

UNIT 3 Favourite things

This unit is about the things you like to do, see, have and eat, and it contains passages and poems about colours and seasons. The skills you will practise are making notes, building sentences, using present participles, the use of 'would', putting ideas in order, and using adjectives and images effectively. You will also learn more about form, rhyme and metre in poetry.

Activities

1 When you make notes of what someone is saying or has written, you record only the key phrases as a kind of summary.

- a Work in pairs and ask your partner to tell you the things they like doing, and make notes.
- b Ask your partner what they like to eat, and make notes.
- c Using your notes, tell the rest of the class what you have discovered about your partner's favourite pastimes and food, in that order.

Key point



Making notes

Making notes is a way of collecting relevant information for a task based on a reading or listening passage, and it's a very important skill for summary writing. You need to ignore all the examples and minor details and just get down the essential facts or ideas. There is no need to write down whole sentences – just the key phrases. You can group them, expand them or join them together later, if necessary, or use them as the basis for revision or for planning a speaking or writing task.

2 a Spend a few minutes making a list of your favourite possessions. Then consider which ones are really the most important to you, and reduce it to three items.

- b Now choose the most precious item and write down some adjectives, including size, shape and colour, to describe it.
- c Add an explanation of why this object is your most prized possession, then use your description to tell the class about it.



Text 3A

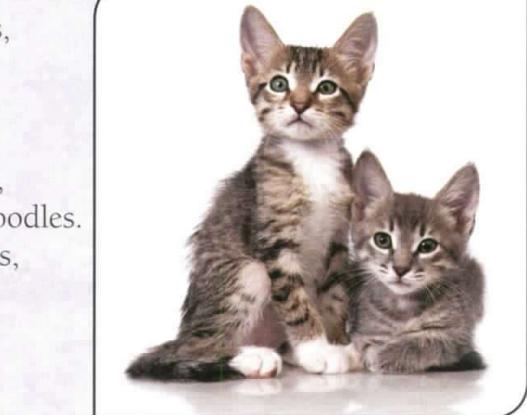
My favourite things

Raindrops on roses and whiskers on kittens,
Bright copper kettles and warm woollen mittens,
Brown paper packages tied up with strings,
These are a few of my favourite things.

Cream coloured ponies and crisp apple strudels,
Door bells and sleigh bells and schnitzel with noodles.
Wild geese that fly with the moon on their wings,
These are a few of my favourite things.

Girls in white dresses with blue satin sashes,
Snowflakes that stay on my nose and eyelashes,
Silver white winters that melt into springs,
These are a few of my favourite things.

When the dog bites, when the bee stings,
When I'm feeling sad,
I simply remember my favourite things,
And then I don't feel so bad.



Rodgers and Hammerstein

3

Look at the following phrases from the song:

- bright copper kettles
- warm woollen mittens
- brown paper packages
- blue satin sashes.

Work in pairs and try to work out what the rule is for ordering more than one adjective before a noun. Then put these strings of adjectives in the right order before the noun that is given. You should be able to tell which order sounds better.

- wooden, painted, ancient + statue
- gold, valuable, old + ring
- African, green, miniature + parrot





Key point



Adjectival order

When you are using more than one adjective in front of a noun, there is a general rule for the order they should go in, which is: opinion, size, shape, age, colour, nationality, substance – for example, ‘the beautiful, large, rectangular, ancient, pink, Indian, silk rug’. Usually, however, we do not use more than three adjectives in a row before a noun, so the main thing to remember is that size, shape and age go before colour, and that colour goes before where the thing comes from and what it is made of. That’s why in the song ‘copper’, ‘woollen’, ‘paper’ and ‘satin’ are all placed next to the noun. Remember to put a comma between items in a list, i.e. between each of the adjectives, but not between the last one and the noun.

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- a As you read or listen to the words of the song in Text 3A, count the number of syllables in the lines, and on a copy of the text underline the ones which you think are stressed, or emphasised.
- b Look at the last words in each line. Can you say what the rhyme pattern is in the verses and the final chorus?
- c On your copy of the song, find and circle examples of alliteration (words close together which begin with the same sound, e.g. *few*, *favourite*) and assonance (words close together which contain the same vowel sound, e.g. *whiskers*, *kittens*).
- d Now that you have looked at some poetic features, think of your own extra verse to add to the song before the chorus. Make sure that it fits the rhyme scheme and metre (number of syllables per line and how they are stressed) and try to use some alliteration and assonance.
- e Read – or sing! – your new verse to the class.

The theme of the next part of the unit, containing Texts 3B–3D, is food.



Text 3B

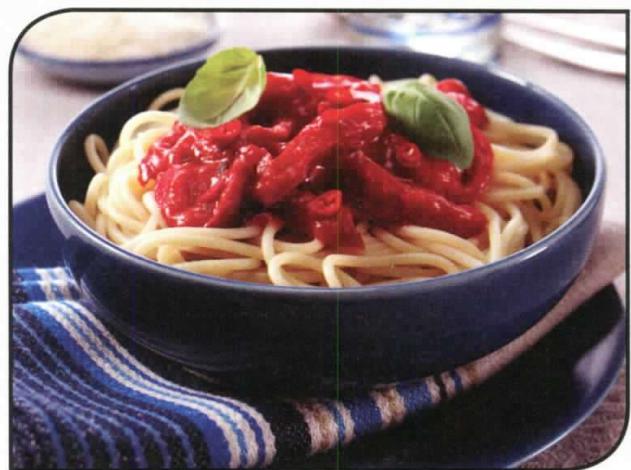
I love pasta!

Pasta! My favourite food has to be pasta. It's only flour and water, but it makes delicious meals. It was being eaten in Italy a thousand years ago – and the Italians know about good food. It's also the land of pizza, my second favourite!

If you make it yourself, instead of buying it in packets in the supermarket, it tastes wonderful, but it's hard work because there are many stages: it has to be kneaded, rolled, cut and dried. This was made easier by the invention of machines to do this work in the early 19th century. Pasta's taste buddy is the tomato, of course. You can't imagine pasta

without tomatoes can you? It would be like bread without butter. But for the Italians pasta is just the starter, the first of three courses for every meal, and they often eat it with just olive oil and herbs.

What I love about pasta is that it comes in all shapes and sizes, and you can choose which one suits your mood, and the sauce accompaniment. Some of them have a stuffing, some of them are difficult to twirl on your fork, and there are different colours too: white, green and orange, depending on whether egg, spinach or tomato has been added to the durum wheat paste.



So every pasta meal can be as different and as challenging as you want it to be. There are several hundred varieties, coming from all the different regions of Italy, and there's a reason why every one of them looks the way it does, and has the name it does: little

worms, little ears, little tongues, butterflies, shells. Such interesting and appropriate names! Apparently long stringy types are best for smooth sauces, while grooves and shapes hold chunkier ones. My favourite has to be slippery, slurpy, snaky spaghetti!

5

- Skim read Text 3B, then scan read it again (see the key point on page 9 about skimming and scanning). Make notes of the facts about pasta.
- Turn your notes into five sentences, and then link those which belong together because they express similar ideas. Think of different ways you can join them, using *and*, *but*, *so* and *or*, as well as present participles (-ing words).
- Now try to turn your five sentences into just three sentences by doing some more joining. Then work in pairs and compare your summary of Text 3B with your partner's.



6 After reading Text 3B, you're feeling hungry and you decide to cook some pasta for yourself. You've found a recipe, Text 3C, on a cooking website, but you notice that it won't work.

Text 3C

Pasta recipe

- Boil the water in the pan.
- Drain away the water using a colander.
- Put the pasta into the boiling water, about 75 g per person.
- Fill a large saucepan with water.
- Serve the pasta onto plates.
- Pour a pre-warmed sauce over the plates of pasta.
- Test that the pasta is cooked by tasting a piece on a fork.
- Stir the pasta so that it is separate and doesn't stick together.
- Add some salt to the water before it boils.
- Check on the packet how long the pasta needs to cook.

a The ten stages of the recipe in Text 3C are in the wrong order. Discuss in pairs how to sequence the instructions so that the recipe can be followed properly.

b Think of your own favourite meal and list the stages required to make it. You don't have to be exact about the ingredients or cooking times, just know which order to do things in.

c Write out your recipe, using the same kind of language as in Text 3C. Start each sentence with an imperative (command) verb and keep the sentences short and simple. Swap your recipe with a partner, who will tell you whether you've missed anything out and whether it makes sense to do things in that order.





Menu

Pad Thai

A delicious, delicate Thai dish of succulent stir-fried rice noodles, blended with egg, tender bean sprouts, rosy shrimp, roast peanuts, and spicy seasonings.

Fish Sayadeyah

A mouth-watering dish prepared with chunks of fresh fish garnished with whole fried almonds, crunchy pine nuts and sliced, crispy, fried onions, accompanied by rice simmered in a rich fish broth with tasty spices that give the rice a warm, deep brown colour.

Tagine

The rich and aromatic casseroles that form the basis of traditional Moroccan cooking: sumptuous lamb tagine in a medley of exotic dates, tasty apricots, and pistachios, or tangy chicken tagine with preserved lemon, green olives and aromatic thyme.





7

- a Menus use a particular kind of vocabulary. What do you notice about the language in the menu items in Text 3D? Why do you think this type of vocabulary is used?
- b The grammar in menus is also distinctive. What do you notice about the sentences in the menu? Why do you think this kind of grammar is used?
- c Using the same style, describe your own favourite meal. Use lots of adjectives, including colours and taste words, to make it sound very appealing to the appetite.

8

In the previous activity you looked at descriptive language to describe your favourite meal. Of course, there are other favourite things which you can describe too.

- a Take part in a class vote on the following things, and make a note of the results for each one:
 - i favourite colour
 - ii favourite time of day
 - iii favourite season or festival.
- b Why do you think the winners got the most votes? Discuss reasons for the choices of the favourites.
- c Words, and especially adjectives, have positive and negative connotations (ideas or feelings suggested by a word). The word *bright*, for example, is usually positive whereas *old* is usually negative. Copy the table below and complete it by giving a plus or minus value to the colours, using a scale of +5 to -5, and saying which things are associated with them.

Colour	Value	Associations
brown		
purple		
pink		
orange		
grey		
white		



The next part of the unit is on the theme of favourite colours. Text 3E has American spelling.

Text 3E

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Book

The United Colors of Benetton

'All the colors of the world' was one of the first slogans to appear in Benetton ads, and was later altered to 'United Colors of Benetton'. The concept of united colors was such a strong one that for the first time in its history, the company adopted the slogan as its actual logo. For the first time in the history of commercial trademarks, the slogan United Colors of Benetton became a trademark, a trademark that became the driving force behind the 'United Colors' message, which formed the basis of the advertising visuals designed to create a growing network of 'United People'. These images showed youth of both sexes and every skin tone, who conveyed a message of harmony, energy and joy.

9

- Write an explanation of how the colours used in the photograph make the products seem more desirable.
- Many people's favourite colour is one of the main colours (red, yellow, green and blue). Write an explanation of why you think these colours have such a powerful effect.



c Write an explanation of the double meaning of the slogan 'The United Colors of Benetton'.

10 Specific colours conjure up ideas in the reader's mind. For example, navy is a more definite shade than just 'dark blue', and it has connotations of the sea and ships.

a Which words come to your mind when you think of the following colours?

gold silver beige ginger turquoise

b Look up the exact shade conveyed by the following colour words and use them appropriately in a sentence for each.

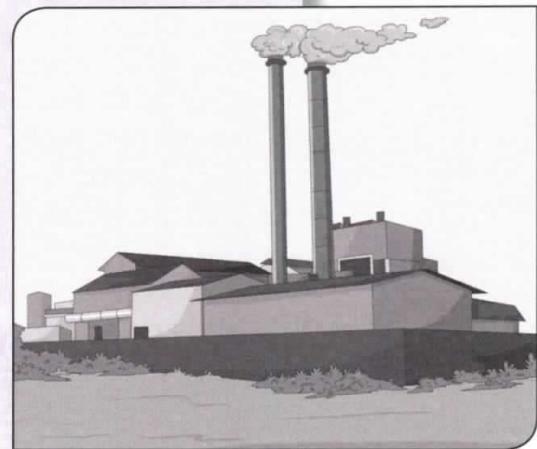
violet azure charcoal amber olive

c Compound colour adjectives can be even more specific, for example *mint-green*. Work in pairs and see how many compound adjectives you can think of.

Text 3F

Grey

Grey is the light at the end of the day.
 Grey is the ancient head full of wisdom.
 Grey is the perilous path leading to the cave.
 Grey is the silken spider's web in the corner.
 Grey is the smoke from the factory chimney.
 Grey are the waves of the angry sea.
 Grey are the stones of the prison wall.
 Grey are the clouds gathering on the horizon.
 Grey are the birds that fly away from the cold.
 Grey are the eyes that are glued to TV.



11 a Read the poem in Text 3F around the class. Look at the metaphors in the poem. What emotions and experiences does it suggest that the colour grey is associated with?

b Can you think of other images which could have been used for the colour grey? Work in pairs to create a list. Are they similar to or different from the ideas expressed in Text 3F?

c Make a list of all the different shades of red you can think of (you may need a thesaurus to help you) and then create images for those red colours, for example, comparing scarlet to a poppy.



- d** Using your image list, write a poem called 'Red' in the same form and length as the poem 3F, each line beginning with a different shade of red.
- e** Read out your poem. The class can vote on which is the best 'Red' poem and say why it is the best. You could also illustrate and display your poems.

The theme of the next part of the unit is favourite seasons and times of the day and year.

Text 3G

This is a letter from a Chinese student to his penfriend, describing his favourite day of the year.

Dear Noor,

I am very excited that tomorrow is our biggest event of the year, when we celebrate New Year, the first day of the lunar calendar. This has its origin in folklore, and celebrates the time when people try to scare away a demon called 'Festival' by using the colour red and setting off firecrackers. Red symbolises luck, peace and fortune. The fireworks also bring in new hope for the future and get rid of the bad luck from the past year. There is a twelve-year cycle of animal names; this is the year of the Rabbit and next year will be the Dragon, a really special one.

Tonight we shall watch a spring gala of comedies and songs performed in traditional costume, lasting for four or five hours. We shall eat dumplings for dinner, which occurs exactly at midnight. Our house and the street outside have been decorated with red silk banners and messages of good will.

Tomorrow we shall give presents to family members and friends to wish them well in the coming year. We must say 'Xin Nian Kuai Le' to everyone we meet, which means 'Happy New Year'. Gifts of money are given to children. In the evening we shall watch the TV programme which everyone watches on this day. It is the most exciting day of the year for Chinese people. Wishing you 'Xin Nian Kuai Le'.

Your pen pal,
Hongwei



12 **a** Does your country have a national costume or traditional dress? In groups, discuss what it consists of and what it represents. This may involve some research. Draw and label the costumes for males and females.

b In your group, decide which colours are most closely associated with your culture (e.g. red and yellow are the favourite colours of the Chinese), and discuss what they represent. Think about:

- i** your national flag colours
- ii** your school uniform colours
- iii** your national football team colours.

c Imagine that you are Hongwei's penfriend. Write a letter back to him describing your favourite feast day of the year.

Text 3H

This is a poem by a child about her favourite season.

Autumn for me is

an indescribable earthy smell,
 skies palest blue to crimson hue,
 mists unravelled by the sun,
 spiders' webs sparkling with dew,
 a lonely owl hooting in the night,
 smoke from bonfires heavenward trailing,
 birds' nests looking frayed . . . forgotten,
 rose-red apples, ripe and sweet,
 wind-whirling, swirling, twirling leaves
 bracken-brown undergrowth, heather-covered hills
 last petals falling to the ground
 last seeds floating – whither bound?
 a mellow season
 in between
 a golden gleam
 – that's autumn.

Helen Mackay





13

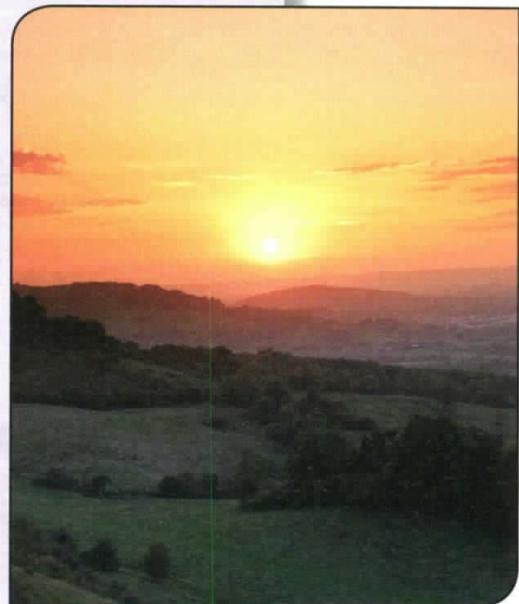
- a You will have noticed that the poem in Text 3H is full of colours. List all those you can find in the poem.
- b What can you say about the form/layout of the poem in Text 3H? Are there any special or unusual features you have noticed?
- c Sound is important in the poem in Text 3H. What can you say about how it has been used?

Text 3I

This is a poem about another child's favourite time of day.

Evening

When silver moonbeams fill the sky,
That is the time that I love best,
To hear the blackbird's startled cry,
As she flies homeward to her nest.
I hear the nightingale sweetly singing,
As daisies droop their weary head;
It sounds like little church bells ringing,
While the sunset glows a fiery red.
A whispering breeze sweeps through the boughs
Of old oak trees which stand so still;
Herdsmen are driving home the cows,
As the sun sinks slowly behind the hill.
The evening is a lovely sight,
As stars begin to light the sky;
The owl waits for the coming night,
To hunt for prey she then must fly.
When silver moonbeams fill the sky
The harvest mice go scampering by.



14

- a Work in pairs and together agree on the definition of the rhyme scheme and metre of the poem in Text 3I.
- b If you were asked to divide the poem into separate verses, how many would you create, and where would you make the divisions, and why?
- c Replace the five underlined words in the poem with other words which would fit the meaning and the metre. Comment on why you think they would or wouldn't be good replacements.



15

- a Decide on your favourite month, season or time of day, and collect ideas and images which you associate with it. Arrange your ideas in a spider diagram.
- b Draft a poem using your collection of descriptive words and images. Try to use some of the ideas for content and form which you have talked about and collected during this unit, such as the use of specific colours. Think about whether you want to divide it into verses. You can use rhyme if you wish, but you don't have to.
- c Ask your partner to read your poem and suggest improvements to content and form.

Key point



Using rhyme in poetry

Rhyme makes poems easier to remember, and sometimes adds humour to comic verse. Generally speaking, the older the poem is, the more likely it is to have a regular pattern of rhyming. Poems do not have to rhyme, however, and it is better not to use words in a poem just because they provide a rhyme, especially if this reduces the quality of the meaning or makes it sound silly. Rhyme should sound natural, as though it's the perfect word to use.

Text 3J

My perfect day

I'd get up between six and seven, which is when I wake up. I'd go downstairs before anyone else in the family was up to feed my outdoor pets and take my dog for a walk. I live in the country so there are quiet places to go where no one else goes.

I'd return for breakfast, by which time the rest of the family would be up. I'd have pancakes with golden syrup, because they're a treat which we don't have on normal school days. Then my friends would come to my house and we'd play games in the





garden, if the weather was good, or in my bedroom. We'd lose track of the time and no one would come and see what we were doing or tell us off for making a mess. I wouldn't have any homework to do, of course, or any chores like tidying my room, so I wouldn't have to do anything I didn't want to do.

There'd be a big lunch, with all my favourite food, including chocolate cake, and afterwards we'd watch a DVD, something just out and that I'd been looking forward to seeing. It would probably be a comedy or a fantasy film. We'd lie on the floor with cushions and have some popcorn or other snacks while we watched. After that we'd go out to get some exercise, either for a bike ride or to play sport. We have a basketball court nearby and that's my favourite game at the moment.

Before the evening meal – which would be pizza or fried chicken – I'd go for a walk with my best friend and my dog, down to the nearby river, and we'd just talk about everything happening at school, and to the people we know, and about our next holidays. I'd probably take some photos with my phone or digital camera for a laugh. If it were really hot we'd swim and then dry off lying on the river bank, with a cool drink. I'd take my MP3 player and we'd listen to some of my favourite bands, sharing the ear piece between us.

At the end of the day, after my friend had left, I'd join my family for supper and find out what they'd been doing all day. I'd play a board game with my brother or sister, if I could persuade them. We'd sit outside on the balcony and watch the sunset and listen to the bird and animal noises if it was summer, or in winter we'd sit on the rug in front of the fire. About nine o'clock I'd go to my room, feeling pleasantly tired and ready to read an exciting adventure story in bed until I fell asleep.

16

- On a copy of the text, underline the first word in each sentence of Text 3J, and notice that they are mostly different to avoid the repetition of *Then* or *I*.
- Now find and underline all the instances of the verb *would* (often contracted to 'd'), which is being used to form conditional sentences. In other words, the passage is not describing what happened or will happen, only something the speaker would like to happen.
- What is your opinion of this account of a perfect day? Does it sound perfect to you? Think of reasons why or why not.



17

- a Make notes in a mind map for your own piece of personal reflective writing called 'My perfect day'. Use the tip below to help you.
- b Write a draft of about one page. Remember to write it in the conditional tense, using 'I would ...'.
- c Edit your draft, looking for ways to remove repetition of vocabulary and vary your sentence structure, and, of course, correct any errors. Write a final version to give in.



For Activity 17a 'My perfect day' reflective writing

When writing chronologically (i.e. in the order in which things happen), use time references such as mealtimes and bedtime to give the piece structure. You can borrow ideas from Text 3J, but make them your own by changing the details about what you would do and what you would eat. The more detail you use, the more original and interesting your writing will be. For instance, the passage could have used some names, and it could have given details of the kind of outdoor pets and the board game. The reader can't become engaged in your writing if he or she can't picture what you are talking about. Don't forget about paragraphs, which show a change of time, place, action or topic. Notice that in Text 3J there is a change of paragraph for each part of the day.