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# LEARNING OVERVIEW

**UNIT 1**  
**Fee's Pickles**  
Express Your Interests or Preferences

*In this unit, you will learn to ...*

- focus on the key vocabulary to understand the main idea of the unit.
- understand five English sentence patterns.
- express your interests or preferences in simple English.



**Warming Up**

Choose your own answers to the following questions. Then ask your partner the questions.

- How often do you cook?  
(A) Every day (B) A few times a week  
(C) Occasionally (D) Rarely
- Which of the following food items have you made before?  
(A) Salad (B) Bread  
(C) Pizza (D) Other \_\_\_\_\_
- What is your favorite thing to add to a sandwich?  
(A) Mayonnaise (B) Mustard  
(C) Pickles (D) Other \_\_\_\_\_

**Watching**

Watch the video and write down some words or phrases that you hear. Then share them with your friends.

pickles

## In this unit, you will learn to ...

An overview of the unit helps students focus on learning outcomes.

## Warming Up

Activates students' background knowledge of the topic.

## Watching

Presents a video for students to watch and recognize the words they hear.

## Vocabulary

Teaches the definition and usage of the topic-related words or phrases.

Unit 1 Fee's Pickles

**Vocabulary**

Match the words below with the correct explanations (A - F).

- stall \_\_\_\_\_ (A) an element used in when making a dish
- ginger \_\_\_\_\_ (B) to keep food fresh or protected for later use
- preserve \_\_\_\_\_ (C) the root of a plant used in food and drink
- ingredient \_\_\_\_\_ (D) a sour liquid made from fruits or grains
- spot (v) \_\_\_\_\_ (E) a small shop used to display and sell goods
- vinegar \_\_\_\_\_ (F) to notice or find something

Fill in the blanks with words from Task A. Change the word form if necessary.

- What \_\_\_\_\_ do you need to make pickles?
- We bought pickles from my grandmother's \_\_\_\_\_ at a flea market.
- I often \_\_\_\_\_ birds in the trees in my backyard.
- To \_\_\_\_\_ the freshness of the fruits, we need to store them in the refrigerator.


**Listening Comprehension**

Watch the video again and write T if the statement is true or F if it is false.

- Fee doesn't like pickles.
- Carrot and cabbage pickle goes really well with sandwiches.
- It takes one month for the pickles to be ready.
- Fee eats all the pickles she makes.

Check the things Fee makes into pickles.

lemon  egg  onion  carrot



**Tips on Listening and Speaking**

**Contractions**

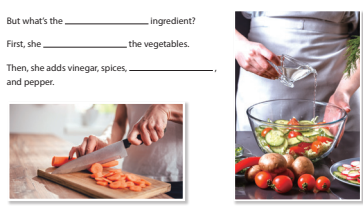
Some verbs and auxiliary verbs such as "be" and "will" have short forms in speech.

- what's = what is
- there's = there is
- that's = that is

**Dictation**

Listen to the sentences and fill in the blanks.

- But what's the \_\_\_\_\_ ingredient?
- First, she \_\_\_\_\_ the vegetables.
- Then, she adds vinegar, spices \_\_\_\_\_ and pepper.



## Listening Comprehension

Presents various review questions for students to check comprehension.

## Dictation

Teaches sound features related to Tips on Listening and Speaking as well as content words from the video.

## Retelling

Presents part of the video for students to watch and retell in their own words.

**Retelling**

Watch part of the video again and tell the story of the scene to your partner. You can use the keywords below.

- Fee sells **keywords** pickles, market, online
- This is **keywords** own, market, stall
- A woman came **keywords** buy, pickles

**Discussion**

Fill in the blanks and exchange your ideas in pairs or small groups.

**Step 1** What dish can you make?  
I can make \_\_\_\_\_

**Step 2** What ingredients do you need to make that dish?  
The ingredients are \_\_\_\_\_

**Step 3** Ask about your partner's ingredients and guess what dish your partner can make.  
\_\_\_\_\_

**Language Box**

<b>Step 1.</b>	• hamburger	• fried egg	• omelet	• beef noodles	• salad
	• noodle	• steak	• stew	• toast	• spaghetti
<b>Step 2.</b>	• bread	• rice	• noodles	• ham	• cheese
	• egg	• beef	• pork	• chicken	• vegetables
	• milk	• broth	• fish	• spice	• fruit
<b>Step 3.</b>	• That's right.	• Bingo!	• That's wrong.	• Close.	• Try again!
	• Not even close.	• You're way off.	• You're way off.	• Ding ding ding!	

## Grammar

Presents images or graphical explanations of the grammar point of the unit.

**Grammar**

**Sentence Patterns**

- Ken runs.
- Ken is a runner.
- Ken runs a restaurant.
- Ken offers you the finest dishes.
- Ken makes his guests happy.

**Grammar Exercise**

**A** What sentence pattern does each of the following sentences use?

- \_\_\_\_\_ Melos walked.
- \_\_\_\_\_ My son runs a restaurant.
- \_\_\_\_\_ The teacher bought the students textbooks.

**B** Put the words in the correct order to complete the following sentences.

- the cake / absolutely delicious / tastes  
\_\_\_\_\_
- the classes for the day / all the professors / canceled  
\_\_\_\_\_
- gives / the students / the teacher / a difficult test  
\_\_\_\_\_

## Discussion

Presents step-by-step exercises to enhance students' critical thinking skills.

## Grammar Exercise

Enhances students' grammar ability through a variety of exercises.

## Vocabulary Check

Teaches useful vocabulary from the Reading.

## Reading

Features an interesting article related to the topic of the video.

**Reading**

Misaki is a Japanese university student. Rin is an exchange student from China at the same university. Misaki has decided to help Rin deal with the problems of daily life in Japan. They exchanged the following messages.

**Rin**  
Thank you for helping me open an account at the bank the other day. Thanks to your help, my life in Japan seems to be going well. The *nikujaga* we ate together at the cafeteria was so delicious that I want to try making it at home. Can you show me how to make it?

**Misaki**  
I'd be happy to help. I'm sending you a recipe for *nikujaga*.

**Ingredients:**  
200 g pork  
3 potatoes  
1 carrot  
1 onion  
200 ml water

**Seasonings:**

**Instructions:**  
1. Cut the pork, potatoes, carrot, and onion. Remember to wash the knife and cutting board immediately after cutting the raw meat.  
2. Heat some oil in a pan and stir-fry the pork.  
3. Add the vegetables and stir-fry until they are coated in oil.  
4. Add water and seasonings, cover the pan, and let it simmer for 20-30 minutes.  
5. Once the potatoes and carrots become tender, it's ready to serve.  
If you have any questions, feel free to call me anytime.

**Vocabulary Check**

Fill in the blanks with words from the word box below.

account    until    seasonings

- Deposit money into your \_\_\_\_\_.
- I was studying here \_\_\_\_\_ you came back.
- We add \_\_\_\_\_ to food to make it taste better.

**Reading Comprehension**

Read the article and choose the appropriate answer to the following questions.

- What is the relationship between Misaki and Rin?  
(A) They are both students.  
(B) Misaki is Rin's teacher.  
(C) They are members of the same club.  
(D) Misaki is a friend from Rin's hometown.
- Where did Rin go with Misaki?  
(A) A bank  
(B) A hospital  
(C) A city hall  
(D) A library
- What ingredients need to become tender for the dish to be ready to serve?  
(A) Pork  
(B) Onion  
(C) Carrots  
(D) Water

**nikujaga**: Japanese meal and potato stew

## Reading Comprehension

Presents multiple-choice questions for students to check comprehension.

# LEARNING OVERVIEW

**Writing**

**A** Put the words in the correct order to complete the following sentences.

1. pickle / carrot and cabbage / Fee is / making  
\_\_\_\_\_
2. the pickle / goes / well / with sandwiches / really  
\_\_\_\_\_

**B** Fill in the blanks with your opinion and then write a short essay.

**Step 1** Which do you prefer, cooking at home or eating out?  
I prefer \_\_\_\_\_.

**Step 2** What kind of meals do you like to eat?  
I enjoy \_\_\_\_\_.

**Step 3** Write down your opinion about the advantages of cooking at home or eating out.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Language Box**

**Step 1.** • prefer A to B • prefer A rather than B • prefer to do A rather than to do B

**Step 2.** • family • friend • communication • save money  
• healthy • difficult to cook at home • environment

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## Writing

Presents step-by-step exercises to aid output of students' ideas or opinions.

## Useful Expressions for Discussions

Presents useful expressions for each discussion exercise.

**Useful Expressions for Discussions**

**Giving your thoughts/opinions**

- I believe that it is a good idea (to do something) because ...
- I don't think that it is a good idea (that we send it to them) because ...
- In my opinion, it is not important (to do something) because ...
- My opinion is (that we should look after them) because ...
- It was interesting to know that ...
- I was surprised [at / by] the fact that ...
- The most interesting finding is that ...

**Agreeing**

- I agree with [you / your idea].
- I think so, too.
- I suppose you're right.
- I feel the same way.
- I have no objections.
- That's a good idea.

**Disagreeing**

- I disagree with [you / your idea].
- I don't think so.
- I have a different opinion.
- I'm against it.
- That's a good opinion, but ...
- That can be true, but ...

**Listing / Ordering**

- A is more important than B in terms of ...
- A is followed by B.
- A is one of the most important items because ...
- The most important point here is that ...
- We should focus on importance first. Then ...
- The first point is ... The second point is ...
- First, ... [Second / Then], ... [Lastly / Finally], ...

**Categorizing**

- They can be classified into ...
- A belongs to B in that ...
- A is included in B
- There are [two / three / four] kinds of ...

**Making suggestions/evaluation**

- It is suggested that ...
- I would suggest that ...
- It was [excellent > great > good > fair > poor > bad].
- More attention should be given to ...
- You should have paid attention to ...
- You had better do.

# Fee's Pickles

Express Your Interests or Preferences

*In this unit, you will learn to . . .*

- focus on the key vocabulary to understand the main idea of the unit.
- understand five English sentence patterns.
- express your interests or preferences in simple English.



## Warming Up

Choose your own answers to the following questions. Then ask your partner the questions.

- \_\_\_ 1. How often do you cook?
- (A) Every day (B) A few times a week  
(C) Occasionally (D) Rarely
- \_\_\_ 2. Which of the following food items have you made before?
- (A) Salad (B) Bread  
(C) Pizza (D) Other \_\_\_\_\_
- \_\_\_ 3. What is your favorite thing to add to a sandwich?
- (A) Mayonnaise (B) Mustard  
(C) Pickles (D) Other \_\_\_\_\_

## Watching



Watch the video and write down some words or phrases that you hear. Then share them with your friends.

*pickles*

## Vocabulary

03

**A** Match the words below with the correct explanations (A – F).

- |               |       |   |
|---------------|-------|---|
| 1. stall      | _____ | (A) an element used in when making a dish         |
| 2. ginger     | _____ | (B) to keep food fresh or protected for later use |
| 3. preserve   | _____ | (C) the root of a plant used in food and drink    |
| 4. ingredient | _____ | (D) a sour liquid made from fruits or grains      |
| 5. spot (v.)  | _____ | (E) a small shop used to display and sell goods   |
| 6. vinegar    | _____ | (F) to notice or find something                   |

**B** Fill in the blanks with words from Task A. Change the word form if necessary.

1. What \_\_\_\_\_ do you need to make pickles?
2. We bought pickles from my grandmother's \_\_\_\_\_ at a flea market.
3. I often \_\_\_\_\_ birds in the trees in my backyard.
4. To \_\_\_\_\_ the freshness of the fruits, we need to store them in the refrigerator.

## Listening Comprehension



**A** Watch the video again and write **T** if the statement is true or **F** if it is false.

- \_\_\_ 1. Fee doesn't like pickles.
- \_\_\_ 2. Carrot and cabbage pickle goes really well with sandwiches.
- \_\_\_ 3. It takes one month for the pickles to be ready.
- \_\_\_ 4. Fee eats all the pickles she makes.

**B** Check the things Fee makes into pickles.



lemon



egg



onion



carrot


 radish

 cucumber

 ginger

 garlic

 cabbage

 beetroot

 guava

 tomato

## Tips on Listening and Speaking

04

### Contractions 1

Some verbs and auxiliary verbs such as **"be"** and **"will"** have short forms in speech.

1. what's = what **is**
2. there's = there **is**
3. that's = that **is**

## Dictation

05

Listen to the sentences and fill in the blanks.

1. But what's the \_\_\_\_\_ ingredient?
2. First, she \_\_\_\_\_ the vegetables.
3. Then, she adds vinegar, spices, \_\_\_\_\_, and pepper.



## Retelling

Watch part of the video again and tell the story of the scene to your partner. You can use the keywords below.



1 Fee sells \_\_\_\_\_.

**Keywords** pickles, market, online

2 This is \_\_\_\_\_.

**Keywords** own, market, stall

3 A woman came \_\_\_\_\_.

**Keywords** buy, pickles

## Discussion

Fill in the blanks and exchange your ideas in pairs or small groups.

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\_\_\_\_\_  
\_\_\_\_\_

### Language Box

**Step 1.**

- hamburger
- fried egg
- omelet
- beef noodles
- salad
- noodle
- steak
- stew
- toast
- spaghetti

**Step 2.**

- bread
- rice
- noodles
- ham
- cheese
- egg
- beef
- pork
- chicken
- vegetables
- milk
- broth
- fish
- spice
- fruit

**Step 3.**

- That's right.
- Bingo!
- That's wrong.
- Close.
- Try again!

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• Not even close.      • You're way off.      • Ding ding ding!



## Grammar

## Sentence Patterns



- 1 Ken runs.
- 2 Ken is a runner.



- 3 Ken runs a restaurant.
- 4 Ken offers you the finest dishes.
- 5 Ken makes his guests happy.

Grammar Exercise

**A** What sentence pattern does each of the following sentences use?

1. \_\_\_\_\_ Melos walked.
2. \_\_\_\_\_ My son runs a restaurant.
3. \_\_\_\_\_ The teacher bought the students textbooks.

**B** Put the words in the correct order to complete the following sentences.

1. the cake / absolutely delicious / tastes

\_\_\_\_\_

2. the classes for the day / all the professors / canceled

\_\_\_\_\_

3. gives / the students / the teacher / a difficult test

\_\_\_\_\_



Misaki is a Japanese university student. Rin is an exchange student from China at the same university. Misaki has decided to help Rin deal with the problems of daily life in Japan. They exchanged the following messages.

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Seasonings

**Instructions:**

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## Vocabulary Check

Fill in the blanks with words from the word box below.

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until

seasonings

1. Deposit money into your \_\_\_\_\_.
2. I was studying here \_\_\_\_\_ you came back.
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  - (D) Misaki is a friend from Rin's hometown.
2. Where did Rin go with Misaki?
  - (A) A bank
  - (B) A hospital
  - (C) A city hall
  - (D) A library
3. What ingredients need to become tender for the dish to be ready to serve?
  - (A) Pork
  - (B) Onion
  - (C) Carrots
  - (D) Water

## Writing

**A** Put the words in the correct order to complete the following sentences.

1. pickle / carrot and cabbage / Fee is / making

\_\_\_\_\_.

2. the pickle / goes / well / with sandwiches / really

\_\_\_\_\_!

**B** Fill in the blanks with your opinion and then write a short essay.

**Step 1** Which do you prefer, cooking at home or eating out?

I prefer \_\_\_\_\_.

**Step 2** What kind of meals do you like to eat?

I enjoy \_\_\_\_\_.

**Step 3** Write down your opinion about the advantages of cooking at home or eating out.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Language Box

**Step 1.** • prefer A to B • prefer A rather than B • prefer to do A rather than to do B

**Step 2.** • family • friend • communication • save money

• healthy • difficult to cook at home • environment