

**3** Circle the correct words. Then match to the pictures.

- This couscous spaghetti looks like yellow rice!
- Coconuts Papayas are as sweet as apples.
- My dad uses lots of different black pepper spices when he cooks.
- Aubergines Mangoes are my favourite vegetables.
- Please don't use spaghetti chilli peppers. I don't like 'hot' food!
- I think garlic a coconut looks like an onion.



Complete the sentences for you. Use the food words from activity 1 to activity 3.

- I like \_\_\_\_\_.
- I don't mind \_\_\_\_\_. \_\_\_\_\_ or not.
- I don't like \_\_\_\_\_.
- I don't know if I like \_\_\_\_\_.

Finished?

Draw a table with four columns with the headings: **Fruit and vegetables**, **Dairy, Meat and fish** and **Other**. Write three things you like in each column.

**1** Listen and write the numbers 1–3.  081



**2** Complete the sentences. Use *too much* or *too many*.

- This soup doesn't taste very nice. There's \_\_\_\_\_ salt in it.
- There isn't any room for the oranges in the bowl; there are \_\_\_\_\_ pineapples in it.
- There's \_\_\_\_\_ cheese in the fridge. I can't put any other food in it.

**3**  Who can make a cake? Read and complete the sentences with (*not*) *enough*.

**Cake ingredients**

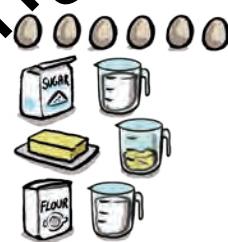
4 eggs  
1 cup of sugar  
1 cup of butter  
2 cups of flour



**Tom**



**Ariana**



**Dan**



- Tom can't make the cake on his own. He has got **a** enough sugar, but he hasn't got **b** enough butter. He has got **c** enough flour, but he hasn't got **d** enough eggs.
- Ariana can't make the cake on her own. She has got **a** enough sugar, but she hasn't got **b** enough butter. She has got **c** enough eggs, but she hasn't got **d** enough flour.
- Dan can't make the cake on his own. He has got **a** enough sugar, but he hasn't got **b** enough butter. He has got **c** enough eggs, but he hasn't got **d** enough flour.
- Which two people can make the cake together? **a**                  and **b**                 .

**Communicate**

Complete the sentences. Then tell your partner.

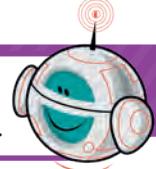
- Too much                  is bad for your health.
- We haven't got enough                  in our school.
- We've got too many                  in our school.



 **Check in!**



I can use *too much*, *too many* and (*not*) *enough* with quantities.



**1** **Think, pair, share!** **REMEMBER THE STORY** Discuss how the characters used their power ups during the story.

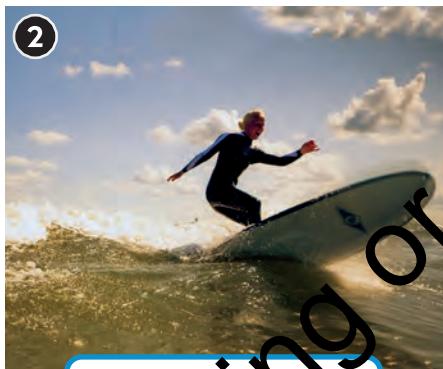
Jack chose the correct power up for his event.

That's true. Do you think that they were right to try the secret power up?

**2** Complete the activities.



practise \_\_\_\_\_ yoga



go \_\_\_\_\_



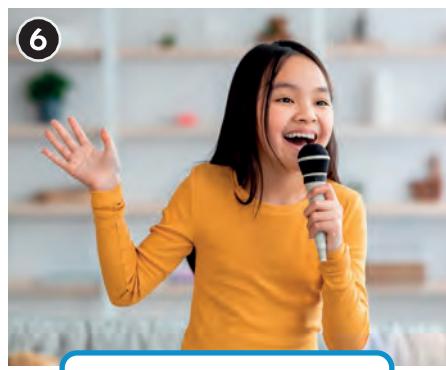
do \_\_\_\_\_



practise \_\_\_\_\_



practise \_\_\_\_\_



sing \_\_\_\_\_

**3** Read the story again and answer the questions.

1 What does Jack say about karaoke?

Tuck says that karaoke isn't a sport.

2 What happens to the karaoke machine?

3 Why isn't anybody surfing?

4 Whose voice sounds grumpy?

\_\_\_\_\_

5 Why are the robots doing yoga?

\_\_\_\_\_

6 What happens to Jack's and Celia's medals?

\_\_\_\_\_

**4** **Collaborate** Are games like the ones in the story a good idea? Why (not)? Share your ideas with your group. Then have a class vote to choose the best idea.

**Finished?**

Make a list of four other activities that you go, do, practise or sing. Write a sentence about your favourite activity.

**1** Match and say. Then listen and check.  082

- 1 They're from Australia,
- 2 Your dad can speak Japanese,
- 3 This game is from China,
- 4 You're good at crosswords,
- 5 We've got some money,
- 6 You can help me with my homework,

- a can't he?
- b aren't you?
- c isn't it?
- d can't you?
- e haven't we?
- f aren't they?



**2** Read and complete the sentences. Then listen and check.  083

She **isn't** French, **is** she?

He **can't** speak Chinese, **can** he?

We **haven't** got much money, **have** we?

You **aren't** very good at surfing, **are** you?

They **don't** understand English, **do** they?

- 1 Your brother **doesn't** do crosswords, **does** he?
- 2 We **can** practise yoga here, **can** we?
- 3 These foods **aren't** Italian, **are** they?
- 4 Kung Fu **isn't** from India, **is** it?
- 5 You've got lots of books, **haven't** you?
- 6 We **can't** walk to town, **can** we?

**3** Look at the pictures and complete the dialogues.



1 Finn: Sara **a** can sing. **b** can't she?

Bo: Yes, she **c** can.

2 Bo: She **a** can dance

really well. **b** can't she?

Finn: No, she **c** can't.

3 Finn: She **a** has got a scooter,

**b** hasn't she?

Bo: Yes, she **c** has.

4 Bo: She **a** is British, **b** isn't she?

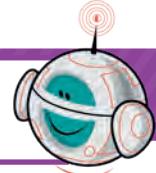
Finn: No, she **c** isn't.

**4**  Complete the sentences with your own ideas, and add a tag question. Then ask and answer.

1 You are                   ? **4** You can't                   ?

2 You aren't                   ? **5** You've got                   ?

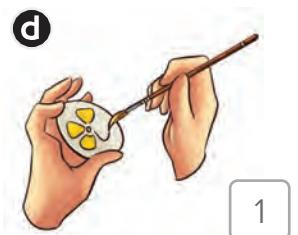
3 You can                   ? **6** You haven't got                   ?



**1** Look at the text on Class Book page 103. Read and write **O**(origami), **M**(mask) or **S**(spoon).

- 1 The designs include animal faces. **M**
- 2 You fold paper into different shapes.
- 3 One typical design is a crane.

- 4 The oldest one is from the 17<sup>th</sup> century.
- 5 This is a typical wedding present.
- 6 You make them with paper and glue.

**2** Listen and number the pictures in order.  084

1

**3** Match the parts of the sentences to make quotations about art.  
Write your favourite in the box and decorate it.

- 1 Art helps you
- 2 I dream my painting, and then I
- 3 Making art lets me

- a paint my dream.
- b show the world who I am.
- c look at the world differently.

**4** **Think, pair, share!** How do you feel when you make a work of art?

Making art helps me feel calm and relaxed.

I forget about everything when I'm making a collage.

You have to focus on your drawing so you can't think about anything else.



- 1** **Think, pair, share!** Read Pablo's tip. Which of the ways did you respond to Pablo's blog post on Class Book page 104?

### Responding personally to a text

Sometimes when you read a text, you think about what it means but you also make personal connections to it. Two people can read the same text and respond to it in different ways. For example:

- you can agree with the writer.
- you can disagree with the writer.
- you can feel sorry for the writer.
- you can feel happy for the writer.
- you can understand exactly what the writer is describing.



- 2** Read the blog post again. Then answer the questions.

- 1 Have you ever felt like Pablo at the beginning of his blog post? When?
- 2 Have you ever changed your mind about something? What happened?
- 3 Do you know anybody who moved to a new school? How did they feel?
- 4 How do you think Pablo felt before and after he made new friends?
- 5 Do you find it easy or difficult to make new friends? Why?
- 6 In your opinion, which of the changes at Pablo's new school is the most difficult? Why?

- 3** Read the text again. Then complete the summary with the words in the box. There is one word you do not need.

after    before    country    lunch    subjects    times    weekend

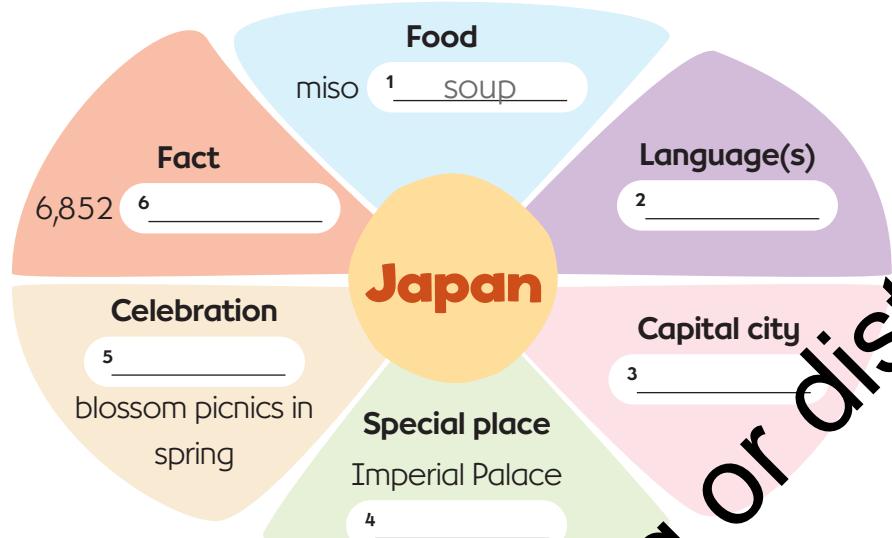
Pablo wrote a blog post about his experience moving to a new school in another <sup>1</sup> country. He talked about three things that were different: the starting and finishing <sup>2</sup> times for classes, the food that the children eat for <sup>3</sup> lunch and the things children do <sup>4</sup> after school. He talked about one thing that was similar: the <sup>5</sup> subjects children study. Pablo meets his new friends at the <sup>6</sup> weekend. He is happy.



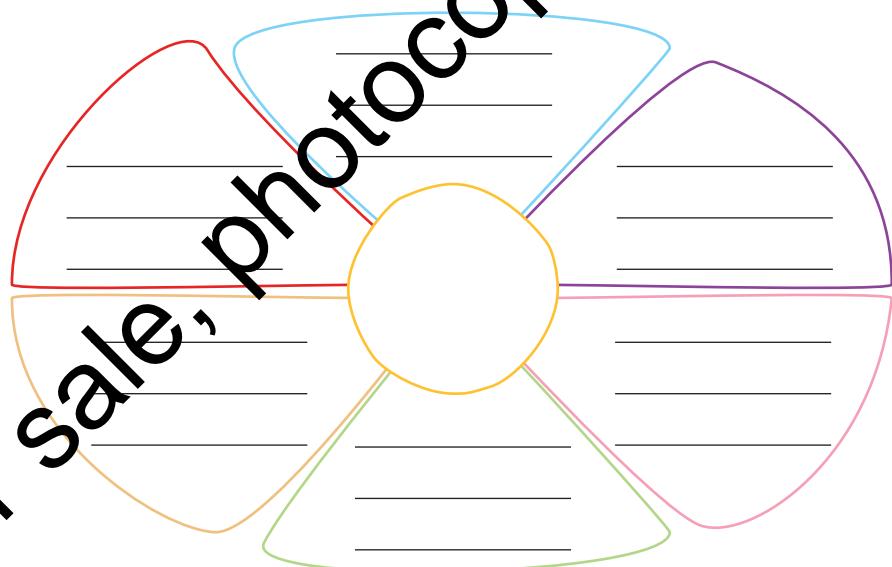
- 4** **Think, pair, share!** Imagine a new child is coming to your class. What would you say or do to help them feel at home? Tell a friend.



- 1 Listen to Antonio talking about a country he would like to visit. 085  
Then complete the information in the flower chart.



- 2 Make a list of three countries you'd like to visit.  
3 Choose one country on your list. Make notes about it in the flower chart. Find information on the internet.



- 4 **Communicate** Use the information in your flower chart to talk about the country you'd like to visit.

I'd love to visit Australia.

I'd like to try a typical dessert, like pavlova.

**Check in!** ★ ★ ★

I can talk about a visit to another country.



- 1 Listen and read Nancy's blog post about her first day in a new class.  086  
How do you think Nancy will feel in a few weeks' time? Why?

Nancy

## A big change ... a new class!

Two weeks ago, my family moved to a new city and I had to start a new school! How do you think I felt? Scared, of course!

### The first day

I felt very nervous walking into class. I'm not usually shy, but everyone was looking at me! I felt like a goldfish in a fishbowl!

### Friendly faces

But guess what! The teacher and the other children were so kind that I soon relaxed and felt at home.

### The same ...

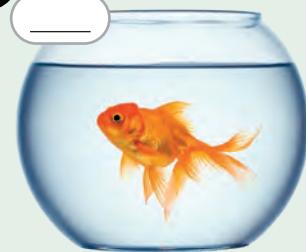
The school subjects are the same as my old school, which is good.

### ... but different

On Wednesday afternoons, we can choose an art, craft, music, drama or sports activity. It's super cool! School lunches are different too .... The truth is, they were nicer at my old school! You know what I mean? 😊

### The best thing

Some of my new classmates have invited me to go out this weekend! I've got plans for Saturday and Sunday! I'm still a bit shy, but I'm sure it will be fine! Wish me luck!



- 2 Read again and answer the questions. 

- 1 Why did Nancy have to move to a new school?
- 2 What was better at her old school?

- 3 Match features 1–3 of a blog post to Nancy's text. Then find and write examples of 4–5. 

- 1 the heading
- 2 sub-headings
- 3 an image such as a photo

- 4 informal language
- 5 speaking directly to the reader

- 4 Read and complete the Big Write tip. Use the words in the box.

informal  
photo  
question  
sub-heading  
topic

## The Big Write tip

A blog post can be about any <sup>1</sup> \_\_\_\_\_ topic \_\_\_\_\_ you can imagine. Some blog posts provide information and others entertain the reader. Blog posts start with a heading. This tells us what the post is about. The text is divided into sections, each with a <sup>2</sup> \_\_\_\_\_. These make it easy to follow. A blog post usually has an image such as a <sup>3</sup> \_\_\_\_\_, to show what the post is about.

 Blog posts can use <sup>4</sup> \_\_\_\_\_ language to sound more friendly. The writer often speaks directly to the reader, for example, by asking a <sup>5</sup> \_\_\_\_\_ such as What do you think? or Don't you agree?

**5** Rewrite the sentences by replacing the words in bold with any of the informal words in the two boxes.

amazing awesome brilliant cool fantastic go to leave me **trip**

Do you want to ...? Feel free to ... Go ahead and ... Have you ever thought of ...?  
Wasn't the ...? Why not ...? Wouldn't it be great to ...?

1 The **excursion** was **very enjoyable**.

The \_\_\_\_\_ trip \_\_\_\_\_ was \_\_\_\_\_.

2 **Would you like to visit** Chile?

\_\_\_\_\_

3 **I thought the museum was very interesting.**

\_\_\_\_\_

4 **You have permission to write a comment after my post.**

\_\_\_\_\_

**6** **Think** Think of a time you started a new school or a new class.

Plan a blog post about the experience.

**Heading:** Make it clear what the blog post is about.

**Sub-headings:** Give each section a clear sub-heading.

**Image:** Find a photo or draw a picture for your blog post.

**Informal language:** Remember to use informal language.

**Speak directly to the reader:** Remember to ask questions or use **you** to speak to the reader.

**7** **Create** Write your blog post. Encourage people to leave a comment.

**CHECK YOUR WORK**



Have you included a photo?

Have you used informal language?

Have you included all the information from your plan in activity 6?

**Check and correct!**

**Collaborate**

**Community task**

Read some of your classmates' blog posts. Write a comment for two or three of them.

**1** Listen and complete the song.  087

### Good friends

I've got good friends everywhere,  
Good friends from here and there,  
Good friends all over the <sup>1</sup> world,  
International boys and girls.

My Chinese friend is called Su Li.  
She eats tofu and drinks green tea.  
She loves crosswords and tai <sup>2</sup>.  
She's so cool, <sup>3</sup> she?

Chorus



Another friend is Japanese.

He loves anything with <sup>4</sup>.

He practises yoga and <sup>5</sup>.

He loves karaoke and climbing trees.

Chorus

My Australian friend <sup>6</sup> her name is Jean

Loves couscous with \_\_\_\_\_.

She likes brown bread with margarine.

But she eats too <sup>7</sup> ice cream.

Chorus

**2** Circle the correct answer (a or b).

- 1 There's \_\_\_\_ chilli pepper in this soup!  
 a too much       b too many
- 2 We haven't got \_\_\_\_ rice to make a paella.  
 a too much       b enough
- 3 You've got \_\_\_\_ mangoes on your plate.  
 a too many       b too much
- 4 There are \_\_\_\_ people to make two teams of three.  
 a too many       b too much



**3** Complete the tag questions.

- 1 Judo is from Japan, \_\_\_\_ isn't it?
- 2 Elephants can't jump, \_\_\_\_?
- 3 We haven't got any spices, \_\_\_\_?
- 4 You can sing, \_\_\_\_?
- 5 It isn't snowing, \_\_\_\_?
- 6 They're going home now, \_\_\_\_?



**4** Play the mangoes and chilli peppers game.

<b>START</b>	1 Say a purple vegetable beginning with the letter <b>a</b> .	2 Make a sentence using <b>too much</b> .	3 Say what this is: A big nut with milk in it.	4 Complete the tag question: You're English, _____?	5 Make a sentence using <b>enough</b> .	6
<b>FINISH</b>	19 Complete the tag question: He isn't hungry, _____?	<b>MANGOES + CHILLI PEPPERS</b>  = forward 2 spaces  = back 2 spaces				7 Make a sentence using <b>too many</b> .
18					8 Say an activity which involves exercising and relaxation.	9
17					10	11 Complete the tag question: They've got pizza, _____?
16	15	14	13	12	11	10

 **My progress**

**5** Read and colour.

- I can name food from around the world.
- I can name international activities.
- I can use **too much**, **too many** and **(not) enough** in sentences.
- I can use tag questions.
- I can write a blog post.



**6** Complete the sentences.

- My answer to the Big Question is: \_\_\_\_\_
- I'd like to know more about: \_\_\_\_\_

**Finished?**

Write a list of countries beginning with as many letters of the alphabet as you can!

**1** Look at the picture in activity 3 and answer the questions.

- 1 Where are the girl and boy? \_\_\_\_\_
- 2 Are they in a town or in the countryside? \_\_\_\_\_

**2** Write answers to the questions for you. Then ask and answer with a partner.

- 1 What did you do at the weekend? \_\_\_\_\_
- 2 Who did you go with? \_\_\_\_\_
- 3 Have you ever been to the theatre? \_\_\_\_\_
- 4 How about going to a museum this weekend? \_\_\_\_\_

**3** Read the conversation and choose the best answer.

Write a letter for each answer.



Example:

**Michael:** Did you have a nice weekend, Holly?

**Holly:** \_\_\_\_\_ B

Questions:

1 **Michael:** What did you do?

**Holly:** \_\_\_\_\_

2 **Michael:** That sounds fantastic!

Have you ever been before?

**Holly:** \_\_\_\_\_

3 **Michael:** Who did you go with?

**Holly:** \_\_\_\_\_

4 **Michael:** Did you win?

**Holly:** \_\_\_\_\_

5 **Michael:** What about going again this weekend with Joe and Sam?

**Holly:** \_\_\_\_\_

A My Uncle Tom took my sister and me.

B Yes. It was great!

C Yes. That's a great idea!

D No, I didn't. It was difficult.

E I went bowling.

F No, I haven't. It was my first time.

Not for sale, photocopying or distribution.

**1** Listen and tick ✓.  088

Which shopping basket is John's?



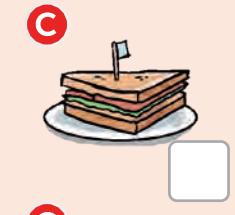
**2** Listen and match the people and the places.  089 There are two extra countries.

- 1 Dan  2 Mark  
3 Susan

- A Ireland B India C the north of Spain  
D China E the south of Spain

**3** Listen and tick ✓ the box.  090

1 What is Peter's dad making for dinner?



2 What is Sophie having at the restaurant?



3 What does Jim need for his cooking class tomorrow?



4 What flavour ice cream does the waiter suggest?



# Planning a trip

**1**  Make notes for activity 3 on Class Book page 108.

Look at the table and answer the questions for your area of research.



**A** Travelling and where to stay in \_\_\_\_\_

- 1 How can you get to the city? \_\_\_\_\_
- 2 How can you get around the city? \_\_\_\_\_
- 3 Where can you stay? \_\_\_\_\_
- 4 How many days should you stay? \_\_\_\_\_



**B** Things to do and see in \_\_\_\_\_



- 1 Which indoor activities can you do? \_\_\_\_\_
- 2 Which outdoor activities can you do? \_\_\_\_\_



**C** Food, drink and souvenirs in \_\_\_\_\_



- 1 Which typical dishes can you try? \_\_\_\_\_
- 2 Which popular restaurants can you visit? \_\_\_\_\_
- 3 Which snacks and drinks can you have? \_\_\_\_\_
- 4 How much money should you take to spend? \_\_\_\_\_
- 5 What typical souvenirs can you buy? \_\_\_\_\_



**2**

**English in use** Match the parts of the questions.

- 1 What do you
- 2 Where else
- 3 What are we going to do
- 4 What else can
- 5 Who else can

- a do you want to go?
- b we ask for directions?
- c next?
- d we do?
- e want to do next?

**3**

**Collaborate** Make notes for activity 6 on Class Book page 109 and draw a plan for your project board. Remember to think about the elements below.

heading

sub-headings

texts

photos

drawings

**4**

Read and colour the stars. Then complete the sentence.



### My progress

My work in the group



Our project board



Working together



Our presentation



To make it better next time, I could \_\_\_\_\_



**1** Look at the picture in activity 3. Tick ✓ the things you can see.

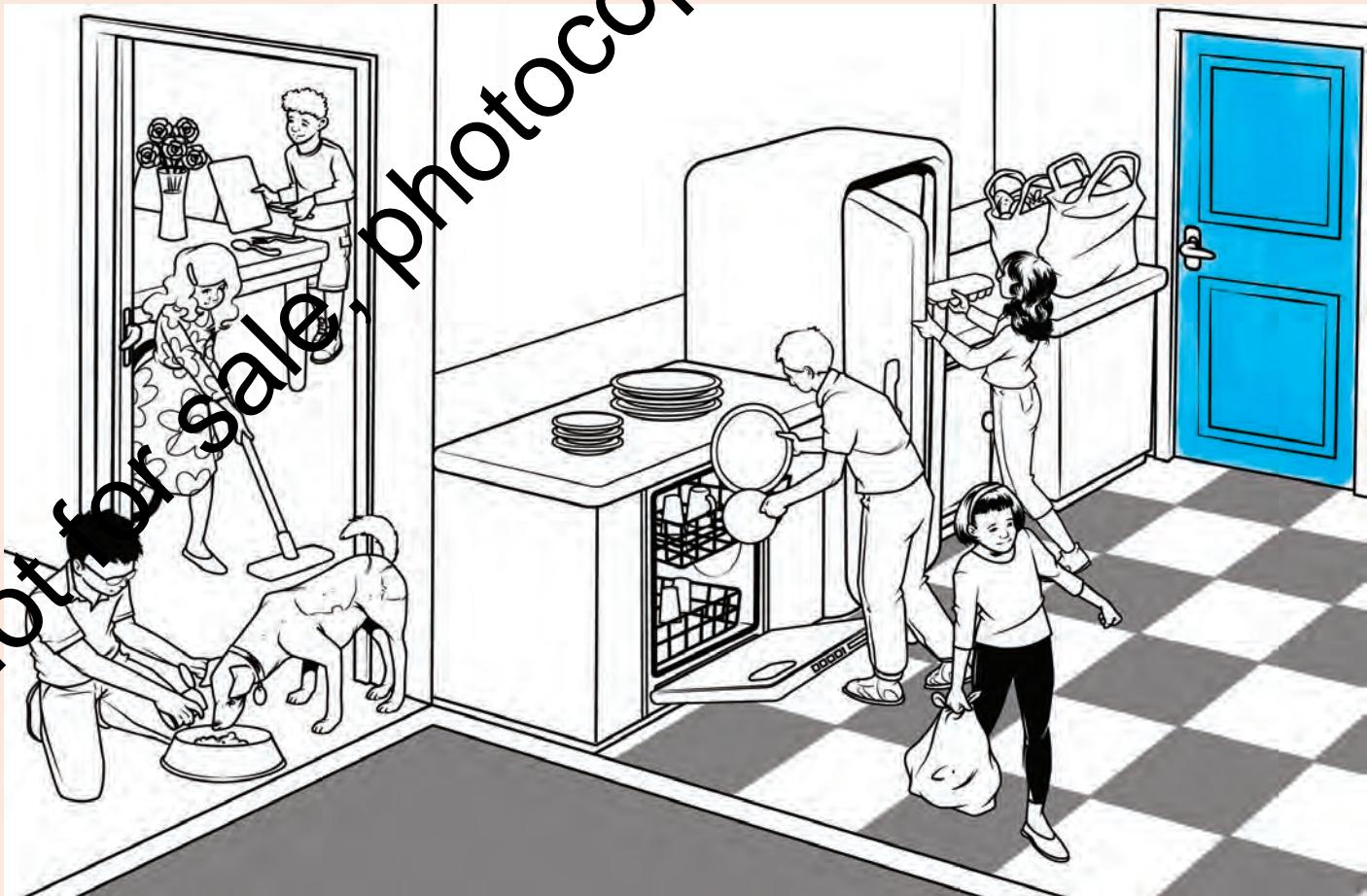
- |  |  |                                   |   |
|--|--|-----------------------------------|---|
| <input checked="" type="checkbox"/> a dishwasher | <input type="checkbox"/> plates          | <input type="checkbox"/> earrings | <input type="checkbox"/> shopping         |
| <input type="checkbox"/> eggs                    | <input type="checkbox"/> tomatoes        | <input type="checkbox"/> rubbish  | <input type="checkbox"/> a bin            |
| <input type="checkbox"/> a cat                   | <input type="checkbox"/> a table         | <input type="checkbox"/> glasses  | <input type="checkbox"/> a vacuum cleaner |
| <input type="checkbox"/> strawberries            | <input type="checkbox"/> a striped dress | <input type="checkbox"/> a vase   |   |

**2** Look at the picture in activity 3 again. Read the sentences and write True or False.

- 1 The children are helping at home.
- 2 The boy with glasses is feeding his pet.
- 3 A girl is loading the dishwasher.
- 4 A girl is putting eggs in the fridge.
- 5 A girl is vacuuming the floor in the kitchen.
- 6 A boy is taking out the rubbish.

True

**3** Listen, colour and write.  091 There's one example.



**1** Listen to the story and number the pictures.  092



**2** Look at the pictures in activity 1, and read and write.

**Example**

Robert and Sarah are at \_\_\_\_\_ the funfair.

**Complete the sentences about picture A.**

- 1 Sarah wants to go on \_\_\_\_\_.
- 2 Robert \_\_\_\_\_ to go on it.

**Answer the questions about picture B.**

- 3 How is Sarah feeling? \_\_\_\_\_.
- 4 What is Robert eating? \_\_\_\_\_.

**Now write two sentences about picture C.**

- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

**3** Look at the three pictures. Write about the story. Write 20 or more words.




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