











ACADEMIC SKILLS						
	Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
	1 LIFE IN A DAY <i>page 1</i> ACADEMIC TRACK: Career Studies/Social Science	Reading 1 A Day on Planet Earth VIDEO A Global Conversation Reading 2 A Day in a Life	Focus Skimming for Gist Scanning/predicting, Understanding Main Ideas and Details, Understanding Purpose	Focus Inferring Meaning Applying, Synthesizing, Reflecting	Skill Focus Writing Good Sentences Language for Writing Using Simple Present Tense Writing Goal Writing sentences to describe daily activities	Word Forms Verbs and Nouns Word Partners verb + <i>time</i>
	2 DON'T GIVE UP! <i>page 21</i> ACADEMIC TRACK: Psychology/Education	Reading 1 The World's Oldest First Grader VIDEO A School for Change Reading 2 The Secret of Success?	Focus Identifying Main Ideas of Paragraphs Predicting, Understanding Main Ideas and Details, Sequencing, Understanding Purpose, Summarizing, Categorizing	Focus Identifying Evidence Evaluating, Inferring, Applying	Skill Focus Ordering Ideas Language for Writing Using <i>want</i> and <i>need</i> Writing Goal Writing sentences about a personal learning goal	Word Link <i>in-</i> and <i>im-</i> Word Partners verb + <i>up</i>
	3 WHY WE BUY <i>page 41</i> ACADEMIC TRACK: Business/Marketing	Reading 1 The Psychology of Supermarkets VIDEO Who Do You Trust? Reading 2 The Power of Persuasion	Focus Identifying Supporting Ideas Predicting, Understanding Main Ideas and Details, Understanding Purpose, Categorizing, Summarizing	Focus Relating Ideas Reflecting	Skill Focus Writing Paragraphs and Topic Sentences Language for Writing Connecting Ideas Writing Goal Writing a paragraph about the effectiveness of an ad	Word Partners verb + <i>control</i> Word Partners <i>natural</i> + noun
	4 GREEN LIVING <i>page 61</i> ACADEMIC TRACK: Environmental Science	Reading 1 Garbage Island VIDEO Trash People Reading 2 The Art of Recycling	Focus Scanning for Details Predicting, Understanding Main Ideas, Summarizing, Understanding a Process, Understanding Purpose, Sequencing	Focus Analyzing Problems and Solutions Synthesizing, Applying, Inferring Meaning	Skill Focus Using Supporting Sentences Language for Writing Stating Problems and Proposing Solutions Writing Goal Writing a paragraph about possible solutions to an environmental issue	Word Link <i>re-</i> Word Partners Antonyms
	5 FOOD JOURNEYS <i>page 81</i> ACADEMIC TRACK: Cultural Studies	Reading 1 A Global Food Journey VIDEO Images of Greenland Reading 2 Cooking the World	Focus Recognizing Pronoun References Predicting, Summarizing, Understanding Main Ideas and Details	Focus Justifying Your Opinion	Skill Focus Paraphrasing Using Synonyms Language for Writing Giving Reasons Writing Goal Writing a paragraph explaining why people enjoy sharing pictures of food	Word Forms Words as Nouns and Verbs Word Forms Changing Adjectives into Adverbs


Scope and Sequence

ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <div><div>6</div><div>FUTURE LIVING</div><div>page 101</div><div>ACADEMIC TRACK: Engineering/Technology</div></div>	<div>Reading 1</div> <div>How Will We Live?</div> <div>VIDEO</div> <div>Living on Mars</div> <div>Reading 2</div> <div>At Home on Mars</div>	<div>Focus</div> <div>Identifying Examples</div> <div>Predicting, Understanding</div> <div>Main Ideas and Details,</div> <div>Sequencing, Identifying</div> <div>Problems and Solutions</div>	<div>Focus</div> <div>Inferring Attitude</div> <div>Applying, Synthesizing,</div> <div>Justifying Your Opinion</div>	<div>Skill Focus</div> <div>Using Pronouns to Avoid Repetition</div> <div>Language for Writing</div> <div>Using <i>And, But,</i> and <i>So</i></div> <div>Writing Goal</div> <div>Writing a paragraph about a typical day in the year 2050</div>	<div>Word Link</div> <div>-able</div> <div>Word Forms</div> <div>Changing Verbs into Nouns</div>
 <div><div>7</div><div>EXPLORATION</div><div>page 121</div><div>ACADEMIC TRACK: Earth Science</div></div>	<div>Reading 1</div> <div>Secret Cities</div> <div>VIDEO</div> <div>The Lost World</div> <div>Reading 2</div> <div>Into the Unknown</div>	<div>Focus</div> <div>Identifying Facts and</div> <div>Speculations</div> <div>Predicting, Understanding</div> <div>Main Ideas and Details,</div> <div>Understanding Purpose,</div> <div>Summarizing</div>	<div>Focus</div> <div>Understanding Analogies</div> <div>Applying, Analyzing</div>	<div>Skill Focus</div> <div>Introducing Examples</div> <div>Language for Writing</div> <div>Expressing Interests and Desires</div> <div>Writing Goal</div> <div>Writing a paragraph about a place worth exploring</div>	<div>Word Forms</div> <div>Adjectives and Nouns for</div> <div>Measurement</div> <div>Word Partners</div> <div>run + adverb/preposition</div>
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 <div><div>10</div><div>THE POWER OF IMAGES</div><div>page 181</div><div>ACADEMIC TRACK: Communication/Visual Arts</div></div>	<div>Reading 1</div> <div>How Photography Connects Us</div> <div>VIDEO</div> <div>Photo Camp</div> <div>Reading 2</div> <div>A Very Close Encounter</div>	<div>Focus</div> <div>Identifying Subordinating</div> <div>Conjunctions</div> <div>Predicting, Understanding</div> <div>Main Ideas and Details,</div> <div>Sequencing, Paraphrasing</div>	<div>Focus</div> <div>Evaluating Using Criteria</div> <div>Analyzing, Applying</div>	<div>Skill Focus</div> <div>Writing an Opinion Paragraph</div> <div>Language for Writing</div> <div>Describing Spatial Relationships</div> <div>Describing Emotions</div> <div>Writing Goal</div> <div>Writing a paragraph to explain why a photograph is good</div>	<div>Word Link</div> <div>vis</div> <div>Word Forms</div> <div>Changing Verbs into Adjectives</div>

FOOD JOURNEYS

5



Freshly picked hyacinth beans,
West Bengal, India

ACADEMIC SKILLS

READING Recognizing pronoun references

WRITING Paraphrasing using synonyms

GRAMMAR Giving reasons

CRITICAL THINKING Justifying your opinion

THINK AND DISCUSS

- 1 What do you see in the photo? Do people eat this kind of food in your country?
- 2 Skim through the unit. What types of food do you see?

EXPLORE THE THEME

A Read the information on these pages and answer the questions.

1. What do the photos show? Have you tried any food from these places?
2. Think about De Los Santos's questions for the photographers. Describe a picture that you might take to show these things.

B Match the words in blue words to their definitions.

- _____ (adj) usual or common; something you expect
- _____ (v) to use or experience with others
- _____ (n) the ideas or behavior of a people or society

THE WORLD ON A PLATE

Food photographer Penny De Los Santos believes that photos can tell powerful stories. So she gave photographers an assignment: Take a picture that shows the role of food in your **culture**.

De Los Santos told the photographers to think about the answers to these questions: What's a **typical** food scene in your world? What do your

friends and family do when they eat together? How do they **share** meals?

De Los Santos received thousand of photos from photographers all over the world. She evaluated each one based on its color, lighting, composition (form), and story. Here are some of her favorites.

On a cold morning in Harbin, China, a woman prepares fresh steamed mantou (a bread-like bun).

A villager carries a tray of fruits and nuts during a festival in Iran.

Ingredients for brinjal curry, India

A family in Cambodia enjoys fresh pineapples.

Reading 1

PREPARING TO READ

BUILDING VOCABULARY

- A** The words in **blue** below are used in the reading passage on pages 85–86. Read the paragraph. Then match the correct form of each word to its definition.

Many **types** of edible plants—plants you can eat—grow in Mediterranean countries such as Italy and Greece. Sometimes these plants—herbs, vegetables, and fruits—grow near people’s homes. People often **pick** them, take them home, and use them right away. This way, they are still very **fresh**. One fruit in particular, the olive, grows well in the Mediterranean climate, so people use a lot of olive oil there. The oil has a good **taste**, so people often pour it right on their food. They also use it to **prepare** food. For example, if you visit a Mediterranean home, someone might **offer** you **fried** fish cooked in olive oil and a salad of fresh vegetables mixed with the oil.

- _____ (v) to make something, such as food
- _____ (n) a kind or a category
- _____ (adj) cooked in fat, such as butter or oil
- _____ (adj) recently made or produced; not old
- _____ (v) to give something to someone
- _____ (v) to take or remove something by breaking it off
- _____ (n) flavor, e.g., fruity, sweet

USING VOCABULARY

- B** Discuss these questions with a partner.

- What **types** of edible plants grow where you live?
- Do you eat a lot of **fried** food? Why or why not?
- What kinds of food do you **offer** people when they come to your home?

BRAINSTORMING

- C** What are some typical dishes in your country or culture? Make a list and share your ideas with a partner.

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

PREDICTING

- D** The reading on pages 85–86 is about a trip that photographer Matthieu Paley made. Look at the photos and read the captions. Then discuss with a partner: What place is the passage mainly about? What kind of food do people eat there?

I think it’s mainly about ...
People probably eat ... there.



A GLOBAL FOOD JOURNEY

9

In 2014, French photographer Matthieu Paley set out to explore the world of food. His travels took him through jungles, over mountains, and beneath the sea. He went on the journey to explore how our environment affects the food we eat—and how our diet¹ shapes our **culture**. Paley **shared** his experiences in a visual food diary, called *We Are What We Eat*.

Paley saw how food plays an important role in people’s lives all over the world. In Greenland, he went seal hunting with the Inuit to catch food for dinner. He gathered honey from trees with the Hazda people of Tanzania. And in Malaysian Borneo, he went diving to catch sea urchins² and octopuses.

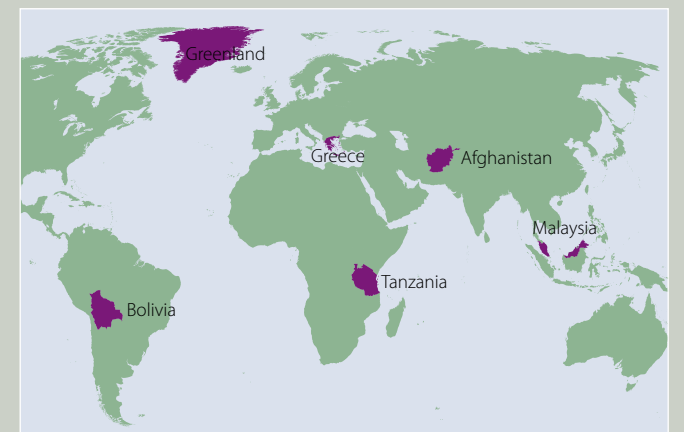
In Crete—the largest island in Greece—Paley enjoyed a **typical** Mediterranean family meal. On the following page is an excerpt from his diary.

¹diet: the food that we often eat

²sea urchin: a small sea animal with a round shell and sharp spikes

▲ A family in Crete gathers for lunch. The Mediterranean diet is one of the oldest diets still popular today.

▼ During his journey, Paley visited six countries around the world to experience their food and culture.



I am at the Moschonas' home for their Saturday family gathering. Everyone was working in the fields this afternoon, and there is a pile of **fresh** wild herbs on the table. The family welcomes me, and the conversation is loud and lively. I feel right at home.

"Now, we make kalitsounia!" says Stella. These are small **fried** pies filled with wild herbs called horta. In Crete, April has been a time to **pick** horta for thousands of years. Stella **prepares** dough³ on the table. She cuts it into small squares and wraps the herbs. Then she fries the little pies in olive oil.

Someone takes a large bucket of snails from the freezer. The Moschonas eat snails all year round. They are probably the oldest food eaten by humans. Snails may also be the easiest to catch, because you just go for a walk, turn over some rocks, and there they are.

³dough: a mixture of flour and water, often used for baking

"And they are full of Omega 3,⁴ no fat on that meat either!" Stella says. She'll prepare the snails with a thick sauce. She **offers** me a kalitsounia, hot out of the pan.

"Tell me about the horta," I ask. "What did you pick today?"

Leaning over the table, Stella says with a smile, "Oh, there are over 20 **types** of herbs out there, if you know where to find them. And I know them all by name!"

My plate is filled with snails. On the table, there are also beans, small fried fish, and another vegetable. It looks like tiny asparagus, and has a bitter **taste**. Manolis sits next to me. He points at the dish. "This one is medicament. Medicine!" He says, "Eat a ton of it!" I try it. "We call these avronies ... only in this season," he says. "You are a lucky man!"

⁴Omega 3: a type of fatty acid that is good for health



A typical Cretan meal of snails, sardines, and fava beans

UNDERSTANDING THE READING

A Complete the summary of the main ideas of the passage.

- a. a diary
- b. a typical Mediterranean meal
- c. pictures
- d. the food people eat
- e. the world
- f. to Crete

In 2014, Matthieu Paley went on a trip around ¹ _____. He wanted to learn about the connection between ² _____ and where they live. Paley took ³ _____ and kept ⁴ _____ to record his experiences. In one entry, he described his visit ⁵ _____, where he had ⁶ _____.

B What does the writer express in the following paragraphs? Circle the best choice.

- 1. Paragraph D why he traveled to Crete / how he felt at the dinner
- 2. Paragraph E how Stella prepares kalitsounia / what kalitsounia tastes like
- 3. Paragraph F a food with a long history / a dish with a strange taste
- 4. Paragraph J Paley's meal at the Moschonas' / Paley's next food journey

C Match the types of food (1–5) with the descriptions. One type of food is extra.

- _____ 1. kalitsounias a. vegetables that look like small asparagus
- _____ 2. horta b. wild greens that people pick in April
- _____ 3. snails c. probably one of the oldest food people eat
- _____ 4. fried fish d. small pies filled with edible plants
- _____ 5. avronies

CRITICAL THINKING **Justifying** means explaining the reasons for your opinion or preference. For example, when you evaluate something, think about why and how you made your decision.

D Look at the foods from Matthieu Paley's diary. How much would you like to try each one? Give each a number (1–3) and write a reason.

1 = I don't want to try it. —> 3 = I really want to try it.

- kalitsounia 1 2 3 _____
- snails 1 2 3 _____
- avronies 1 2 3 _____



Cretan kalitsounia

DEVELOPING READING SKILLS

READING SKILL Recognizing Pronoun References

Pronouns usually refer to nouns that appear earlier in a text. The pronoun may refer to a noun earlier in the same sentence or in a previous sentence.

A subject pronoun usually refers to a subject mentioned earlier.

Matthieu Paley set out on a food journey in 2014, and he visited six countries.
subject subject pronoun

Similarly, an object pronoun usually refers to an object mentioned earlier:

Someone took a bucket of snails from the freezer and put it on the table.
object object pronoun

Note: Pronouns always match the nouns they refer to in number and in gender.

ANALYZING A Underline the subject and object pronouns in the following paragraph. Then draw an arrow to the noun that each pronoun refers to.

Food tourists travel just to explore food in different countries. When food tourists take a tour, they choose a place that has the type of food they want to explore. For example, food tourists might go to China and take cooking classes. Food experts might take the travelers to markets and help them buy fresh ingredients. In Mediterranean countries such as Spain and Italy, travelers can have farmhouse vacations. They stay on farms and learn about the local diet. They also help farmers pick fruit and vegetables and learn how to prepare them using local recipes.

- IDENTIFYING PRONOUN REFERENCE B The sentences below are from the passage on page 86. Write the word(s) that each underlined pronoun refers to.
- 1. Paragraph E: Stella prepares dough on the table. She cuts it into small squares and wraps the herbs.
She = _____ it = _____
 - 2. Paragraph F: Snails may also be the easiest to catch, because you just go for a walk, turn over some rocks, and there they are.
they = _____
 - 3. Paragraph I: Leaning over the table, Stella says with a smile, "Oh, there are over 20 types of herbs out there, if you know where to find them. And I know them all by name!"
them = _____ them = _____
 - 4. Paragraph J: On the table, there are also beans, small fried fish, and another vegetable. It looks like tiny asparagus, and has a bitter taste.
It = _____

Video

IMAGES OF GREENLAND

Isortoq, a village in east Greenland, has an average annual temperature of -1.3°C , and a population of about 100 people.

BEFORE VIEWING

A Look at the photo caption and the title of the video. What do you think is a typical diet for someone living in this place? Discuss your ideas with a partner. PREDICTING

B Read the information about Greenland and the Inuit culture. Then answer the questions. LEARNING ABOUT THE TOPIC

The Inuit live in the Arctic regions of Greenland, Canada, and Alaska in the United States. Traditionally, they eat mostly meat because it is impossible to grow crops in the cold climates where they live. The Inuit eat seals, walruses, polar bears, birds, fish, and other Arctic animals. The traditional Inuit diet also includes some plants that grow naturally in the Arctic, such as roots, berries, and seaweed. Surprisingly, even though the traditional diet is 50–75% fat and does not include a lot of vegetables, the Inuit who eat this diet are very healthy. Today, most Inuit eat a combination of a traditional and a more modern diet because they have access to a variety of food in grocery stores.

- 1. How is a traditional Inuit diet different from your diet?

- 2. What shaped the traditional Inuit diet?

- 3. How has a typical Inuit diet changed in recent years?

C The words in **bold** below are used in the video. Read the sentences. Then match the correct form of each word to its definition.

Antarctica is one of the world’s most **remote** places.


Not many plants and animals can **survive** in places with extreme climates.

Hunting seals and polar bears for food is part of the Inuit’s traditional **lifestyle**.

- _____ (n) way of living
- _____ (v) to kill animals for food
- _____ (adj) far away from everything
- _____ (v) to continue to live even in difficult situations

WHILE VIEWING

UNDERSTANDING
MAIN IDEAS


A  Watch the video. What was Matthieu Paley’s main goal in Greenland? Circle the most suitable answer.

a. to show the role that food plays in the Inuit culture

b. to show how the Inuit diet is affected by modern lifestyles

c. to learn about the effect fast food is having on the traditional Inuit diet

SEQUENCING

B  Watch the video again. Put the events of Paley’s experience in order (1–6).

_____ a. arrived in Isortoq

_____ b. spotted a seal’s head in the ocean

_____ c. brought the seal back to the village

_____ d. went hunting with Magnus on a canoe

_____ e. went hunting with Bengt and Dina and caught a seal

_____ f. asked Dina if she could show him a real Arctic dish

AFTER VIEWING

REACTING TO
THE VIDEO

A Which of Paley’s Greenland photos do you remember best from the video? How would you describe it? Discuss your ideas with a partner.

CRITICAL THINKING:
JUSTIFYING
YOUR OPINION

B Note your answer to the question below. Then discuss with a partner.

Do you think Paley achieved his main goal? Why or why not?

Reading 2

PREPARING TO READ

A The words in **blue** below are used in the reading passage on pages 92–93. Complete each sentence with the correct word.

BUILDING
VOCABULARY

A **dish** is a kind of meal or recipe.

If something is **popular**, a lot of people like it.

When you **argue** with someone, you disagree with them.

A **recipe** is a set of instructions for making a type of food.

When you **hope** to do something, you want and expect to do it.

If you **respect** someone, you like them for their ability or knowledge.

An **ingredient** is one of the things that you use to make a particular dish or meal.

A **variety** is a group of things of a particular type that are all different in some way.

- I _____ my grandfather for his patience and kindness.
- Salt is an important _____. Cooks use it in almost every kind of _____.
- Some restaurants have secret _____ for making their food.
- People often _____ on social media when they don’t agree on a topic.
- You can learn to cook a(n) _____ of dishes from food blogs.
- If you _____ to create a(n) _____ blog, you should write about things that a lot of people are interested in.

B Discuss these questions with a partner.

USING
VOCABULARY

- Have you ever **argued** with people online?
- Do you know any trends that are **popular** online now?

C Why do you think people read food blogs? List three reasons. Then share your ideas with a partner.

BRAINSTORMING

- _____
- _____
- _____

D The reading on page 92 is an interview with food blogger Sasha Martin. Look at the title of the reading. What do you think Martin writes about in her blog? Check your ideas as you read the passage.

PREDICTING

COOKING THE WORLD

10

Award-winning food writer Sasha Martin started her **popular** *Global Table Adventure* blog in 2010. Her plan was simple: to prepare a meal from every country in the world. Over the next four years, she cooked over 650 **dishes** from 195 countries. In this interview, Martin describes her experience of cooking the world.

Was “cooking the world” a way to travel without leaving home?

That’s right. I think the idea that exploration is for everyone is really important. There are so many people who dream of travel. But I think that you really can go on adventures without leaving home.

With food, if you have the right **ingredients**, you can create the flavor of another place. It’s like armchair travel, but it’s faster and easier. I call it “stovetop travel.”

What did you **hope** to teach your daughter by cooking the world?

I wanted her to feel that she had a place in the world where she belonged. But I also feel it’s important for children to grow up knowing people from other countries—their global neighbors.

I call them neighbors because the world is so small now. I remember going on Facebook in its early days. I noticed there were people from different parts of the world commenting on posts, even **arguing** with each other. I feel that in that environment, young people need to be able to **respect** and understand each other.

So food is a great way to create that common ground?

Yes. I wanted to share **recipes** that were bridges to other cultures. A lot of celebrity TV chefs tend to choose the most shocking recipes. But I think you need a bridge first. Then people won’t put up a wall in their mind about that culture. They won’t just think, “Gross¹! Those people eat such weird² things!”

¹gross: very unpleasant, disgusting ²weird: strange

One of Sasha Martin’s recipes—Peruvian quinoa salad with olives and avocado



Sasha Martin and her daughter Ava

THE RISE OF THE FOOD BLOGGER

In July 1997, there was only one food blog on the Internet; today there are over two million. That first blog, *Chowhound*, was an online discussion board for sharing ideas about eating in New York. Today, food bloggers cover a wide **variety** of topics. Some examples:

- When Adam Roberts was in law school, he needed a break from studying. He decided to teach himself how to cook. Roberts started a blog to keep a record of his learning adventure and share it with other people. Eventually, his blog *The Amateur Gourmet* led to a new career in cooking.
- In May of 2012, two friends wanted to make each other laugh, so they created a blog for sharing pictures of ugly food. Other people began to send in their own photos of weird-looking food. By 2014, *Someone Ate This* was one of the Internet’s most popular food blogs.
- A history student named Anje decided to share her love for history and cooking. On her websites, *Kitchen Historic* and *Food Roots*, readers can find dishes from the 13th century all the way to the 1980s.

UNDERSTANDING THE READING

UNDERSTANDING
MAIN IDEAS

A Check (✓) the three sentences that best describe Martin’s blog and ideas.

- ☐ 1. Martin’s blog provides a way to travel around the world without leaving home.
- ☐ 2. Martin’s blog provides travel tips for making a journey around the world.
- ☐ 3. Martin thinks it’s important for children to learn about other cultures.
- ☐ 4. Martin believes that food creates cultural connections.
- ☐ 5. Martin likes to include strange or unusual recipes on her blog.

UNDERSTANDING
DETAILS

B Why did each blogger create their food blog? Match each blogger to a reason or reasons (a–g).

- a. to make each other laugh

b. to explore recipes from a long time ago

c. to go on adventures without leaving home

d. to help young people learn to respect each other

e. to share a learning experience with people

f. to share information about food in a particular city

g. to teach her daughter and readers about other cultures

1. Sasha Martin

4. Anje

2. the creators of

5. the creators of

- _____

Chowhound

Someone Ate This
3. Adam Roberts

UNDERSTANDING
PRONOUN
REFERENCE

C Underline the pronouns in these sentences. Then draw an arrow to the noun that each pronoun refers to.

1. When Adam Roberts was in law school, he needed a break from studying.
2. Roberts started a food blog and shared it with other people.
3. In May of 2012, two friends wanted to make each other laugh, so they created a blog for sharing pictures of ugly food.

CRITICAL THINKING:
JUSTIFYING
YOUR OPINION

D How much would you like to read each blog? Rate each one (1–3), and give a reason for your choice.

1 = I’m not interested in it.	→	3 = I would really like to read it.
Global Table Adventure	1 2 3	_____
Chowhound	1 2 3	_____
The Amateur Gourmet	1 2 3	_____
Someone Ate This	1 2 3	_____
Kitchen Historic / Food Roots	1 2 3	_____

Writing

EXPLORING WRITTEN ENGLISH

A Read the sentences below. Check (✓) the three sentences that give reasons. Then underline a word or phrase in each one that connects the reason and the result.

NOTICING

- ☐ 1. He went on a journey to explore how our environment affects the food we eat.
- ☐ 2. Sasha Martin started the popular *Global Table Adventure* blog in 2010.
- ☐ 3. I call them neighbors because the world is so small now.
- ☐ 4. It looks like tiny asparagus and has a bitter taste.
- ☐ 5. In May of 2012, two friends wanted to make each other laugh, so they created a blog for sharing pictures of ugly food.

LANGUAGE FOR WRITING Giving Reasons

Here are some words and phrases you can use to give reasons.

*Adam Roberts started a food blog **because** he needed a break from school.*

*Anje loves history and food, **so** she started a food blog.*

One reason (that) people start a blog is that they want to share their experiences.

Another reason is (that) they want to improve their writing skills.

*Some people start blogs **to** tell their friends about their daily lives.*

Notes:

- The reason comes before so, and the result follows it. A comma separates the two clauses.
- When an infinitive (to + base verb) is used to give a reason, *because*, a subject, and a verb can be left out in the reason clause.
- You can switch the clauses in sentences with *because*. A comma separates the two clauses in this case:

Because he needed a break from school, Adam Roberts started a food blog.



◀ One of the recipes Sasha Martin made was the German dessert baumkuchen, or “tree cake.” It was given this name because the many layers inside look like the rings of a tree.

B Complete the sentences with a word or phrase for giving reasons.

- 1. De Los Santos asked photographers to take food pictures _____ she thinks it's a good way to learn about other cultures.
- 2. _____ people read Sasha Martin's blog is to find recipes. _____ is that they want to visit faraway places without leaving home.
- 3. Matthieu Paley took pictures of his travels _____ show the world typical food scenes from the places he visited.
- 4. People sometimes want to share their experiences, _____ they post photos of the food they eat.
- 5. Some chefs start food blogs _____ they want to write cookbooks.
- 6. Travelers often want to learn about local foods, _____ they read food blogs before they travel.

C Combine the sentences using a suitable word or phrase to make one sentence. There is more than one correct answer for some pairs of sentences.

- 1. Many people travel. They want to try new dishes.

- 2. In my opinion, *101 Cookbooks* is the best food blog. The photos are beautiful. The recipes are easy to follow.

- 3. Smartphones have good cameras. It's easy to take beautiful food pictures on a trip.

- 4. Paley wanted to show people the typical Arctic diet. He took pictures of a seal hunt.

WRITING SKILL Paraphrasing Using Synonyms

Paraphrasing is expressing the meaning of something using different words. One way of paraphrasing is using synonyms—words with a similar meaning—to avoid repeating the same word.

*Many people enjoy taking **photos** of **food**, but De Los Santos wanted more than just **pictures** of pretty **dishes**. She was also looking for great **photography**, so she used certain criteria for choosing the **images**.*

D Match each word with the best synonym (a–k).

- | | |
|--------------------|------------------|
| 1. _____ emotions | a. tasty |
| 2. _____ typical | b. feelings |
| 3. _____ role | c. upload |
| 4. _____ believe | d. uninteresting |
| 5. _____ photo | e. part |
| 6. _____ post | f. usual |
| 7. _____ fun | g. pretty |
| 8. _____ delicious | h. dish |
| 9. _____ beautiful | i. think |
| 10. _____ boring | j. enjoyable |
| 11. _____ food | k. picture |

E Read the pairs of sentences below. Paraphrase the underlined part in each pair using synonyms. You can use the words in exercise D, or other words that you know.

- 1. Sasha Martin cooked dishes from all over the world. She cooked dishes from 195 different countries.

- 2. When Martin was young, she believed that cooking could be fun. As an adult, she still believes that cooking is fun.

- 3. Martin posts photos of her food online. Readers can post their own photos in the comments section of Martin's blog.

- 4. People often post photos of delicious and beautiful food that they cook. Other readers enjoy looking at the photos of the delicious food.

F Write a second sentence to follow each sentence below. Include a synonym of at least one of the words.

- 1. Matthieu Paley enjoyed a typical Mediterranean family meal in Crete.

- 2. Some people read food blogs because they want to get ideas for recipes.

WRITING TASK

GOAL You are going to write a paragraph on the following topic:
Explain why you think people like to share pictures of food on social media or on blogs. Give three reasons.

BRAINSTORMING

- A** Read the list of reasons that people share photos of food on social media or on blogs. With a partner, brainstorm for more reasons.
- They want to ...
- tell people about a great meal that they ate
 - tell people that they're eating healthy food
 - get cooking advice
 - give food or restaurant reviews
- _____
 - _____
 - _____

PLANNING

- B** Follow these steps to make notes for your paragraph. Don't worry about grammar or spelling. Don't write complete sentences.
- Step 1** Decide whether you are going to write about the sharing of food on social media or on blogs. Write a topic sentence.
- Step 2** Look at your brainstorming notes. Rank your reasons and choose the top three. Write them in the outline as your supporting ideas.
- Step 3** Add at least one detail for each reason.

OUTLINE

Topic sentence: _____

Supporting Idea 1: _____

Detail: _____

Supporting Idea 2: _____

Detail: _____

Supporting Idea 3: _____

Detail: _____

FIRST DRAFT

- C** Use the information in your outline to write a first draft of your paragraph.

REVISING PRACTICE

The drafts below are similar to the one you are going to write, but they are on a different topic:

Explain why you think people should try food from different cultures. Give three reasons.

What did the writer do in Draft 2 to improve the paragraph? Match the changes (a–d) to the highlighted parts.

- a. added a detail for a supporting idea

b. used a synonym
- c. deleted unrelated information

d. added a word or phrase that introduces a reason

Draft 1

I believe that it is important for people to try food from different cultures. They will learn about other countries. When they research recipes for food from other countries and try new ingredients, they will discover new things about those places. It's important to follow a recipe when you are cooking something new. Also, people should try foreign foods because they can experience a country without actually going there. It can be expensive to travel to a foreign country, but it's easy and inexpensive to try a dish from that country. Finally, I think people should try food from other cultures to make cooking and eating more enjoyable.

Draft 2

I believe that it is important for people to try food from different cultures. One reason is that they will learn about other countries.

When they research recipes for food from other countries and try new ingredients, they will discover new things about those places. Also, people should try foreign foods because they can experience a country without actually going there. It can be expensive to travel to a foreign country, but it's easy and inexpensive to try a dish from that place. Finally, I think people should try food from other cultures to make cooking and eating more enjoyable. Eating the same dishes all the time is boring, and trying different types of food can be an adventure.

☐

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- D** Now use the questions below to revise your paragraph.

- ☐ Did you use suitable words and phrases to introduce reasons?
- ☐ Did you include a detail for each supporting idea?
- ☐ Did you use synonyms to avoid repetition?
- ☐ Do all your sentences relate to the main idea?

REVISED DRAFT

EDITING PRACTICE

Read the information below.

In sentences with words and phrases that show reasons, remember:

- that the reason comes before *so*, and the result comes after it.
- that in sentences with *so*, a comma separates the two clauses.
- to separate the two clauses with a comma when you begin a sentence with *because*.
- that in an infinitive, the base form of the verb always follows *to*.

Correct one mistake with language for introducing reasons in each of the sentences (1–6).

1. Some people want to share their good eating habits so they post pictures of their meals on social media.
2. I think people post pictures of the food they make to sharing their hobby with their friends.
3. Food blogger Clotilde Dusoulier quit her job so she wanted to become a full-time food writer.
4. Because they want to make some money some food bloggers have ads on their sites.
5. People read food blogs, because they need ideas for things to make for dinner.
6. Some people post pictures of their food to tells people about new restaurants in town.

FINAL DRAFT

E Follow these steps to write a final draft.

1. Check your revised draft for mistakes with language for introducing reasons.
2. Now use the checklist on page 218 to write a final draft. Make any other necessary changes.

UNIT REVIEW

Answer the following questions.

1. What is one thing you learned in this unit about food in a different culture?

2. What are two words or phrases you can use to introduce a reason?

3. Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review the ones you don't know.

Reading 1:

- | | | |
|----------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> culture | <input type="checkbox"/> fresh | <input type="checkbox"/> fried |
| <input type="checkbox"/> offer | <input type="checkbox"/> pick | <input type="checkbox"/> prepare |
| <input type="checkbox"/> share | <input type="checkbox"/> taste | <input type="checkbox"/> type |
| <input type="checkbox"/> typical | | |

Reading 2:

- | | | |
|-------------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> argue | <input type="checkbox"/> dish | <input type="checkbox"/> hope |
| <input type="checkbox"/> ingredient | <input type="checkbox"/> popular | <input type="checkbox"/> recipe |
| <input type="checkbox"/> respect | <input type="checkbox"/> variety | |