

Longman English

Spark!



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Look at the photos of some popular dishes. Do you know what they are called?



Match the dishes with these names:

A chicken congee	B fish and chips
C nachos	D spaghetti bolognaise
E sushi	



Work in pairs. What is your favourite dish? Why? Tell your partner.



In this unit, you will listen, read and talk about food, and write a blog entry about a new breakfast item that you have created.



When we **SCAN**, we look quickly for a particular piece of information in a text. Scan the text. What two foods is it about?



When we **SKIM**, we read quickly to understand the gist of something. Skim the two info boxes. What sort of information do they give?

Do you know where your favourite foods come from? Read on to find out about the origins of two very popular snacks.

Text 1



The stories behind two snack foods



1 The United States has given the world many foods to snack on. Two of these have been around for a while, but they're just as tasty as ever!

POTATO CHIPS

2 Sometime in 1853, a customer ordered fried potatoes at a restaurant in Saratoga Springs, New York. But when they arrived, he complained that the potato slices were too thick. The chef tried again, but again the customer sent the potatoes back.

3 The chef, George Crum, was becoming frustrated. He decided to try something different. This time, he cut the potatoes into very thin slices

and deep fried them. The result was rather oily, so he served these crispy potatoes with lots of salt.

4 He thought the dish looked rather disgusting. However, to Crum's surprise, the difficult customer loved them! What's more, it turned out that a lot of other customers liked them too. These salty snacks became known as Saratoga Chips until, in the 1920s, Herman Lay began to sell them nationally. After that, it wasn't long before potato chips became popular all over the world!



Chips, crisps or fries?

In British English, the potato chips that you buy in a packet are called *crisps*, whereas the long pieces of potato that you eat while hot are called *chips*.

In American English, they're called *French fries* or just *fries*. If you're buying them from an American fast food chain, you'll use the word *fries*, even if you speak British English.

And another thing – fries are thinner than British chips. Confusing, eh?

CHOCOLATE CHIP COOKIES

5 In the 1930s, chocolate cookies were a firm favourite at the Toll House Inn, 25 Ruth Wakefield's restaurant in Whitman, Massachusetts. One day in 1938, Wakefield ran out of baking chocolate. She couldn't make chocolate cookies without it, so she decided to improvise. She broke up a bar of regular chocolate and added the small pieces, or chips, to the cookie dough. When she tasted the baked cookies, she found that the chocolate chips hadn't melted. This was a 30 good thing because customers loved the new cookies with a chocolate crunch! She named them Toll House Chocolate Crunch Cookies.

6 During World War II, families in Massachusetts began sending these cookies in care packages to 35 soldiers overseas. When the other soldiers tasted them, they wrote home asking for them too. Lots of people asked Wakefield to share her recipe. Her cookies, 40 now more commonly called chocolate chip cookies, have been popular ever since.



Cookies or biscuits?

Speakers of British English generally use the word *biscuits* for what American English speakers call *cookies*, but they say *chocolate chip cookies* just like everyone else.



Check your understanding

A Answer the questions using information from Text 1. For the multiple-choice question, blacken one circle only.

1 In what country were the two foods described in the article created?



2 According to paragraph 2, what did the customer order?

3 Why did the customer send the potatoes back?

4 Find a word in paragraph 3 to match the following definition.

_____ (adj) feeling annoyed and impatient because you cannot achieve something

5 Why was George Crum surprised that the customer liked his crispy potatoes?



6 Which of the following is true?

A George Crum sold his chips around the world.

B Herman Lay sold potato chips across the US.

C Potato chips are crispier than Saratoga Chips.

D Saratoga Chips were created in the 1920s.

A B C D
☐ ☐ ☐ ☐

7 Find a phrase in paragraph 5 which means 'very popular'.

8 Complete the sentence with words from the text. Use one word in each blank.

Ruth Wakefield didn't have any ^(a) _____ chocolate for her ^(b) _____ so she used regular chocolate broken into ^(c) _____.



9 What word in paragraph 5 means 'to make from whatever is available'?

10 When did chocolate chip cookies become known across the US?

B Complete the following paragraph using words from Text 1. Fill in each blank with one word only.

In 1853, ⁽¹⁾ _____ George Crum cut some potatoes into very ⁽²⁾ _____ slices before frying them, creating potato chips. Later, Ruth Wakefield added ⁽³⁾ _____ (or pieces of regular chocolate) into her ⁽⁴⁾ _____ recipe.



Look at the title.
Can you **PREDICT**,
or guess, what the
text is about?



Scan the text.
Which fictional
characters are
mentioned?

VIEW



People say that breakfast is the most important meal of the day.
Read on to find out why.



Text 2

The morning meal



- 1 Let's begin with a few words from a true fan of breakfast
in this extract from the book *Winnie-the-Pooh*.



"When you wake up in the morning, Pooh," said Piglet at last, "what's
the first thing you say to yourself?"

- 5 "What's for breakfast?" said Pooh. "What do *you* say, Piglet?"

"I say, I wonder what's going to happen exciting *today*?" said Piglet.

Pooh nodded thoughtfully.

"It's the same thing," he said.



Did you know?

The word 'breakfast' is
made up of two words:
break (stop) and **fast**
(a time when you
don't eat, e.g. when
you're asleep).

- 2 Many of us don't feel the same way as Pooh. We skip breakfast to save time or because we
10 just don't feel like eating.

- 3 Let's look at this meal like scientists. It provides your body with the fuel you need to get
through the morning — you haven't eaten all night and your body needs calories. It just doesn't
know it because your brain hasn't woken up yet. Hello? Wakey-wakey!

- 4 If you miss breakfast, your whole body functions
15 slowly. It's like you're driving an old car while the
breakfast eaters are zooming past in sports cars!



- 5 A good breakfast should be easy to make,
filling and, of course, scrummy! Let's take a look
at a simple breakfast dish which ticks all the
20 boxes — a homemade breakfast muffin.

BREAKFAST MUFFIN – Serves one



Ingredients:
 1 English muffin
 1 slice of bacon
 1 slice of cheese
 2 teaspoons of cooking oil
 1 large egg
 1 pinch of salt



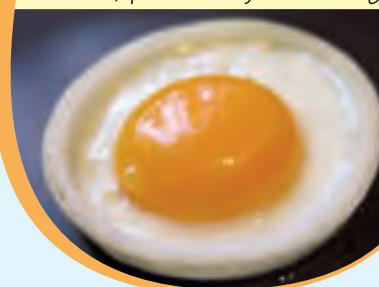
- 1 Fry the bacon in a teaspoon of cooking oil. When cooked, place it on a piece of kitchen paper*.
- 2 Split the English muffin and toast the two halves.
- 25 3 Fry the egg in the rest of the cooking oil.
- 4 Now put the egg and bacon on one half of the muffin.
- 5 While the egg and bacon are still warm, top with the slice of cheese (so that it melts**) and then put on the other half of the muffin.

*This makes the bacon less oily.

30 **As you've learnt in Science lessons, heat rises! This means that if the cheese is on top, the hot bacon and egg melt the cheese! Science in action!

Cooking tip

A round fried egg will fit neatly in an English muffin, but how can you cook a perfectly round fried egg? Fry it in an onion ring! You'll get a round fried egg every time, plus a tasty onion ring.



Check your understanding

A Answer the questions using information from Text 2. For multiple-choice questions, blacken one circle only.

- 1 The writer of Text 2 wants to encourage people to ____.

A eat breakfast
 B eat muffins for breakfast
 C read the book *Winnie-the-Pooh*
 D skip breakfast

A B C D
☐ ☐ ☐ ☐

- 2 In the extract, when Pooh says 'It's the same thing' (line 8), he means that he ____.

A agrees with Piglet about everything
 B eats the same thing for breakfast every day
 C never knows what he is going to have for breakfast
 D thinks eating breakfast is exciting

A B C D
☐ ☐ ☐ ☐

Compound nouns

We often use two words together to form a **compound noun**. In a compound noun, the first word tells us more about the second word, e.g.

potato chips (Text 1) — chips that are made from potato

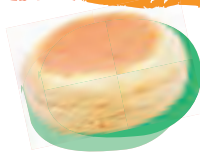
baking chocolate (Text 1) — chocolate used for baking

The second word of a compound noun is usually a noun. The first word can be a noun, an adjective, or a verb.



ice cream

English muffin



cooking oil



Most compound nouns are written as two separate words (e.g. egg tart) or one word (e.g. pancakes).

- Form compound nouns with the following two groups of words. One has been done for you. You can use some words more than once. Use the pictures to help you.

1 apple blue cheese cup frying
bread chopping green rolling
measuring pan sauce salad wooden

2 berry board cake cup
beans pin burger pan
dressing pie spoon knife

Food



a)

apple pie



e)



b)



f)



c)



g)



d)



h)

Cooking utensils



i)



l)



j)



m)



k)



n)



o)

Talking about amounts

When we talk about amounts, it helps to know if a noun is countable or uncountable.

Countable nouns are people and things that we can count. **Uncountable nouns** are things that we cannot count (e.g. *water*, *sweetness*) or that are difficult to count (e.g. *rice*, *sand*). We use countable and uncountable nouns like this:

	Countable nouns	Uncountable nouns
Singular forms	Use <i>a</i> or <i>an</i> : <i>a</i> cherry <i>an</i> orange	Do not use <i>a</i> or <i>an</i> : <i>milk</i>
Plural forms	Add <i>-s</i> / <i>-es</i> to most nouns: <i>burgers</i> <i>potatoes</i>	No plural forms
Showing amounts	Use numbers: <i>two</i> eggs <i>five</i> tomatoes Or use quantity words: <i>a bag of</i> apples <i>two boxes of</i> biscuits	Use quantity words: <i>a cup of</i> tea <i>four jars of</i> jam
Asking about amounts	Use <i>how many</i> or <i>any</i> : <i>How many</i> onions do you need? Are there <i>any</i> carrots in the fridge?	Use <i>how much</i> or <i>any</i> : <i>How much</i> ketchup shall I add? Is there <i>any</i> cream in the cake?

See **Appendix 3** for more spelling rules for **plural countable nouns**.

Grammar in text

Find examples of countable and uncountable nouns in Texts 1 and 2.

Where in the table would you place them?

Look at the following sentences and circle the correct options.

- We need two ^(a) (*banana* / *bananas*) and a bowl of ^(b) (*grape* / *grapes*).
- Edward eats two bowls of (*rice* / *rices*) for lunch every day.
- Is Winnie making (*orange juice* / *orange juices*) for the party?
- (*How many* / *How much*) eggs shall we cook for lunch?
- I drink (*a glass of milk* / *a milk*) every morning.
- Do you want to add (*a slice of cheese* / *a cheese*) in your burger?
- (*How many* / *How much*) sugar do you want in your lemon tea?
- Do we have any (*butter* / *butters*) in the fridge?



TASK

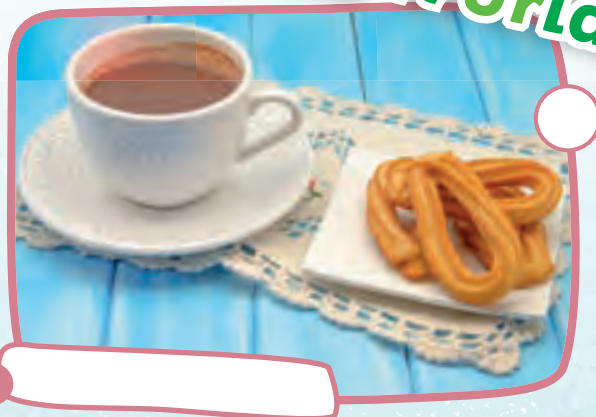
Write a blog entry

In this unit, you have learnt how important breakfast is. However, many students skip breakfast. To encourage them to eat breakfast, think of a new and interesting breakfast item and write a blog entry to share your recipe. Be as creative as possible.

Let's start by looking at what people in different countries eat for their first meal of the day. Look at the pictures below. Where do you think they are most commonly eaten? Write the names of the countries in the spaces provided.

- Brazil
- China
- France
- Japan
- Spain
- the United States

Breakfast Around The World



Which of these breakfasts would you like to eat the most? Which would you like the least? Rank them 1 to 6 (1 = like the most; 6 = like the least). Write the numbers in the circles.

VOCABULARY ROUNDUP



Dishes

banana split (<i>n phr</i>) p. 14	burger (<i>n</i>) p. 9
chicken congee (<i>n phr</i>) p. 1	egg tart (<i>n phr</i>) p. 9
fish and chips (<i>n phr</i>) p. 1	nachos (<i>n</i>) p. 1
omelette (<i>n</i>) p. 14	pancake roll (<i>n phr</i>) p. 18
spaghetti bolognaise (<i>n phr</i>) p. 1	sushi (<i>n</i>) p. 1
tortilla wrap (<i>n phr</i>) p. 14	

Add more!

What other useful words and phrases have you learnt? Add them to the appropriate lists.

Food tastes and textures

crispy (<i>adj</i>) p. 2	delicious (<i>adj</i>) p. 19	fluffy (<i>adj</i>) p. 19
oily (<i>adj</i>) p. 2	salty (<i>adj</i>) p. 2	scrummy (<i>adj</i>) p. 6
sour (<i>adj</i>) p. 13	tasty (<i>adj</i>) p. 2	yummy (<i>adj</i>) p. 12

Ways of preparing and cooking food

add (<i>v</i>) p. 3	bake (<i>v</i>) p. 3	beat (<i>v</i>) p. 13
blend (<i>v</i>) p. 13	break up (<i>phr v</i>) p. 3	chop (<i>v</i>) p. 18
cut (<i>v</i>) p. 2	deep fry (<i>v phr</i>) p. 2	dice (<i>v</i>) p. 13
fry (<i>v</i>) p. 7	melt (<i>v</i>) p. 3	mix (<i>v</i>) p. 13
peel (<i>v</i>) p. 13	pour (<i>v</i>) p. 13	roll up (<i>phr v</i>) p. 18
serve (<i>v</i>) p. 2	slice (<i>v</i>) p. 13	split (<i>v</i>) p. 7
spread (<i>v</i>) p. 18	sprinkle (<i>v</i>) p. 18	stir (<i>v</i>) p. 18
toast (<i>v</i>) p. 7		

Ingredients

bacon (<i>n</i>) p. 7	bell pepper (<i>n phr</i>) p. 14	cheese (<i>n</i>) p. 7
chocolate chip (<i>n phr</i>) p. 3	cucumber (<i>n</i>) p. 17	ham (<i>n</i>) p. 17
muffin (<i>n</i>) p. 6	mushroom (<i>n</i>) p. 14	onion ring (<i>n phr</i>) p. 7
sausage (<i>n</i>) p. 17	smoked salmon (<i>n phr</i>) p. 14	strawberry (<i>n</i>) p. 12
tuna (<i>n</i>) p. 14	turkey (<i>n</i>) p. 17	

