

 **IMPROVE THEIR LIVES**

Practical English Course



Practical English Course

Student's Book

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Chapter 2

WORKING IN A RESTAURANT

UNIT 1: UNDERSTANDING THE MENU

Section A: Vocabulary

Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part LOUDER than the rest. For example: **Menu** (you should pronounce **men** louder, like **MAN**-new).








Menu 	Appetizer 	Main Dish 	Meat 	Seafood
Vegetarian 	Noodle 	Fried Rice 	Soup 	Side
Dessert 	Beverage / Drink 	Beer 	Liquor / Alcohol 	Today's Special

Vocabulary Practice Exercise #1

There are 12 words in the puzzle below from the vocabulary you have learned. When you find each word, circle it and write the word in the space provided.

Each word could appear:

- horizontally (letters that go from left to right  or from right to left  to form a word), or
- vertically (letters that go bottom to top  or top to bottom  to form a word), or
- diagonally (letters that do not go in a straight line ).

Can you find all the words?



S	P	E	C	I	A	L	L	O	H	O	C	L	A
A	V	E	G	E	T	A	R	I	A	N	Z	Q	F
E	B	M	O	U	X	U	N	E	M	W	N	T	Q
G	L	C	W	R	H	O	T	A	A	E	C	E	F
A	P	P	E	T	I	Z	E	R	I	G	A	H	J
R	I	Z	E	D	S	I	D	A	N	H	A	T	I
E	J	S	S	E	A	F	O	O	D	Z	S	Q	T
V	K	I	O	I	B	E	D	F	I	G	J	L	Z
E	H	D	U	I	D	R	D	E	S	S	E	R	T
B	G	O	P	E	O	E	U	S	H	J	L	M	P

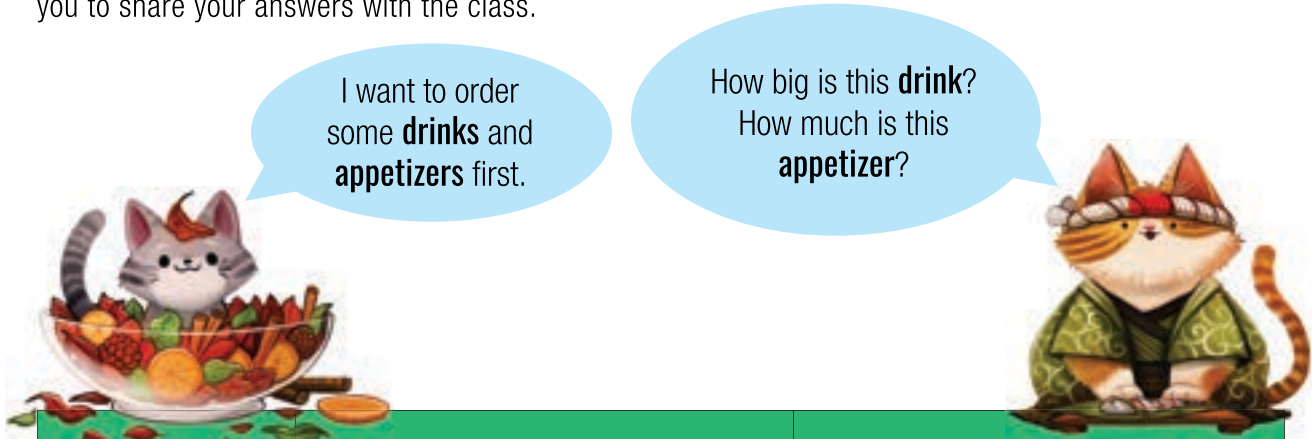
- | | |
|------------|-------------|
| 1. A _____ | 6. M _____ |
| 2. A _____ | 7. M _____ |
| 3. B _____ | 8. S _____ |
| 4. D _____ | 9. S _____ |
| 5. M _____ | 10. S _____ |

Bonus words:

- | | |
|---------|---------|
| S _____ | V _____ |
|---------|---------|

Vocabulary Practice Exercise #2

Using the vocabulary word(s) on the left, form a complete sentence and a question. Your teacher will ask you to share your answers with the class.



Words	Sentence	Question
menu		
today's special		
beverage, alcohol		
soup, seafood		
drink, appetizer	I want to order some drinks and appetizers first.	How big is this drink? How much is this appetizer?
main dish, vegetarian		
meat, side dish		
seafood, noodles		
vegetarian		
dessert, alcohol		

Section A: Vocabulary

Listen to your teacher and repeat. Translate any words you do not understand.

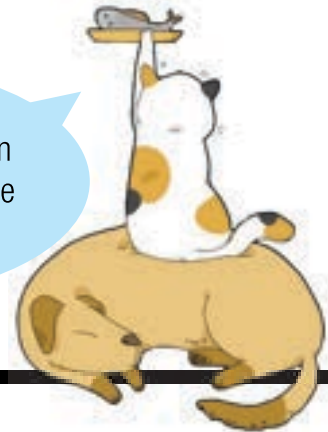
Most tourists are used to different sections of the menu and expect to see the same sections in restaurants when they travel.

When similar food is put into sections, it is easy for customers to find what they want to eat. For example, sweet things are together and drinks are together. This way, the menu is easy to read.

The food on the menu is usually put into groups or sections like this:

- ✓ Drinks
- ✓ Appetizers
- ✓ Mains (or Main Course)
- ✓ Sides
- ✓ Desserts

Here is more information about each section of the menu.



A **drink** is usually the first item customers order before they pick food items to eat. A drink can be a beverage or alcohol, with or without ice. Some drinks are hot, like coffee. Some drinks are cold, like Coca Cola.

Examples of beverage drinks:



DRINKS

Examples of alcoholic drinks:



APPEETIZERS

An **appetizer** is a small and light dish that is eaten first as a snack before the main dish is served.

Examples of appetizers:



The **main dish** is food that is eaten as the full meal, usually with some type of meat and/or vegetables. Usually customers always order a main dish.

Some menus show the main dish options by the type of meat, like:

- Chicken
- Beef
- Pork
- Seafood

Some menus show the main dish options by:

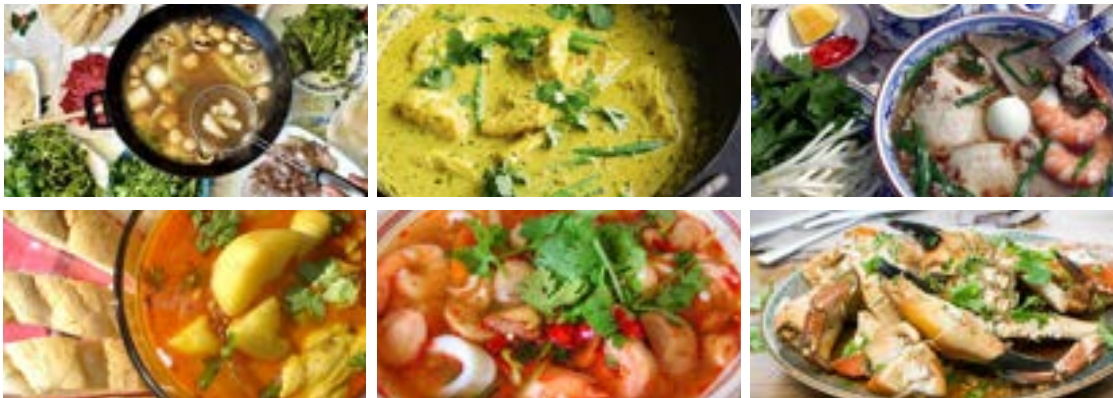
- Fried noodles
- Fried rice
- Noodle soup

(The type of meat and vegetable is part of the main dish.)

Some menus even have vegetarian options, meaning no meat or seafood in the dish.

Examples of a main dish:

MAINS



The **side dish** is very similar to an appetizer. It is a small dish that is used together with the main dish, like steamed rice.

Examples of sides:



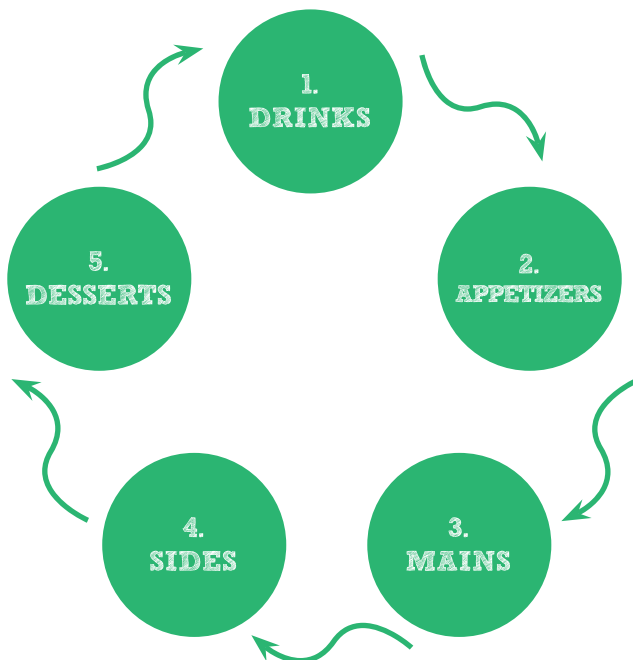
Dessert is the last item customers would order after their main meal. It is usually sweet.

Examples of sides:



When you bring food items out to the customers, remember to bring items out in the order below. It is important to always bring drinks out first – customers can enjoy their time at the restaurant with the drinks, while waiting for the food to cook.

Tip: Not all customers order everything from each section of the menu. Some customers may not order appetizers; some may not order sides; some may not order desserts.



Tip: Not all customers order everything from each section of the menu.



Menu Component Practice Exercise #1

Pictures of different food items from a local restaurant's menu appear below. For each item, identify what menu component it is. Write in the space provided. Your teacher will ask you to share your answer with the class.

MENU

		
Appetizer		
		
		
Side		
		
		

Menu Component Practice Exercise #2

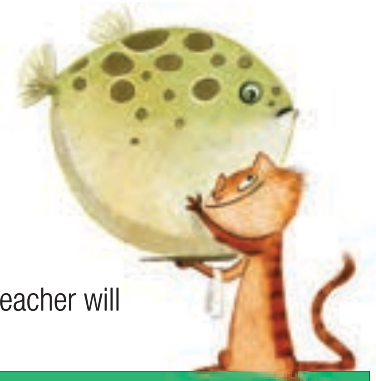
Momo and Toto ordered the items on the left at *Little Fish Restaurant*. Match each item with the correct menu component on the right.

Items
Mango shake
Seafood fried rice
Beef with vegetables
Red wine
Chicken noodles
Angkor beer
Water
Watermelon

Menu Component
Main dish
Beverage
Dessert
Main dish
Alcohol
Beverage
Alcohol
Main dish

What menu component they did not order?

Momo and Toto did not order _____ and _____ from the menu.



Menu Component Practice Exercise #3

Write down the order of the items you will bring out for Momo and Toto. Your teacher will ask you to share your answers with the class.

Items	What is the order you will bring the items out?
Mango shake	
Seafood fried rice	
Beef with vegetables	
Red wine	
Chicken noodles	
Angkor beer	
Water	
Watermelon	

Section C: Daily Specials

Listen to your teacher and repeat. Translate any words you do not understand.

Restaurants usually have daily specials – meaning, there is a specific food item that the restaurant wants customers to know and the item may or may not be on the regular menu. Even if the food item is on the menu, it is usually cheaper if ordered on a specific day.

Sometimes, you will see “**Today’s Special**”. This is the same and means the deal is only for today.

For example:



TUESDAY SPECIAL

FREE spring rolls
with any order of fish
amok with rice

The image shows a sign for a Tuesday special. The sign is on a wooden background and features the text 'TUESDAY SPECIAL' in large, bold, black letters with a yellow star on either side. Below the sign, there are two photographs: the top one shows several golden-brown spring rolls on a white plate with dipping sauces, and the bottom one shows a plate of fish amok with white rice and a garnish of shredded carrots.

This restaurant wants customers to know that every Tuesday, they can order fish amok (main dish) with rice (side) and get free spring rolls (appetizer).

If customers order these items on any other days except for Tuesday, they have to pay for rice and spring rolls separately.



THURSDAY SPECIAL

1/2 PRICE Chicken
wings
& beer

The image shows a sign for a Thursday special. The sign is on a wooden background and features the text 'THURSDAY SPECIAL' in large, bold, black letters with a yellow star on either side. Below the sign, there are two photographs: the top one shows five different bottles of beer from Cambodia, Angkor, Kingdom, and ABC, and the bottom one shows a plate of fried chicken wings with a dipping sauce.

This restaurant wants customers to know that every Thursday, they can order chicken wings (appetizer) and beers (alcoholic drink) for half price!

If customers order chicken wings and beers on any other days except for Thursday, they pay regular price.

Daily Special Activity

Work with a partner to answer the questions.

★ TUESDAY SPECIAL ★

FREE spring rolls
with any order of fish
amok with rice



Items	Price
Coca cola	\$1.00 USD
Spring rolls	\$2.00 USD
Fish amok	\$10.00 USD
Seafood noodles	\$15.00 USD
Steam rice	\$0.50 USD
Fruits	\$2.00 USD

Based on the daily special deal, how much would the customer have to pay if they order each item individually on a Tuesday?

\$ _____

★ THURSDAY SPECIAL ★

1/2 PRICE Chicken wings & beer



Items	Price
Mango shake	\$2.00 USD
Beer	\$2.00 USD
Chicken wings (10 pieces)	\$8.00 USD
Chicken fried rice	\$10.50 USD
Mango pie	\$2.00 USD

Based on daily special deal, how much would the customer pay if they order this special on Monday?

\$ _____

How much would they pay if they order this special on Thursday?

\$ _____

Welcome to _____
(Your restaurant name here.)



Chapter 2

WORKING IN A RESTAURANT

UNIT 2: UNDERSTANDING SUPPLIES IN THE KITCHEN

Section A: Vocabulary

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word below the English word to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Roles in the kitchen



Cooking supplies in the kitchen



Ingredients in the kitchen



Corn starch



Fish paste



Fish sauce



Kampot pepper



MSG



Oil



Palm sugar



Salt



Soya sauce



Sugar



Sesame oil



Black pepper

Herbs and spices in the kitchen



Basil



Cardamom



Cilantro



Chili pepper



Curry



Galangal



Garlic



Ginger



Green onion



Lime leaf



Lime



Lemongrass



Onion



Tamarind



Turmeric



Paprika



Star anise



Fingerroot

Vocabulary Practice Exercise #1

Answer the questions. Your teacher will review your answers in class.

<ul style="list-style-type: none"> • ginger • salt • fish sauce • tamarind • chef • onion • oil 	<p>Which item does not go into the food being cooked?</p> <p>_____</p>	<p>Why not?</p>
<ul style="list-style-type: none"> • cutting board • basil • can opener • knife • cooking pot • palm sugar • spatula 	<p>Which items are not used to prepare the food?</p> <p>_____</p> <p>_____</p>	<p>Why not?</p>
<ul style="list-style-type: none"> • grater • knife • peeler • bowl • plate 	<p>Are these all kitchen supplies?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If not, which item(s) does not belong?</p>
<ul style="list-style-type: none"> • chef • apron • kitchen helper • dishwasher 	<p>Do all these items belong together?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If not, which item(s) does not belong?</p>
<ul style="list-style-type: none"> • basil • lemongrass • lime leaf • cilantro • corn starch • garlic 	<p>Which herb and spice do not belong together?</p> <p>_____</p>	<p>Why not?</p>
<ul style="list-style-type: none"> • sugar • salt • oil • fish paste • Kampot pepper • bowl • MSG • rice cooker • green onion 	<p>Which items are not cooking items?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Why not?</p>



Section B: Story

Listen to your teacher and repeat.

Didi is the Chef for Little Fish Restaurant – people call her Chef D!

She has worked for the restaurant since it was opened in 2003. She has 2 kitchen helpers working with her every day to prepare food. Didi went to school to learn how to cook and can prepare many delicious Khmer, Vietnamese and Western dishes. Customers who eat at the restaurant always say how great the food tastes, which is why they call her Chef D (it's short for Delicious)!



As the Chef, Didi have lots of things to do. The most important thing is to cook delicious dishes for the customers who eat at the restaurant. The next important thing is to make sure the kitchen is well supplied with everything that is needed to make the food. She needs to have proper cooking supplies, ingredients, herbs and spices and actual food available to cook what customers order.

The restaurant has a good process. Fresh food supplies need to be ordered every Monday so they get delivered on Wednesday. There is one thing... Chef D is very picky about her fish. She does not order them and walks to the market every morning to buy the freshest fishes for the restaurant.

Story Practice Exercise #1

After reading the story, work with another student to review the following statements or questions and confirm if each statement or question is correct. If not correct, write down the correct answer in complete sentence(s).

Statement	True or False	If false, what is the correct answer?
Chef D is the manager of Little Fish Restaurant.		
The restaurant only has 2 workers		
The restaurant has been open for 13 years.		
They order everything on Mondays and supplies are delivered on Wednesdays.		
Customers say the food is too salty.		

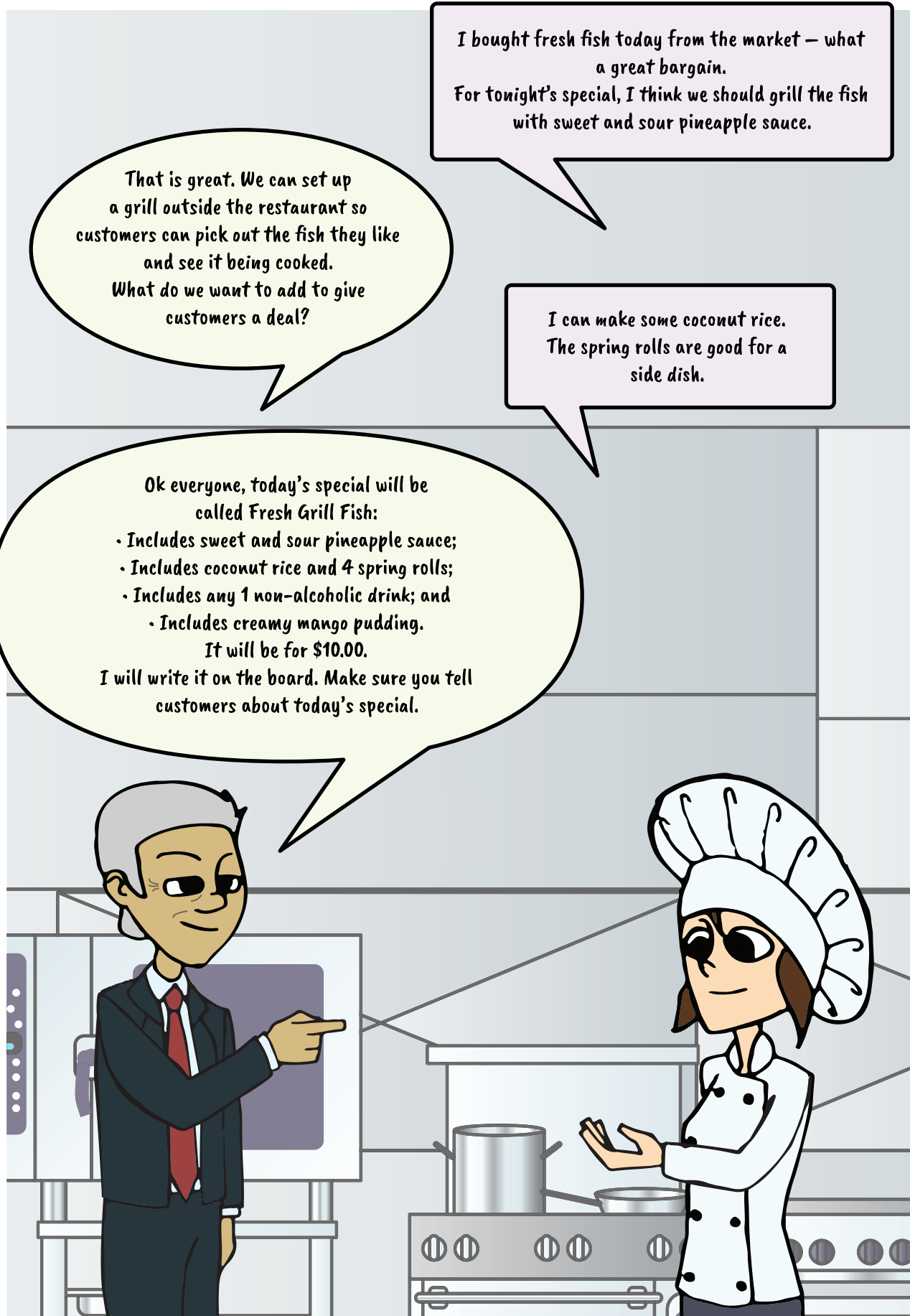
Section C: Conversation

Listen to your teacher and repeat. Practice the conversation with a partner. One of you can be Eng and the other Chef D.

Besides making money, there are 2 things that are very important to a restaurant – **good service** and **good food**. Some customers would pay a little more money to dine at a certain restaurant, if they get good service and good food. Remember this saying, “**A happy customer is a repeat customer.**” If a customer has a good experience, they will come back AND will also tell their friends.

That’s why every day, the restaurant manager, **Eng**, spends time to meet and discuss with the restaurant staff and the chef. Here is a conversation between the restaurant manager, Eng, and the chef, **Didi**.





Conversation Practice Exercise

Answer the questions. Your teacher will ask you to share your answers.

Tip: There are 2 main things in the conversation.



What is the conversation about?

Why do you think Eng asks Chef D what to make for tonight's special?

For today's special that Eng mentioned to all the restaurant staff, list out the following:

What is the beverage?	What is the appetizer?	What is the main course?	What is the side?	What is the dessert?

If you were Chef D and the waiter tells you that they like mild spicy for the fish amok dish, how many chilli peppers would you put in to the dish?



The customer doesn't want the following items in their food. Write down the English words for each item.



Section D1: Cooking with a recipe

Listen to your teacher and repeat.

Chef D is sharing her specialty dish on how to make Fish Amok! Here is the recipe she is sharing with you so that you can make it on your own.

Fish Amok





For Kreung Paste:

- 5 lime leaves
- 3 red chillies
- 3 slices galangal, peeled and chopped
- 3 cloves garlic, thinly sliced
- 3 slices ginger, peeled and chopped
- 3 shallots, thinly sliced
- 2 stalks lemongrass, thinly sliced
- 2 small pieces fresh turmeric, peeled and sliced

For Fish Amok:

- 1 cup coconut milk
- 1 tablespoon chili paste
- 1 tablespoon fish sauce
- 1 tablespoon sugar
- 1 teaspoon shrimp paste
- ½ teaspoon salt
- 1 egg, lightly beaten
- ½ kilogram fish, cut into slices
- Bamboo toothpicks
- 8 banana leaves
- 4 handfuls spinach leaves
- 4 red chillies

Cooking Instructions

To make the kreung paste:

1. Pound together the lime leaves, red chillies, galangal, garlic, ginger, shallots, lemongrass and turmeric, to make a paste.

To make the fish amok:

1. Mix together the kreung paste from #1 with the coconut milk, chili paste, fish sauce, sugar, shrimp paste, salt and egg in a large bowl.
2. Add the fish to the mix from #2 and leave for 15 minutes.
3. Set up a steamer.
4. Make the banana leaf boat shape by placing 2 banana leaves on top of each other and folding into little rectangular boat shape with the tapered sides folded up and held together with bamboo toothpicks.
5. Add spinach leaves in the bottom of the bowl.
6. Put fish marinade into the bowl. Spoon 2 tablespoons of coconut milk over the fish and add red chili.
7. Place the banana bowl shape in the steamer and steam until for 20 minutes.



Part A: Write the words that you don't understand. Your teacher can help you to explain these words to you. You can write the Khmer translation on the right.

English word	Khmer translation	English word	Khmer translation

Part B: Answer the questions.



What do the numbers under the "cooking instructions" mean?

When preparing for the ingredients, what is the difference between sliced and chopped?

When measuring the ingredients, what is difference between a tablespoon and a teaspoon?

How long does the fish need to marinade? How long does it have to cook?

Do the coconut milk and red chilli go into the kreung paste?

What is the first thing you do to make fish amok? What is the last thing you do?

What ingredient is not for eating? (Hint: there are 2 ingredients that are not to be eaten.)

Part C: Look at cooking instructions #1, #2 and #3, identify the verbs and nouns.

Verbs (3)

Nouns (10)		

Section D2: Making Yum Yum Shake

Listen to your teacher.

Chef D is feeling generous. She is also sharing her Yum Yum Shake recipe with you.

At **Little Fish Restaurant**, fruit drinks are very popular because they are made from fresh fruits.

- **Juice** is any freshly squeezed or blended fruit. For example, take a watermelon and blend it to make watermelon juice. Or, take an orange and squeeze it to make orange juice. Some juices can have more than 1 type of fruit mixed together, like mango and banana.

- **Shake** is the same as juice, with coconut milk, or condensed milk, or ice cream, or all 3 blended in the juice to make it creamy. Some shakes can also have more than 1 fruit mixed together.

Chef D's specialty is Yum Yum Shake – mango and jackfruit shake.

Yum Yum Shake



Ingredients

- 2 mangoes
- 8 pieces of jackfruit
- ½ cup of coconut cream
- ½ spoon of ice cream
- 1 spoon of condensed milk
- Ice pieces

Preparation Instructions:

1. Peel the mango skin and cut into smaller pieces.
2. Remove the seeds from the jackfruit pieces.
3. Add mango and jackfruits to the blender.
4. Add coconut cream and ice cream. Add ice pieces.
5. Mix in blender for 1 minute.
6. Pour into glass and serve with a straw.



Part A: Answer the questions.

What are your favourite fruits?

If you were to blend some of your favourite fruits together, how many fruits would you have? What are they?

Part B: Make your own drink recipe.

Using your favourite fruit or fruit mix that you answered in **Part A**, make your own recipe and share with the class.



Name of the drink:

Ingredients needed:

Preparation instructions:

Homework

In this lesson, **Chef D** has shared her Fish Amok recipe with you.

Think of a delicious dish you had at home or at a restaurant that you really like. Write a recipe for it so you can share with the class. In the next class, present your recipe to the class.

Tip: Use the ingredients, herbs and spices that you learned in this lesson. If you have new ingredients, herbs or spices, ask your teacher to help you to translate them into English.

Tip: You can ask your parents or relatives for help.



Recipe name

Ingredients needed:

Preparation instructions:

Chapter 2

WORKING IN A RESTAURANT

UNIT 3: INTERACTING WITH CUSTOMERS

Section A: Vocabulary

Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part LOUDER than the rest. For example: **Pre**pare (you should pronounce **pare** louder, like **pri**-pare).

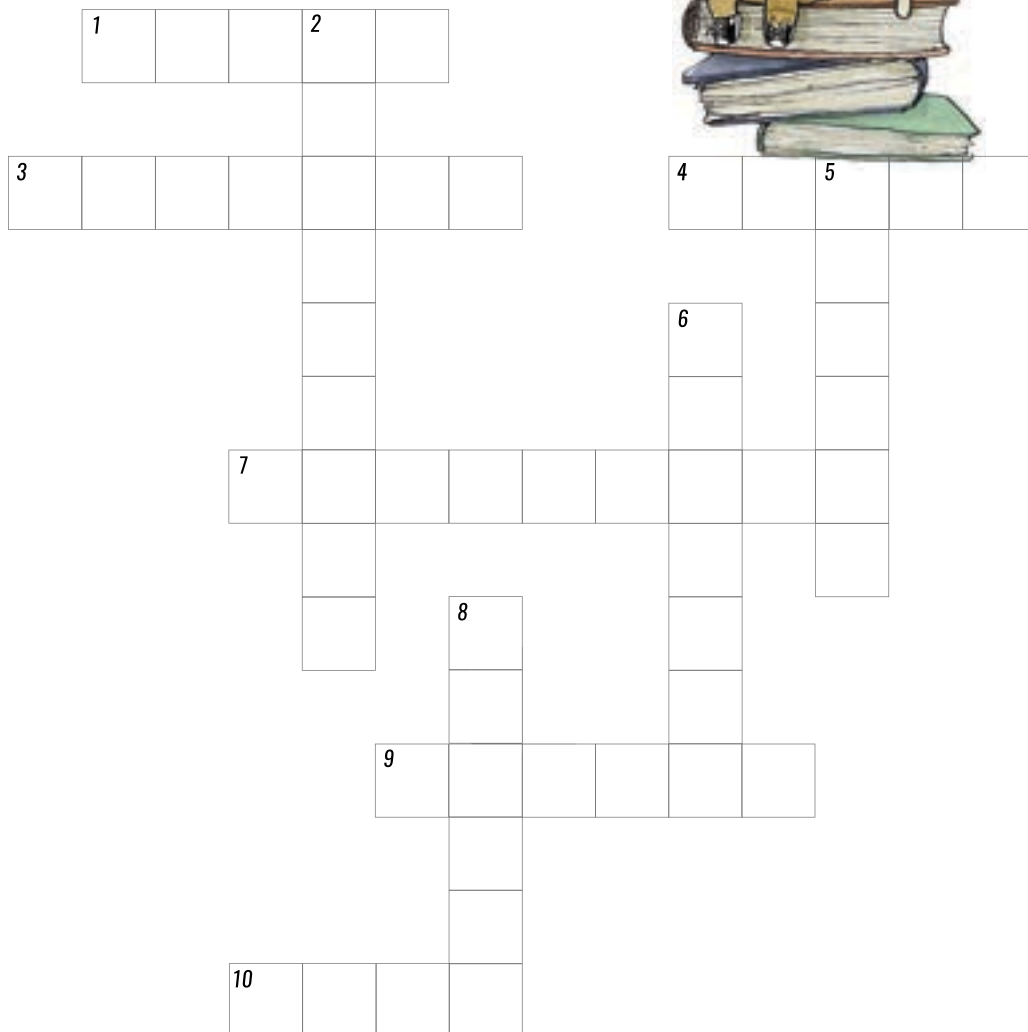


Waiter (man) []	Waitress (woman) []	Shift []	Prepare []	Stock []
Condiment []	Safe []	Change []	Cash Register []	Service []
Notepad []	Invite []	Substitute []	Decide []	Refill []
Cheque / bill []				

Vocabulary Activity

Complete the crossword puzzle below using the vocabulary words from the table above.

Can you finish the crossword puzzle?



Across

- 1. A supply of food products
- 3. Forks, knives, spoons
- 4. A person's time at work
- 7. Ketchup, chili sauce, soy sauce
- 9. Help customers at a restaurant
- 10. Where you keep money

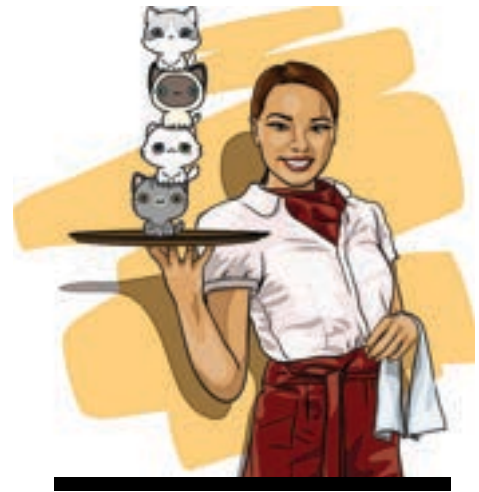
Down

- 2. Where you write down how much a customer owes
- 5. To ask customers to eat at your restaurant
- 6. To make ready
- 8. Money you give back to a customer

Section B: Story

Listen to your teacher and repeat.

Sophea is one of the waiting staff at **Little Fish Restaurant**. The manager of the restaurant, Eng, hired her 13 months ago. She starts her shift at 7:00 AM every day, 30 minutes before the restaurant opens. When she arrives at the restaurant, she begins setting up the tables for customers.



First, she wipes the tables clean with a wet cloth. Next, she checks to see that all tables are fully stocked with condiments: ketchup, chilli sauce, soy sauce, salt and pepper. Then, she checks to see that all cutleries are clean for customers to use.

Finally, she checks the cash register to see if there is enough change. She also checks her own notepad to ensure there are enough blank pages to write down customer orders.

Sophe

a looks around the restaurant one more time to make sure that it is clean and ready for service. At 7:30 AM, she opens Little Fish Restaurant to customers.

Story Activity #1

Based on **Sophe**a’s story above, please answer the following questions. Your teacher may ask you to share your answer with the class.

Sophe

a has been working at the restaurant for over a year now. Is this true or false? If false, write the correct answer.

What is Sophe

a’s job?

There are 5 things Sophe

a needs to do before the restaurant is open. What are they?

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Think about other things that Sophe

a could do before the restaurant is open.

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Story Activity #2

From *Sopheia*'s story, think about more questions that you can ask. Each question must start with the question words below. Write down each question in full sentence.


Pick another student. Ask the student to answer the questions that you have written down. You will also answer the questions that the other student has written down.

	Question	Answer (by another student)
Who...		
What...		
When...		
Where...		
Why...		
How...		

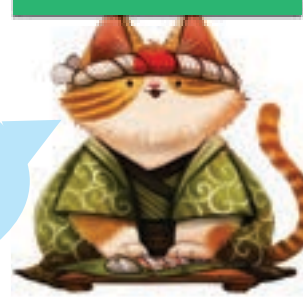
Story Activity #3

You are *Sopheia* and you are meeting your good friend. She is thinking about working at the restaurant and wants you to tell her what you do every day. Re-write part of the story using **future tense** and **a different pronoun** to explain to your friend what she will be doing if she was hired to work there. Look at the example for ideas.

FROM THE STORY



CHANGING PRONOUN AND FUTURE TENSE



She starts her shift at 7:00 AM every day, 30 minutes before the restaurant opens.

You will start at 7:00 AM every day, 30 minutes before the restaurant opens.

Section C1: Conversation

Listen to your teacher and repeat. Practice the conversation with a partner.
One of you can be Sophea and the other can be Mark.

After the *Little Fish Restaurant* is opened, *Sophea* sees *Mark* outside looking at the menu.



Good morning! I'm good.
How are you?

I love fresh food! I will try the
breakfast here.

I will sit outside. Would you turn
the fan on for me please?

Thank you!

That's great. Thank you.

Hello. Welcome. How are you this morning?

I am very good. Our eggs are locally grown in Kampot
farms. Our chef also makes fresh bread every morning.
Would you like to come in for breakfast?

Would you like to sit inside or outside?

Sure! Here is the menu.

I will give you a few minutes to look at the menu. I
will be back to take your order.



Conversation Practice Exercise

Work with a partner. Your teacher may ask you to share your answer with the class.

Part A: *Sophea* told *Mark* about the restaurant’s freshly grown eggs and freshly made bread to get this attention so that he would have breakfast at *Little Fish Restaurant*. This means that Mark likes it when food is freshly made. With your partner, come up with other ways that Sophea could have used to invite Mark to eat at the restaurant.



Part B: Think about your favourite meal that you had – it can be breakfast, lunch, dinner or any snacks. Tell Sophea what it is that you want to eat when she comes to take your order. Write down the conversation between you and Sophea.

Person Speaking	Answer (by another student)
Sophea	Hi. Have you decided on what you will order?
You	
Sophea	
You	
Sophea	
You	
Sophea	
You	
Sophea	

Section C2: Conversation

Daily special and taking customer orders

Listen to your teacher and repeat. Practice the conversation with a partner.
One of you can be Somnang and the other can be Mark.

Mark comes back to *Little Fish Restaurant* at 7:00 PM for dinner.



Conversation Activity #2

From the second conversation, please answer the following questions. **Share your answers with the class.**

What is the daily special?

How much is the daily special?

Did Mark order food from the menu?

What didn't Somnang ask Mark to complete the order?

What did Mark order for drinks? Why?

What did Mark ask to change from the daily special?

Who did Mark have dinner with?

How do you think Mark feels with the way Somnang interacted with him after bringing out his drinks?

Do you think Mark would tell his friends about coming to this restaurant? If so, why?

How much is the daily special?

What did Mark order for drinks?

Who did Mark have dinner with?



Chapter 2

WORKING IN A RESTAURANT

UNIT 4: DEALING WITH CUSTOMER ISSUES AND CONCERNS

Section A1: Allergies Vocabulary










Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part LOUDER than the rest. For example: **Allergy** (you should pronounce **al** louder, like **al**-lir-jee).



Allergy 	Allergic reaction 	Hospital 	Mixed 	Peanuts 
Shellfish 	Sick 	Food poisoning 		

Section A2: Allergies Background Information

Listen to how your teacher pronounces each word and talk about the examples. Repeat after your teacher. You can write the Khmer translation for each word below the English word to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Some people have an **allergy** to certain kinds of food. An **allergic reaction** happens when they eat some kind of food that their body does not like. This kind of food is sometimes called an **allergen**.








Here are the food items that can cause an allergic reaction:

Allergen	Picture	Khmer Translation	Examples
Cow milk			<ul style="list-style-type: none"> • shakes • condensed milk • coffee with milk • ice cream • cheese
Eggs			<ul style="list-style-type: none"> • omelette • pancake • cake • pasta sauces • egg rolls
Fish			<ul style="list-style-type: none"> • salmon • tuna • catfish • tilapia • cod
Shellfish			<ul style="list-style-type: none"> • shrimp and squid • oyster • scallop • crab and lobster • snail
Tree nuts			<ul style="list-style-type: none"> • macadamia nuts • pecans • cashews • almonds • pistachios
Peanuts			<ul style="list-style-type: none"> • peanut butter • peanut / satay sauce • chocolate bars • some Thai/Khmer/ Indian curries
Wheat			<ul style="list-style-type: none"> • bread and flour • cereal • noodles and pasta • rice • soy sauce
Soybean			<ul style="list-style-type: none"> • soy sauce • soy oil • tofu • milk • yogurt

IMPORTANT: You should ALWAYS ask the customers if they have any food allergy. When people have an allergic reaction, it can be mild or very strong. If a customer becomes very sick, they may need to go to the hospital.

An allergy is not the same as a preference. For example, a customer might ask you not to put any green onions in their food, or ask you to use less salt or sugar or oil in making the food. These are preferences and everyone will have their own preference. When the customer tells you that they are allergic to something or they might ask if there is specific ingredient in the food, it is very likely that they have an allergy.

When a customer is allergic to some kind of food, they will get a reaction from the body. Here are some allergic reactions (your teacher will help you to translate the phrases):

Allergen	Picture	Khmer Translation
Itchy eyes		
Breathing problems		
Stomach pain		
Feeling sick		
Red or itchy skin		
Fainting		
Diarrhoea		

Allergy Activity #1

Answer the questions. Share your answers with the class.

1. What is an allergy? Write 3 sentences to explain.

2. What can an allergic reaction look like?



3. Look at the picture and the menu item. Write what type of allergen you think is in the food that can cause the allergy?



What type of allergen is it?

Mango shake

1. _____



What type of allergen is it?

Breakfast with sunny side up eggs, bread and coffee with milk

1. _____
 2. _____
 3. _____



What type of allergen is it?

Fish Amok
 (Hint: See recipe in Unit 2)

1. _____
 2. _____



What type of allergen is it?

Satay Chicken with Green Mango Salad

1. _____



What type of allergen is it?

Seafood Tom Yam Soup with Shrimp and Tofu

1. _____
 2. _____



What type of allergen is it?

Cheese Omelette, Shrimp Satay, and Mango Juice

1. _____
 2. _____
 3. _____
 4. _____

Section A3: Conversation Customers with allergies

Listen to your teacher and repeat. Practice the conversation with a partner.
One of you can be Mark and Nick, and the other can be Sophea.

Mark returns to *Little Fish Restaurant* with his friend, *Nick*. *Sophea* shows them to a table and gives out the menus.



Conversation Activity #1

Based on the conversation, answer the following questions.

What is Mark's allergy?	
What is Nick's allergy?	
How much does Sophea know about allergies?	
If Mark gets ice in his beer, what allergic reaction will he have?	
What if Mark found onions in his dish, what allergic reaction will he have?	
If the fish amok dish contains shrimp, what allergic reaction would Nick have?	

Conversation Activity #2

Based on what you know about Nick's allergies, please look at the menu items below. Write **SAFE** if Nick can eat the food, and **UNSAFE** if Nick should not eat the food.

Compare your answers with the class.



	Safe or Unsafe?
Mixed Seafood Tom Yam	
Shrimp in Tamarind Sauce and Rice	
Lamb marinated in traditional Khmer spices, served with satay sauce	
Beef stir fry with vegetables and cashew nuts, served with oyster sauce	
Squid cooked with ginger, bok choy, onion and garlic	
Scallops slowly cooked in chilli paste, served with steamed vegetables	
Chicken breast cooked with garlic, spring onion, eggplant and coriander	
Peanut Butter-Flavoured Ice Cream	
Banana and pecan nut milkshake	

Section B1: Customer Complaints











Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part LOUDER than the rest. For example: **B**usy (you should pronounce **bu** louder, like **bee**-see).



<p>Busy</p> 	<p>Free</p> 	<p>Loud</p> 	<p>Mistake</p> 	<p>Noise</p> 
<p>Patio</p> 	<p>Rain</p> 	<p>Spicy</p> 	<p>Dirty</p> 	<p>Rushed</p> 

Vocabulary Activity

Here are some of the words that you learned in this Unit. Rewrite the words and write the part of the words that you have to emphasize in CAPITAL letters.

Mistake	mis T AKE	Hospital	
Spicy		Delicious	
Allergy		Allergic reaction	
Patio		Peanuts	
Busy		Shellfish	

Section B2: Story

Dealing with customer complaints

Listen to your teacher and repeat.

Mrs. Doris is from Manchester, United Kingdom. She is retired and lives in Kampot. She likes to eat dinner at **Little Fish Restaurant** at least once every week.

Tonight, she is sitting at a table on the patio, waiting to be served. The restaurant is very busy, and Mrs. Doris waits fifteen minutes before the waitress, **Sophe**a, finally brings her the menu. Mrs. Doris is upset, and asks Sophe a why it took so long to bring the menu. Sophe a apologizes and explains that the restaurant is more busy than usual, and that she is the only waitress tonight.

Mrs. Doris is still very unhappy, so Sophe a apologizes again and offers her a free drink. Mrs. Doris calms down and starts looking at the menu, while Sophe a leaves to get her drink.



Story Activity #1

Answer the questions and share your answers with the class.

How does Mrs. Doris feel?

Why does she feel like this?

How did Sophea handle the complaint?

Why is it important to make Mrs. Doris happy?



Complaints Activity #2

Listen to your teacher say each problem. Can you answer with the right resolution statement?

Problem	Resolution Statement
I have been waiting for 15 minutes for someone to bring a menu!	I'm sorry about that. I will bring a new glass of water right away.
This glass is dirty	No problem sir. Here is a clean fork
I ordered soup with no shrimp, but this soup has shrimp in it. I am allergic!	I'm sorry about the loud noise. I can move you to a quieter table if you would like.
The table is very noisy and I can't talk to my friend. Can you ask them to be more	Let me check your order sir. Yes I'm sorry. You ordered a mango shake. I will bring a new drink for you.
There is a bug in my Tom Yam soup!	I understand you are upset. Please tell me what happened and I will try to help you. Do you want to speak to the manager?
I dropped my fork on the ground.	I am very sorry sir. I asked the chef for no shrimp. I will bring another soup right away for you.
I asked for a mango shake but this is a coconut shake.	I understand you are frustrated. I will call a waiter right away. Can I offer you a free drink for your trouble?
This restaurant has terrible service. I am going to write a bad review.	I can bring another soup for you, no extra charge.

Section B3: Conversation Customers with allergies

Listen to your teacher and repeat.

For practice, pick a partner and read the conversation together. One of you can be *Sopheia* and the other can be *Mrs. Doris*.



Conversation Activity #1

Based on the conversation above, please answer the following questions.

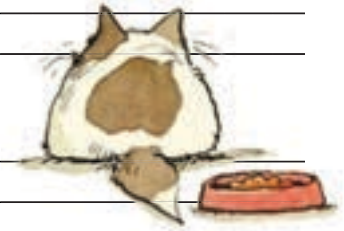
1. What was Mrs. Doris' order?

2. What did Sophea serve Mrs. Doris?

3. What two things is Mrs. Doris unhappy about?

4. What does Sophea do to make Mrs. Doris happy?

5. What else could Sophea have done to make Mrs. Doris happy in this situation?



Conversation Activity #2

Now Mrs. Doris is unhappy because her food is too spicy. Below are multiple phrases you can select from to complete Sophea's part of the conversation. There are more phrases than you need. When choosing the phrases, remember that Sophea needs to try to make the customer happy.

Listen to your teacher and repeat. Translate the phrases in Khmer.

Phrases	Khmer Translation
Yes ma'am, is everything OK?	
Yes, I will be with you in a few minutes.	
I am sorry, ma'am. Would you like to order something else?	
Ma'am, the menu says that it's a spicy sour chicken soup.	
Yes ma'am, I will tell the kitchen to make it without the chilli pepper.	
No ma'am, this soup is always spicy. Would you like something else from the menu?	
I will tell the kitchen to rush your order. Can I get you a drink while you wait?	
I don't know how long it will take ma'am, we have lot of customers tonight.	

Person	Conversation
Mrs. Doris	Excuse me, young lady, can you come here for a second please?
Sopheia	
Mrs. Doris	Not really. This soup is too spicy, I cannot eat this.
Sopheia	
Mrs. Doris	Yes, can I just have this same soup but not spicy?
Sopheia	
Mrs. Doris	Thank you very much. Do you know how long this will take? I waited a long time already
Sopheia	
Mrs. Doris	That sounds great, I will take a glass of your white wine please.



Section C: Managing Emotions

REMEMBER! Review emotions in Chapter 1, Unit 4.



Listen to your teacher and repeat.

It is important to always make customers feel happy and be polite. If a customer is feeling angry, frustrated, worried or annoyed, here are some phrases you can use to help calm them down.

✓ I'm sorry to...	✓ I'm sorry for...	✓ I'm sorry about...
✓ I understand you are (upset, frustrated...)	✓ I will speak to my manager.	✓ I will try to...
✓ Let me take care of it for you.	✓ I will send someone to fix the problem for you.	✓ You are right...

For example: Mrs. Doris is upset because she is waiting to order food and there is no waiter helping her.

Sophea could say:

I am sorry you have to wait tonight. It is very busy, and I am the only waitress tonight. I can bring a free drink for you because you waited for a long time.



Emotions Activity #1

Listen to your teacher read the story on the left. Work together as a class to answer the questions.

Nick orders Fish Amok from the menu, but the waiter brings him Fried Fish by mistake.	How do you think Nick feels?	What should Sophea ask?
Mark is waiting for Sophea to bring the dinner he ordered. After 20 minutes it is still not ready.	How do you think Mark feels?	What should Sophea say?
Mrs. Doris is sitting beside a table of 10 people. They are very loud and making a lot of noise.	How do you think Mrs. Doris feels?	What should Sophea say?
Mark ordered the special menu for half price. He thinks dinner will be 20,000 riel but Sophea brings a bill for 40,000 riel.	How do you think Mark feels?	What should Mark say?

Section C1: Practice Dealing With Problems

Listen and repeat the story. Work in groups of 3 or 4 to answer the questions.

Nick comes to *Little Fish Restaurant* for dinner. He picks a table on the patio beside the street. After ordering from the menu, it starts raining. Nick runs inside the restaurant to look for a table that is dry but his dinner is outside in the rain.



What is the problem?	What would you do?	What would you say to Nick?



You are **Mark's** waiter. He tells you that he is allergic to eggs. He orders some noodles for dinner, but the restaurant is very busy and you forget to check if the sauce on the noodles has eggs in it. When you have time to ask the chef, she tell you that the sauce DOES have eggs in it. You go to tell Mark but he is already finished his dinner.

What is the problem?	What would you do?	What would you tell Mark?

Mark comes back to the restaurant next week. He is ok and does not look upset. You are the manager of Little Fish Restaurant. What would you say to Mark? Would you fix anything about your menu?

You work at the restaurant one evening and you see a group of 4 young men. They order many beers and drink together, laughing and making noise. After a while, you see one of them leave. A few minutes, and another one leaves. And later, the table is empty. You don't know when the last man left the restaurant, but they did not pay for their drinks.



What is the problem?	What would you say to your manager?

Section C2: Managing Emotions

Listen to your teacher and repeat the review.
Work with a partner to answer questions.

See Chapter 1, Unit 4
for Emotions.



Customer Review #1

“I didn't like this restaurant. All the food is too spicy. I had chicken and my friend ordered the hot and sour soup, but my chicken was more spicy than the soup. I wish the menu was done better.”

Use the emotions to describe this customer's experience.
What were the problems the customer had?
What would you tell the manager to change on the menu?

Customer Review #2

“I ate dinner at Little Fish Restaurant. The waiters were very friendly and the food was delicious. The only problem was that I waited for 10 minutes for the bill. I waited a long time for the food too.”

Use the emotions to describe this customer's experience.
What were the problems the customer had?

Customer Review #3

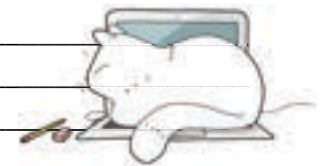
“The food was terrible here. I asked for eggs and got pancakes instead. I told the waiter I didn’t order this, but he started to argue with me. They are very rude!”

Use the emotions to describe this customer’s experience.

If you were the restaurant manager, what would you do?

Customer Review Activity

Assume that you are **Nick**. You had breakfast and dinner at **Little Fish Restaurant** and you really liked the food. The waiters were very helpful, and asked questions to make sure that your order was right, and the food was not expensive. The fruit drinks were very fresh. Write a review for the restaurant.



Customer Review Homework

For practice, write a good and a bad review about a restaurant. Describe what you liked or didn’t like, and use examples of words that you learned before. **Your teacher may choose you to read your review to the class.**

 Good Review	 Bad Review

Chapter 2

WORKING IN A RESTAURANT

UNIT 5: PREPARE FOR CUSTOMERS TO LEAVE

Section A: Vocabulary








Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part LOUDER than the rest. For example: **Flavour** (you should pronounce **fla** louder, like **flay-vir**).



<p>Delicious</p> 	<p>Flavour</p> 	<p>Disturbing</p> 	<p>Drunk</p> 	<p>Trouble</p> 
<p>Relieved</p> 	<p>Foreigner</p> 			

Section B: Conversation

Listen to your teacher and repeat.

For practice, pick a partner and read the conversation together. One of you can be **Somnang** and the other can be **Mark**.

Somnang has been working at the restaurant for 8 hours already, and it's almost time to go home. There is one more table left – a group of 6 friends – who are just finishing their meal. **Mark** is one of the friends in the group.



Conversation Activity #1

Based on the conversation, please answer the following questions.

1. How did the customer pay?

2. What other payment options were available?

3. What was Mark asking about one of the dishes?

4. How much did Somnang get in tips? Why do you think he got a tip?

5. Do you think Mark and his friends will come back to this restaurant? Why?



Conversation Activity #2

A. Work with a partner. Rewrite the conversation above using the following details:

- Mark had ordered a mango shake and tells Somnang that it is very sweet.
- Somnang explains that because the mango is from Kep, it is very fresh and sweet with no extra sugar added.
- Mark's friends wants to order more spring rolls and beers. Mark asked Somnang to bring more spring rolls and beers.
- Mark asks Somnang how to get to the riverside from the restaurant. Somnang tells him directions (see map below).

You can use more space as needed in the conversation. **Your teacher will ask you and your partner to share the conversation with the class.**



Person	Conversation
Somnang	Good evening. The kitchen is closing soon. Is there anything else you would like to order for tonight?
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	
Somnang	
Mark	

B. Share the conversation you and your partner have rewritten with the class.



Section C: Story 1

Repeat the story after your teacher. Review the story again on your own. Answer the questions with 3-4 other students. **Your teacher will ask the group to share your answer with the class.**

Somnang is finishing his shift at the restaurant. He has been working every day this week, and has been on his feet helping customers all day and is very tired. He likes working on Saturday evenings because there are many guests that eat here on the weekend. He especially likes foreigner guests because most give him very good tips.



Somnang is very friendly and makes conversation with all the customers. He always has something nice to say. When they have finished eating, he answers any questions that the customers have and suggests places to visit in town. He thinks that maybe he wants to be a tour guide some day.

Sometimes, Somnang makes \$30 in tips on Friday and Saturday nights. Not all the customers tip, but that is ok. Somnang is happy with his job and loves interacting with people.

Story 1 Activity #1

Write in full sentences two reasons why you think Somnang gets good tips.

Do you think Somnang would be a good tour guide? Why?

Write in full sentences two reasons why you think Somnang is tired.

Story 1 Activity #2

Based on the story, apply grammar practice to the following exercises.

Find three (3) pronouns and write them below.

--	--	--

Find ten (10) verbs, write them down, and write the type of tense beside them (present progressive, present, past or future).

Verb	What kind of tense is it?
<i>Is finishing</i>	<i>Present progressive</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Find ten (10) nouns and write them down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

For example:
Restaurant is a noun.



Section D: Story 2

Repeat the story after your teacher. Review the story again on your own. Answer the questions with 3-4 other students. **Your teacher will ask the group to share your answer with the class.**

Most customers who come to *Little Fish Restaurant* are very pleasant, but once in a while *Somnang* has to deal with some bad customers.

Tonight, two customers are very drunk and behaving badly. The man and his girlfriend are very loud, yell at the waiters and waitresses and disturb other customers. They want more drinks and will not hear anything but “yes” to bringing them more drinks. Other customers have asked you to tell them to leave so they can enjoy their dining experience.



Somnang has to ask his manager, *Eng*, for help. Eng asks the customer for their names, and they reply, “Frank and Dana.” Eng thanks them for dining at the restaurant, but now it is time for them to pay their bill. Eng says, “Frank and Dana, this is a family restaurant. We have guests that are not enjoying their experience. Please pay the bill and you can continue your drinks at a local bar down the street. They have more drink options for you and are open very late.” Frank decides to pay his bill and leave.

Eng is relieved, because he would have to call the police if they didn’t leave.

Story 2 Activity #1

What were some of the ways that Eng handled the situation with the drunk customers?

Pretend that you are the manager. It is important to be polite but firm. Can you think of another way to handle the situation with Frank and Dana.

Section G: Homework

Part A: Pretend you are Somnang and a customer is paying his bill after eating at the restaurant. He ordered shrimp with rice for \$6 and a coconut shake for \$3. The bill is for \$9 but the customer gives you 30,000 riel. Write 3 sentences about what you will say to the customer.

Part B: When you come back to class, your teacher will ask you to tell the class what you have written.



Chapter 2

WORKING IN A RESTAURANT

UNIT 5: LEARNING ABOUT GARBAGE AND RECYCLING

Section A: Vocabulary










Here are the keywords that you will learn in this unit.

Listen to how your teacher pronounces each word and repeat after your teacher. You can write the Khmer translation for each word in the white space below the picture to help you remember the pronunciation.

Then, practice to pronounce each word on your own. Ask your teacher for help if there are words that you find difficult.

Tip: When you see the **bold** part in the word, you should pronounce that part **LOUDER** than the rest. For example: **G**arbage (you should pronounce **gar** louder, like **gar**-biege).



Glass 	Plastic 	Metal 	Planet 	Compost 
Burn 	Reduce 	Reuse 	Recycle 	Garbage 
Garbage Truck 	Waste 	Litter 	Landfill 	Conserve 

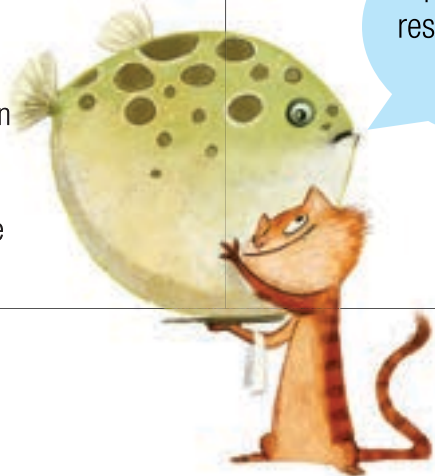
Section B: 3 Rs

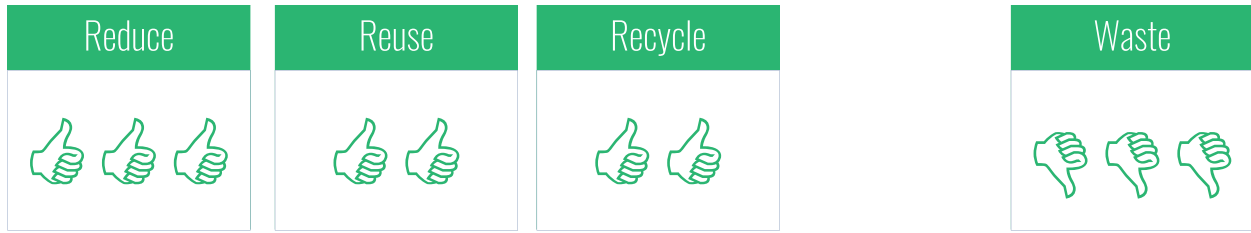
Listen to your teacher explain. and repeat. Review the contents. Translate any words you don't understand or ask your teacher.

Waste is all types of garbage that cannot be used anymore and end up in landfill. Waste is not good for the planet and impacts us all. We all have a responsibility to keep our planet clean – for ourselves, for our family, and for children in the future.

To make less waste, try to remember the 3 Rs – **reduce, reuse and recycle** – in everything you do.

1. Reduce (use less)	2. Reuse (use again)	3. Recycle (use to make other items)
<p>You always want to try to make less waste with everything you do. It is how you help reduce how much waste that will end up in landfill.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use 1 pencil to do all your homework instead of 1 pencil for each subject. • Write or print on both sides of a page instead of just on one side. • Buy items that have less wrapping. • Buy items that last longer. • Walk or bicycle instead of motobike that uses gas. • Use less water or electricity. <p>If you can always try to reduce waste in the first place, then there is no need for the other 2 Rs.</p>	<p>When you are not able to reduce, try to reuse what you can.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bring plastic bags with you when you go shopping at the market so you don't need to get more plastic bags. • Give your used school books to your younger siblings to use so they don't need to buy new books. • Use plastic bottles as plant pots. <p>Tip: When you go to a restaurant, ask them if they recycle!</p>	<p>When you are not able to reduce or reuse, you would recycle. You would see a blue box or clear plastic bag for recycling.</p> <p>Plastic, glass, cans, paper and metal can be recycled.</p> <div data-bbox="1166 1066 1279 1171" style="text-align: center;">  </div> <p>Usually, you will see this sign on the back of an item when it can be recycled – do not put items that you can recycle in the garbage because they will become waste going to a landfill.</p> <p>The process of recycling can turn something into new material for a different use, like recycling cardboard to make toilet paper.</p> <p>In some places, there are people who pay money to take your recycled items.</p>





Examples of items you can recycle:



3 Rs Activity #1

Read each statement on the left and put a checkmark (✓) under the correct R. Then your teacher will review with the class.

Statement	Reduce	Reuse	Recycle
Goon is buying take-out food at the restaurant and he brought a container from his home to put the food in.			
Jee wants to buy another television for the house. She decided that she can just use one for another year.			
Momo finished school 3 years ago and no one wants these books anymore.			
Jin is growing taller now and she gives her clothes and dresses to her younger sisters.			
Grandmother Tien picks up the phone and calls her son instead of writing him a letter.			
Gou is having a birthday party! He uses cloth napkins for his guests instead of paper napkins.			
After the party, Gou puts all the coca cola bottles in the blue box.			
Sap is going to the market to buy apples. She brought some plastic bags with her.			
Tang really likes the new shoes. Her friends told her that the shoes will break after one month. Tang decides to buy the same shoes she has now because she knows they will last for a few years.			
Ong is very thirsty and he bought a bottle of water. When he finished, he saves the bottle so that later, he can add more water.			
Jung has a motobike and bicycle. He decides to take his bicycle to work everyday instead of his motobike.			



3 Rs Activity #2

Work with a partner. Think of 1-2 ways that you can help reduce, reuse and recycle at home, at school or in your life. **Present the list to the class.**

1. Reduce	2. Reuse	3. Recycle

Section B: Conversation

Listen to your teacher and repeat. For practice, pick a partner and read the conversation together. One of you can be **Somnang** and other can be the manager **Eng**.

Every Tuesday morning, the garbage truck comes to collect garbage. **Somnang** works at **Little Fish Restaurant** and puts all garbage outside every Monday night before he finishes his shift. He asks everyone at the restaurant if there is any more garbage to throw out. His manager, **Eng** complains how much it costs him for the garbage service. “We should just burn all the garbage!” he says.

At home, Somnang’s family always burns their garbage. The neighbours burn their garbage too. On some days, the air is so bad that it is hard to breathe.

On his way to work, Somnang sees garbage everywhere – people just throw garbagematter everywhere. Somnang has some great ideas to reduce waste and he is excited to share his ideas with his manager.



Conversation Activity #1

Work with a partner. Your teacher will ask you to present your answers to the class.

What were the ideas that Somnang had suggested to help Little Fish Restaurant make less garbage?

1. _____

2. _____

3. _____

4. _____



Somnang does not need pay for the garbage collection. Why do you think Somnang care about making less garbage for the restaurant?

- _____
- _____
- _____
- _____
- _____

How many ideas did Eng like? Why?

- _____
- _____
- _____
- _____

Which idea is Eng most excited about?

- _____
- _____
- _____
- _____
- _____

Section C: Make a Difference

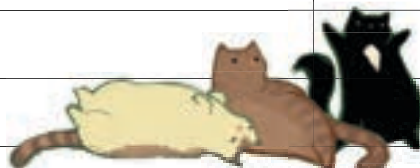
It is good idea to make less garbage every day and remember the **3 Rs**.

Garbage usually goes in a black bag and items that can be recycled usually go in clear white bag so that it is easy to tell.

Part 1: As a class, make a list of recyclable items in Kampot. You can write in English or in Khmer or both. Share the list with your friends and family.

Part 2: For the next 4 weeks, each student will bring as many recyclable items as possible based on items identified in Part 1. At the beginning or at the end of each class, show your teacher what you have and your teacher can confirm that the item can be recycled before you put in the clear white bag. Keep track of how many items YOU bring to class each week in the table below. You can add the total together after 4 weeks to see how much you have collected.

Week	# of recyclable items from YOU	# of recyclable items from the whole CLASS
Week 1: Saturday		
Week 1: Sunday		
Week 2: Saturday		
Week 2: Sunday		
Week 3: Saturday		
Week 3: Sunday		
Week 4: Saturday		
Week 4: Sunday		



Part 3. Now that you have finished collecting all the recycled items, your teacher will sell them.

How much money do you think the school will get? Write your guess.

How much money did Little Fish School actually make from recycling? Your teacher will tell you.

Were you close to the actual number? Write the guess and actual number below.



Your Guess

Actual Number

Now, decide as a class how to use the money. Write your ideas here, and your teacher will get the class to agree on how to spend the money.
