



Nutrition and Health

Aim: to prepare students to talk about eating habits and healthy food

Level: Upper intermediate / B2

Language: expressing preferences and opinions; making suggestions and recommendations

Time: 30–45 minutes + 15–20 minutes for exam task

Materials: one copy of the worksheets and exam task per student

Activity 1

1. Ask the students to look at the chart and complete it with the words in the box.
2. Put the students in pairs and get them to compare their answers. There may be some debate about the correct answers, for example, some people may say that orange juice could be unhealthy because it has a lot of sugar. Monitor and help where necessary.
3. Check the answers as a class and discuss what the students think about a healthy diet – you could also find out what students think about their diets, more specifically.

Suggested answers:

Healthy	Unhealthy
<i>fish</i>	<i>chocolate</i>
<i>fruit</i>	<i>coffee</i>
<i>milk</i>	<i>cookies (biscuits)</i>
<i>orange juice</i>	<i>crisps</i>
<i>salad</i>	<i>fizzy drinks</i>
<i>yoghurt</i>	<i>hamburgers</i>

Note: Doctors and dieticians say that the most important thing is a balanced diet and that too much of anything is harmful. Cutting out something because it is supposed to be unhealthy might actually mean you are not getting a balanced diet.

4. Next, direct students to the healthy lifestyle advice at the bottom of the worksheet and ask them to discuss it. Do they agree that a healthy lifestyle is important? Why or why not?

Activity 2

1. Divide the class into three groups and assign each group a poster (A, B or C).
2. Ask students to read through the scenario on the worksheet.
3. Tell the class that each group will have to convince the rest of the class that their poster is the best. Students should discuss what is appealing about their poster and why their idea should be the winner. Monitor and help if necessary. Encourage students to take notes on the main points of their argument, as they will need these for the second part of the activity.

Activity 3

1. Next, mix up the groups so that each new group has at least one or two students from each of the original groups, so that each poster is represented.
2. Then, students should present the arguments which they prepared in their other groups, and listen to the other two presentations. They should make notes to collect and organize their ideas as they listen.
3. Having heard all of the arguments, ask the groups to have a debate using the language from the Useful language box. In their new groups, students must decide which project would be the most effective and why. They should also make some comments on why the other two projects are not as effective.

Practice exam question

Note: There are two parts to this section: an individual turn and then a pair work discussion activity.

Depending on the number of students you have in the class, you could either take the role of



Nutrition and Health

examiner yourself or, especially in large classes, get the students to work in groups with one of them taking the role of the examiner.

For example, put the students in groups of three. For the individual activity:

- one student takes the role of 'candidate' and speaks
- one takes the role of 'interlocutor', asking questions and prompting the 'candidate'
- and one student takes the role of 'examiner', using the mark scheme

For the pair work, two of the students speak to each other while the third student takes the role of examiner.

Suggested marking scheme

Total mark out of 20 with each criteria worth up to 5 marks.

Content – answering the question

- 5 answers the question and all the information is included
- 4 answers the question but one or two things missing
- 3 answers the question but a number of things missing
- 2 tried to answer the question, but quite a lot missing
- 1 failed to answer the question

Range of vocabulary and grammar

- 5 uses a wide range of vocabulary and grammar appropriate to the task
- 4 uses a wide range of vocabulary and grammar but not always appropriate to the task
- 3 uses a fairly wide range of vocabulary and grammar appropriate to the task
- 2 uses a limited range of vocabulary and grammar
- 1 uses a very limited range of vocabulary and grammar

Accuracy of language (i.e. pronunciation, functional language, etc.)

- 5 minimal errors, well-developed control of language
- 4 errors occur when attempting more complex language
- 3 a number of errors but they do not impede communication
- 2 a lot of errors, distraction, difficulty understanding
- 1 frequent errors, difficult understanding

Fluency

- 5 speaks well with only natural pauses (i.e. to collect thoughts)
- 4 sometimes hesitates when trying to think of a word or what they want to say next
- 3 often pauses to think about what they want to say, but can use fairly complex language at times
- 2 struggles to put together full sentences and pauses frequently
- 1 only uses a few words and can't fully talk about the task



Nutrition and Health

Activity 1

Complete the chart with the words in the box.

chocolate	milk	fish	fruit	cookies	salad
coffee	crisps	fizzy drinks	hamburgers	orange juice	yoghurt

Healthy	Unhealthy

Worksheet

Look at the advice below. Do you agree? Can you think of any other ways to stay healthy?

A healthy lifestyle is important. It's important to get enough sleep, exercise regularly and make healthy food and drink choices.



Nutrition and Health

Activity 2

You are in charge of a Healthy Lifestyle Club at your school. The local authorities have agreed to provide plenty of funds for one project which aims to promote healthy eating habits among teenagers. It is up to you to decide which of the three poster ideas below would be the most appealing to young people in your town / city.

In your groups, discuss why you think your poster is the most effective. Then, prepare a short presentation giving your reasons.

Worksheet





Nutrition and Health

Activity 3

In new groups, present the arguments which have you have prepared. Then, listen to the other two presentations. Make notes to organize your ideas.

As a group, you should discuss the key points for each poster and decide:

- which project would be the most effective and why
- why the other two projects aren't as effective

Use the language in the box below to help you.

Useful language

In my view ...
I think ...
I'd pick this one because ...
This idea is the best because ...
An alternative one would be ...
I'd choose this one rather than the other two because ...
I don't think this one is any good because ...



Nutrition and Health

1 Individual activity



Practice Exam Question

- Compare and contrast the pictures.
- Discuss the type of food you usually eat. Do you think your diet is healthy? Why or why not?
- 'You are what you eat.' – What do you think this statement means? Do you agree? Why or why not?

2 Paired activity

Your school / college is setting up a new canteen and wants ideas from the students to make the canteen attractive to students.

Discuss the following:

- opening times
- layout, seating etc
- menu – food and drink
- breakfast / lunch / snacks
- prices
- other important features and facilities

You should agree on three things that you would suggest / recommend to your school.