

Eat to Live or Live to Eat?



1 Focus on the Topic

A PREDICTING

Look at the photographs and the title of the unit. Then discuss these questions with a partner.

1. What do the photographs show? What are the people doing? How do you think they feel?
2. What are the similarities and differences between the two photos?
3. What do you think the title of the unit means? What do you think this unit will be about?

2 Focus on Reading

A READING ONE: *The Chinese Kitchen*

Eileen Yin-Fei Lo is a cooking teacher and cookbook writer. In the reading, she celebrates the cooking traditions of her native China as she remembers her childhood days growing up in her family's kitchen.

Read the first paragraph. Write three questions that you think will be answered in the reading. Then read the rest of the story.

1. _____
2. _____
3. _____

THE CHINESE KITCHEN

BY EILEEN YIN-FEI LO
(from *The Chinese Kitchen*)

1 **F**ood is not only life-giving but also a source of familial or societal leanings.¹ Our food is inextricably linked with manners, with form, with tradition, with history. I grew up with these beliefs. I remember my father, Lo Pak Wan, my first cooking teacher, telling me that we must eat our food first with our eyes, then with our minds, then with our noses, and finally with our mouths. He believed this. He taught this to my brother and me.

2 He would say, only partly joking, that fine vegetables should be chosen with as much care as one would a



¹ *leanings*: tendency to agree with certain beliefs

3 Focus on Vocabulary

1 Look at these sentences from Readings One and Two. What do you notice about the underlined words? How do the underlined words relate to the verbs in the sentences?

- Our food is inextricably linked with manners, with form, with tradition, with history.
(verb)
- My Ah Paw knew instinctively, . . . how things ought to be cooked.
(verb)
- It [the Slow Food Movement] has dramatically changed.
(verb)

The underlined words are adverbs. Adverbs describe or give deeper meaning to verbs. Adverbs are usually formed by adding *-ly* to an adjective.

Adverbs can go in several different places in a sentence. They can go: at the beginning of their clause, at the end of their clause, before a verb that is one word, and after the first helping verb.

Rewrite the following sentences using the adverbs given.

1. I eat the same thing for breakfast almost every day. I have a bowl of cereal, toast, and coffee.

(usually) I usually eat the same thing for breakfast every day.

2. Ah Paw had never gone into the kitchen and had never cooked anything, but she knew how foods should be cooked.

(personally) _____

3. At the market, the young farmer displayed the corn he had grown himself. He felt very good about his corn.

(proudly) _____

4. After trying again and again, Andy was able to bake a good loaf of bread. It was delicious and worth the effort he had to put into it.

(finally) _____

5. If you are quiet and listen carefully, you can hear the food sizzling in the wok.

(softly) _____

7. They also say to throw away your microwave.
 - a. get rid of
 - b. improve
 - c. arrange
8. Although the Slow Food movement is new here, followers say they believe we will take to it enthusiastically.
 - a. control
 - b. like
 - c. bring

3 Read this information and do the exercise that follows.

Imagine a large international restaurant chain is proposing to build a fast-food restaurant in a community that presently has no fast-food restaurants. Think about the ramifications for the community. How will it affect small restaurant owners, employment opportunities, and quality of life? Will it improve the community or make it worse?

Divide the class into two groups. Group A is in favor of building a fast-food restaurant and writes six reasons why the restaurant is a good idea. Group B is against it and writes six reasons why it is a bad idea. Leave space under each reason so that a student from the other side can write a response.

Then, work in pairs with one student from Group A and one from Group B in each pair. Exchange papers with your partner and respond to each other's reasons. Use at least six words from the two vocabulary exercises above.

4 Focus on Writing

A GRAMMAR: Phrasal Verbs

- 1** Examine the following sentences and answer the questions with a partner.
 - a. Slow Foodists say you should throw away your microwave.
 - b. They also say you should turn off your television.
 - c. Cooks constantly come up with new ideas of how to cook fish.
 1. What is the verb in each sentence?
 2. What is the difference between *throw* and *throw away*?
 3. What is the difference between *turn* and *turn off*?
 4. What is the difference between *come* and *come up with*?

Phrasal Verbs

A **phrasal verb** consists of a verb and a particle (an adverb or preposition). The combination of words often has a meaning that is very different from the meanings of its separate parts. Phrasal verbs are used more often in informal English than in formal English.

Forming Phrasal Verbs

- Phrasal verbs (also called two-part or two-word verbs) combine a verb with a particle.

VERB	+	PARTICLE	=	MEANING
take	+	back	=	return
look	+	over	=	examine
give	+	up	=	quit

- Some phrasal verbs (also called three-part or three-word verbs) combine with a preposition.

PHRASAL VERB	+	PREPOSITION	=	MEANING
come up	+	with	=	imagine or invent
think back	+	on	=	remember

- Some phrasal verbs are **transitive**. They take a direct object. Many (two-word) transitive phrasal verbs are separable. This means the verb and the particle can be separated by the direct object.

She **looked over** the recipe.
verb particle object

She **looked** the recipe **over**.
verb object particle

- However, when the direct object is a pronoun it must go between the verb and the particle.

She **picked** **it** **up**.
verb object particle

But not

She ~~**picked** **up** **it**~~.
verb particle object

- Some phrasal verbs are **intransitive**. They do not take a direct object.

I liked that restaurant. I want to **go back** next week.
verb particle

(continued)

UNIT SUMMARY

This unit focuses on attitudes toward preparing and eating food. Reading One describes cooking traditions in a Chinese family. Reading Two introduces the “Slow Food” movement, a new and growing international group that celebrates “the joy of the table.”

The companion unit in *NorthStar: Listening and Speaking* focuses on eating trends and habits.

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★★★ A PREDICTING

Suggested Time: 10 minutes ⌚

Focus

To get students thinking about the topic of food and attitudes toward eating.

Setup

Have students work individually to write their answers to the questions. Then pair students and have them share their answers. Discuss students’ responses as a class.

Expansion/Homework

Give students a few minutes to think about the answers to the questions. Then pair students and have them write their answers. Have pairs report back to the class. You might want to write a few of the responses on the board.

Link to *NorthStar: Listening and Speaking*

Students who are also using the companion text can extend the discussion to include more recent food and eating trends.

★★ B SHARING INFORMATION

Suggested Time: 25 minutes ⌚

Focus

To develop students’ awareness and encourage discussion of memorable meals.

Setup

For Exercise 1, have students work in groups of four (of different language backgrounds or cultures, if possible) to interview each other and complete the chart. For Exercise 2, have students share the results of their interviews with the class.

Expansion/Homework

In groups, have students plan a memorable meal.

★★★C PREPARING TO READ

BACKGROUND

Suggested Time: 20 minutes ⌚

Focus

To make students aware of changing attitudes toward cooking and eating.

Setup

Ask students to read the quotation by Chuck Williams about cooking, and then answer the questions and respond to the statistics with a partner. Then discuss the answers as a class.

Expansion/Homework

Have students write answers to the exercises as homework and then discuss the answers to the questions in class.

VOCABULARY FOR COMPREHENSION

Suggested Time: 15 minutes ⌚

Focus

To acquaint students with the vocabulary they will encounter in the unit; to use context to guess the meanings of unfamiliar words.

Setup

Ask students to work individually to complete the exercise. Have students check their answers in pairs. Encourage students to consult a dictionary or another pair of students if they have questions. Check the answers as a class.

Expansion/Homework

You may want to assign this exercise for homework. In addition, you may want to have students write original sentences with the new vocabulary to share with the class.

2 Focus on Reading, PAGE 171

★★★A READING ONE: *The Chinese Kitchen*

Suggested Time: 15 minutes ⌚

Focus

To help students predict the content of the story as they read the first paragraph.

Setup

Have students read the first paragraph individually. Clarify any unfamiliar vocabulary. Then ask students to write three questions they think will be answered in the reading and share them with the class. Students then read the story individually in class or for homework.

The Road to Success

OVERVIEW

Theme:	Personality
Prewriting:	Making a flowchart
Organizing:	Supporting main ideas
Revising:	Cohesion between paragraphs Using identifying and nonidentifying adjective clauses
Editing:	Subject-verb agreement

Assignment

In Unit 3 of *NorthStar: Reading and Writing, Advanced, Second Edition*, you read about people trying to achieve success. The meaning of success and the path to achieving it can vary from culture to culture and even from individual to individual. Think about your own personal definition of success, what would make you feel successful, and the qualities you need to reach your goal. The assignment for this unit is to write a descriptive essay about these qualities. You will describe these qualities and explain how they can help you achieve your personal dreams of success.

1 Prewriting

MAKING A FLOWCHART



Complete Unit 3, Sections 1–3, in the Student Book before you begin this section.

You are going to create a flowchart showing a path that leads to the attainment of a goal. Flowcharts are particularly useful for illustrating the steps toward a specific outcome. You begin by writing down your starting point, and then you write down all the possible steps to get to your goal.

2 Fill in the blanks with the correct form of the verb **be**.

1. Maintaining high self-esteem _____ difficult in a profession in which you are in the public eye all the time.
2. Some of the goals I had set _____ too ambitious.
3. Most of the chapters of that book _____ on attaining financial success.
4. Success in those days _____ easier to attain.

3 Look at your second draft. Check the subject of each verb, and decide whether it is singular or plural. Then check that the verb agrees.

PREPARING THE FINAL DRAFT

Carefully edit your second draft for grammatical and mechanical errors. Use the Final Draft Checklist to help you. Finally, neatly write or type your essay.

FINAL DRAFT CHECKLIST

- Is the essay divided into clear paragraphs with one main point for each paragraph?
- Are the main points written in topic sentences?
- Are all the main ideas well supported?
- Are identifying and nonidentifying adjective clauses used to define, describe, or add information?
- Are cohesive devices used to clarify the relationships between paragraphs?
- Do subjects and verbs agree?