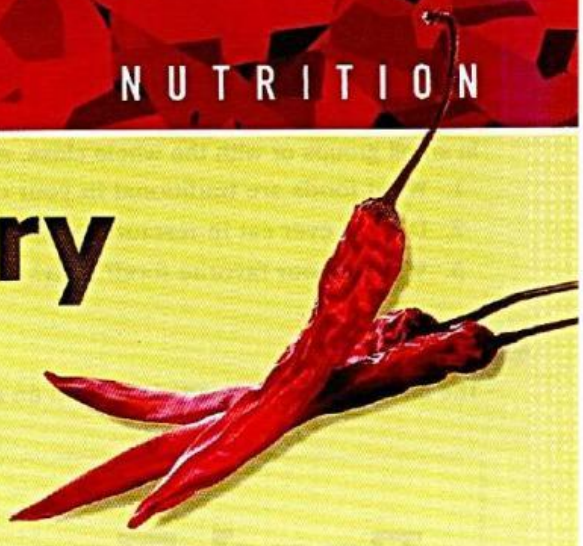
UNIT 6

The History of Food



In this unit, you will

- read about the history of the foods we eat.
- read about techniques for preserving and storing food.
- review identifying examples.
- increase your understanding of target vocabulary words.

READING SKILL Identifying Time Signals

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL available						
culture						
diet						
discover						
ensure						
preserve						
rely						
AWL significant						
supply						
technique						

AWL Academic Word List
Oxford 3000™ keywords

LIVEWORKSHEETS

مرجع زبان ایرانیان

Before You Read

In small groups or with the whole class, answer the following questions.

1. What foods are traditional in your culture?
2. Do you ever eat in restaurants that serve foods of other cultures?
3. What is your favorite food? Why?

Read

The information in this article is from an anthropology textbook.

Food Traditions

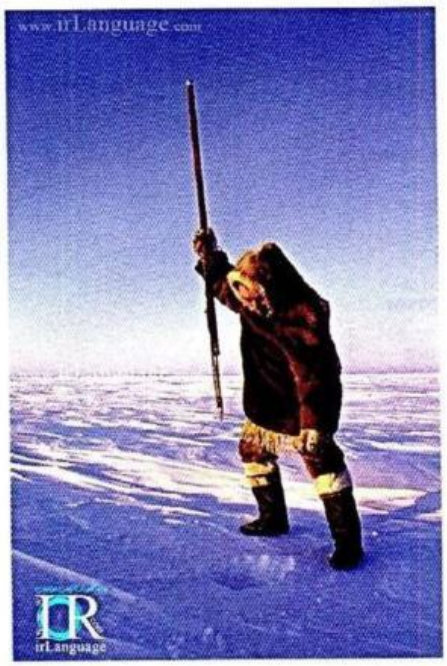
Every **culture** in the world has its own style of cooking and eating. Every **culture** has its own beliefs about what is good to eat and what is not. Many of these food customs started hundreds or even thousands of years ago. They developed in part because of where the people lived.

DIETS OF EARLY HUMANS

The **diet** of early humans depended on what foods were **available** to them. Different foods were **available** in different environments. For example, humans who lived near an ocean **relied** on the ocean to **supply** them with fish to eat. In contrast, humans who lived in forest areas ate the animals they hunted. Humans in the warm Indus Valley picked wild bananas to eat. Humans in northern Europe dug up wild onions. Flavorings, such as spices, also depended on what was **available** in the environment. Sometimes seeds or leaves were added to foods for flavor. Over time, these foods and flavors became traditional in a **culture**.

EARLY FARMING

About ten thousand years ago, humans learned to farm. These early farmers tamed wild cows, goats, and sheep. They planted wheat, barley, and other grains. Slowly, farming spread to other areas. The animals that farmers raised and the crops they planted depended on where they lived. Rice, for example, grew well in southern Asia, but not in dry desert lands.



Early humans who lived in the far north fished through holes cut in the ice.

LIVEWORKSHEETS

The animals and crops **ensured** that the farmers would have a **supply** of food **available** to eat.

NEW FOODS

Over the years, people learned about new foods. They learned from their neighbors or from travelers. They also learned about new cooking **techniques**. Travelers who went to distant places **discovered** new foods. Marco Polo, for example, traveled to China and brought noodles back to Italy. Explorers who sailed to the Americas brought tomatoes and potatoes back to Europe. Many of the new foods later became part of the traditional **diet** of some **cultures**. Potatoes, for example, became a **significant** part of the Irish **diet**. Both pasta (noodles) and tomatoes became part of the Italian **diet**.

EATING TECHNIQUES

Cultures also developed their own **techniques** for eating. Thousands of years ago, people in China began using chopsticks. They have **preserved** this eating **technique** and still use chopsticks today. People in other Asian countries learned the **technique** from them. The first eating tool used in Europe was probably a seashell or curved piece of wood. Later sharp, pointed knives were used. Most Western countries now use metal forks, knives, and spoons to eat with. Some **cultures** do not use eating tools. Instead, people use their fingers to pick up bites of food. People in other **cultures rely** on pieces of flat bread to pick up food.

People are proud of their **cultures** and enjoy their traditional foods. They want to **ensure** that their food traditions are **preserved**. ■

People still use chopsticks today.

Reading Comprehension

Mark each statement as *T* (True) or *F* (False) according to Reading 1.

___1. The diet of early humans depended on what foods were available in their environment.

___2. People who lived near the ocean relied on the ocean to supply them with animals to eat.

___3. Marco Polo discovered potatoes in China and brought some back to Europe.

___4. Tomatoes became a significant part of the Irish diet.

___5. The people of China have preserved the technique of eating with chopsticks into modern times.

___6. People are proud of their cultures and want to ensure that their food traditions are preserved.

LIVEWORKSHEETS

READING SKILL Identifying Time Signals

LEARN

Writers use many kinds of time words to describe when events happened.

Specific dates, days, or times:			
on January 3, 1786	in the 14th century	by 2050	at three o'clock

Times in relation to other events:		
every summer	last week	when she was a child
50 years ago	before he died	each day after school

The passing of time:		
days later	over time	years went by

Words that suggest past, present, or future time:		
past	**present**	**future**
early humans	modern society	coming weeks
once	now	soon
recently	today	next year
at one time	presently	later

APPLY

Work with a partner. Find these sentences in Reading 1. Answer the question after each sentence.

1. The diet of early humans depended on what foods were available to them.

   Which word tells you that the sentence is about the past? _____

2. Over time, these foods and flavors became traditional in a culture.

   Did this change happen quickly or slowly? _____

3. Thousands of years ago, people in China began using chopsticks. They have preserved this eating technique and still use chopsticks today.

   When did the Chinese people start using chopsticks? _____

   What does the word *today* tell you? _____

4. Most Western cultures now use metal forks, knives, and spoons to eat with.

   What word tells you that the sentence is about the present time?

   _____

LIVEWORKSHEETS

REVIEW A SKILL **Identifying Examples** (See p. 68)

Reading 1 includes many examples to help readers understand the main ideas. Work with a partner to find the following examples.

1. Paragraph 2 begins, "The diet of early humans depended on the foods that were available in their environment." What are the three examples given?

   a. fish or _____ b. bananas _____

2. Paragraph 4 includes two sets of examples.
   "Travelers who went to distant places often discovered wonderful new foods."
   What travelers were mentioned? What foods did they bring back?

   a. _____ brought back _____.

   b. _____ brought back

   _____ and _____.

Vocabulary Activities STEP I: Word Level

To ensure means "to make certain that something will (or will not) happen."

*The team practiced hard **to ensure** its success in the big game.*

*We bought our tickets early **to ensure** that we would have good seats.*

(See Oxford American Dictionary for learners of English, p. 241)

CORPUS

A. **Work with a partner. Match the two parts of sentences to make rules for safely preparing chicken to eat. Take turns making sentences with the information using the word *ensure*.**

1. Keep raw chicken in the refrigerator — 1 a. it stays cold.
   *Keep raw chicken in the refrigerator to **ensure** that it stays cold.*
2. Rinse the chicken in cold water — ___ b. bacteria will be destroyed by the heat.
3. Sprinkle salt on the chicken — ___ c. bacteria on the outside are washed away.
4. Put the chicken in a large pan — ___ d. you do not spread bacteria to other foods.
5. Put the pan in a hot oven — ___ e. the meat juices will not drip in the oven.
6. Wash your hands in hot, soapy water — ___ f. the meat inside is cooked before eating it.
7. Cut into a thick part of the chicken — ___ g. the meat will have a good flavor.

LIVEWORKSHEETS

To rely on something means "to need something in order to do certain tasks."

To rely on a person has the same meaning.

*I **rely on** an alarm clock to wake me up in the morning.*

*She **relies on** an old car for transportation.*

*Li **relied on** his parents to support him through college.*

(See Oxford American Dictionary for learners of English, p. 595)

CORPUS

B. Work with a partner. Match each kitchen item on the left with the task people *rely on* it to do. Take turns making sentences with the information.

1. coffee makers ___1___ a. to make coffee.

   *People **rely on** coffee makers to make coffee.*

2. measuring cups ___ b. to eat with.
3. chopsticks ___ c. to count the minutes while food is cooking.
4. knives ___ d. to cut the top off of metal cans.
5. ovens ___ e. to keep their clothes clean when they cook.
6. minute timers ___ f. to know the exact amount of an ingredient.
7. can openers ___ g. to cut food into pieces.
8. aprons ___ h. to keep foods cold.
9. refrigerators ___ i. to roast meat or bake cookies.

A *diet* is the food that a person or a group of people usually eats.

*Her **diet** includes lots of fruits and vegetables.*

*The Mexican **diet** is based on grains such as corn and rice.*

Often a person eats a special diet, such as a low-salt diet, a vegetarian diet, a fat-free diet, etc.

*My doctor put me on a liquid **diet** after my surgery.*

To diet or *to go on a diet* means "to restrict the types of food or the amount of food a person eats for the purpose of losing weight." The adjective *diet* refers to food that has no sugar or fat, such as *diet* cola.

(See Oxford American Dictionary for learners of English, p. 201)

CORPUS

LIVEWORKSHEETS

C. **Work with a partner. Complete the chart to show which foods might be included in each animal's diet. Take turns making sentences with the information.**

*A cow's **diet** includes grass.*

	Grass	Insects	Nuts	Apples	Raw meat	Fish
cow	✓					
bird						
whale						
lion						
zebra						
mouse						

Now change the word order in the sentences and take turns making new sentences.

*Grass is part of a cow's **diet**.*

Vocabulary Activities STEP II: Sentence Level

To supply something means "to give or provide something to a person or to a place."

*A local power company **supplies** our community with electricity.*

*A guitar player **supplied** entertainment for the party.*

The noun *supply* refers to a quantity of something that is available to use.

*The hotel provides each room with a large **supply** of towels.*

*I put a **supply** of tissues in my pocket in case I started sneezing again.*

The plural *supplies* refers to things that people need.

*The sailors filled their ship with **supplies** before leaving home.*

(See Oxford American Dictionary for learners of English, p. 734)

CORPUS

D. **Imagine you are an explorer from long ago. You are getting your ship ready for a long journey. You are meeting with the Queen. Answer her questions with full sentences, using the word in parentheses. Compare your sentences with a partner.**

1. Do you have enough food to last you for a month? (a supply)

   *Yes, we have a good **supply** of food.*

2. When you return, will you give me a report? (supply)
3. What will happen if a sailor gets sick? (medical supplies)
4. How are you going to wash clothes? (a supply)
5. Did my royal map maker give you any maps? (supplied)

LIVEWORKSHEETS

To discover something means "to find something that no one had ever seen before." It also means "to learn information that no one knew before." The passive verb form *was discovered* is used when you don't know who made a discovery. The noun form is *discovery*.

*Scientists recently **discovered** that pigeons can count.*

*Gold **was discovered** in California in 1849.*

*The **discovery** of penicillin has saved many lives.*

To discover something can also refer to finding or learning something that you did not know about before.

*My friend and I **discovered** a great new restaurant downtown.*

*I **discovered** a mouse in my cupboard.*

(See Oxford American Dictionary for learners of English, p. 207)

CORPUS

E. **Use the information in the chart to answer questions about vitamins. Write your answers on complete sentences in your notebook. Use *discover* or *supply* in your sentences.**

Scientists	Year	Vitamin	Foods that supply the vitamin: Include these in your diet.
Charles Glen King Albert Szent-Györgyi	1932	C	oranges lemons
Elmer McCollum Lafayette Mendel Thomas Osborne	1917	A	yellow fruits and vegetables green leafy vegetables
Christiaan Eijkman Adolphe Vorderman	1897	B_1	eggs, rice, oats
Elmer McCollum	1921	D	fish, eggs

1. When was vitamin A discovered?
2. What foods supply vitamin C?
3. What vitamin did Eijkman and Vorderman discover?
4. What foods should you include in your diet to get a supply of vitamin D?
5. Which scientist discovered two vitamins?
6. Which two vitamins do eggs supply?
7. Why should you include yellow fruits and vegetables in your diet?
8. Which discovery took place in 1932?

LIVEWORKSHEETS

F. Use the following words to complete this paragraph.

available	diet	ensure	rely on	supply
culture	discovered	preserving	significant	techniques

About ten thousand years ago, humans in several parts of the world made a (1)_____ change in the way they lived. They (2)_____ how to farm. Before that time, the (3)_____ of early humans depended on what was (4)_____ in their environment. They hunted for animals. They gathered wild fruits and vegetables. When humans became farmers, they no longer had to go looking for food. They could stay in one place. They could (5)_____ their animals and plants to (6)_____ them with food. Many people came to farm in areas where the land was good. As more people came, towns developed nearby. Farmers took their extra food into town to trade it for supplies that they needed. People shared (7)_____ for cooking and (8)_____ food with each other. They shared stories and beliefs. They created a (9)_____. Over time, many towns grew into business centers. People developed writing and number systems to (10)_____ that they could keep good business records. This was the beginning of civilization.

Early humans learned to farm.

LIVEWORKSHEETS

READING 2

Before You Read

In small groups or with the whole class, discuss the following questions.

1. Have you ever forgotten to put milk in the refrigerator? What happened?
2. What are some different ways that grocery stores keep foods fresh?
3. Have you ever visited a farm? What was growing there?

Read

Information in this article is from a science website.

PRESERVING FOODS

The daily **diet** of early humans depended on what foods they could find. While women searched for **available** fruits or roots, men hunted for wild animals or caught fish. However, if the humans did not eat the food in a few days, it began to rot. Rotten food did not taste good. It often made the humans sick. Early humans did not know how to **preserve** food to keep it safe to eat later. Today we have many **techniques** to **preserve** food. Some are thousands of years old.

An early hunter dragging an animal to a cave.

THE ROLE OF BACTERIA

Early hunters were the first to **discover** cooling as a way to **preserve** meat. After killing a large animal, they often dragged it to a nearby cave to hide it from hungry animals. Each day they would cut off pieces of raw meat to eat. It was cool inside the cave, so the animal meat did not rot quickly. It stayed good to eat for many days. In the winter, meat left inside the cave froze. It was still good to eat months later.

Early hunters did not know about bacteria. They did not know that bacteria cause meat and other foods to rot. They did not know that cooling slows the growth of bacteria and that freezing stops it. In warmer parts of the world, early humans **discovered** that dried foods lasted for a long time. They **discovered** that meats and fruits left to dry in the hot sun did not rot. The humans did not know that bacteria cannot grow without moisture (wetness).

LIVEWORKSHEETS

FARMING

When humans learned to farm, it **significantly** changed the way they lived. They no longer had to search for food. Instead, they **relied** on farm animals to **supply** them with meat and milk. They ate grains and vegetables that they planted. Farmers had plenty of fresh food **available** during the warm months. They ate much of it. But they also **preserved** some to create a **supply** of food to eat during the winter.

PRESERVING FOOD

Farmers **discovered** several new **techniques** for **preserving** food. For example, they **preserved** meat by packing it in salt or by hanging it over a smoking fire. They also **preserved** vegetables in olive oil, salt, or vinegar. People of different **cultures** used these **techniques**, and the results were often very different. For example, Koreans combined raw cabbage and salt and made *kimchi*. Germans combined raw cabbage and salt and made *sauerkraut*. During the winter months, farmers **relied** on **preserved** foods for their meals.

Modern preserved foods

For thousands of years, there were few **significant** changes in food **preservation**. Finally, in the 19th century, the **technique** of canning was developed. In home kitchens, foods were sealed inside glass jars. Then the jars were boiled to **ensure** that bacteria were destroyed. In commercial canning factories, cooked foods were sealed into metal cans. A **supply** of canned foods could be stored in a kitchen cupboard for a long time.[1] Early in the twentieth century, home refrigerators became **available**. The cool temperature inside kept foods fresh for many days.

A visit to a modern grocery store is a reminder of the many ways that humans have found to **preserve** foods. For instance, you will see foods that are frozen, refrigerated, canned, and dried. You will even see smoked and salted meats. ■

[1] The terms "canning" or "canned foods" refer to the preservation process rather than to the container. The terms apply to foods in both glass and metal containers.

LIVEWORKSHEETS

Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to the information in Reading 2.

___1. Early humans developed many techniques for preserving fish.

___2. The daily diet of early humans depended on what foods were available.

___3. Destroying bacteria is one way to ensure that foods are safe to eat.

___4. Early farmers relied on hunting for wild animals to supply them with meat and milk.

___5. *Kimchi* and *sauerkraut* are examples of how cultures can create significantly different foods even when they use the same techniques.

READING SKILL Identifying Time Signals

APPLY

Work with a partner to answer the questions below.

1. Use the time signals in Readings 1 and 2. About how long ago did early humans discover cooling as a way to preserve meat?
2. Use the time signals in Reading 2. Number these preservation techniques in the order in which they were discovered or invented.

   ___ canning ___ freezing ___ packing in salt ___ refrigerating

REVIEW A SKILL **Identifying Examples** (See p. 68)

1. Circle all the examples in paragraph 5 of new techniques for preserving food.
2. In the last paragraph, there are six examples of _____.

Vocabulary Activities STEP I: Word Level

A *technique* is a method or way of doing something.

*I tried your **technique** for cleaning window. It really works.*

*Watch the **techniques** the teacher uses to keep order in the classroom.*

(See Oxford American Dictionary for learners of English, p. 750)

CORPUS

A. Work with a partner. Mark each cooking technique with a C. Mark each preserving technique with a P. Mark each eating technique with an E.

___ frying ___ freezing ___ salting

___ using a fork ___ boiling ___ canning

___ refrigerating ___ baking ___ using chopsticks

LIVEWORKSHEETS

The adjective *available* describes things that you can buy or find, or that are ready to use.

*The author's new book will be **available** in April.*

*There were no rooms **available** at the hotel.*

Available also describes people who have time to meet with you.

*The doctor will be **available** at two o'clock.*

(See Oxford American Dictionary for learners of English, p. 45)

CORPUS

B. **Work with a partner. Imagine you are in a grocery store. You hear many announcements as you shop. Match the two parts of each announcement. Make sentences. Use *is* or *are* depending on the subject.**

1. Canned beans — 1 a. on aisle seven.

   *Canned beans are **available** on aisle seven.*

2. Job applications — ___ b. for 85¢ a pound, today only.
3. Oranges — ___ c. in the bakery section.
4. Immediate check-out service — ___ d. in the manager's office.
5. Ice cream — ___ e. at cash register Number 6.
6. Fresh bread — ___ f. in eight delicious flavors.

To preserve something means "to keep something safe or in good condition." *To preserve* a food means "to keep a food safe to eat by stopping or slowing the growth of bacteria."

*A thin layer of oil helped **preserve** the wood on my front door.*

*Canning and drying are two ways to **preserve** fruit.*

(See Oxford American Dictionary for learners of English, p. 550)

CORPUS

C. **Work with a partner. Match the countries to the famous places they want to preserve. Then take turns making sentences with the information.**

1. Australia — 1 a. the Great Barrier Reef

   *Australia wants to **preserve** the Great Barrier Reef.*

2. The United States — ___ b. the pyramids
3. India — ___ c. the Grand Canyon
4. England — ___ d. the Great Wall
5. China — ___ e. the Taj Mahal
6. Egypt — ___ f. Stonehenge

LIVEWORKSHEETS

Vocabulary Activities STEP II: Sentence Level

The adjective *significant* has the same meaning as "big" or "great," but it is more formal. It is not used to describe the size of objects.

*There is a **significant** difference between Spanish and Japanese.*

*We spent a **significant** amount of money on travel last year.*

Informally, people say:

There is a big difference between Spanish and Japanese.

We spent a lot of money on travel last year.

Significant also means "important."

*The discovery of fire was the most **significant** event in human history.*

The adverb form is *significantly*. It is often used to compare two things, or to show the importance of an action or state.

*Raul is **significantly** older than his brother.*

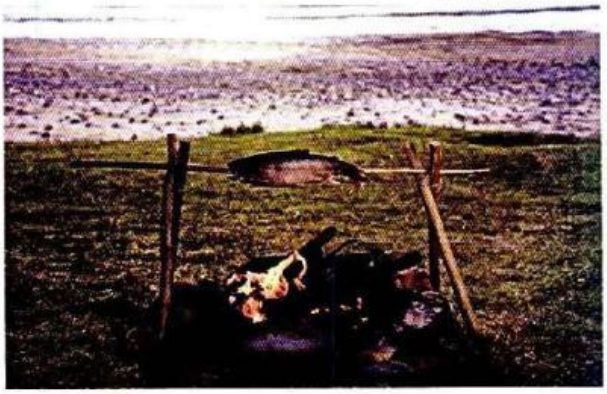
*Automobiles **significantly** changed how people traveled.*

(See Oxford American Dictionary for learners of English, p. 668)

CORPUS

D. Read the paragraph below. In your notebook, rewrite each of the seven underlined sentences. Include *significant* or *significantly* in each sentence. Take turns reading all the sentences with a partner. The first one has been done for you.

(1) The discovery of fire was the most important event in human history. When humans were able to make fire, they were able to cook foods. (2) Cooking foods made a big improvement in the diet of humans. (3) For example, cooking destroyed a large number of the bacteria found in raw food. Cooking also released vitamins in foods. (4) This made the foods much more nutritious. (5) Cooking also released a large amount of the poisons that occurred in some foods. This meant that humans could add some new foods to their diet if they cooked these foods well. (6) Cooking greatly improved the flavor of food. Cooking also broke down the fibers in foods. (7) This made the foods much easier to digest.



Cooking destroys bacteria in raw food.

*1. The discovery of fire was the most **significant** event in human history.*

LIVEWORKSHEETS

Culture includes the customs, language, beliefs, religion, arts, and family patterns of a group of people. The adjective form is *cultural*.

*The way people greet each other depends on which **culture** they belong to.*

*The **cultures** of South American countries are similar in many ways.*

*There are many **cultural** differences between Italy and Spain.*

Culture can also refer to the art, music, and literature of a society.

*Paris is one of the **cultural** centers of Europe.*

(See Oxford American Dictionary for learners of English, p. 179)

CORPUS

E. Below is a letter written by someone who just visited New York. Complete the letter by writing *culture* or *cultural* in the blank spaces. Take turns reading the letter with a partner.

Dear Grandmother,

It's good to be back. I was traveling on business to New York. At first I was confused by the (1) _____ differences that I saw. On my first night Tom, who worked in the New York office, took me to a restaurant for dinner. I was surprised by how late people in that (2) _____ eat dinner. Two of his friends joined us. In their (3) _____, men always greet each other by shaking hands. They wanted me to shake hands, too. And these strangers called me by my given name. Tom said he would order dinner for me. I was surprised when I got a plate with food already on it. In this (4) _____, they don't have large serving dishes of food that people share. Then I noticed an odd (5) _____ practice. When we were finished, Tom paid the waiter with a credit card. As we were leaving, each man put some money on the table. "Don't forget your money!" I called. Tom laughed and said that in his (6) _____ people always leave extra money for the waiter. It's called a "tip." Things got better as I got used to these strange (7) _____ practices. In fact, I had a wonderful visit in New York.

LIVEWORKSHEETS