



That Looks Good

6

Where does food come from?

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

UNIT 6 RESOURCES

Level 3 • Workbook, pages 68–77

Teacher Zone:

- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE

- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS

- Student's Book, page 79

TEACHING TIP

- Ask students if they have tasted the food in the picture and to describe it. If not, ask them to imagine how it would taste and feel.

LESSON 1

OBJECTIVE

- to learn and practice kitchen and food vocabulary
- to sing a song that explores cooking and food

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 71 and 72
- Song video

SKILLS

- Identify and describe how we store, discard, clean, and prepare food.
- Use American and British English words for two kitchen objects.
- Activate language by watching a video. Unscramble and write vocabulary.
- Listen, read, and sing a song about cooking.





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** fresh (hfser)

3 cut up (tcu pu) into pieces – they're the best!

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

You're cooking something special just for me!

5 fry (yfr) some eggs and potatoes, delicious and hot,

6 mix (xmi) it with cheese—I like it a lot!

Look on the **7** grill (lgir). What do you see?

A piece of meat and vegetables there for me!

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

Choosing what I want to eat is so much fun!

TEACHING TIPS

- Review grammar and activate topic by miming. Ask the question: What are you going to eat today? Have students guess the food.
- Remind students of the Big Question. Where does food come from? Brainstorm using different foods.
- Personalize by having students discuss what they can already do in the kitchen.
- Point to the trash can in the classroom. Have a student identify in American or British English. Ask another for the opposite identification.
- Ask students why it's important to know the specific words we use for cooking and preparing food: kitchen safety, correct preparation, personal independence, culture.

LESSON 2

OBJECTIVE

- to learn to use infinitives after some verbs
- to practice using infinitives after verbs

MATERIALS

- Student's Book, pages 82–83
- Audio Tracks 74 and 75

SKILLS

- Listen to, read, and understand a text about food that uses verb + infinitive.
- Write and identify verbs + infinitives.
- Listen to and understand a text with infinitives.
- Have a conversation using the lesson grammar.
- Complete an exam practice activity focused on reading comprehension.

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

1

Would you like to have more potatoes?

Yes, please!



2

I'm glad we decided to have a team dinner.

And we learned to make fruit salad!



3

This chicken's good!

Yeah. Usually, I don't like to eat meat, but this is delicious!



4

Let's start to clean up. Alec loves to wash the dishes!

Not yet, Marisa! We need to enjoy the food first.



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

Verbs + Infinitives	
✓	We <u>learned to make</u> fruit salad.
✗	I <u>don't like to eat</u> meat.
?	Would you <u>like to have</u> more potatoes?
✓	<u>Alec loves to wash the dishes! / We need to enjoy the food first.</u>

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 to eat (try, eat) fruit every day.

First, we **3** need to wash (need, wash) the fruit.

We **4** don't need to wash (not need, wash) mangoes

or bananas because she always peels them.

Sometimes, she **5** likes to peel (like, peel) apples and

peaches, too. Then I always **6** choose to cut up (choose, cut up)

the fruit. I **7** like to mix (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.

Students' own answers

like start want try
plan hate need love

to eat to grill to drink to fry
to make to cook to peel to mix

I like ...

to eat watermelon every day.

F **Exam Practice** **Read the text and choose the best answer.**

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?

TRACK 75 AUDIO SCRIPT

- 1 Would you like to have more potatoes?
- 2 They love to eat fruit salad.
- 3 I plan to grill the chicken.
- 4 They don't want to throw that food out.
- 5 She doesn't need to grill the meat.

TEACHING TIPS

- As a class, ask and answer questions such as: What do you like to eat? When did you learn to read?
- In pairs, have students practice asking and answering the polite question, "Would you like ..."
- Encourage students to try the conversation in Activity E using infinitives related to their likes and hobbies, e.g. to draw, to play music, to dance.

LESSON 3

OBJECTIVE

- to learn vocabulary for a balanced diet
- to explore the importance of healthy eating

MATERIALS

- Student's Book, page 84
- Audio Tracks 76 and 77

SKILLS

- Listen to a scientist talk about food and do a comprehension activity.
- Use the new vocabulary to have a conversation about the Big Question.

TRACK 76 AUDIO SCRIPT

Food Scientist: I'm a food scientist, and it's my job to study how different foods give you energy and help you grow and stay healthy. First, you need to eat lots of fresh fruit and vegetables every day. Drinking some fruit juice is good, but eating fruit and vegetables is better! Next, you need to eat protein. This can be a piece of meat, fish, eggs, nuts, or beans. Protein is important because it helps your body stay strong. Next, you need to eat carbohydrates. Many of these foods come from grains. Bread, rice, and pasta are all carbohydrates. Next is dairy. Most people should drink milk or eat some cheese or yogurt every day. All of these keep your bones strong. You also need some fat, like butter or oil, but not too much! Finally, let's talk about sugar. Sugar is a carbohydrate, like bread, but it doesn't come from grains, and it's not good for you. You probably love candy, but remember: fruit is sweet too, and it's healthier.

Lesson 3 • Explore Vocabulary

A Listen to the food scientist. Point to the foods she talks about.

Which foods have protein? A piece of meat, fish, eggs, nuts or beans



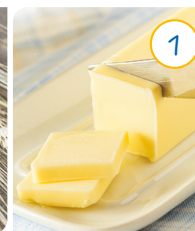
carbohydrates



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.

Students' own answers

Butter comes from stores.

Yes, but first it comes from cows.

- A** Listen to Min-jun and Francesca. How are the lunches similar?
Both students eat salad, and they have fruit for dessert.

1



Francesca, Italy

2



Min-jun, South Korea

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

Who eats ...	Min-jun	Francesca	Me
1 with their class?	☒	☒	☐
2 soup?	☒	☐	☐
3 rice?	☒	☐	☐
4 pasta?	☐	☒	☐
5 vegetables?	☒	☒	☐
6 cheese?	☐	☒	☐
7 fruit?	☒	☒	☐
8 with chopsticks?	☒	☐	☐

- C** What do you eat for lunch? Where does it come from? Tell a partner.
Students' own answers

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.

LESSON 4

OBJECTIVE

- to learn about school lunches around the world
- to practice listening for gist and details

MATERIALS

- Student's Book, page 85
- Audio Tracks 78 and 79

SKILLS

- Close, active listening for specific information and general knowledge.
- Personalization of information learned about other people and cultures.

TRACK 78 AUDIO SCRIPT

Min-jun: My name is Min-jun, and I live in Busan in South Korea. At my school, we have a hot lunch every day. All the students eat the same lunch, and we sit with our teachers. School lunch is always delicious! It's different every day. There's always soup and rice. They're the biggest bowls. Then there are smaller bowls of kimchi, vegetables, and meat or fish. Often there's fruit, too. We eat with chopsticks and a spoon. I think about lunch all morning!

Francesca: I'm Francesca, and I live in Italy. I eat my lunch at school with my class. A truck brings the lunches to the schools, and then the schools serve them. So, every student in my city has the same lunch! We always have three courses. First, we have fresh pasta with sauce, or sometimes rice. Next, we have fish or meat with salad or vegetables. Sometimes, we eat salad and vegetables! We usually have cheese, too. Then, we have fruit for dessert. It's a very good lunch, and it gives me energy for the afternoon.

TEACHING TIP

- Note-taking: Ask student to listen carefully and use one or two words to note what's similar about the lunches or note the names of countries they hear right when they hear them. Then listen for more details on the repeat.

LESSON 5



OBJECTIVE

- to read a Social Studies text about school gardens around the world and complete a comprehension activity
- to explore the question Where does food come from?
- to raise awareness of SDG 2: Zero Hunger
- to watch a video about planting a school garden and understand the importance of taking positive action in the community

MATERIALS

- Student's Book, page 86–87
- Audio Tracks 80 and 81
- Video: *School Gardens Around the World*

SKILLS

- Pronounce cluster sounds *fr* and *bl*.
- Listen, read, and understand what students from around the world learn about food and how they use that knowledge.
- Connect our daily, local food habits to global food habits and attitudes.
- Talk about a community garden with a partner.
- Use a video to practice listening comprehension.



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 blend 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.



- 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?	☐	☐	☒
2 share recipes?	☐	☒	☐
3 make maps?	☒	☐	☐
4 sell products?	☐	☐	☒
5 have a community meal?	☐	☒	☐

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

Students' own answers

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

Students' own answers

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**.



VIDEO SCRIPT

I live in Caldas, Colombia. My school has a big garden. We grow carrots, tomatoes, potatoes, peppers, corn, cucumbers, and spinach. We learn a lot about farming and healthy eating. We work hard. We grow new plants from seeds from our vegetables. We collect seeds from the cucumbers, tomatoes, and peppers. Birds really like seeds! That's why we don't plant them outside. We plant them inside. Students bring in small containers from home, and we reuse them. We water them every day. It's fun to watch them grow. At first, the plants are small. They're called seedlings. When they're bigger, we plant them outside. When the vegetables are ready, we harvest them. Then our teacher mixes some of them with a protein and cooks a stew! Mmmm ... Our garden just keeps going year after year!

TEACHING TIPS

- Ask students if they already use any tips in the Waste Nothing section. Elicit tips for other sustainable practices they may practice in school or at home.
- After the first viewing of the video, turn on the video's closed captions to assist those whose listening skills may need support.

LESSON 6

OBJECTIVE

- to learn to use gerunds after certain verbs
- to practice using gerunds after verb

MATERIALS

- Student's Book, pages 88–89
- Audio Tracks 83 and 84

SKILLS

- Identify gerunds that follow preference verbs in a text.
- Write gerunds after preference verbs in sentences.
- Identify verbs that can follow infinitives, gerunds, or both.
- Complete a reading comprehension text for exam practice.

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. *-ing*

Verbs + Gerunds	
	I <u>enjoy making</u> new dishes.
	I <u>hate cutting up</u> up onions.
	Alec, do you <u>like cooking</u> ?
	I like <u>wearing</u> these goggles.

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 putting (put) more potatoes on my plate.
- 3 My mother doesn't like cooking (cook) dinner every day.
- 4 My classmates don't mind waiting (wait) for our lunch.
- 5 We love eating (eat) fruit and vegetables every day.
- 6 My dad doesn't mind shopping (shop) for food.

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

	Infinitive	Gerund	Both
1 like	☐	☐	☒
2 plan	☐	☐	☐
3 keep	☐	☐	☐
4 need	☐	☐	☐
5 hate	☐	☐	☐
6 enjoy	☐	☐	☐



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

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

Alexia enjoys 1 growing cucumbers. She 2 doesn't mind watering the plants. She likes 3 picking them when they are ready, and she 4 loves eating them even more!



TEACHING TIPS

- Gerunds function as nouns although they look like verb present participles.
- In the sentence, "My eyes are hurting.", *hurting* functions as an adjective describing eyes. Some students may notice this and ask. Hurting can be used as a gerund, though, as in, *Hurting is never pleasant*.
- Inform students that most preference verbs, e.g. like, don't like, love, hate, are followed by the gerund or the infinitive, e.g. *I don't like cooking, but I love to eat!* Ask for volunteers to give similar examples. Note that the verbs in the **Notice** section are exceptions.
- Project or print the script for the audio in activity C to support students who may need help with listening comprehension.

LESSON 7

OBJECTIVE

- to watch a video about ordering food
- to prepare and practice a conversation about a menu
- to practice /fr/ and /bl/

MATERIALS

- Student's Book, page 90
- Video: *The Friendly Tomato*

SKILLS

- Listen to and practice consonant clusters.
- Practice a polite conversation where the order of questions and answers is important between server and guest.
- Identify and use appropriate language that makes another person feel comfortable in a public setting.

VIDEO SCRIPT

Rania: Welcome to The Friendly Tomato! My name's Rania. I'm going to be your server. Here's our menu.

Stephen: Thanks.

Rania: Is this your first time here?

Stephen: Yes! I read about it on a food blog.

Rania: You're going to have fun! Do you want some water?

Stephen: Yes, please!

Rania: Now, at The Friendly Tomato, you only have one choice for dinner: salad. But you can choose everything in it!

Stephen: OK!

Rania: First, choose your main green vegetable. There's lettuce, spinach ...

Stephen: Lettuce, please!

Rania: Now, choose three more vegetables.

Stephen: Tomatoes, corn, and ... mushrooms.

Rania: Next, choose a protein. We have chicken, nuts, black beans...

Stephen: I want to try black beans!

Rania: Now, choose dairy—that's cheese. Or you can have fruit.

Stephen: Cheese, please!

Rania: Next, choose a salad dressing. That's your healthy fat. You can choose from blue cheese or honey mustard. And then you're done!

Stephen: Thank you! But what about carbohydrates?

Rania: Here's some bread. Now, you have the healthiest lunch in town!

Stephen: And the biggest!

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



Watch

How does the server make her guest feel comfortable?

- The f r iendly Tomato
- a food b l og
- b l ack beans
- f r uit

B Watch again. Choose the phrases you hear.

- A** Would you like / Do you want some water?
B Yes, please! / No, thank you.
- A** First, choose your main green vegetable / fresh fruit.
B Spinach / Lettuce, please!
- 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. *Students' own answers*



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?

LESSON 8

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	Dairy: 3
Vegetables: 0	Fat: 1
Protein: 2	Water: 2
Carbohydrates: 4	Sweets: 1

Conclusions

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

B Keep a food diary for one day. *Students' own answers*

Breakfast:	Fruit:	Dairy:
	Vegetables:	Fat:
Lunch:	Protein:	Water:
	Carbohydrates:	Sweets:
Dinner:		

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

- 1 Question Students' own answers
- 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.

OBJECTIVE

- to learn to use headings in a report
- to plan and write a report about an experiment.

MATERIALS

- Student's Book, page 91
- Student notebook for writing the report

SKILLS

- Recognize headings in a text and understand how they help organize the presentation of information for both the writer and the reader.
- Use a scientific method to discover and validate the answer to a question.
- Organize and write a report about the question experiment using headings.

TEACHING TIPS

- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT

OBJECTIVE

- to plan a school garden
- to understand how people can take positive action in their schools and communities

MATERIALS

- Student's Book, page 92
- Drawing paper or construction paper; crayons, markers, colored pencils

SKILLS

- Understand plant growth and maintenance.
- Create a visual representation of an imagined garden.
- Hands-on experience growing a plant from seed.

TEACHING TIP

- Encourage students to use the knowledge they gained doing this project at home or in their community.



Project • Designing 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?

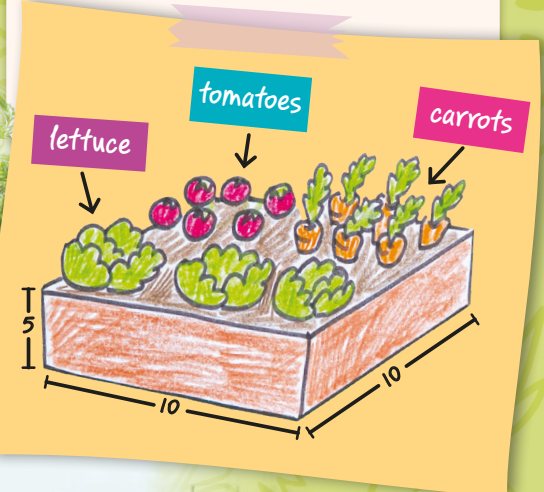
3 Choose and Create

Choose a way to show your garden plan.

- Draw a sketch
- Write a description
- Build a model
- Other

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.

