

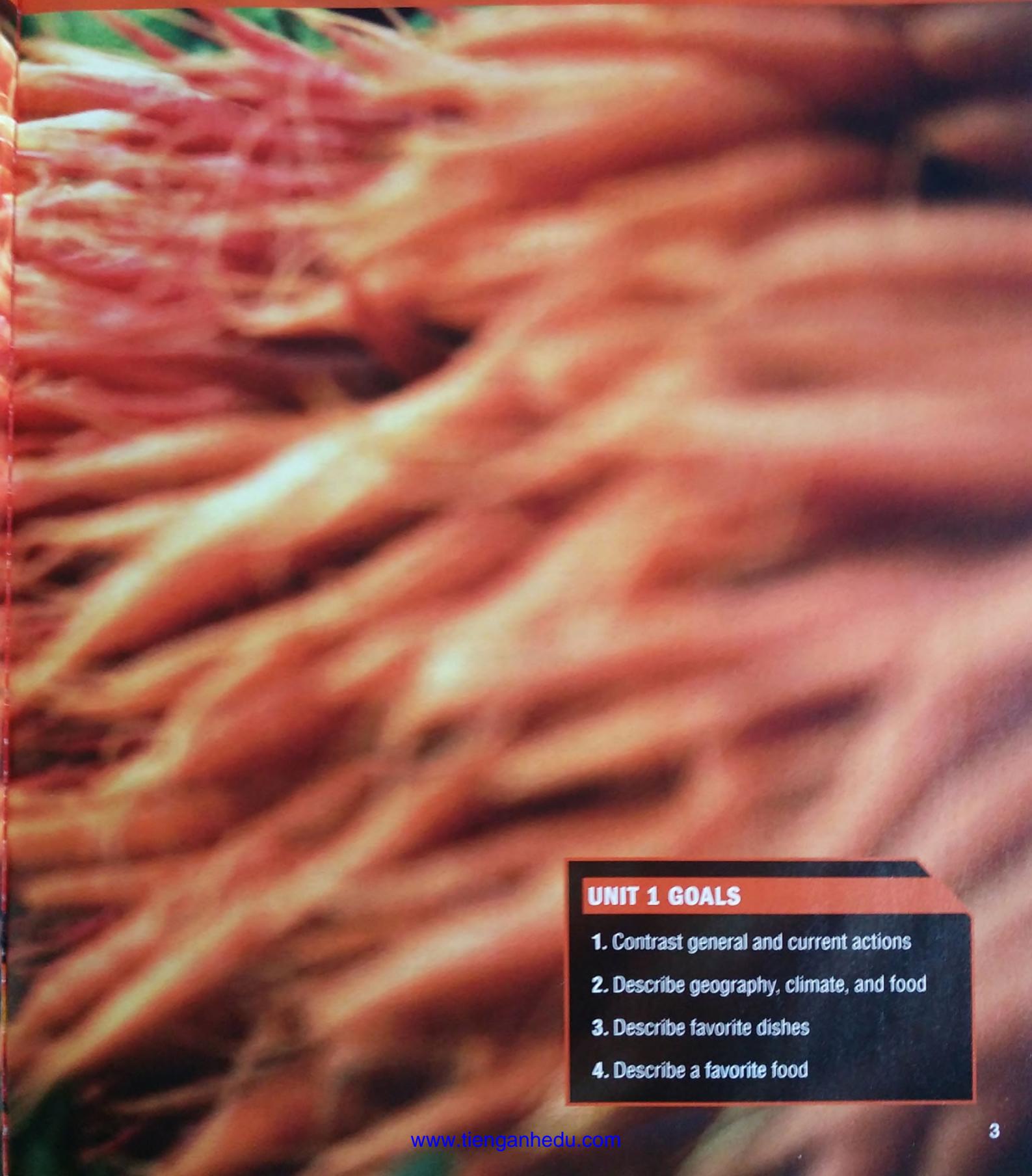
Food from the Earth



Heirloom carrots sold in a farmer's market

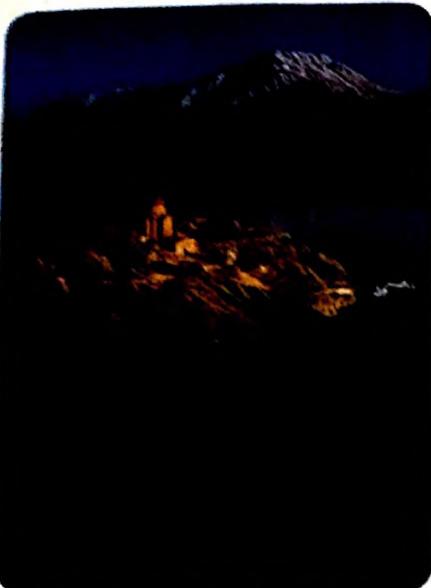
Look at the photo,
answer the questions:

1 What do you see in the picture? 2 Do you like this kind of food?



UNIT 1 GOALS

1. Contrast general and current actions
2. Describe geography, climate, and food
3. Describe favorite dishes
4. Describe a favorite food



Vocabulary

A Read part of a travel blog.

This is my first visit to Turkey. It's a wonderful place! The people are friendly and the meals are delicious. Farmers here grow many different crops, including many kinds of fruit. They also grow a lot of wheat, and the bread in Turkey is really good. Of course, the geography and climate in different parts of Turkey affect the kind of food farmers can produce in each region. In Central Anatolia, the land is almost flat, and the weather is usually warm and dry. It's a good place to grow crops and to raise animals such as cattle and sheep. High up in the mountains of eastern Turkey, farmers also keep animals since they can't grow crops. Today I'm visiting the coast of the Mediterranean Sea in southern Turkey. The weather here is hot and humid, but the fish and seafood are excellent!

▲ Armenian church on Akdamar Island, Turkey

B Write the words in blue next to the correct meaning.

1. _____ people who produce food
2. _____ an area of a country or of the world
3. _____ plants grown for food
4. _____ very high parts of the land
5. _____ describes air with a lot of water in it
6. _____ land near the ocean
7. _____ describes land without mountains
8. _____ features of a place, such as rivers
9. _____ breakfast, lunch, and dinner
10. _____ normal weather in a certain place

Grammar: Simple present vs. present continuous tense

| Simple present tense | | Present continuous tense | |
|-----------------------------|------------|-----------------------------------|------|
| I eat rice | | I'm eating rice | |
| She cooks fish | | She's cooking fish | |
| They bake bread | every day. | They're baking bread | now. |
| We have fruit for breakfast | | We're having mangos for breakfast | |

*Use the simple present tense to talk about habits and things that are generally true.
 *Use the present continuous tense to talk about actions and events that are happening now.

A Complete each sentence with the simple present or present continuous form of the verb in parentheses.

1. My mother and I _____ a meal together every afternoon. (cook)
2. In Mexico, most people _____ a big meal in the afternoon. (eat)
3. Right now, my mother and I _____ a dish called *enchiladas*. (make)
4. I really like *enchiladas*. Sometimes I _____ them for breakfast! (have)
5. Now my mother _____ the whole family to come to the table. (tell)
6. We _____ at least one meal together every day. (enjoy)

B Take turns with a partner doing the following.

1. Tell your partner what you usually eat for breakfast and lunch. (Use the simple present tense.)
2. Tell your partner three things people you know are doing right now. (Use the present continuous tense.)

Conversation

A 2 Close your book and listen to the conversation. What do Julie's cousins usually eat?

- Tom: What are you doing?
Julie: I'm looking at pictures from my vacation.
Tom: Oh, can I see? Where did you go?
Julie: I visited my cousins in the south. It's very flat there—no mountains or hills, and it's pretty dry for most of the year.
Tom: What about food? What do your cousins usually eat?
Julie: Meals are very simple there. It's basically meat and potatoes and a lot of vegetables. But they grow wheat everywhere, so pasta is becoming popular.
Tom: That sounds good.
Julie: Yes, I really like the food there.



▲ Enchiladas with rice

B Practice the conversation with a partner. Switch roles and practice it again.

C How is the geography and food in your part of the world similar to or different from the place Julie describes? Work in small groups and share your answers to the question.

I usually wear glasses, but today I'm wearing contact lenses.

D GOAL CHECK Contrast general and current actions

Complete this sentence three times. Two of the sentences should be true, but one should be untrue: *I usually _____, but today I'm _____.*

Read your sentences to your partner in any order. Your partner will guess which sentence is false.

And I usually carry my phone to class, but today I'm letting my sister use my phone.



▲ People working in a rice paddy.

Word Focus

Farmers raise crops or grow crops.

Listening

A Look at the picture. Discuss these questions with a partner.

1. What are important foods that everyone in your country eats?
2. Where in the world do farmers grow rice?
3. Why do they grow it there?

B Listen to the interview. Circle the correct letter.

1. Who is the interviewer talking to?
a. a restaurant owner b. a rice farmer c. a news reporter
2. What is happening in the rice paddy today? People are...
a. planting rice plants. b. planting seeds. c. letting water into the paddy.
3. What kind of climate does rice need?
a. hot and dry b. warm and wet c. cool and humid

C Listen again and answer the questions.

1. Why doesn't the rice farmer plant seeds like other farmers?

2. How is the rainfall this year?

3. What happens to the water in the rice paddy after the rice plants grow?

4. What happens to the rice plants after they're dry?

Communication

A Talk with a partner about two different regions in your country. Describe the land, the climate, and the food.

Engage!

Do you think farmers and scientists need to find ways to increase food production? Why?

| | Region #1 | Region #2 |
|--------------|-----------|-----------|
| land | | |
| climate | | |
| staple foods | | |

B Get together with another pair of students. Describe your two regions to have the other students guess the names of the regions.



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A Welsh fisherman
rakes the sand to
harvest small shellfish.

Pronunciation: Linking words together

When a word ends in a consonant sound, and the next word starts with a vowel sound, the words are linked together.

We cut the rice plants and clean them. **We grow a lot of rice.**

A  **4** Listen to the sentences. Notice the pronunciation of the linked words.
Listen again and repeat the sentences.

1. I usually like a tomato with breakfast.
2. Staple foods are the most important foods.
3. We're eatin dinner now.
4. Paul and I don't like fish very much.
5. Farmers work on weekends and holidays.
6. Rain falls in all regions of the world.

B  Underline the sounds that link together. Then read the sentences to a partner.

1. Hal enjoys pizza.
2. Wheat bread is very popular.
3. Corn grows well in Mexico.
4. A ham and cheese sandwich is my favorite lunch.
5. My friend is eating sushi.
6. Dry grasslands are good places to raise animals.

C  **GOAL CHECK**  **Describe geography, climate, and food**

Tell a partner about your ideal place. It can be a real or imagined place. Describe the geography and climate there as well as the food people usually eat.

C

GOAL 3: Describe Favorite Dishes

Language Expansion: Staple food crops

A What do you know about staple food crops? Circle **T** for *true* or **F** for *false*.

1. Potatoes are originally from South America. **T** **F**
2. India is one of the world's largest producers of wheat. **T** **F**
3. Lentils are a kind of legume. **T** **F**
4. Soy sauce is made from soybeans. **T** **F**
5. Yucca grows in (under) the ground. **T** **F**
6. China is the world's largest consumer of rice. **T** **F**

B Discuss the questions with a partner.

1. In what parts of the world do people eat these staple foods?
2. What other staple foods do you know about?
3. What staple foods do you usually eat?

People eat a lot of soybeans in Asian countries.

Right, or they eat foods made from soybeans, like *tofu* and *miso*.

Word Focus

With the simple past, we often use:

yesterday/the day before yesterday

days/weeks/years/months ago

last week/month/year

Engage!

Write sentences about your own life in a notebook. Use the simple past and words from the grammar chart, for example: *I ate sushi at a party last month, and I liked it!*

Grammar: Simple past tense

Simple past tense

We **learned** how to make pizza

yesterday.

Too much rain **fell**

last November.

I **ate** sushi for the first time

in 2006.

*Some verbs are regular in the simple past tense. They have an *-ed* ending.

*Some verbs are irregular in the simple past tense. They have many different forms.

learn – learned

want – wanted

see – saw

take – took

arrive – arrived

need – needed

eat – ate

fall – fell

play – played

help – helped

drink – drank

try – tried

ask – asked

show – showed

go – went

meet – met

travel – traveled

send – sent

be – was/were

give – gave

A Complete the conversation. Use the simple past tense of the verbs in parentheses.

Mary: Tell me about yourself, Pedro.

Pedro: Well, I love to travel. Last year I _____ (travel) to Greece.

Mary: Wow! You _____ (go) to Greece?

Pedro: Yes, and I _____ (meet) my friend Vasilys and his family there.

They _____ (show) me around Athens and _____ (introduce) me to many new foods.

Mary: That sounds like fun.

Pedro: It was. I _____ (eat) seafood and lamb, and I _____ (try) a dish made from rice and grape leaves. It _____ (be) delicious!

B Complete these sentences about the past. Use your own information.

1. Yesterday, I ate _____.
2. Last week, I went _____.
3. On the first day of this class, I learned _____.
4. Last month, _____.
5. In 2012, _____.
6. Ten years ago, _____.

Real Language

When we say something is *made from* other things, we're talking about its ingredients.

Conversation

A 5 Close your book and listen to the conversation. What is Albert eating? What is it made from?

Albert: You should try this! My aunt made it.

Mary: Mmmm . . . Delicious! What is it?

Albert: It's called *couscous*. It's made from wheat.

Mary: And what's this on top of the couscous?

Albert: Mostly vegetables and some kind of sauce.

Mary: How did your aunt learn to cook it?

Albert: Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.

Mary: What an interesting family history!

Albert: Yeah, and a great family recipe.



▲ North African couscous

B Practice the conversation. Switch roles and practice it again. Tell your partner about some foods you like that come from other parts of the world.

C GOAL CHECK Describe favorite dishes

Look at the staple foods on page 8. Tell your partner about dishes you like to eat that are made with these staple foods. When was the last time you ate each dish?

I really like Indian biryani. It's a rice dish with vegetables and spices. I ate it last month at a restaurant.

D**GOAL 4: Describe a Favorite Food****Reading**

A Read the title and the first sentence of each paragraph. How is the reading organized?

- by importance, from least important to most important
- over time, from earliest to latest
- comparison and contrast, showing similarities and differences

B Read the whole article and complete each sentence.

1. People thousands of years ago made flat bread on hot _____.
2. _____ people ate tomatoes before European people.
3. Cooks in _____ put tomatoes on flat bread.
4. _____ brought pizza to the United States.
5. People eat lamb and tofu on pizza in _____.

C Make a list of popular foods that came from other countries. Where did these foods come from? Tell a partner.

People here eat a lot of curry. I think it came from India.

Right. There's an Indian restaurant downtown. They have wonderful curry.

Communication

D Work in a small group. Invent a new kind of pizza for Lombardi's restaurant. You should all agree on the toppings, the sauce, and the type of crust.

Naples, Italy

A SLICE OF HISTORY

What do you like on your pizza? Cheese? Tomatoes? Sausage? People may disagree on their favorite ingredients, but many people agree that pizza is a favorite food. Where and when did people start making pizza? To find out, we have to travel back in time.

Thousands of years ago, people used ancient types of wheat and other grains to make flat bread on the hot rocks of their campfires. At some point in time, early cooks started putting other kinds of food on the bread—using the bread as a plate. It was the world's first pizza crust!



Over time, pizza began to look more like the food we know today. When European explorers arrived in the Americas, they saw Native American people eating tomatoes. When they brought tomatoes back to Europe, however, people there wouldn't eat them. They thought eating tomatoes could make them ill.

Slowly, however, Europeans discovered that tomatoes were delicious and safe to eat. Cooks in Naples, an Italian city, began putting tomatoes on their flat bread. The world's first true pizza shop opened in Naples in 1830. People there ate pizza for lunch and dinner. They even ate it for breakfast!

In the late 1800s, many Italians moved to the United States. They brought pizza with them. The first American pizzeria, or pizza restaurant, was Lombardi's in New York City. It opened its doors in 1905. Now pizza is one of the three most popular foods in the USA, but Americans are not the only pizza lovers.

People now eat around five billion pizzas a year, and everyone has their favorite kind. Brazilians love green peas on their pizza. Russians like fish and onions. People in India use lamb and tofu. The Japanese think seafood on pizza is good. Some pizzas truly sound strange, yet all of them share two things. Each begins with bread. And each is a slice of history.



Writing

A Read the email and write a response. Be sure to answer all the questions.

From: Ronald Ferguson

To: _____

Subject: Help! My students have some questions for you.

Hi there,

How is everything there? I hope you're doing well, and I hope you can answer some questions from my students. Our class will visit your country next month, and the students are asking me about the food. Here are some of their questions:

What do people usually eat for breakfast there?

Do you have pizza and hamburger restaurants?

What are some traditional dishes we can try?

Is there a staple food that people eat every day?

What are some good things to eat for lunch and dinner?

Thank you very much! I look forward to our visit next month. Maybe you can join us for a good meal.

Your friend,
Ronald

Communication

A Share your e-mail with a partner. Did your partner answer all of Ronald Ferguson's questions? Did you and your partner answer any of the questions differently?

B **GOAL CHECK** **Describe a favorite food**

Discuss the questions with a partner.

1. What foods from your country are now popular in other places?
2. Why do you think people like these foods?



Before You Watch

A Discuss the following questions with a partner. Use the adjectives in the box.

1. What are some foods that have a very strong smell?
2. After you prepare food with a strong smell in your home, how can you get rid of the odor?

smelly delicious
fragrant disgusting

While You Watch

A Watch the video *Forbidden Fruit*. Match the people to the actions.

- | | |
|-------------------------------|---|
| 1. Hotel staff _____ | a. try to bring durian fruit into hotel rooms. |
| 2. Hotel guests _____ | b. use a special machine in smelly hotel rooms. |
| 3. Hotel cleaning staff _____ | c. watch for people bringing in durian fruit. |

B Watch the video again and write the correct answer.

1. How old are durian trees when they begin to produce fruit? _____
2. How many American dollars can one durian fruit cost? _____
3. Where do hotel owners want people to eat durian fruit? _____

After You Watch / Communication

A Write a guide for tourists visiting your country. Describe three foods that are popular in your culture, but that people from other cultures might find disgusting or intolerable. Give reasons why tourists should try those foods.



▲ Durian fruit

B You are a group of hotel owners in Malaysian Borneo. Brainstorm a list of ways to prevent people from bringing durian fruit into their hotel rooms.