A street vendor sells a kind of ice cream called dondurma in Istanbul, Turkey.

Food for thought

GOALS
- Recognize indirect information in an article
- Talk about ongoing events in the past
- Practice words related to eating at a restaurant
- Listen for reasons in an interview
- Learn how to make your reasons clear
- Write clear instructions in a recipe

1 Work in pairs. Discuss the questions.
1. Look at the photo. What interests you the most in it? Why?
2. What is your favorite kind of street food? Why?

WATCH

2 Watch the video. Which foods do Brian and Tsiory like? Circle B or T.

NATIONAL GEOGRAPHIC EXPLORERS

BRIAN KASTL
TSIORY ANDRIANAVALONA

1 cauliflower T B 4 French fries T B
2 curry T B 5 pizza T B
3 fish soup T B 6 tofu T B

3 Make connections. Discuss the questions.
1. Do you like the foods mentioned in Exercise 2?
2. What foods do you never get bored of eating? Why?
3A

Favorite dishes

READING

1 Think of four countries and one or two well-known foods from there. Work in groups. Take turns saying the foods and guessing the countries.

2 Read the definitions. Then quickly find the words in bold in the article on page 37.

1 A ________ is a detailed list of instructions about how to make a food or dish.

2 __________ are foods made from flour and butter. They are often sweet.

3 A ________ food is one that people have enjoyed for a very long time.

4 People add __________ like ginger or chili, to food to make it taste good.

5 To ________ means to do something nice to show that a day is special.

6 To ________ people or things means to feel sad because they are not with you.

7 ________ are the different foods you need to make a dish.

3 Look at the Reading Skill box. Circle which is the best way to summarize how this article is organized (a, b, or c).

READING SKILL

Understanding how a text is organized

Identifying how a text is organized can help you understand the content. Texts can be organized in different ways. For example:

• by topic—which the text is about.
• by sequence—the order things happened.
• by contrasting ideas—how things are different.

a three interesting stories to show how food has changed from 1683 to now
b three surprising stories to show that foods don’t always come from the place we think they do
c three contrasting stories comparing foods that are popular in different places

4 Read the article. Circle the correct options to complete the sentences.

1 The first recipe for apple pie comes from ________ / ________ rather than the U.S.

2 In 1683, people in Vienna, Austria, made pastries that looked like the sun / moon.

3 Most / All restaurants in Italy do not have spaghetti with meatballs on their menu.

4 Chicken tikka masala became very popular / spicy in the U.K.

5 Look at the Critical Thinking Skill box. Then work in pairs to decide if the author gives the information in 1-4 directly (D) or indirectly (I).

CRITICAL THINKING SKILL

Recognizing direct and indirect ideas

Writers sometimes choose to express information indirectly rather than say it directly. It was raining. (direct)
She needed her umbrella. (indirect)
Recognizing both direct and indirect information can help you understand a writer’s message.

1 Where the first recipe for apple pie is from.

2 People from Vienna were happy that the attack was not successful.

3 People make spaghetti with meatballs using canned tomatoes.

4 Chicken tikka masala is a curry.

SPEAKING

6 Work in groups.

1 Imagine you are planning a special meal for eight people. Discuss which dishes to serve at the meal. Each person should suggest one dish.

2 Describe your menu to the class. Talk about the dishes you chose and why.

Foods with a story

1 Every country has some well-known, traditional foods. We think of fish and chips as British, for example, and apple pie as American. But the way of cooking the fish for fish and chips probably comes from Portugal. And apple pie? The first apple pie recipe is from England, not America.

2 When you bite into a delicious, buttery croissant, you probably think you are eating something French. However, the story of croissants probably begins in Vienna, Austria. In 1683, an army attacked the city, but they lost. People made special pastries in the shape of a moon to celebrate and these became very popular. About 90 years later, Marie Antoinette moved from her home in Austria to France to marry the French king. One story says that she missed typical foods from her country, so French chefs made these pastries for her. Over time, these became the croissants we know today.

3 Is anything more Italian than a plate of spaghetti with meatballs in tomato sauce? In Italy, this dish is usually on the menu only in tourist restaurants. Between 100 and 150 years ago, millions of Italians moved to the U.S.A. In their new country, meat, spaghetti, and canned tomatoes were all cheap and easy to find. So people invented a new recipe with these three ingredients.

4 In Indian restaurants in Britain, a favorite choice is chicken tikka masala, a dish made with spices and a creamy tomato sauce. However, several stories suggest chicken tikka masala is not from India. According to one story, a chef in Glasgow, Scotland, invented it in 1971 after a customer said his curry was too dry. The chef quickly made a sauce using some cream and tomato soup. The customer loved the changes, and soon the dish was popular all over the country.

EXPLORE MORE!

Search online to find out about some of these foods and which country each one really comes from:

Danish pastries, French fries, Korean tacos, Swedish meatballs, Swiss cheese.
LESSON GOALS
• Understand social media posts about cooking disasters and discuss
• Learn how to use the simple past and past progressive
• Recognize weak and strong forms of was and were

READ AND GRAMMAR
1 Work in groups. Look at the photo. Make up a story about what happened and why. Then share your story with another group.

2 Read the Grammar box. Then look at the social media posts and underline other examples of the past progressive.

GRAMMAR Simple past and past progressive
Use the simple past to talk about past events that are finished.
I made an apple pie last week.
Use the past progressive to describe past actions or situations that continued for some time.
I wasn’t paying attention.
When something happened in the past at the same time as another action, use the past progressive to describe the longer action (or the one that started first). Use the simple past for the action that interrupted—or happened in the middle of—the longer action.
I was carrying the lasagne and I dropped it.

Go to page 168 for the Grammar reference.

3 Work in pairs. Complete the sentences with one simple past form and one past progressive form.
1 I __________ (start) to feel very hungry while we __________ (wait) for our food.
2 I __________ (not add) enough cheese while I __________ (make) pasta last week.
3 While we __________ (live) in Buenos Aires, we __________ (have) many delicious meals.
4 She __________ (put) three more potatoes on my plate while I __________ (not look).
5 While we __________ (watch) TV, I __________ (decide) to order some pizza.

4 Work in pairs. Look at the diagram, which shows sentence 3 from Exercise 3. Discuss which sentence (a or b) describes it.

living in Buenos Aires

now

a Past actions can happen many times during a longer action.
b Many different past actions can happen at the same time.

5 Choose a different sentence from Exercise 3. In your notebook, create a diagram to show it.

6 Write true sentences using the two verbs in 1–4. Use one simple past and one past progressive form. Then compare with a partner. Are any of your sentences similar?

1 take / meet
I __________ take the train to school yesterday when I __________ meet an old friend.

2 eat / find
I __________ eat lunch while I __________ find the recipe.

3 buy / drop
everything __________ buy, I __________ drop the lasagne.

4 walk / see
I __________ walk to the kitchen while I __________ see smoke.

EXPLORE MORE!
Search online for more stories about people’s “cooking disasters.” How many of the stories use past progressive verbs?

PRONUNCIATION
7 TIP Look at the Clear Voice box. Listen to the examples. Tell a partner what you notice about the strong and weak forms.

CLEAR VOICE Understanding weak forms (1):
Was and were
Like most auxiliary verbs, was and were have two pronunciations: weak and strong. The weak form is the usual way of saying these words in an affirmative sentence.
I was making dinner yesterday. \(\text{wəz}\)!
However, the strong form is common in short answers to questions and in negative sentences.
A: Who was cooking? \(\text{wəz}\)?
B: We were. \(\text{wər}\)!
She wasn’t happy about it. \(\text{wərnt}\)!

8 TIP Look at the underlined auxiliaries in sentences 1–4. Will it be a strong or a weak form? Listen and check. Which form is easier for you to recognize? Tell a partner.

1 He __________ having sushi for lunch.
2 They __________ interested in eating out.
3 I __________ happy with the food, but he __________
4 A: Who __________ looking for the recipe?
B: We __________

SPEAKING
9 Choose two of the disasters from the list below that happened to you or to a person you know. Practice telling the story of what happened.

a burning something or causing a fire
b cooking something for too long / not long enough
c dropping something on the floor
d forgetting an important ingredient
e using the wrong ingredient

10 Work in groups. Take turns telling your stories. Use the simple past and past progressive correctly.
Eating out

LEARNING GOALS
• Listen for reasons in an interview
• Learn vocabulary for eating at a restaurant
• Practice stressing words to express meaning
• Talk about restaurant experiences

SPEAKING

1. Work in groups. Read the text about different kinds of restaurant customers. Discuss the questions.
   1. Do you think the descriptions are trying to be serious or funny? Why?
   2. Which type of restaurant customer are you most similar to? Why?

Different Restaurant Customers

Picture takers
These customers only order food that looks good in photos. They take photos of each dish and post them online.

Conversation lovers
Diners like these don’t care about the food because they’re interested in talking, not eating. Their meals take a long time because they talk, and talk, and talk, and...

Food experts
These restaurant customers usually order only delicious, high-quality dishes. Their meals take a long time because they ask hundreds of questions about the ingredients.

Money savers
These kinds of restaurant-goers only order cheap dishes. Their meals take a long time because they check the price of everything and then calculate how much it is all going to cost.

Healthy eaters
Customers like these only order low-fat, low-salt, and low-sugar food... even if it’s also low-taste. They never eat dessert and they eat out quickly to get to the gym.

LISTENING

2. LISTEN Listen to an interview with Caroline Bennett, a successful restaurant owner. Match the beginnings of the sentences (1–5) with the endings (a–e).
   1. In 1980s, Caroline had an idea to open a restaurant.
      a. live in Japan for a year.
   2. In 1994, Caroline decided she was ready to start a restaurant.
      b. open a sushi restaurant.
   3. About 20 years ago, Caroline wanted to open a restaurant in her own kitchen.
      c. start a second company.
   4. In 2004, Caroline made the decision to begin to prepare food for customers in her own kitchen. She serves them in her home, too.
      d. take a lot of photos.
   5. A few years ago, Caroline’s customers began to like a different kind of food.
      e. eat tuna off her menu.

3. LISTEN Look at the Listening Skill box. Then listen to the interview again. In your notebook, write answers to questions 1–4.

LISTENING SKILL
Listening for reasons
It’s often important to understand the reason why a thing happened or a person did something. Speakers sometimes use specific phrases to give reasons, such as because (of) something. You can also think about possible reasons by asking yourself: Why did this happen?

1. Why did Caroline start a restaurant?
2. Why did she stop selling tuna?
3. Why did she start a second company?
4. Why are many people changing what they eat?

VOCABULARY

4. Work in pairs. Look at the excerpt from the interview. Answer questions 1–7 below. Then listen and check.

“Raw fish is really popular now. So people know more about it and they expect their sushi to be both delicious and cheap. [...] More people are vegetarian or vegan than before. And even people who do eat meat may eat it rarely. [...] People want to try new dishes and flavors when they eat out. [...] I know somebody who started a pop-up restaurant in her home. She prepares food for customers in her own kitchen. She serves them in her home, too.”

Which word in bold means:
1. very good to eat?
2. not cooked?
3. a type of food served as part of a meal?
4. people who do not eat meat?
5. people who do not eat anything from animals?
6. to bring food to people?
7. to make food ready for people to eat?

Go to page 161 for the Vocabulary reference.

5. Complete the three social media posts with the correct form of the words from Exercise 4.

I became an 1 a couple of months ago. Not eating meat at all! But I don’t think I can become an 1 because I like cheese too much!

Had sushi and sashimi for the first time yesterday. Didn’t think 2 fish would be so good! Liked watching the chefs 3 it. The waiters 4 the food on beautiful plates from Japan, too.

My friend and I chose the same chicken 5 at our local Thai restaurant. She thought it was 6 but it was a little too spicy for me.

PRONUNCIATION


CLEAR VOICE
Stressing words to express meaning
To make the meaning of a sentence clear, especially to correct a mistake, you can give extra stress to a word or phrase.

Excuse me, I ordered the salmon. (="You have given the dish I ordered to the wrong person.")
Excuse me, I ordered the salmon. (="You have given me the wrong dish.")

7. Look at the conversations between a waiter (W) and a customer (C). Underline which word(s) you think the customer will stress. Then listen, check, and repeat.

1. W: Here you go—two small teas and two pastries.
   C: Actually, I ordered two small teases and two pastries.
   C: Actually, I ordered two small teas and two pastries.

2. W: Here you go—two large pizzas and salads.
   C: Actually, we ordered two small pizzas and salads.
   C: Actually, we ordered two small pizzas and salads.

3. W: Here you go—a burger with a green salad.
   C: Actually, I ordered a burger with fries.
   C: Actually, I ordered a burger with fries.

4. W: Here you go—one chicken curry and one bowl of rice.
   C: Actually, we ordered two chicken curries and two bowls of rice.
   C: Actually, we ordered two chicken curries and two bowls of rice.

8. In pairs, write your own scenarios like those in Exercise 7. Practice your conversations. Take turns being the waiter and customer. Use stress to express meaning.

SPEAKING

9. Work in groups. Talk about a time when you had a great or terrible meal at a restaurant.
   Say:
   • which type of restaurant you went to.
   • where the restaurant was.
   • what you had there.
   • how much you enjoyed or hated it.
LESSON GOALS
- Understand and use indefinite pronouns correctly
- Learn ways to make your reasons clear
- Roleplay conversations to practice giving reasons

3D

Making your reasons clear

SPACING
1 Work in pairs. Discuss the questions.
1 What is your favorite type of restaurant?
2 When you are choosing a restaurant to eat at, what things are important for you, e.g., the type of food, the prices, the staff?

READING AND GRAMMAR
2 Read the restaurant advertisement. What food do they serve at Paolo’s?

At Paolo’s Italian Café, we have something for everyone. We serve delicious pasta, fish, and meat dishes, and you won’t find a better pizza anywhere. Nobody makes better desserts and everything’s a great price! You can ask for something that’s not on the menu because Chef Paolo can make anything! Our food is also available to go.

3 Read the Grammar box. Work in pairs.

GRAMMAR
Indefinite pronouns
Use indefinite pronouns to talk about people or things in general. Many indefinite pronouns combine some—any, every, or no—with body, one, thing, or where. You can ask for something that’s not on the menu (some is common in positive statements) everything’s a great price (every is common in questions, positive, and negative statements) you won’t find a better pizza anywhere (any is common in questions and in sentences with not) Nobody makes better desserts. (because no—pronouns mean not any, don’t use not with them)

Go to page 168 for the Grammar reference.

4 Work in pairs. Complete sentence pairs 1–6 with these indefinite pronouns.

1 I think _______ was happy to eat pizza again. = I don’t think anyone was unhappy to eat pizza again.
2 _______ on our menu is vegetarian. = Nothing on our menu has meat or fish in it.
3 I didn’t have _______ to eat for breakfast. = I had _______ to eat for breakfast.
4 _______ said the food was too spicy. = I didn’t hear anyone say the food was too spicy.
5 Can anybody help me wash the dishes? = I’d like _______ to help me wash the dishes.
6 We couldn’t find _______ that sold vegetarian food. = Nowhere we looked served vegetarian food.

5 Work in groups. Discuss possible problems you might have in each situation and why.
• cooking for somebody you don’t know very well
• going to a restaurant with friends when everyone likes different types of food
• finding somewhere to eat in a city you don’t know very well

MY VOICE

6 Watch the video about a way to communicate more effectively. Then discuss the questions in pairs.
1 Why did Luke have problems in the first two examples?
2 Why did Luke not have problems in the second two examples?

7 Look at the Communication Skill box. Work in groups. Discuss whether it would be helpful or not helpful to explain your reason(s) in situations 1–4 and why.

COMMUNICATION SKILL
Making your reasons clear

Mentioning the reason why you are saying something or asking why another person has said something can be particularly important when you are talking to someone who has a different communication style or speaks a different language. Being clear about your reasons can help you avoid…
• problems with a bad decision.
• making someone else unhappy or uncomfortable.
• a difficult or possibly dangerous situation.

1 You don’t want to join some friends who are sitting outside at a café, because it’s too cold.
2 You are very late to dinner at your boss’s house because your train was canceled.
3 You don’t want to meet with your colleagues for Thai food because you can’t eat peanuts and are worried that some of the dishes will contain them.
4 You decide not to go to your end-of-year work party because you don’t like parties.

8 Look at the Useful Language box. Then work in pairs to answer questions 1–3.

Useful Language Giving reasons
The reason is that… / (This is) because…
You see,… / It’s just that,… / The thing is,… I’d rather,… because,… / I’d prefer… or,… / Actually, since,… , could…?

Which phrases would you use to…
1 give your reason indirectly?
2 state your reason directly?
3 explain why you want to do something different?

9 OWN IT! Work in pairs. Read the situations below. Create two roleplays. Use the Useful Language box to help you.

1 One of you really wants to eat at a popular Indian restaurant, but the other person doesn’t like spicy food.
2 One of you gives the other person a homemade cake, but the other person can’t eat it because they can’t eat eggs.
Comfort food recipes

SPEAKING
1. Work in groups. Read the definition. Then discuss questions 1 and 2 below.

comfort food (nouns usually uncountable) food that makes you feel better, or that reminds you of home cooking or your childhood

1. What is your favorite comfort food? Why do you like it?

2. Do your comfort foods change at different times of year or when you are not well?

READING FOR WRITING

NATIONAL GEOGRAPHIC EXPLORERS

2. Work in pairs. Student A: Read Tsiory Andrianavalona’s recipe. Student B: Read Brian Kastl’s recipe. Then follow steps 1 and 2.

1. Are there any ingredients the cook can choose to add or not?

2. Tell your partner the ingredients they need to make your recipe, then explain how to make it.

3. Work in pairs. Discuss which dish you would prefer to eat, and why.

Dried fish soup

Ingredients
• 3 potatoes
• 1 large onion
• 2 whole dried fish
• 3½ cups of water
• a little oil
• 1 cup of coconut milk
• 2 teaspoons of green curry paste
• some oil
• 4 or 5 cups of mixed vegetables
• 300 grams of tofu
• some oil
• 2 teaspoons of green curry paste

Preparation
You first need to cover the dried fish in water and leave them for at least half an hour. While the fish are soaking, chop the onion and chili. After about ten minutes, add three more cups of water, the potatoes, and the vegetables—they can be any vegetables you like—and the tofu. Cook the onion in oil for three minutes. Then, add the chili and cook for one more minute. Add the green curry paste and cook for another minute. Add a cup of hot water, the coconut milk, and some fish or soy sauce, and cook until it boils. Then, reduce the heat and cook for five minutes. Next, add the vegetables and tofu. Finally, add some lime juice and enjoy it with a bowl of rice.

Green curry with tofu

Ingredients
• 1 small onion
• 1 chili
• 4 or 5 cups of mixed vegetables
• 300 grams of tofu
• some oil
• 2 teaspoons of green curry paste
• 1 cup of coconut milk
• fish sauce or soy sauce
• juice from 1 lime

Preparation
Chop the onion and chili. (Do you like spicy food? Use more than one chili!) Also, chop the vegetables—they can be any vegetables you like—and the tofu. Cook the onion in oil for three minutes. Then, add the chili and cook for one more minute. Add the green curry paste and cook for another minute. Add a cup of hot water, the coconut milk, and some fish or soy sauce, and cook until it boils. Then, reduce the heat and cook for five minutes. Next, add the vegetables and tofu. Finally, add some lime juice and enjoy it with a bowl of rice.

3E

4. Look at the Writing Skill box. In addition to recipes, can you think of some other kinds of writing that need clear instructions? Discuss with a partner.

WRITING SKILL
Giving clear instructions

Recipes and other kinds of descriptions of how to do something need to be clear and accurate. Some examples include:

<table>
<thead>
<tr>
<th>instruction</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>saying how much</td>
<td>500 grams of sugar / two eggs</td>
</tr>
<tr>
<td>saying how long or how often</td>
<td>cook for 40 minutes / leave for an hour first / next / after that / at the same time</td>
</tr>
<tr>
<td>giving the order of steps</td>
<td>first / next / after that / at the same time / before</td>
</tr>
<tr>
<td>giving more information</td>
<td>at 200 degrees / chop into small pieces</td>
</tr>
</tbody>
</table>

5. Read the two recipes again. Underline some examples of the following.

1. information about how much
2. information about how long or how often
3. words that explain the order of steps
4. information that is important

6. Work in pairs. Look at the Critical Thinking Skill box. Then read sentences a and b. Which sentence can you add to Brian’s recipe and which to Tsiory’s? Decide the correct place to add them.

CRITICAL THINKING SKILL
Solving possible problems

When writing or giving instructions, think about common problems that people following the instructions might have. Then mention those problems in your instructions and suggest ways to solve or avoid them.

a. Make sure you cook the vegetables until they are soft enough to eat.

b. Do not stir the pot much because the fish will break into pieces.

7. Work in groups. Read the short recipe, then complete tasks 1–3.

Break some eggs into a bowl. Add some ingredients such as cheese, mushrooms, and chopped tomatoes. Add salt and pepper. Mix everything well. Cook it.

1. Discuss what dish this recipe might be for and what other ingredients you could add.

2. In your notebooks, rewrite the recipe using accurate information and the ingredients you chose. Mention possible problems and give solutions, too.

3. Discuss your new version of the recipe with the class. Which groups’ recipes do you want to eat? Why?

WRITING TASK

8. WRITE Using Tsiory’s and Brian’s recipes as a model, follow the steps to write a recipe.

1. Choose a dish you know how to make.

2. Make notes about how to prepare this food.

3. Write your recipe.

9. CHECK Use the checklist. Your recipe...

• gives clear instructions about how much to use of each ingredient.

• gives clear instructions about how long or how often to do each step.

• uses the correct verbs for the preparation of the food.

• gives clear instructions about which order to use each ingredient.

• explains information about the order of the steps.

• explains information that other people may not know.

10. REVIEW Exchange recipes with another student. Did they include at least three things from the checklist? Offer at least one idea for how to improve their recipe. Discuss how much you want to try each other’s recipes.

Go to page 155 for the Reflect and review.