




# That Looks Good

6

**Where does food come from?**

- What do you see?
- What do you think?
- What do you wonder?



**A**  Listen. Touch your head when you hear any food.



stove 1

microwave

fry

fridge

throw out

fresh

trash can

US


UK

trash can

rubbish bin

stove

cooker

**B**  Listen and say. Listen again and number the words.



**C** What do you do in the kitchen? Tell a partner.

**D** Watch and complete. Then sing. Snap when you say a food.

### That Looks Good!

Look in the **1** fridge (gefrid). What do you see?

I see fruit and vegetables calling to me!

All the fruit and vegetables, cold and **2** \_\_\_\_\_ (hfser)

**3** \_\_\_\_\_ (tcu pu) into pieces – they're the best!

Look on the **4** \_\_\_\_\_ (vetso). What do you see?

You're cooking something special, just for me!

**5** \_\_\_\_\_ (yfr) some eggs and potatoes, delicious and hot,

**6** \_\_\_\_\_ (xmi) it with cheese—I like it a lot!

Look on the **7** \_\_\_\_\_ (lgfir). What do you see?

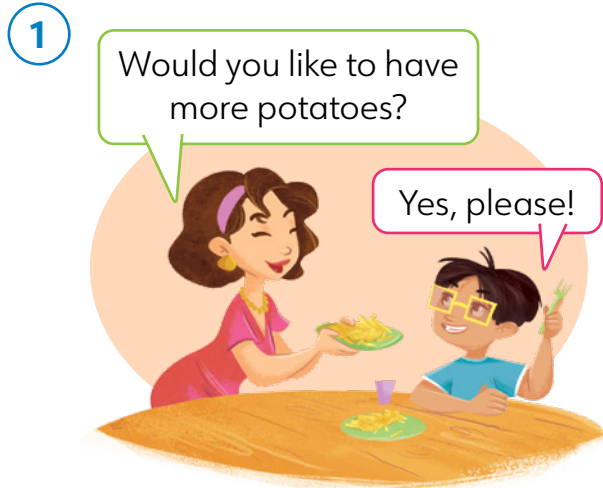
A piece of meat and vegetables there for me!

Ping goes the **8** \_\_\_\_\_ (wmaevirco). My food is done.

Choosing what I want to eat is so much fun!



**A**  Listen and read. Point to a verb that is similar in meaning to *like*.



**B** Look at A. What word comes between two verbs? Complete the table. Then write one more example of a verb + infinitive.

Verbs + Infinitives	
✓	We _____ fruit salad.
✗	I _____ meat.
?	Would you _____ more potatoes?
●	_____

**Remember**

*Would you like to...?* is a polite way to ask a question.

**C**  Listen and say. Listen again and clap when you hear infinitives.

**D** Read and complete. Then read aloud with a partner.

I **1** love to eat (love, eat) fruit! My sister and  
 I **2** \_\_\_\_\_ (try, eat) fruit every day.  
 First, we **3** \_\_\_\_\_ (need, wash) the fruit.  
 We **4** \_\_\_\_\_ (not need, wash) mangoes  
 or bananas because she always peels them.  
 Sometimes, she **5** \_\_\_\_\_ (like, peel) apples and  
 peaches, too. Then I always **6** \_\_\_\_\_ (choose, cut up)  
 the fruit. I **7** \_\_\_\_\_ (like, mix) the pieces together  
 into a fresh fruit salad.



**E**  Work with a partner. Start a sentence with a verb from the first box. Complete the sentence with an infinitive from the second box.

like start want try  
plan hate need love

eat grill drink fry  
make cook peel mix

I like ...

to eat watermelon every day.

**F** **Exam Practice** Read the conversation and choose the correct answers.

**1 Jess:** Would you like to have some strawberries?

**Lin:** **A** I love mangoes. **B** Yes, please! **C** They cut up some strawberries.

**2 Jess:** What fruit do you like to eat?

**Lin:** **A** I don't like to wash the dishes. **B** I plan to make a salad.

**C** I like to eat apples.

**3 Jess:** Let's start to clean up.

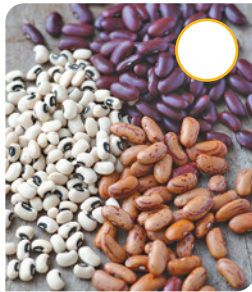
**Lin:** **A** OK. We don't want to eat meat. **B** OK. I like to wash dishes.

**C** OK. Would you like to have more chicken?

**A**  Listen to the food scientist. Point to the foods she talks about. Which foods have protein?



carbohydrates



beans



grains



butter



meat



sugar



fat



nuts



protein



dairy

**B**  Listen and say. Listen again and number the pictures in A.

**C** Read and choose. Then read aloud with a partner.

- 1 Your body gets carbohydrates / protein from meat, fish, and eggs.
- 2 You should eat fruit and vegetables once a week / every day.
- 3 Bread and pasta are made from grains / meat.
- 4 Dairy / Sugar helps to make your bones strong.
- 5 You should have a little bit of / no fat every day.
- 6 Cookies / Strawberries are something sweet and healthy.

**D**  Look at A. Where do these foods come from? Tell a partner.

Butter comes from stores.

Yes, but first it comes from cows.

**A**  Listen to Min-jun and Francesca. How are the lunches similar?

1



Min-jun, South Korea


2



Francesca, Italy

**B**  Listen again. Check (✓) what they eat. Then check what is true for you.

Who eats ...	Min-jun	Francesca	Me
1 with their class?	✓	<input type="radio"/>	<input type="radio"/>
2 soup?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 rice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 pasta?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 vegetables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 cheese?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 fruit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 with chopsticks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C**  What do you eat for lunch? Where does it come from? Tell a partner.

I usually eat cheese.

It comes from milk, which comes from the cows.

### Play Break

Imagine you're in charge of school lunch. Draw a picture of the food you would serve to your friends.





A Listen. Repeat the words in the box.

B Listen and read. How do the gardens help people?

### Pronunciation

fruit	fresh
bloom	blended

# SCHOOL GARDENS AROUND THE WORLD

Students are learning  
about food inside and  
outside the classroom



**ITALY** In Italy, students learn to make food by working in school gardens. They share the food they grow with family and people in the community. By learning to grow food, and sharing their **knowledge** with others, students become teachers to people in their communities.

Students also learn where ingredients for their school lunch come from. After learning where these foods grow, they create a map for each meal.



**CALIFORNIA** Some students in California are part of the Edible Schoolyard program. During school, they learn about gardening and cooking. But, this program is not just for students. On special nights, parents and community members share a meal at school using some of the foods from the garden.

Everyone works together. Some people help to peel and cut up vegetables. Other people like to grill foods. During the meal, everyone shares **recipes**, so people can learn about foods from around the world.



**ARMENIA** Students grow fruits and vegetables and learn about **farming** in school gardens in Armenia. Many gardens include fruit trees. Students make sure the trees get plenty of water after they bloom, so they will produce a lot of fruit.

They use the fruit in different ways. They cook some on the stove and mix it with sugar to make jelly. They also dry fruit to make snacks. They use the money from selling these products and fresh fruits for school programs.

## WASTE NOTHING!

Make planters with recycled items, such as wood or even old furniture.



REUSE

Make **compost** with food **scraps**. This makes the soil healthy.



Use seeds from fruits and vegetables to grow new plants.



Collect rainwater. Use it to water plants.





**C** Read the text again. Check (✓) the location. Compare with a partner.

Which students ...	Italy	California	Armenia
1 make jelly?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2 share recipes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 make maps?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 sell products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 have a community meal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D**  What recipe would you like to share with others? Why? Tell a partner.

**E**  Think about a community garden. Discuss with a partner.

We can plant a vegetable garden in the park.

Good idea! Everyone in the community can help.

**F**  Watch and listen. Cross out the word that does NOT belong.

- Students **harvest** / **water** / ~~**grill**~~ / **plant** vegetables at school.
- They collect seeds from **cucumbers** / **carrots** / **tomatoes** / **peppers**.
- Their **parents** / **teachers** / **neighbors** / **coaches** often help.
- They use the vegetables to make **sandwiches** / **soups** / **salads** / **sauces**.



I can understand how gardens help communities. ☐

**A**  Listen and read. Point to the words that come after *like* and *love*.



**Tim:** So, Alec, do you like cooking?

**Alec:** Yes, Tim, I do. I enjoy making new dishes. It's fun.

**Tim:** Then why are you crying?

**Alec:** I'm not crying! I love cooking, but I hate cutting up onions. They make my eyes water.





**Tim:** I don't mind cutting up onions. Let me do it.

**Alec:** Sure! Here you go. My eyes are hurting.

**Tim:** I like wearing these goggles. Then I never cry. I can cut up 100 onions!

**Alec:** Thanks, Tim!

**B** Look at **A**. Which three letters are at the end of the gerunds? Complete the table. Then write one more example of verbs + gerunds.

Verbs + Gerunds	
	I _____ new dishes.
	I _____ up onions.
	Alec, do you _____?
	_____

**Notice**

Always use gerunds with *don't mind*, *doesn't mind*, *enjoy*, and *keep*.



**C**  Listen and say. Listen again and raise your hand when you hear gerunds.

**D** Read and complete. Then read aloud with a partner.

- 1 Evan enjoys eating (eat) sandwiches for lunch.
- 2 Ana keeps \_\_\_\_\_ (put) more potatoes on my plate.
- 3 My mother doesn't like \_\_\_\_\_ (cook) dinner every day.
- 4 My classmates don't mind \_\_\_\_\_ (wait) for our lunch.
- 5 We love \_\_\_\_\_ (eat) fruit and vegetables every day.
- 6 My dad doesn't mind \_\_\_\_\_ (shop) for food.

**E**  Check (✓) the correct column. Then tell a partner sentences for each verb.

	Infinitive	Gerund	Both
1 like	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2 plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 keep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 hate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 enjoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**F** **Exam Practice** Read the text. Choose the right words and write them on the lines.

Alexia enjoys **1** \_\_\_\_\_ tomatoes. She **2** \_\_\_\_\_ watering the plants. She likes **3** \_\_\_\_\_ them when they are ready, and she **4** \_\_\_\_\_ eating them even more!

- |                     |              |             |
|---------------------|--------------|-------------|
| <b>1</b> grow       | grows        | growing     |
| <b>2</b> don't mind | doesn't mind | not minding |
| <b>3</b> picking    | picked       | pick        |
| <b>4</b> love       | loves        | loving      |



**A** 👁 Watch and listen. Write *fr* or *bl*. Say the phrases.



**Watch**

How does the server make her guest feel comfortable?

1 The F r iendly Tomato

3 \_\_\_ \_\_\_ ack beans

2 a food \_\_\_ \_\_\_ og

4 \_\_\_ \_\_\_ uit

**B** 👁 Watch again. Choose the phrases you hear.

1 **A** Would you like / Do you want some water?

**B** Yes, please! / No, thank you.

2 **A** First, choose your main green vegetable / fresh fruit.

**B** Spinach / Lettuce, please!

3 **A** Next, choose a protein / carbohydrate.

**B** I would like to have / want to try black beans.

**C** Prepare a conversation between a server and a guest at a restaurant. Use phrases from **B** and your own ideas.



Greet your guest.

Ask a question.

Ask another question.

Greet the server.

Give an answer.

Respond and say *thank you*.



**D** 🗨 Practice with a partner.

**Reflect**

Did I make my guest comfortable?



**A** Read the report. Circle the four headings. Which foods in the report do you eat?


**My Food Experiment**

**Question**  
Am I a healthy eater?

**Method**  
I kept a food diary for one day. I wrote down everything I ate. Then I counted everything. Here is what I ate.

**Results**

- ▶ Breakfast: cereal, milk, orange juice, grapes
- ▶ Lunch: egg sandwich on white bread, apple, cookies, water
- ▶ Dinner: rice, chicken, tomato sauce, cheese, bread, olive oil, milk, water



Fruit: 3  
Vegetables: 0  
Protein: 2  
Carbohydrates: 4

**Conclusions**

- 1 I eat a lot of carbohydrates.
- 2 I need to drink more water.
- 3 I should eat more vegetables.

Dairy: 3  
Fat: 1  
Water: 2  
Sweets: 1

**B** Keep a food diary for one day.

<b>Breakfast:</b>	Fruit:	Dairy:
<b>Lunch:</b>	Vegetables:	Fat:
<b>Dinner:</b>	Protein:	Water:
	Carbohydrates:	Sweets:

**C** Make notes for the headings in your report. Write one idea for each heading.

- 1 Question \_\_\_\_\_
- 2 Method \_\_\_\_\_
- 3 Results \_\_\_\_\_
- 4 Conclusion \_\_\_\_\_

**Reflect**

Did I understand each section in the report?

**D** Write a report based on your food diary. Remember to use headings.



# Project • A Community Garden



## 1 Think

What foods grow near you?  
Choose three to grow in your community garden.

## 2 Plan

Plan your garden.

- How much water and sunlight do your plants need?
- Who will take care of your garden?
- What will you do with the fresh food from your garden?



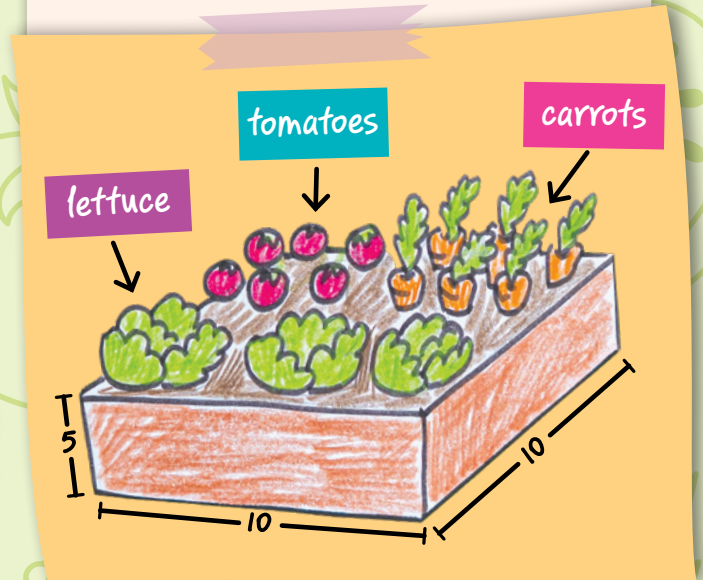
## 3 Choose and Create

Choose a way to show your garden plan.

- Draw a sketch
- Build a model
- Write a description
- Your own idea

## 4 Share

Share your plan with the class.  
Talk about how the garden can help your community.



## • Explore

Grow vegetables in your classroom!  
Bring in seeds from home and plant them in small containers.

