

Large pumpkins at the Botanical Garden, New York, US

**Look at the photo. Answer the questions.**

1. Do you have pumpkins in your country?
2. What can you make with pumpkins?
3. Is it easy to grow food? What do you need?



LESSON  
**1** Words

**1** Listen and repeat. TR: 71



broccoli



cereal



a chili pepper



corn



a zucchini



jam



lettuce



nuts



olives



a strawberry

**2** Read and write words from Activity 1.

1. It's small and red. It's not a vegetable. What is it?
2. We often make it from fruit and eat it with bread. What is it?
3. It has green leaves. We often make salad with it. What is it?
4. They're small and usually green or black. What are they?
5. It has many small, yellow parts. What is it?
6. It's red or green and it's usually spicy. What is it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3** Read these sentences about chili peppers. Do you think they are true or false? Then listen and write T (true) or F (false). TR: 72

1. Big chili peppers are usually spicier than small ones. ■
2. Birds eat the seeds of a chili pepper because they're not spicy. ■
3. It's good to eat ice cream after you eat a chili pepper. ■
4. An orange has more vitamin C than a chili pepper. ■
5. You can make jam from chili peppers. ■
6. The worker in the photo is going to count the chili peppers. ■



Chili pepper farm  
in Xuan'en County,  
Hubei Province,  
China

Grammar **2** LESSON

**1** Listen and read. TR: 73

**How many / How much...?**

*How many* chili peppers are there?

*How much* cereal do you have for breakfast?

We use *many* with count nouns and *much* with noncount nouns.

**2** Read the food quiz and circle *many* or *much*. Can you guess the answers?

1. How *many* / *much* of a zucchini is water?  
A. 25%    B. 60%    C. 95%
2. How *many* / *much* bananas do people around the world eat every year?  
A. 10 million    B. 10 billion    C. 100 billion
3. How *many* / *much* seeds does a strawberry have?  
A. 50    B. 200    C. 500
4. How *many* / *much* did the world's heaviest potato weigh?  
A. 5 kg    B. 20 kg    C. 100 kg
5. How *many* / *much* different kinds of nuts are there?  
A. 10    B. 30    C. 50

**3** Write questions with *How many* or *How much*.

bread cereal apples milk  
cookies different vegetables

*How much cereal do you eat in a week?*

**4** Work in groups of three. Ask and answer the questions from Activity 3.

about (five) (three) bowls of (four) glasses of  
(two) bottles of (three) slices of


How much cereal do you eat in a week?

About five bowls of cereal.



LESSON  
**3** Reading

**1** Look at the photo. What food can you see on the table?

**2** Listen and read.  TR: 74

**Let's Grow Our Food!**

**Fresh food** is healthier than **junk food**, but it's often more expensive. In some towns and cities, people are learning to grow their own fruit and vegetables in community gardens. They share the garden and take care of the plants together.

Ana and her 14-year-old daughter, Marjorie, live in Quito, Ecuador. Every morning, Ana goes to the community garden. Marjorie often goes with her. Ten families work together in the garden. First, they plant **seeds** and they water the plants. They pull out **weeds** and pick the vegetables when they're ready. It's hard work, but they grow a lot of food! They eat a lot of the vegetables and they sell some at the market, too.

Ana enjoys sharing this garden because it brings people together. The children love working outside and watching the vegetables grow. They are also eating more healthily now. "I didn't like vegetables before," Marjorie says, "but now I like to eat a lot of corn and potatoes. They're delicious and they come from our garden."

**3** Match the words in bold in the text with their meanings.

1. plants growing where you don't want them \_\_\_\_\_
2. unhealthy food \_\_\_\_\_
3. food that is natural \_\_\_\_\_
4. Plants grow from these \_\_\_\_\_

**4** Read again. Answer the questions.

1. Where does Ana live?
2. How often does Ana help?
3. Who else works in the garden?
4. What do the families do with the food?
5. What does Marjorie like now?

Grammar **4** LESSON

**1** Listen and read.  TR: 75

**some / any**

Are there **any** vegetables? / Is there **any** water?

There are **some** vegetables. / There is **some** water.

There aren't **any** vegetables. / There isn't **any** water.

**a few / a little / a lot of**

They ate **a few** olives / **a little** fresh food.

They grew **a lot of** zucchinis / **a lot of** fresh food.

**2** Complete the sentences with **a few** or **a little**.

1. Would you like \_\_\_\_\_ milk in your tea?
2. For the salad, we need lettuce, \_\_\_\_\_ carrots, \_\_\_\_\_ tomatoes, and \_\_\_\_\_ corn.
3. They have \_\_\_\_\_ nuts with their yogurt.
4. They picked \_\_\_\_\_ apples and \_\_\_\_\_ olives.

**3** Read and circle the correct answer.

**How to Make a School Vegetable Garden**

- Find <sup>1</sup> *some / any / a few* space outside. You don't need <sup>2</sup> *a little / a lot of / a few* space. Start with a small garden.
- Choose plants that are easy to grow. Does your school have <sup>3</sup> *a few / a little / much* tools? You can use them to make <sup>4</sup> *some / any / a little* holes for the seeds. Plant <sup>5</sup> *a few / any / a little* lettuce and <sup>6</sup> *a few / any / a little* broccoli, too.
- Leave <sup>7</sup> *a little / many / a few* space between the different plants so that you can walk around them easily.
- Take turns with your friends watering the plants. They usually need <sup>8</sup> *a lot of / much / a few* water when they're young.

**4** Make five sentences about you—three true and two false. Use **a few**, **a little**, and **a lot of**.

*I ate a lot of broccoli yesterday.*

**5** Work in groups. Say your sentences. Can your partners guess the true sentences?

Vegetables from the  
Community Vegetable  
Garden Project in  
Quito, Ecuador



LESSON  
**5** Song

**1** Listen and read. What dishes do you eat that have vegetables? TR: 76

**2** Listen and sing. TR: 77 and 78

**3** Sing and act. TR: 79

**What Do We Have?**

Let's make a big pot of soup today.

How many pumpkins do we have for the pot?

Let's look. Oh, we have enough. We have a lot!

Are there any onions?

Let's look. Yes, there are a few!

Let's make a big pot of soup today.

Let's make some pasta today.

How much spaghetti do we have for the pot?

Let's have a look. Oh, we have enough. We have a lot!

Is there any sauce?

Let's look. Yes, there's a little!

Let's make some pasta today.

Let's make a fruit pie today.

How many strawberries do we have for the pie?

We have a lot. That's no lie!

Are there any mangoes?

Let's look. Yes, there are a few!

Let's make a fruit pie today.

Let's make a sandwich today.

How much jam do we have for the bread?

We have a lot. It's sweet and red.

Is there any bread?

Let's look. Yes, there's a little!

Let's make a sandwich today.

**VALUE** Make your own food.  
*Workbook, Lesson 6*



A family prepares dinner in Astana, Kazakhstan.

LESSON  
**6** Writing A Recipe

**Pumpkin Soup**

**Preparation time** 10 minutes  
**Cooking time** 25 minutes  
**Serves** six people

**Ingredients**  
30 ml olive oil 1 kg pumpkin 150 ml cream  
two onions 700 ml vegetable stock



**Instructions**

1. First, cut the onion into small pieces. Then, put the oil in a pan and cook the onion slowly for five minutes.
2. Next, cut the pumpkin into pieces and add it to the pan. Stir and cook slowly for ten minutes.
3. Add the stock, some salt, and a little pepper, and cook for ten minutes.
4. Add the cream and cook for another minute.
5. Finally, use a blender to make the soup smooth.
6. The soup is ready! Serve hot in a small bowl. You can also add some pumpkin seeds, some cheese, and some pieces of bread on top.

**1** Read the recipe. Do you think you can make this soup?

**2** Read the information in the box. Then look at the recipe again and answer the questions.

A **recipe** needs to tell us:

- what the ingredients are.
- how much time it takes and how many people it serves.
- the order to do things in.
- how to serve the food.

1. Is it easy to follow the instructions? Why?
2. What does the photo show?
3. Which takes longer: preparing the ingredients or cooking the food?

**3** Writing Skill Commas

**a.** Find the commas in the recipe. Which commas are used after time words and which are part of a list?

**b.** Put commas in these instructions.

- First put the onions in the pan.
- Next add the carrots potatoes and pumpkin.
- Finally add some milk a little salt and some pepper.

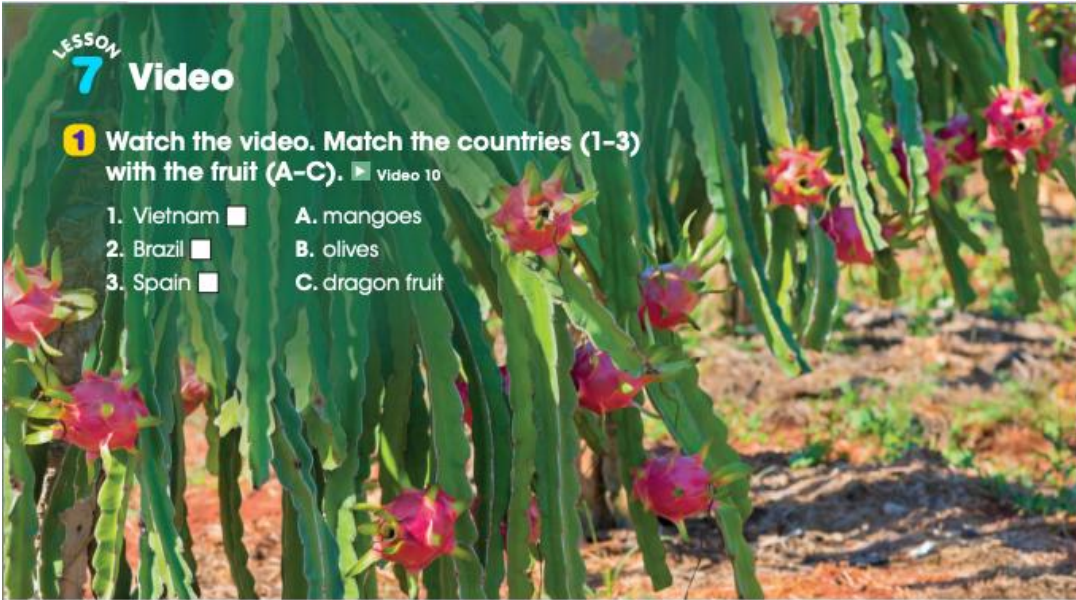
**4** Write a recipe for a soup that you like. Think about the ingredients you need and the order of the instructions.



LESSON  
**7** Video

**1** Watch the video. Match the countries (1-3) with the fruit (A-C). Video 10

- |              |                 |
|--------------|-----------------|
| 1. Vietnam ■ | A. mangoes      |
| 2. Brazil ■  | B. olives       |
| 3. Spain ■   | C. dragon fruit |



**2** Watch the video again. Write D (dragon fruit), M (mango), or O (olive).

Video 10

1. It can be red on the outside.
2. It is small and round.
3. It can be green or black.
4. It can be yellow on the outside.
5. It can be white or red on the inside.

**3** Circle the correct answer.

1. The dragon fruit has many small, *red / black* seeds.
2. Jessica says that *she / her mom or her sister* prepares the fruit.
3. Marcel says that mangoes are a strange *color / shape*.
4. Marcel says he usually has mangoes in the *morning / evening*.
5. Pablo says that olives are popular in *the UK / Greece*.
6. Pablo likes the olives with *fish / red pepper* inside.

**4** Work in pairs. Discuss the questions.

1. What fresh fruit and vegetables do people eat in your country?
2. What do they look like?
3. Which do you like? How do you eat them?

**1** Play in pairs. Find differences between the two pictures.

In picture A, the man is drinking water, but in picture B, he is drinking orange juice.



**2** Now write sentences to explain four of the differences. Share them with the class.



## The Wind and the Sun

One day, the Wind said to the Sun: "There are not many things in this world stronger than us, are there?"

"You are right," said the Sun. "But we are strong in different ways."

"Different ways?" asked the Wind. "You are saying that because you are weaker than me."

"Really? Do you think so?" asked the Sun. "Then let's have a competition to see how strong we are."

"Good idea," agreed the Wind.

Far below them, there was a road. And on the road they could see a man walking. He wore a winter coat and a scarf.

"I know," said the Sun. "Let's see which one of us can take the coat and scarf off that man."

"Hal!" said the Wind. "That's easy for me. I can blow them off him."

So the Wind blew and blew. The leaves flew from the trees. The animals on the ground were scared. Even the birds were scared.

The man was very cold. "Ooh," he said. "What a terrible day!"

He held his coat. He held his scarf. And he didn't take them off. The Wind blew more. But the man held his coat more. In the end, the Wind was so tired, he had to stop.

Then, the Sun came out from behind a cloud. The Sun was hot. "Ooh," the man said. "What a beautiful day it is now!"

He took off his scarf. The Sun grew hotter and hotter. The man was so hot he took off his coat and sat down under a tree.

"How did you do that?" asked the Wind.

"Ah!" said the Sun. "I told you, there are different ways to be strong. You can blow the leaves from the trees and you can make the animals scared. But sometimes, when you want people to do things for you, it is better not to force them."



**1** Look at the picture. What's the weather like?

**2** Listen and read. What part of the story can you see in the picture? TR: 60

**3** Answer the questions.

Who in the story...

1. thinks he is the strongest?
2. has the idea for a competition?
3. thinks he can win the competition easily?
4. is scared of the strong wind?
5. likes hot weather?
6. wins the competition?

**4** Work in pairs. How can you do these things? Is it best to use strength or a different way?

1. open a coconut
2. take a piano upstairs
3. move a donkey that doesn't want to move
4. get all the juice from a lemon

### Glossary

**blow** to push the air, for example, from your mouth

**competition** a test or game to see who can do something better

**force** to make a person do something that they don't want to do



## Review 4: Units 7-8

### 1 Read and write.

1. This can carry you from one floor to another floor. e \_\_\_\_\_
2. This is a green vegetable. It looks a little like a flower. b \_\_\_\_\_
3. It's the opposite of *the front*. the b \_\_\_\_\_
4. A zero is this shape. c \_\_\_\_\_
5. A lot of people eat this for breakfast with milk. c \_\_\_\_\_

### 2 Listen and draw lines. TR: 81

Ben

Mary

Jane

Anna



Billy

Sally

Nick

### 3 Read the text. Choose the correct words and write them in the blanks.

We always have <sup>1</sup>\_\_\_\_\_ apples at home. Everyone in our family likes them. Do you know how <sup>2</sup>\_\_\_\_\_ different kinds of apples there are? There are more <sup>3</sup>\_\_\_\_\_ 7,000! Apples are a sweet, <sup>4</sup>\_\_\_\_\_ fruit and they're usually green or red. You can <sup>5</sup>\_\_\_\_\_ apples from the tree, but you need to wait for them to be ready. Others are for cooking. You have <sup>6</sup>\_\_\_\_\_ cook them with some sugar. They are often used for cakes and pies. Many people drink apple juice, too. You can <sup>7</sup>\_\_\_\_\_ around the world and find apple juice in almost every country.

1. a few    much    a little
2. much    many    any
3. of    to    than
4. circle    square    round

5. to eat    eating    eat
6. to    by    on
7. travel    visit    see