

UNIT 2

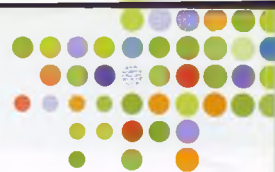
Food and Taste

- READING ● previewing a text
- VOCABULARY ● use of context to understand words
- WRITING ● using descriptive adjectives
- GRAMMAR ● use and placement of adjectives



LEARNING OUTCOME

Write a paragraph about your favorite dish using descriptive adjectives.



Unit QUESTION

What makes food taste good?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What kinds of foods do you eat every day?

What foods do you have on special occasions, such as holidays or birthdays?

Look at the photo. Do you think how food looks—its presentation—affects how it tastes? Explain.

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 5 on CD 1, to hear other answers.

C Take the quiz to discover what tastes you prefer. Circle your answers.

WHAT

TASTES

DO YOU PREFER?

- 1. What kind of juice do you prefer?**

 - a. pineapple
 - ☒ b. orange
 - c. grapefruit
- 2. When eating at a restaurant, do you prefer to have an appetizer or a dessert?**

 - a. appetizer
 - b. dessert
 - ☒ c. both
- 3. For a snack, which do you prefer?**

 - ☒ a. crackers and cheese
 - b. cookies
 - c. carrots
- 4. Do you drink coffee or tea? If so, how do you like it?**

 - a. black (no milk or sugar)
 - b. with milk
 - c. with sugar
 - ☒ d. with milk and sugar
- 5. Which do you prefer to have for dessert?**

 - ☒ a. vanilla ice cream
 - b. chocolate cake
 - c. I don't like sweets.





D Work with a partner. Discuss your answers to the questions in Activity C. Then answer the questions below.

1. Foods can have different tastes. They include sweet, sour, salty, and bitter. What did your answers tell you about the types of foods you prefer?
2. Were your answers very different from your partner's answers? If so, what is one way to explain the differences?

READING 1 | Knowing Your Tastes

VOCABULARY

Here are some words and phrases from Reading 1. Read their definitions. Then complete each sentence. Compare your answers with a partner.

- balanced** (*adj.*) consisting of parts that are in the correct or pleasing proportions
- identify** (*v.*) to recognize or be able to say who or what something is
- likely** (*adj.*) probable or expected *to do smth*
- be made up of** (*phr.*) to consist of
- at risk** (*phr.*) in danger *of doing smth*
- recognize** (*v.*) to know again someone or something that you have seen or heard before
- sensitive** (*adj.*) easily hurt or damaged by something
- system** (*n.*) a group of things or parts that work together
- typically** (*adv.*) usually, normally

1. I did not recognize Rosa at first because she had a new short haircut. She had very long hair the last time I saw her.
2. Water is made up of hydrogen and oxygen.
3. The human digestive system includes the mouth and stomach. It helps to change the food we eat into energy.
4. People who don't eat well are more likely to get sick than people with healthy diets.
5. People who eat healthy foods and exercise typically have fewer health problems than people who don't.
6. Su-jeong is very sensitive to cold, so she usually wears a scarf and a sweater, even in warm weather.
7. Most health experts agree that a balanced diet should include different types of foods, such as meat, fruits, vegetables, bread, and cheese.
8. People who don't sleep enough are at risk of getting sick. When you're tired, it's much easier to catch a cold or the flu.
9. The police used a photograph to identify the man who stole Anita's wallet.

PREVIEW READING 1

This is a magazine article. It discusses taste and why people like and dislike certain foods. Look at the photos and subheadings. Why do you think people like and dislike certain foods?

What do you already know about this topic?

Read the article.



Knowing Your Tastes

Food Likes and Dislikes

- 1 Why do some people love spicy food and others hate it? Why do many people dislike broccoli? Why do some people want sweets all the time? Human taste is not as simple as liking or disliking something. The kind of tongue you have can affect your food choices—and your health.

How the Tongue Works

- 2 The human tongue **is made up of** a group of muscles and taste buds that work together to **recognize** taste. The average adult tongue has 10,000 taste buds, which are tiny bumps located on the tongue. Tiny hairs on the end of the taste buds tell us whether food is sweet, sour, bitter, or salty. The taste buds send messages to the brain as chemicals from the food enter the nose. Together, the taste buds and nose tell the brain exactly what the tongue is tasting. This complex **system** helps humans survive by recognizing which foods are safe and which might be dangerous.

Nontasters, Medium Tasters, Supertasters

- 3 Although all humans have taste buds, we do not all have the same number of them.

Medium tasters **typically** have 10,000 taste buds. These “average tasters” make up about 50 percent of the world population. *Nontasters*, 25 percent of the population, have half the number of taste buds as medium tasters. The remaining 25 percent are *supertasters*. Supertasters have four to six times as many taste buds as nontasters and twice as many as medium tasters (see Figure 1). Research shows that supertasters are more **likely** to be women and from Asia, Africa, and South America.

Different Worlds for Different Tasters

- 4 Supertasters live in a very colorful world of tastes, nontasters live in a gray world, and medium tasters are somewhere between the two. Supertasters think that a lot of foods are too strong. In addition to having more taste buds, supertasters are born with a gene¹ that makes them **sensitive** to bitter foods. Consequently, they dislike broccoli, cauliflower, grapefruit, and even coffee. With more taste buds, they can more easily feel fatty foods in their mouths. As a result, they stay away from high-fat food items like french fries and sweets. They are also very sensitive

¹ **gene**: a part of a cell in a living thing that decides its characteristics

to pain on the tongue, so they avoid spicy food. Nontasters, on the other hand, experience fewer tastes in general, so they can enjoy hot foods like chili and pepper with much less pain.

Supertasters, Nontasters, and Diet

- 5 As a rule, humans avoid foods that taste bad and eat foods that give them pleasure. Since supertasters avoid bitter fruits and vegetables, their diets are sometimes not **balanced**, which could put them more **at risk** for certain types of cancers. However, they

also dislike fatty and sweet foods, so they tend to be thinner and at lower risk for heart disease and diabetes². In contrast, nontasters like foods high in fat because their tongues do not react negatively to them. All people should pay attention to what they eat, but nontasters and supertasters must be more aware of the foods they are consuming or avoiding and find other ways to make up the difference.

What Kind of "Taster" Are You?

- 6 If you can **identify** which kind of taster you are, you will be able to make more educated choices about your diet. This simple test can show whether you are a nontaster, medium taster, or supertaster. Put a small amount of blue food coloring on your tongue. Take a piece of notebook paper (the kind with three holes punched out), and put one of the holes over your tongue. Your taste buds will look like little pink bumps on your blue tongue. Count how many bumps you see in the hole. If there are five bumps or fewer, you are a nontaster. If there are 30 or more, you are a supertaster. If there are between 5 and 30, you're a medium taster.

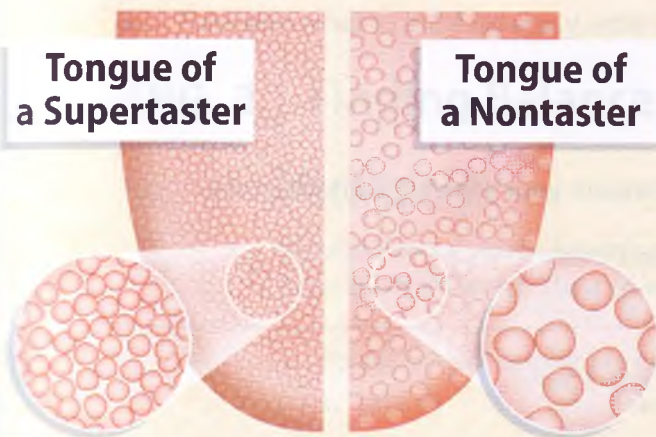


Figure 1 Supertasters have many more taste buds than nontasters.

² diabetes: a serious disease in which a person's body cannot control the level of sugar in the body

MAIN IDEAS

Circle the answer to each question.

1. What is the main idea of the article?
 - a. As a rule, humans eat foods that taste good and avoid foods that taste bad.
 - ☒ b. The kind of taster you are can affect both your food choices and your health.
 - c. Supertasters live in a colorful world of taste, but nontasters live in a gray world.
2. Which statement is true about taste buds?
 - ☒ a. They tell the brain how food tastes.
 - b. They send messages to the tongue.
 - c. The average person has 5,000 taste buds.

3. Which statement is true about the number of taste buds a person has?
 - a. How many taste buds you have has no effect on taste.
 - b. The number of taste buds you have can cause you to like or dislike certain foods.
 - c. The more taste buds you have, the more you enjoy spicy foods.
4. Which statement is true about the three different kinds of tasters?
 - a. Finding out what kind of taster you are can help you make important decisions about your diet.
 - b. Supertasters are more likely to be men from Asia, Africa, and South America.
 - c. You need a complex test to show you what kind of taster you are.

DETAILS

Answer these questions. Then compare your answers with a partner.

1. What four tastes can taste buds identify?

sweet, sour, salty and bitter

2. How many taste buds do nontasters have?

5000 buds

3. Who is more likely to be a supertaster, a woman from Italy or a woman from Korea?

a woman from Korea

4. What types of foods do supertasters avoid?

broccoli, cauliflower, grapefruit and coffee they are bitter

5. Why should supertasters and nontasters pay close attention to the foods they eat?

to keep a diet



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you think you are a nontaster, medium taster, or supertaster? Why?
2. What foods do you really like or dislike? Choose one food and describe what you like or dislike about it.
3. In addition to the type of tasters they are, what are other possible reasons why people like certain foods and don't like others?

READING 2 | Finding Balance in Food

VOCABULARY

Here are some words from Reading 2. Cross out the word that is different from the bold word. Then compare your answers with a partner.

1. People who **consume** too many calories typically gain weight.
a. take in ~~b. waste~~ c. eat
2. The foods we eat often during childhood can **influence** the foods we prefer as adults.
a. ~~make~~ b. affect c. help determine
3. The **concept** behind organic food is that farmers should grow fruits, vegetables, and grains without harmful chemicals.
a. idea b. ~~part~~ c. belief
4. Normandy, a northern **region** of France, is home to many famous cheeses.
a. area b. place c. ~~direction~~
5. Italian **cuisine** is known for its rich, fresh sauces and its pasta dishes.
a. ~~history~~ b. cooking c. food
6. I had a very healthy dinner last night. I ate meat, vegetables, some fruit, and just a small **portion** of dessert.
a. amount b. ~~kind~~ c. quantity
7. The **practice** of eating with one's hands is considered rude in some cultures but polite in others.
a. action b. ~~advantage~~ c. custom

8. A unique **property** of water is that it takes up more space when it is ice than when it is a liquid.
 - a. quality
 - b. characteristic
 - c. size
9. One **principle** of vegetarian diets is that eating fruits, grains, and vegetables is healthier for you than eating a meat-based diet.
 - a. basic rule
 - b. ~~decision~~
 - c. belief
10. Various cultures use different **methods** for preparing foods.
 - a. ~~problems~~
 - b. ways
 - c. processes

Reading Skill

Previewing a text



Previewing means looking through a text quickly to find the topic and main ideas before you read the whole text. Previewing gives you a general understanding of the reading first, which will help you when you read the whole text from beginning to end. When you preview, the goal is to predict what the text is going to talk about.

Previewing usually includes these steps:

- reading the title and subtitles
- looking at the photographs and pictures
- reading the first and last paragraphs

After you preview a text, you should be able to answer these questions:

- What is the topic of the reading?
- What ideas are discussed in the reading?

A. Look at Reading 2. Follow these steps as you preview the text.

Step 1: Read the title and subtitles.

1. What is the title of the reading? Write it below.

finding Balance in food, food, balance and culture; France; balancing geography and portions; China: balancing Yin and Yang; Different cultures, shared desire.

2. There are four headings within the reading. Write them below:

Food, Balance, and Culture

Step 2: Look at the pictures.

Look at the photo and pictures. What are they of?

pictures of regions of France and Yin-Yang symbol

Step 3: Read the first and last paragraphs.

Read the first and last paragraphs quickly. Underline the topic sentence of each paragraph.

B. What is the topic of the reading?

definition of a "balance diet" and

C. What ideas are discussed in the reading?

balance diet, different cultures have different menus

PREVIEW READING 2

This is an article from an online food magazine that discusses how culture can affect people's food choices. Look back at your answers to the questions in the Reading Skill activities above. What do you already know about this topic?



Read the article.

Finding Balance in Food

Food, Balance, and Culture

Nutritionists around the world often speak about the importance of a balanced diet. A balanced diet usually means eating more fruits, vegetables, and grains and **consuming** fewer foods high in fat, sugar, and cholesterol. When comparing the food habits of different cultures, however, the definition of a "balanced diet" might also be seen differently. A person's culture can **influence** the way he tries to find balance in the foods he consumes. Cultures might view balance differently according

to the way a dish tastes, or how a meal is prepared and served. Looking at the **concept** of a "balanced diet" through the eyes of two very different cultures makes it clear that the definition can differ greatly.

France: Balancing Geography and Portions

- For the French, balance does not come only from using different kinds of ingredients; enjoying the tastes of the country's many **regions** can also make their diet feel balanced. France is divided into 22 regions.



Figure 1 France has 22 different regions.

Each region has its own local **cuisine** and food traditions, or what the French call *terroir*. The French embrace¹ all 22 regions and the cuisine produced in each. French cafés, restaurants, and food advertisements often refer to² the different regions, and to the fact that French people find pleasure in eating foods from different parts of the country in a search for balance.

- 3 One can also see balance in the way the French serve their food. A traditional French meal can have from three to seven different courses. It might include an appetizer, a main plate, a side plate, a cheese plate, a salad, and a dessert, which makes it a well-balanced dining experience. Each dish is eaten and enjoyed separately, and **portions** are small. This **practice** has even affected the menus of fast-food chains. Many French people dislike the traditional fast-food meal because it is too simple and quick, so fast-food restaurants in France have changed their menus. Some now include an appetizer, a main dish, a dessert, and a coffee to offer diners the balance they want.

¹ embrace: to accept something

² refer to: to talk about

China: Balancing Yin and Yang

- 4 Like French cuisine, traditional Chinese cooking also tries to find balance, but in a different way. In China, the concepts of *yin* and *yang* influence the way food is traditionally prepared and eaten by the Chinese. Yin and yang symbolize balance and harmony between opposing forces (Figure 2). According to traditional beliefs, some foods, like carrots, water, and tofu, have yin **properties** because they are “cool” foods, which decrease body heat. In contrast, yang foods, such as chicken, eggs, and mushrooms, are “warm” foods, which increase body heat. The **principles** of yin and yang can apply to cooking **methods** as well. Water-based cooking like boiling and steaming has yin qualities. Frying and roasting are yang methods.

- 5 The challenge in traditional Chinese cooking is to prepare and eat meals that balance yin and yang qualities. The Chinese believe that



Figure 2 The yin-yang symbol

achieving this kind of balance can result in improved health. For instance, dishes like beef with broccoli and sweet and sour chicken are considered healthy because they have a balance of foods, colors, flavors, and textures. They believe diseases result when there is too much yin or yang in the human body. To the Chinese, food acts as medicine. A person with heartburn might have too much yang because she is eating too much spicy food. As a result, a doctor might tell her to drink iced tea, a source of yin, to balance the yang force.

Different Cultures, Shared Desire

- 6 France and China have very different cultures, and people in each culture have their own ideas of what constitutes a balanced meal, whether it is tastes, menus, ingredients, eating habits, or nutritional benefits. What connects the two, however, is a shared

desire to find some kind of balance. A look at their food preferences also suggests that culture and food are not separate from each other. They are closely related, and their connection can be observed around the world in very different and fascinating ways.

MAIN IDEAS

Circle the answer to each question.

1. What is the main purpose of the article?
 - ☒ a. to compare how two cultures find balance in food
 - b. to explain why the French do not like fast food
 - c. to describe the concepts of *yin* and *yang*
2. What is the main idea of Paragraph 2?
 - a. Each of the 22 regions in France has its own *terroir*.
 - ☒ b. In France, balance comes from eating foods from different regions.
 - c. The French find pleasure in eating at different kinds of restaurants.
3. What is the main idea of Paragraph 3?
 - a. Many French people do not like to eat at fast-food restaurants.
 - ☒ b. The French balance their meals by serving many small courses.
 - c. Some fast-food restaurants in France offer three-course meals.
4. What is the main idea of Paragraph 4?
 - ☒ a. Yin and yang help create balance in Chinese cooking.
 - b. Yang foods are believed to increase body heat.
 - c. Carrots and water are yin foods because they are cool.
5. What is the main idea of Paragraph 5?
 - a. Preparing balanced meals is a challenge.
 - b. Too much yang can cause heartburn.
 - ☒ c. Meals that balance yin and yang can improve health.

DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- T 1. *Terroir* means local food and traditions.
- F 2. There are no fast-food restaurants in France.
- F 3. French meals always have seven courses. *9-11 courses*
- T 4. The French prefer to eat small portions of food.
- F 5. Eggs and mushrooms are considered *yin* foods.
- T 6. Frying and roasting are *yang* cooking methods.



WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you prefer to eat more variety but smaller portions of food, or less variety but bigger portions? Why?
2. What foods do you enjoy from cultures other than your own? How are they different from the food you grew up with?

B. Think about both Reading 1 and Reading 2 as you discuss the questions.

1. What makes food taste good to you?
2. Which foods did you dislike as a child? Which foods do you dislike as an adult? Why do you think food preferences change as you get older?



Learning to read without stopping to look up new words can help you read faster and understand more. When reading, try to guess the meaning of a new word from **context**. Context refers to the other words and ideas in the sentence that are around the new word:

[A balanced diet usually means eating more fruits, vegetables, and grains and **consuming** fewer foods high in fat, sugar, and cholesterol.

The context around the word *consuming* suggests that the sentence is about what kinds of food to eat and not eat in order to have a balanced diet. Therefore, you can guess that *consuming* has a similar meaning to *eating*.

If you need to know what a word means, start by guessing from the context. If a sentence does not give enough context, then look the word up in the dictionary.

A. Read each sentence and try to answer the question that follows. (The underlined words are for Activity B.)

1. People in every culture have their own ideas of what constitutes a balanced meal, whether it is tastes, menus, ingredients, eating habits, or nutritional benefits.

What things can make a balanced meal?

tastes, menus, ingredients, eating habits, and nutritional benefits

2. Beef with broccoli and sweet and sour chicken are two famous dishes that can be found in most Chinese restaurants.

What foods are common in Chinese restaurants?

3. French cheeses can have different textures, from soft cheeses like *Brie* to hard cheeses like *Cantal*.

In what way can French cheeses differ?

4. Nontasters have a taste for sugary foods, which means they eat sweets more often than other people.

Why do nontasters eat sweets?

5. Cultures might view balance differently according to the way a dish tastes, or how a meal is prepared and served.

In what ways can cultures find balance in food?

6. In traditional Chinese cooking, foods are in harmony when there is an equal amount of *yin* and *yang* foods together.

What foods work together in Chinese cooking?

B. Check (✓) the word or phrase that is closest in meaning to each underlined word from Activity A. Look at the context to help you choose the best word or expression.

1. constitutes

___ a. eats
___ b. makes

4. taste

___ a. an idea
___ b. a liking

2. dishes

___ a. meals
___ b. tastes

5. view

___ a. think about
___ b. eliminate

3. textures

___ a. ways that things feel
___ b. ways that things smell

6. harmony

___ a. a good recipe
___ b. a good combination

C. Choose four words from Activities A and B. Write a sentence using each word.

1. _____
2. _____
3. _____
4. _____

Writing Skill

Using descriptive adjectives



Adjectives are words that describe nouns (*people, places, things, and ideas*). Writers use a lot of adjectives in order to make their descriptions both interesting and clear. They describe what they *see, hear, smell, taste, touch, and feel*. They paint a picture with words so that readers can easily imagine or “see” what they are describing. Using **descriptive adjectives** in your writing will make it more interesting for the reader.

Non-descriptive: I ate a meal at a restaurant downtown.

Descriptive: I ate a **delicious, savory** meal at a **cozy French** restaurant downtown.

A. Read the paragraph. Then answer the questions with a partner.

My Mother's Yorkshire Pudding

Whenever I think of my mother's cooking, I always remember her delicious Yorkshire puddings. Although I grew up in the United States, my mother often cooked dishes from her home country of England. She has always been an excellent cook, and one of her best recipes is called Yorkshire pudding, which is a traditional English pastry. It is a simple dish made with eggs, flour, and milk. My mother's Yorkshire puddings taste so good because they are light, crisp, and slightly sweet. She serves them with delicious warm gravy, but I prefer them sweet with strawberry jam. They

are very special because she only serves them on holidays. My sister and I always fight for the last one because they are so delicious. I have had many other people's Yorkshire puddings, but my mother's have always tasted better. Not only are hers homemade, but they also have a special taste that always makes me think of her. They also make me remember my British ancestry and my mother's history. They help me connect to my past and to my family. Yorkshire pudding is such a simple and common English food, but it will always be special to me because of my mother.

1. What is the topic sentence? Underline it.
2. What is the concluding sentence? Underline it.
3. How does Yorkshire pudding taste? Circle the sentence that describes the taste.

- B. Write the adjectives the writer uses to describe Yorkshire pudding.**
You can look at the paragraph to help you.

delicious, traditional

Grammar Use and placement of adjectives



Adjectives are words that describe nouns (*people, places, things, and ideas*) and are always singular. When two or more adjectives are used before a noun, they usually follow the order given in the chart below.

Opinion/ Quality	Size	Age	Shape	Color	Origin	Material	Kind/ Purpose
beautiful	big	old	round	yellow	Chinese	glass	serving
expensive	small	new	square	green	French	leather	running

Rosario lives in a **big, old** house in the country.
We ate dinner at the **new French** restaurant in our neighborhood.
Ming gave Ella and Mike a **beautiful glass serving** dish as a wedding gift.
Eduardo bought a pair of **expensive leather running** shoes.

We do not usually use more than three adjectives before a noun. We use two or three adjectives and then add additional descriptive phrases after the noun.

Leila wore a **beautiful green silk** skirt from India.

Tip Critical Thinking

Activity A asks you to **classify** adjectives. When you classify, you put things into groups according to certain qualities or principles. **Classifying** information can help you understand it better.

- A. Work with a partner. Write each adjective in the correct column of the chart on page 41.**

Korean	rectangular	orange	American
oval	triangular	unusual	teenage
little	common	metal	huge
pretty	cotton	antique	medical
funny	friendly	silk	nice
lovely	ugly	wedding	elderly
glass	plastic	traditional	writing
tasty	cheap	dancing	racing
wool	Brazilian	Omani	ceramic
modern	fashionable	hiking	ancient
interesting	uncomfortable	wonderful	elegant

Opinion/Quality	Size	Age	Shape
cheap			
Color	Origin	Material	Kind/Purpose
			hiking

B. Write a sentence about each topic. Use three adjectives from different categories in each sentence. You can use adjectives from the chart in Activity A or use your own ideas.

1. your favorite dessert

2. a member of your family

3. something you are wearing today

4. something you ate this week

5. a movie or book you like

6. a restaurant you like



in this assignment, you are going to write a descriptive paragraph about your favorite dish. As you prepare your paragraph, think about the Unit Question, "What makes food taste good?" Refer to the Self-Assessment checklist on page 44. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

PLAN AND WRITE

A. BRAINSTORM Think about your favorite dish. Use the questions below to help brainstorm ideas about your topic.

1. What is the name of the dish?

2. How would you describe the dish? What taste(s) and ingredients does it have?

3. Does this dish have personal or cultural importance to you? Why?

4. Who usually makes this dish for you? Is it easy or difficult to make? Why?

5. How does the dish make you feel?

B. PLAN Use your notes from Activity A to make an outline of your ideas.

1. **Topic sentence:** Write a topic sentence that names the dish and expresses your main idea:

Topic sentence: _____

2. **Subtopic and supporting details:** Decide which information from Activity A you will include in the body of your paragraph to support your main idea.

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. **Concluding sentence:** Write a concluding sentence that summarizes the main points of your paragraph and restates the topic sentence in different words.

Concluding sentence: _____

- C. WRITE** Use your outline from Activity B to help you organize and write your paragraph in your notebook that describes your favorite dish. Be sure to use adjectives to make your description interesting, clear, and specific. Look at the Self-Assessment checklist on page 44 to guide your writing.

REVISE AND EDIT

A. PEER REVIEW Read a partner's paragraph. Answer the questions and discuss them with your partner.

1. Is there a clear topic sentence? Underline it.
2. Do you have a clear idea of the ingredients in the dish and how it tastes?
3. Is it clear why this is the author's favorite dish?
4. How many adjectives does the author use to describe this dish? Underline them. Do you think there are enough adjectives?

B. REWRITE Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraph.








C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include vocabulary from the unit?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does the paragraph include descriptive adjectives?
<input type="checkbox"/>	<input type="checkbox"/>	Are the adjectives in the correct order?




Track Your Success

Circle the words and phrases you learned in this unit.



Nouns

concept  **AWL**
 cuisine
 method  **AWL**
 portion **AWL**
 practice 
 principle  **AWL**
 property 
 region  **AWL**
 system 

Verbs

consume **AWL**
 identify  **AWL**
 influence 
 recognize 

Adjectives

balanced
 likely 
 sensitive 

Adverb

typically 

Phrases

at risk
 be made up of

 Oxford 3000™ words

AWL Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ● I can preview a text. (p. 32)

VOCABULARY ● I can use context to understand words. (p. 37)

WRITING ● I can use descriptive adjectives in writing. (p. 39)

GRAMMAR ● I can use adjectives in the correct order. (p. 40)

LEARNING OUTCOME ● I can write a paragraph about my favorite dish using descriptive adjectives.