

Level 3 - Scope and sequence

	GRAMMAR	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
1 All about me <i>Pages 10–21</i> 	adverbs of frequency; simple present and present progressive	personality adjectives	stressing words to express strong opinions; saying long and short sounds (1): /i:/ and /ɪ/	an article about personality; skimming	an explorer talks about her personality; listening for opinions	a personal profile; adapting your writing style	talking to people you don't know	recognizing the purpose of a text	asking how often; expressing agreement and disagreement
2 Memory <i>Pages 22–33</i> 	simple past; making questions	school subjects	saying regular past form endings (-ed); understanding fast speech: how words change	a blog post about memory; understanding reference (1): recognizing synonyms	an explorer talks about how she remembered things at school; dealing with unfamiliar vocabulary	a story; giving reasons	showing interest when listening	thinking about the quality of information	responding actively in conversation; adding interesting details to a story
3 Food for thought <i>Pages 34–45</i> 	simple past and past progressive; indefinite pronouns	food	understanding weak forms (1): was and were; stressing words to express meaning	an article about where foods come from; understanding how a text is organized	an interview with a restaurant owner; listening for reasons	a recipe; giving clear instructions	making your reasons clear	recognizing direct and indirect ideas; solving possible problems	giving reasons
4 Goals and ambition <i>Pages 46–57</i> 	future plans; will and won't for promises, offers, and spontaneous decisions	motivation	understanding weak forms (2): prepositions and articles; saying words beginning with /p/ and /b/	an online article about a climber; scanning	a podcast about motivation; recognizing fillers	an online forum; using apostrophes	giving encouraging feedback	categorizing	giving encouraging feedback; talking about goals
5 Home and away <i>Pages 58–69</i> 	zero and first conditionals; comparatives and superlatives	extreme adjectives	understanding contractions of auxiliary verbs; saying /f/ and /v/	a review of a TV series; finding meaning (1): using context	explorers talk about memorable places they have stayed; understanding the key points	online messages; being clear and friendly in messages	showing flexibility	identifying a writer's opinion; prioritizing	being a flexible guest and host; arranging a stay
6 Journeys <i>Pages 70–81</i> 	present perfect with ever / never; verb patterns: -ing and to + base verb	air travel	saying long and short sounds (2): /ʌ/, /æ/, and /ɑ:/; noticing difficult consonant sounds	an article about unusual ways to get to work; understanding reference (2): pronouns and determiners	a bird expert talking about bird journeys; using information you already know	an email to a travel company; choosing informal or more formal language	understanding other English speakers	choosing the best option	checking understanding; using informal and more formal language in emails

Level 3 - Scope and sequence

	GRAMMAR	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
7 Inspiration for change <small>Pages 82–93</small>	 <p>defining relative clauses; <i>used to</i></p>	the environment	understanding different accents; understanding elision (1): <i>used to</i>	five texts about important inventions; finding meaning (2): using definitions	a conversation about cleaning up the environment; predicting the content	a blog post; using paragraphs and topic sentences	persuading people	finding connections	talking about things that inspire you; persuading people; introducing topics
8 The world of work <small>Pages 94–105</small>	 <p>present perfect and simple past; <i>yet, just, and already</i></p>	jobs	saying the final /n/ sound; understanding linking sounds: /w/ and /j/	an article about the changing world of work; understanding cause and effect	an explorer talks about her work; making mind maps	a résumé; proofreading and checking information	making a good impression at an interview	combining information from different sources	using positive language at an interview; writing about your skills and experience
9 Health and happiness <small>Pages 106–117</small>	 <p>second conditionals; <i>must, have to, and should</i></p>	health	saying long and short sounds (3): /ɔ:/ and /ɒ/; understanding elision (2): negative auxiliaries	an article about living without pain; identifying supporting examples	an explorer talks about his health; staying positive when you don't understand	a gratitude journal; keeping the reader interested	saying “no” when you need to	reflecting on how things make us feel; finding positives in negative situations	saying “no” politely
10 Entertainment <small>Pages 118–129</small>	 <p>past perfect; articles</p>	movies and TV	understanding the past perfect; saying words starting with /str/	two folktales; understanding sequence in a story	an explorer talks about what he does for entertainment; listening for general meaning	a review; giving opinions	showing you value people	identifying the moral	showing that a relationship is important; describing a show
11 Challenges <small>Pages 130–141</small>	 <p>reported speech; <i>can, could, and be able to</i></p>	adjectives to describe emotions	understanding connected speech: <i>told</i> ; saying /tʃ/ and /dʒ/	three different text types about social media challenges; recognizing genre and message	an explorer talks about working in extreme conditions; listening for signposts	a report; writing factual information	asking for help	connecting a topic to personal opinions and experiences	asking for help; writing reports
12 Technology <small>Pages 142–153</small>	 <p>passives; modals of prediction and possibility</p>	technology	saying final -s sounds; saying final consonants: /g/ and /k/	an article about art and technology; recognizing paraphrase	explorers talk about technology; taking notes when you listen	an online returns form; giving only necessary information	taking turns on a group video call	drawing conclusions	managing a group video call; describing a problem

3

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  3.1 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?

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

3A Favorite dishes

LESSON GOALS

- Understand an article about where foods come from
- Recognize direct and indirect ideas
- Plan a special meal

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—what 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 *England / Portugal* 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. D
- 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.



a croissant



spaghetti with meatballs in tomato sauce



chicken tikka masala

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.

3B

A recipe for disaster



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*

READING 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.

LittleDave

I had a cooking disaster. I made an apple pie last week. I wasn't paying attention and I used salt instead of sugar by mistake. Soooooo bad! 😞 #recipecfordisaster

GiorgioR

I was cooking for my sister's birthday. While I was carrying the lasagne from the oven to the table, I dropped it. The food was OK, but my foot wasn't! 😞 #recipecfordisaster

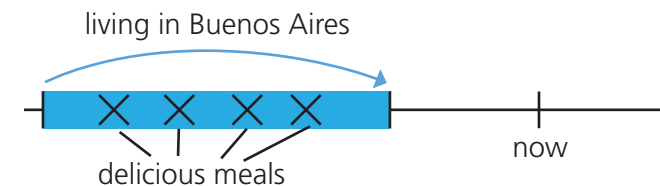
Tanya2697

I was making dinner yesterday and got a call from a friend. We were soon chatting away, and I asked my son to turn the heat off. Five minutes later I smelled smoke and ran back into the kitchen. Dinner was on fire...He thought I said, "Turn the heat up"! 🔥👧😞 #recipecfordisaster #mystorywins

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.



- 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 was taking the train to school yesterday when I met an old friend.
- 2 eat / find

- 3 buy / drop

- 4 walk / see

EXPLORE MORE!

Search online for more stories about people's "cooking disasters." How many of the stories use past progressive verbs?

PRONUNCIATION

7 3.1 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. /wəz/

We were soon chatting away. /wə/

However, the strong form is common in short answers to questions and in negative sentences.

A: Who **was** cooking? /wəz/ B: We **were**. /wɜːr/

She **wasn't** happy about it. /wɒznt/

8 3.2 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 was having sushi for lunch.
- 2 They weren't interested in eating out.
- 3 I wasn't happy with the food, but he was.
- 4 A: Who was looking for the recipe?
B: We were.

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.

LESSON 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 livers 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 leave quickly to get to the gym.



Caroline Bennett

LISTENING

- 2 3.3 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 the 1980s, Caroline had the chance to
- 2 In 1994, Caroline decided she wanted to
- 3 About 20 years ago, Caroline chose to
- 4 In 2004, Caroline made the decision to
- 5 A few years ago, Caroline's customers began to

- a live in Japan for a year. _____
- b open a sushi restaurant. _____
- c start a second company. _____
- d take a lot of photos. _____
- e take tuna off her menu. _____

- 3 3.3 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)* or *one reason was*. 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 3.4 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 a(n) ¹_____ a couple of months ago. Not eating meat at all! But I don't think I can become a(n) ²_____ because I like cheese too much!

Had sushi and sashimi for the first time yesterday. Didn't think ³_____ fish would be so good! Liked watching the chefs ⁴_____ it. The waiters ⁵_____ the food on beautiful plates from Japan, too.

My friend and I chose the same chicken ⁶_____ at our local Thai restaurant. She thought it was ⁷_____, but it was a little too spicy for me.

PRONUNCIATION

- 6 3.5 Look at the Clear Voice box. Listen and repeat.

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 3.6 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, we ordered two small coffees and two pastries.
- 2 W: Here you go—two large 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.
- 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.

- 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.
 - why you went there.
 - what food you had.
 - how much you enjoyed or hated it.

EXPLORE MORE!

Choose one of the customer types from the text in Exercise 1. Then search online to find a restaurant that might be good for that person. Share what you found with the class.

Making your reasons clear

SPEAKING

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. Underline three more indefinite pronouns in the restaurant ad in Exercise 2.

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.

LESSON GOALS

- Understand and use indefinite pronouns correctly
- Learn ways to make your reasons clear
- Roleplay conversations to practice giving reasons

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


anywhere anything everyone everything
nobody nothing somebody

- 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  3.2 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.

SPEAKING

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... as... /
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.

3E Comfort food recipes

LESSON GOALS

- Give clear and accurate instructions
- Solve possible problems
- Write a recipe

SPEAKING

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

comfort food /ˈkʌmfət ˌfuːd/ [noun: 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?

Dried fish soup

Ingredients

- 2 whole dried fish
- 1 large onion
- 3 potatoes
- 2 or 3 cups of green vegetables
- a little oil
- 3½ cups of water
- salt and pepper

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 potatoes. Wash and chop some green vegetables, like sweet potato leaves. Cook the onion in the oil. When the onion is soft, add the fish and half a cup of water, and maybe a little salt and black pepper, too. After about ten minutes, add three more cups of water, the potatoes, and the greens. Keep cooking the soup until the potatoes are soft. Serve it with a plate of rice.



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.

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.



- 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:

instruction	examples
• saying how much	500 grams of sugar / two eggs
• saying how long or how often	cook for 40 minutes / leave for one hour
• giving the order of steps	first / next / after that / at the same time / before
• giving more information	at 200 degrees / chop into small pieces

- 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 other 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.

EXPLORE MORE!

Find a simple recipe online and try to follow it.

- 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 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 writing. Discuss how much you want to try each other's recipes.

Go to page 155 for the Reflect and review.