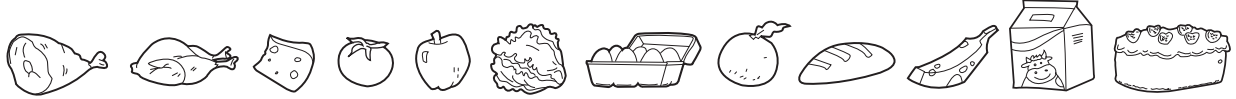


FOOD

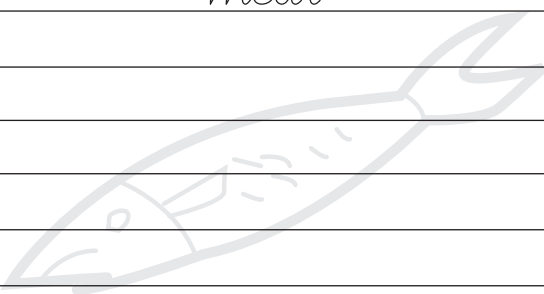

A healthy diet

Worksheet A

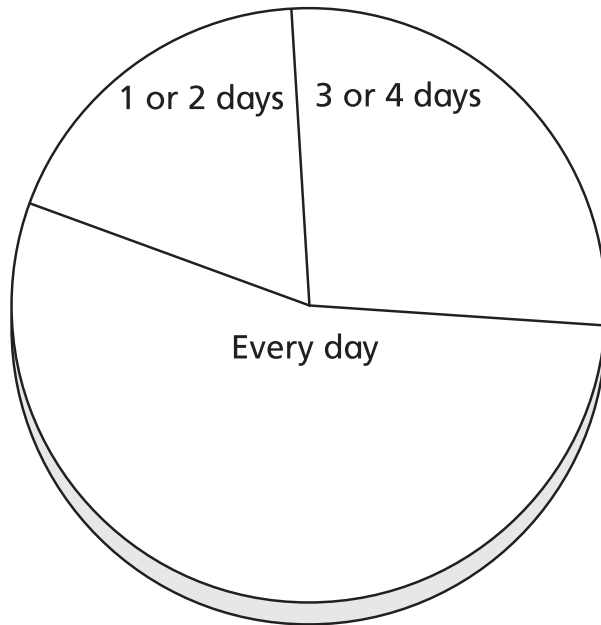
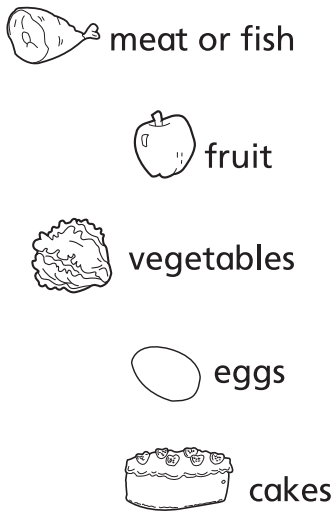
1 Write.



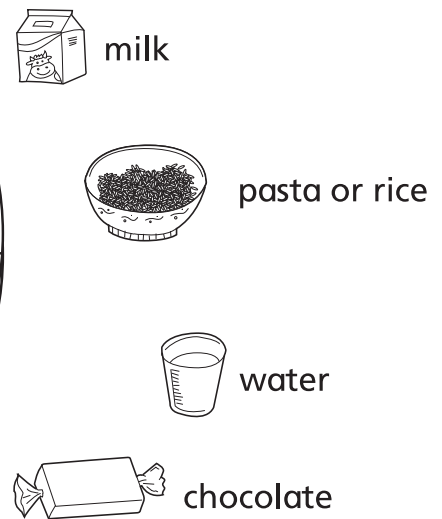
-meat- vegetables cheese spaghetti fish fruit chicken
yoghurt beans bread eggs rice milk

Food from animals	Food from plants
meat	vegetables
	

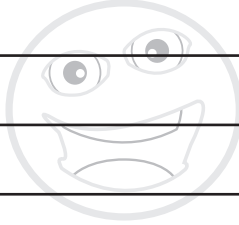
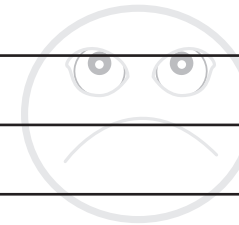
2 Write.



A healthy diet



3 Write.

My diet	
I eat fruit every day.	I eat biscuits 5 or 6 days a week.
	

FOOD

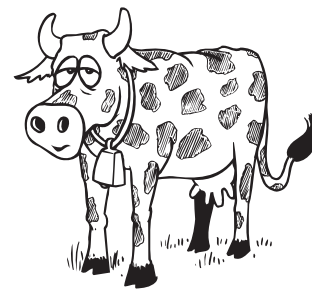
A healthy diet

1 Write.

apples bread ~~eggs~~ milk tomatoes



eggs



2 Meals.

	Breakfast	Snack	Lunch	Dinner
Time				
At home				
At school				

3 Read and complete the diary.

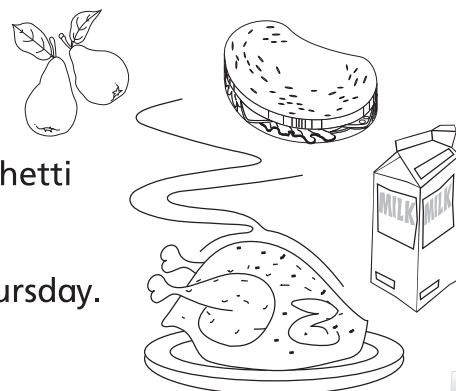
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal milk fruit		cereal milk fruit			cereal milk fruit	
Snack		a sandwich		a sandwich		biscuits	yoghurt
Lunch	beans		chicken			fish ice cream	
Dinner		fish fruit	vegetables yoghurt			a hamburger cake	fish milk

Breakfast: David eats cereal, milk and fruit every day.

Snack: David eats a sandwich 5 days a week.

Lunch: David eats meat on Tuesday and Friday, spaghetti on Thursday and rice on Sunday.

Dinner: David eats eggs and milk on Monday and Thursday. He eats pizza and ice cream on Friday.



FOOD

Worksheets A and B



Aim

- To study where different kinds of food come from.
- To study the content of a balanced diet and to evaluate children's own diets.

Materials

- Pictures/flashcards of food: *meat, vegetables, cheese, spaghetti, fish, fruit, chicken, yoghurt, beans, bread, eggs, milk, rice.*
- Picture/flashcard of a boy.
- A picture of a doctor or a nurse.
- Worksheets A and B.

Duration

30 minutes for each worksheet.

Language focus

- Present simple.
- Expressions of frequency.
- Food vocabulary.
- Days of the week.
- The time.

Cross-curricular content

- Natural science.
- The origins of different kinds of food.
- A healthy diet.

Worksheet A

Warm up

- Write the alphabet on the board and go through the letters. Write *food* on the board. Choose a letter and encourage the children to name food or drinks which begin with that letter, eg, *A: apple; B: biscuit, bread, banana; S: spaghetti, salad, etc.*
- Ask the children which kinds of food they like/don't like.

Completing Worksheet A

Activity 1

- Draw two columns on the board: *1. Food from animals 2. Food from plants.* Say *meat* and/or show the children the flashcard of *meat* and ask *Animal or plant? Does meat come from animals or plants? Meat comes from animals.* Write *meat* in column 1. Do one or two more examples asking *Do vegetables come from*

animals or plants? Encourage the children to make complete answers if possible, eg, *Vegetables come from plants.*

- Children complete the table in Activity 1. Check their answers by asking questions as above.

Answers: Food from animals: *meat, cheese, fish, chicken, yoghurt, eggs, milk;* food from plants: *vegetables, spaghetti, fruit, beans, bread, rice.*

Extra activity

Get the children to write one or two more words in each column and then to test each other, eg, Child 1: *Eggs?* Child 2: *Animals. Fruit?* Child 1: *Plants.*

Activity 2

- Explain in L1 or L2 that some food is good for us and some food is not very good. Show the class one of the pictures of food and ask if this food is good for you, eg, *What's this? An apple! Yes, it's an apple. Are apples good for you?* (with happy face) *Or OK?* (expressing doubt). When a child says *Good!* say *Yes, apples are good for you!* Continue with other types of food. Use *Good* or *OK*, eg, *Vegetables are good for you. Ice cream is OK. Pizza is OK. Bread is good for you.* Explain in L1 or L2 that ice cream and pizza are OK if we eat them 1 or 2 days a week. If we eat them every day they are bad for us. Fruit is good for us and we should eat fruit every day.
- Write *A healthy diet* on the board and draw a diagram like the one in Activity 2. Write *every day, 3 or 4 days* and *1 or 2 days* in the three sections. If you have a picture of a doctor or a nurse show it to the children and put it up on the board and explain that we are going to talk about a good, healthy diet. Say *Cakes! 7 days? 3 or 4 days? 1 or 2 days a week?* and point to the doctor or to the title *A healthy diet.* *Cakes?* (pause) *1 or 2 days a week. Fruit? How many days a week? Seven. Chocolate? 1 or 2 days a week. Milk? 7 days a week/every day.* Explain that *every day* = 7 days a week. *Meat or fish? Every day. Vegetables? Every day, etc.* Write the foods in the appropriate sections of the diagram.
- Ask the children to write the names of the different types of food in Activity 2 in the right places in the diagram. They can then compare answers in L1 or L2.

Answers: 1 or 2 days: *chocolate, cakes*; 3 or 4 days: *eggs, pasta or rice*; Every day: *fruit, vegetables, milk, meat or fish, water*.

Activity 3

- Show the class some pictures of food. Tell the children how many days a week you eat each kind of food and ask them if it's good for you or not, according to the diagram in Activity 2, eg, *I eat rice or pasta 4 days a week. I drink water every day. I eat cakes 5 days a week. I drink milk 2 days a week.*
- Encourage the children to look at the food in Activity 2 and make sentences about their diet using *I eat (pizza) (3) days a week*. You can write some of their sentences on the board.
- Ask the children to write some sentences in Activity 3: they should write in the left-hand column if it's good for them and in the right-hand column if it isn't.

Extension activity

The children make a chart showing their weekly diet in their notebooks. Draw an example on the board (seven columns for the days of the week and three rows for *Breakfast, Lunch and Dinner*).

Worksheet B

Warm up

- Show the children a clock or draw one on the board. Revise telling the time by stretching your arms and miming time. Stretch one arm straight up and half extend your other arm, pointing to different 'hours'. Invite some children to come to the front to mime a time.
- Ask the children *What day is it today?* Go through the days of the week with the children.

Completing Worksheet B

Activity 1

- Show the children some pictures of food or write the words on the board. Ask them if the food comes from animals or plants, eg, *Milk, animals or plants? Animals! Bananas? Plants! Tomatoes? Plants! Meat? Animals!* Show them milk again and ask *What animal does milk come from? Cows! What animal do eggs come from? Chickens! Where do apples come from?*

Apple trees! Continue with some other fruit, eg, *Pears? Pear trees! Plums? Plum trees!*

- Ask the children to do Activity 1. They match the pictures with the food that comes from each source and write the foods.

Answers: eggs; bread; tomatoes; apples; milk

Extra activity

The children test each other, eg, Child 1: *Apples?* Child 2: *Apple tree!* Milk? Child 1: *Cows!* etc.

Activity 2

- Write some times on the board (eg, 8.00, 9.00, 11.00, 5.00). Point to the different times and ask the children *What time is it?*
- Write *breakfast* on the board and 8.00, and say *I have breakfast at eight o'clock*. If you have pictures of cereal and fruit, show them to the class and say *breakfast*. If you haven't, write the words on the board. Next to 8.00 write *at home* and say *I have breakfast at 8 o'clock at home*. Get the children to repeat. Explain what *at home* means. Encourage the children to talk about their breakfast.
- Continue with the rest of the meals using *I have (lunch) at (two o'clock) at (school)*.
- Ask the children to do Activity 2. For each meal, they write the time and tick either *At home* or *At school*. Obviously, different children will have slightly different answers.

Extra activity

Say a time and encourage the children to guess the meal, eg, Teacher: *Eleven o'clock*. Class: *Snack!* Teacher: *Yes. Nine o'clock!* Class: *Breakfast!* Teacher: *No, sorry!* Class: *Dinner!* Teacher: *Yes!* The children continue in small groups.

Activity 3

- Show the children a picture of a boy and put it up on the board. Elicit some information from the children about the picture by asking *What's his name?* (pause) *His name begins with D*. Give the children more letters until they find out. *How old is he?* (pause) *He's 9*. *What does he eat for breakfast?* *Milk? Coffee?*

Pizza? Ask the children more questions about David's meals. The children guess what David eats.

- Ask the children to look at the diary in Activity 3. Look at what David eats for breakfast on different days of the week. Then continue with the other meals and different days, explaining with pictures any kinds of food that the children don't know.
- Ask the children *What does David eat for breakfast on Monday? Cereal, milk and fruit. And on Tuesday? We don't know.* Read the sentences with the class and encourage them to find the answers. Continue with the other meals orally.

- Ask the children complete David's diet on the worksheet.
- Encourage them to decide if David has a good (healthy) diet. Ask them questions like *Fruit! How many days does David eat fruit? Every day.* Decide if that is good or not. Continue with other kinds of food using *How many days does David eat (cake)?*

Answer: David has a balanced, healthy diet (see below).

Extra activity

The children design a healthy diet in their notebooks following the model in Activity 3.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal milk fruit	cereal milk fruit	cereal milk fruit	cereal milk fruit	cereal milk fruit	cereal milk fruit	cereal milk fruit
Snack	a sandwich	a sandwich	a sandwich	a sandwich	a sandwich	biscuits	yoghurt
Lunch	beans	meat	chicken	spaghetti	meat	fish ice cream	rice
Dinner	eggs milk	fish fruit	vegetables yoghurt	eggs milk	pizza ice cream	a hamburger cake	fish milk