

EVERYDAY LIFE

FOOD

TEACHER'S NOTES

Age: Teenager/Adult

Level: Elementary (A1)

Time: 30 minutes

Activity: In this lesson, students will:

1. discuss what people eat in their country
2. learn some new food vocabulary
3. make a food diary

Language focus: vocabulary for food; countable and uncountable nouns; there is/there are

Preparation: make a list of foods that are typical of your country; prepare a food diary as a model for students

Materials: one copy of the worksheet per student

PROCEDURE

Warmer: Ask students to work in pairs and tell each other what food they have in their cupboards and fridge at home. Do they have similar or different things? When they have finished, conduct feedback as a whole class and write up any new vocabulary on the board, paying attention to pronunciation and word stress.

Hand out the worksheet. Ask students to look at Exercise 1 with the same partner and name the types of food they can see in the picture at the top of the page. Set a time limit for this. Check answers as a class and practise the pronunciation of the words. When they have finished, ask them to put the food into the table.



TEACHING TIP: When teaching countable and uncountable nouns for food, it is a useful idea to teach students 'a piece of ...' and 'a bit of ...' as collective nouns. For higher level students you could also teach other collective nouns like 'a bowl of ...' and 'a glass of ...'.

Key:

Countable food	Uncountable food
potatoes, crackers, eggs, sausages, nuts, (a) fish, sweets, crisps, celery, lettuce, onions, peppers, lemons, oranges, carrots, mushrooms, pineapple, tomatoes, broccoli, aubergines, grapes, apples, bananas, cucumbers	pasta, spaghetti, bread, milk, yoghurt, cheese, meat, cereal, fruit, rice, butter, (some) chocolate, (some) fish, oil



Next, ask students to practise the words in pairs. One person points to the picture and the other must say it. Who can remember the most items?

When they have finished, ask the students to look at the pictures in Exercise 2 and decide which types of food are healthy and which are unhealthy. Tell them to add any other foods they know to each list.

Key:

Healthy food	Unhealthy food
fruit, vegetables, nuts, meat, rice, fish, bread, pasta, green lentils, herbs, carrots, lettuce, peppers, oranges, tomatoes, grapes, milk, nuts, cauliflower, cheese, bananas	hotdog, chips (French fries), pizza, hamburgers, onion rings, fried chicken, crisps

Ask students which of the foods in the pictures they have at home or eat regularly. Is anything strange or unfamiliar to them? Tell students to imagine that for one day they can only eat the food in the pictures. They must decide what they would eat for breakfast, lunch, dinner and snacks. Then they must compare their ideas in small groups. Who chose the healthiest options?



TEACHING TIP: When teaching high frequency vocabulary like 'healthy' and 'unhealthy' try to elicit examples of other word families that use the same prefix (friendly/unfriendly, happy/unhappy) to help students notice patterns of words.

In Exercise 3, students work in pairs and tell each other what they have eaten recently, starting with what they had for breakfast, what they ate yesterday, the day before and so on. They must include as much information as possible.

Discuss with students if they found it easy to remember what they'd eaten. Tell them they are going to keep a food diary for two days. They have to write down exactly what they have for breakfast, lunch, dinner, snacks and to drink.

In the next class (or two days later if the class is every day), students work in small groups and compare their diaries. What did they notice about their eating habits? Who eats the most healthily?

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WORKSHEET

EXERCISE 1: NAME THE FOOD

Look at the picture of food and drinks. How many items can you name?

Tell your partner how many foods you can name using:

- There is a
- There are some

Some foods are countable (a banana, an apple) and some foods are uncountable (some pasta, some rice). Can you divide the foods in the picture on the right into each column?



Countable food	Uncountable food

EXERCISE 2: GOOD FOR YOU

Look at the two pictures below. How many foods can you name? Which foods are good for you and which are bad for you? Divide the foods in the table below. Can you add more items to the list?



Healthy food	Unhealthy food

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WORKSHEET

Complete the sentences below by filling in the blanks:

- _____ is good for you but _____ is not good for you.
- I try to eat a lot of _____.
- I am trying to eat less _____.

*good for you = healthy

** not good (bad) for you = unhealthy

What would you choose to eat? Compare with a partner.
Who chose the healthier options?

EXERCISE 3: KEEP A FOOD DIARY

Ask your partner the questions below:

- What did you eat for dinner yesterday?
- What did you eat for breakfast this morning?
- What are you going to eat for dinner tomorrow?
- What do you usually eat for breakfast/lunch/dinner?

Look at the diary pages below. For the next two days, record everything you eat or drink in your diary. You might be surprised! Bring your diary to class and compare with a partner. Who eats more healthily?

Day 1

Breakfast

Lunch

Dinner

Snacks

Drinks

Day 2

Breakfast

Lunch

Dinner

Snacks

Drinks
