

Unit 6

Mix and Mash

1 Find the new vocabulary words. Look again at pages 94–96 in your book. Find a word that begins with each letter. X = no word.

- A

audio
- B

bands
- C

cool/combine
- D

download
- E

electronic/edit
- F

fan
- G

Gokh-Bi
- H

hit
- I

include
- J

Japanese
- K

-X-
- L

-X-
- M

mix
- N

no
- O

opinion
- P

perform
- Q

-X-
- R

record/recording
- S

song
- T

traditional
- U

urban
- V

video
- W

West Africa
- X

-X-
- Y

you
- Z

-X-

2 Write. Delete the word that doesn't connect to the people. Then choose from the remaining words to complete the sentences. Circle the letter—is it picture A, B, or C?



A. DJ
electronic, mix,
song, ~~traditional~~

B. Band
~~electronic~~, traditional,
hit, perform

C. Filmmaker
~~download~~, edit,
recording, video

1. This DJ can mix two songs together to make a new electronic sound. **A** B C
2. This person works in cities. Her urban video stories are cool! A B **C**
3. This is a traditional band. They use natural materials to make their instruments. A **B** C

3 Listen. Answer the questions. TR: 26

1. What type of radio show is it? electronic / audio download chart music show
2. The DJ asks three questions. Put them in order. Write 1, 2 and 3.

a. Whose DJ mix wins the top position? 3

b. What is the top hit this week? 1

c. Which song did listeners choose as the top recording? 2
3. Who does the DJ interview? Letty
4. Why does he interview her? She won an electronic mix music prize.
She heard an audio track from her brother's collection.
5. How did she start her music career? her brother's collection.
6. Do you like electronic music? Why or why not? Answers will vary.

4 Draw and write. Complete the storyboard for a video. Look at the beginning and then draw your ideas for the middle and the end. Use words from the word bank. Tell a classmate about your video.

edit	electronic	fan	hit
hybrid	imitate	include	mix
more	newer	original	perform
popular	record	song	traditional



This traditional band
imitates sounds from the
forests in Gabon.

Sample answers: They
record the song and mix a
newer version.

The fans love the hybrid
version of the traditional
song with electronic edits.

GRAMMAR

Adjectives: Comparing two or more things

The band didn't perform their older hits.	It's more difficult to buy tickets this year.
The light show was as cool as last year.	Modern dance is less tiring than traditional dance.
The fans are noisier tonight than last week!	In my opinion, CDs are better than downloads.
The music for the movie <i>Sceptre</i> was a bigger hit than other Bond movie songs.	The sound quality is worse with downloads.

We use comparatives to compare two things. Use *more* before adjectives that have two or more syllables. Add *-er* to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (***more*** *noisy* or *noisier*). Remember to change *y* to *i* before adding *-er*.

Some adjectives have irregular comparative forms: *good* → ***better***; *bad* → ***worse***

We use *as . . . as . . .* to describe how things are similar or the same.

5 Complete the conversation. Think of the opposites of the words in bold and compare the two things.

- Gustav: These new hybrid sports are not **bad**. What do you think? I know you can't play many sports, so which one is (1) better for you?
- Katia: Disc golf isn't **difficult**, is it? I think it's a little (2) easier than traditional golf. Do you agree?
- Gustav: Sure. It uses **soft** plastic discs, not balls. Those plastic discs are not as (3) hard as golf balls when you make a mistake!
- Katia: Also there aren't any **heavy** golf clubs. Discs are (4) lighter.
- Gustav: That's true. And disc golf is **cheap**. My parents say that their golf membership is (5) more expensive every year!
- Katia: But isn't golf **boring**? Let's try something (6) more exciting ! What do you think of volcano boarding?

6 Read. Find the differences in the musician's notes about two recordings. Change the words in the box to finish the sentences.

Version 1: 11/12/2016
Track 1: Drums – volume high
Bass guitar comes in too late.
Piano OK – but slow in the middle.
Guitar – OK

Version 2: 11/17/2016
Track 1: Drums – volume low
Bass guitar – much better now.
Piano – love it!
Guitar – can't hear it!

early fast loud old quiet

1. Version 1, from November 12th, is older than Version 2.
2. The drums on Version 1 are louder than the drums on Version 2.
3. In Version 2 the bass guitar comes in earlier than in Version 1.
4. The piano is faster in the middle of Version 2.
5. In Version 2 the guitar is quieter / more quiet.

7 Listen. Which picture is the speaker describing, in your opinion? Circle A or B. Then complete the sentences. TR: 27



1. I love these hybrid lamps! Lamp A/B is (cool) cooler than lamp A/B because _____.
2. I think lamp A/B is (useful) more useful than lamp A/B because _____.
3. Which version is good? Lamp A/B is (good/bad) better than lamp A/B because _____.
4. Lamp A/B is (bright) brighter than lamp A/B because _____.

8 Listen and read. While you read, notice the differences between the traditional and the modern activities. **TR: 28**

Jumping Rope Filipino Style

1. Mix the past with the present and you get a traditional dance from the Philippines plus a cool new type of sports activity! Tinikling is a fun form of exercise that combines rhythm with fast foot-and legwork. The original sport began in central Philippines and imitates the tikling bird walking carefully through grass and bamboo. Tinikling improves awareness of space and includes skills similar to jumping rope. Every year young people perform it in school shows all over the Philippines, and audiences love it.

2. Tinikling is a type of dance that involves two people hitting bamboo poles together and on the ground. This makes the beat or rhythm. At the same time, one or more dancers step over and in between the poles. It's not easy, especially for girls who wear long traditional dresses! In the traditional dance, bamboo poles make the beat along with music from a type of string instrument. Today's twenty-first century version uses simpler, four-beat electronic dance music.

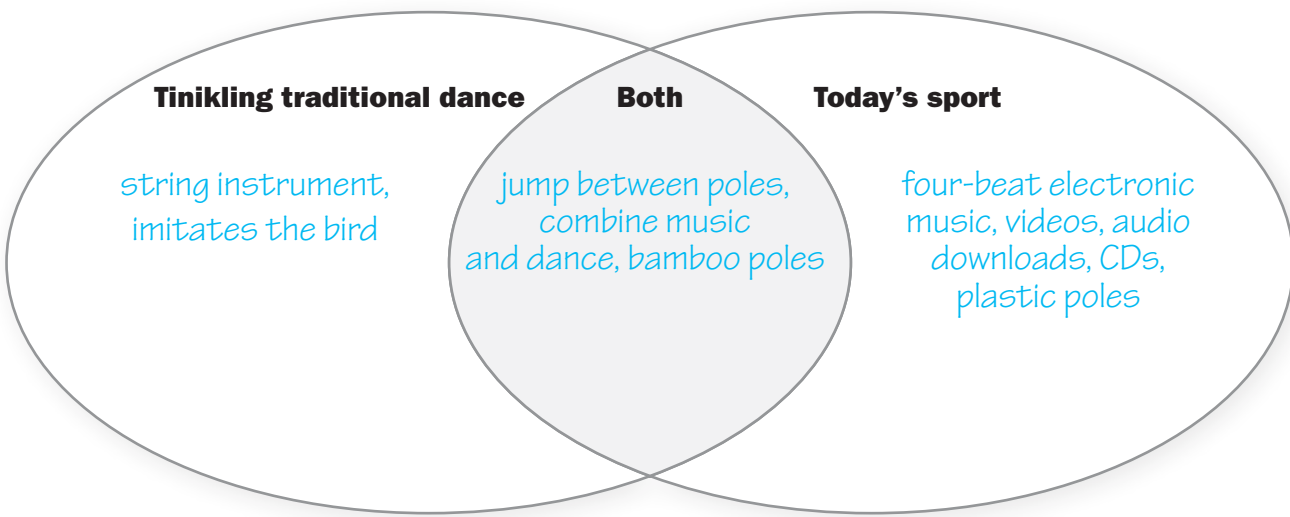
3. There are many tinikling products available now, such as tinikling songs on CDs and audio downloads, dance-step instruction videos, and tinikling sticks made of bamboo or plastic. For the traditional version, you must find thick bamboo poles, but be careful—just imagine the pain if you make a mistake!



9 Write. Read the article again. Answer the questions.

- 1. What activity is tinikling similar to?
jumping rope
- 2. What are the dancers and the bamboo poles imitating?
Tikling bird walking through grass and bamboo
- 3. What modern-day products can we buy for tinikling?
Video, CDs, audio downloads

10 Reread the article. Compare the differences and similarities between the traditional dance and the sport of today. Practice telling a classmate or teacher about tinikling.



11 Write. Read the text again. Write two new sentences about changes in this traditional dance.

Example: The traditional music for the dance was more complex than today's four-beat rhythm.

GRAMMAR

Count and noncount nouns: Talking about amounts

Count nouns

Many / Some / A lot of / A few cultures have a traditional dance.
They perform **a few** traditional songs.
She saw **a couple of** shows last month.

Questions

How **many** downloads were there?
Were there **many** fans outside the door?

Noncount nouns

Some / A little / A lot of / modern dance mixes words too.
Listening to **a little** music before the show is a good idea.
There is **too much** information on fan websites.

Questions

How **much** money do we need?
Did they make **much** noise?

Count nouns are nouns we can count (*one song, two songs*). Noncount nouns are nouns we can't count (*music, time*). They don't have a plural form. We can't use *a / an* or numbers before noncount nouns. Use *a few / many* to talk about count nouns and *a little / much* to talk about noncount nouns.

12 Read. Look at the nouns in **bold** and circle NC (noncount nouns) or C (count nouns).

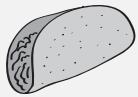
- 1. Hiro is planning his birthday meal, so he's checking how much **food** he has ready. (NC/ C)
- 2. Is there enough **soda**? (NC/ C)
- 3. Hiro needs to buy two or three more **bottles** of soda. (NC C)
- 4. He wants to share a birthday **pizza**.
A sushi-pizza! (NC C)
- 5. Eight people need some **pizza**. (NC/ C)
- 6. Everyone will probably eat at least one **piece** of sushi-pizza. (NC C)
- 7. Hiro only bought two **boxes** of sushi-pizza. (NC C)
- 8. His friends all love sushi-pizza.
Hiro has to buy more **pizza**. (NC/ C)



13 Write. Look at this menu. Sort the food in **bold** into count and noncount nouns.



Viva Tacos! Traditional Mexican flour and corn tortillas



Original Classic **tacos**

Shrimp taco: Two fresh, grilled **shrimps** with sauce and lime **juice** in a soft tortilla
Chicken tacos: Two medium, soft, corn **tortillas**, wrapped around **slices** of chicken
Beef taco: Ground **beef** in a thick tomato sauce, wrapped in a soft tortilla made of **corn**

Vegetarian **dishes**

Black bean or roast vegetable tacos

Salad

Black **rice** salad, green salad, tomato salad, green tomato salad

Salsa

Cheese **sauce**, spicy tomato sauce, lemon **mayonnaise**, spicy green sauce

American fast-food style

Fried tortillas: Replace the soft tortilla with a USA crispy version.

Nachos: Fried corn **chips** with your choice of salsa

Count nouns	Noncount nouns
tacos, shrimps, tortillas, slices, dishes, chips	juice, beef, corn, salad, rice, sauce, mayonnaise

14 Listen. What do the friends choose to eat? TR: 29

- Choice 1: Chicken tacos
- Choice 2: Green tomato salad, spicy green sauce, shrimp tacos
- Choice 3: Original Mexican beef taco, American-style nachos

15 Write. Read the menu again. Write questions about some of the food in the box.

black rice	chicken slices	lemon mayonnaise
roast vegetable tacos	spicy tomato sauce	tortilla bread

- How many: How many chicken slices are there?
- How much: How much black rice is in the salad?
- Are there: Are there a lot of tomatoes in the spicy tomato sauce?
- Is there: Is there much lemon in the lemon mayonnaise?

EXEMPLIFICATION

A good paragraph of exemplification introduces your idea and uses examples to support that idea. We use *for example*, *another example*, and *such as* to introduce these supporting sentences.

16 Organize

- 1. Your topic is to write a paragraph about your own unique ani-mix. Think of two or more animals and mix them together. Draw your animal in your notebook. You need to imagine its name and write examples of how it is unique.
- 2. Plan your ideas in the chart. Research your chosen animals, their appearance and what they can do. If possible, create a photo of your chosen ani-mix to go with your paragraph.

	Animal 1	Animal 2	Animal 3
Name			
Size and appearance			
Body parts (legs, wings)			
Abilities (climbs, swims)			

17 Write

- 1. Go to p. 105 in your book. Reread the model and writing prompt.
- 2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
- 3. Write your final draft. Share it with your teacher and classmates.

Now I Can . . .



talk about how two things combine to make something new.

Write three sentences about how artists combine ideas.

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

- 1. _____
- 2. _____
- 3. _____

compare two or more things.

Complete the sentences using the given words.

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

- 1. Tinikling is cooler (cool) than jumping rope.
- 2. Mash-up music is more difficult (difficult) to perform than many people think.
- 3. I think cooking fried rice is easier (easy) than baking cakes.

use count and noncount nouns.



Write sentences using these words.

food meat songs videos

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

- 1. Answers will vary.
- 2. _____
- 3. _____
- 4. _____

write a paragraph of exemplification.

Write about your idea for a new mix of art, sports, or music. Support your idea with examples. Plan and check your paragraph. Present it to your classmates and teacher.

- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

Choose an activity. Go to p. 95.

Units 5–6 Review

1 Read. Choose the correct word to complete the sentences.

1. Wei doesn't like formal clothes.
- He takes off his school ____ as soon as he gets home.
- a.** uniform **b.** jeans **c.** tights
2. The DJ preferred the second version of the song.
- He thought the newer mix was ____ than the first one.
- a.** worse **b.** better **c.** noisier
3. I like to include stars in all my paintings.
- I ____ stars into all my art work.
- a.** mix **b.** perform **c.** record
4. What type of ____ was the singer wearing on her arms and wrists?
- a.** necklace **b.** tie **c.** bracelet
5. My mother works in a laboratory.
- She has to wear a special suit, for ____ reasons.
- a.** practical **b.** formal **c.** casual
6. Video game designers have to be more creative every year. They have to ____ cool, new ideas that nobody has tried.
- a.** combine **b.** imitate **c.** imagine

2 Listen. Decide if the sentence is *True* (T) or *False* (F). **TR: 30**

1. The original recording was from the 1980s. T
2. He doesn't like formal clothes. T
3. She thinks her friend looks good. T
4. The girl asks for her mother's opinion about her hair. F
5. The boy prefers traditional guitar music. F

3 Read. Choose the best answer to the questions.

1. The wimple was a popular head covering for women in Europe from the twelfth through the fifteenth centuries. Wimples were usually made of cotton or silk. They provided protection from the weather, and they were a way to dress up for formal occasions. Sometimes the wimple covered the top of the head and shoulders, and went around the neck, finishing up at the chin.
2. Wealthy women sometimes used the wimple to display their jewelry. They decorated the cloth before placing it on their head. Sometimes a circle of fabric or metal, like a queen's crown, was placed on the head to hold the wimple in place.
3. Head covering is an ancient fashion for both women and men. Many centuries ago, in Ancient Greece, Rome, and China, men and women covered their heads for a variety of reasons. Today people from countries around the Mediterranean still wear similar coverings to protect them from the strong sun, and to dress up on formal occasions.



1. What was the wimple made from?
- a.** wool **b.** denim **c.** cotton
2. For how many centuries was the wimple in fashion in Europe?
- a.** six **b.** four **c.** one
3. Which part of the body did the wimple not cover?
- a.** shoulders **b.** hands **c.** neck
4. What did some women add to their wimple to show their wealth?
- a.** jewelry **b.** paint **c.** flowers

4 Read the sentences. Circle the correct word.

1. My sweatshirt looks cleaner than yours because I **wash** / **washed** it last week.
2. **Some** / **Much** brides in Morocco still **paint** / **painted** their hands, and in this way they keep the tradition alive.
3. **Many** / **Much** Indian women **pierce** / **pierced** their noses when they got married.
4. Today **a few** / **a little** young Maoris still **wear** / **wore** tattoos on their faces.
5. When she was a teenager, my mom **loves** / **loved** hybrid songs.
6. Last year my neighbor **hates** / **hated** my favorite type of music, but now she likes **much** / **many** of it!