

MODULE 4 Healthy food

UNIT 1

We've got lots of apples.

Listening and vocabulary

Preparation

- Ask the students if they are hungry. Tell them to look in their bags for something to eat.
- Tell them to take it out and hold it up. Then say, "He/She has a(n)... He/She's got a(n)..." Ask students to repeat it chorally.
- Go round the room eliciting what the students have got by asking "What's he/she got?"
- Introduce "some" if they have more than one such as: nuts, lychees, rice crackers. (e.g. He's got some nuts.) Tell the students they can use Chinese words for words they don't know.

1. Work in pairs. Look at the pictures and talk about them.

- In pairs, ask the students to brainstorm as many types of food and drink as they know in English. Think about what is in their fridge. Write "food" and "drink" on the board.
- Set a time limit. Elicit their words. Write them under each heading and ask the students to spell them.
- Look at the items of food and drink in the pictures and see how many of them they can identify from the words they have come up with that are on the board.
- Use the pictures (or real food) to teach the words they don't know. Ask them to repeat the words chorally and individually. Check their understanding.
- Add the new words to the lists on the board.

2. Label the food in the pictures with the words from the box.

- Read the words in the box with the class and

repeat chorally for pronunciation. Ask which types of food come from animals, which are plants that farmers grow.

- Students work in pairs. One student says a word and the other points at the word, then exchange.
- Have the students write the labels for the types of food 1-4.

Answers

1. fruit 2. candy 3. meat 4. vegetables

3. Label the food and drink in the pictures with the words from the box.

- Tell the students to look at the pictures in pairs. Again one student says a word but this time the other points at the picture, then they exchange.
- Students can then label the pictures a-o.
- Check the answers with the class.

Answers

a. apple	b. orange	c. carrot	d. potato
e. beans	f. tomato	g. chocolate	h. beef
i. chicken	j. tea	k. juice	l. coffee
m. water	n. milk	o. cola	

4. Listen and check (✓) the food and drink Betty and her mother have got.

- Tell the students they are going to listen to Betty and her mother making a shopping list.
- Read through the words on the list and explain that they should check (✓) the names of food and drink that Betty and her mother say they have got.
- Play the recording and ask the students to listen and check (✓) the words.
- Ask the students to work in pairs and compare their answers.
- Play the recording again and go through the answers.
- Ask the students to go through the list and say



“They’ve got...” or “They haven’t got...” for each item.

Answers

apples ✓ chicken ✓ coffee ✓ oranges ✓ tea ✓
tomatoes ✓

Tapescript

Betty’s mum: Betty, please help me make a shopping list.

Betty: Yes, Mum.

Betty’s mum: What have we got?

Betty: We’ve got some chicken... apples and oranges.

Betty’s mum: And we’ve got some tea, tomatoes... and coffee.

Betty: But we haven’t got any cola... beans... beef, carrots, juice and milk.

Betty’s mum: And we haven’t got any potatoes and any water.

Learning to learn

- Put new words in your vocabulary notebook in groups. Putting them under headings of similar words helps the students remember the meaning and types of word they are.
- Suggest making lists of related vocabulary under headings as they have done in the lesson. They can then add to the lists when they find other related words.

5. Listen and read.

- Tell students they are going to listen to Tony and his father talking about going shopping. Elicit and write up what they think they want to buy on the board.
- Play the recording through while they listen to see if they are right.
- Play it again for them to check and then ask them to check their answers with a partner.

Now complete the table.

- Ask the students to look at the headings in the table and check understanding.
- Tell them to complete the table.

- Ask the students to check their answers with a partner.
- Elicit answers from the whole class.

Answers

	Things Tony’s family has got at home	Things Tony’s family hasn’t got at home
Food	chocolate, apples	meat, chicken, oranges
Drink		orange juice, coffee, cola, tea

6. Talk about Tony’s shopping.

- Ask the question “Has he got any chicken?” and have the students repeat the short answer chorally. Do some negative and some positive. (e.g. No, he hasn’t. / Yes, he has.)
- Elicit the question and model it for pronunciation.
- In pairs, students ask about Tony’s shopping.

Pronunciation and speaking

7. Listen and repeat.

- Explain that this activity is to practise pronunciation.
- Mime and exaggerate how the sounds are made. Students watch and copy what they see.
- Play the recording once without stopping. Students read and listen.
- Play the recording again, stop at the end of each line, mime. Ask the whole class to repeat.
- Play the recording again. Stop at the end of each line and ask individual students to repeat. Then use some open pair Ping-Pong.
- Ping-Pong practice: Student A mimes the sound and Student B responds with the sound and words. Student B then mimes the next sound and Student A responds with the sound and words.



Methodology tip: *Miming*

Miming for pronunciation helps visual learners to copy the sounds. Exaggeration makes it easier to see how the sounds are made, but don't slow the movements, keep them natural. It brings humour into learning and makes it more memorable and fun. Miming sounds or words can be used for correcting pronunciation.

8. Listen and choose /s/ or /z/.

- Explain that this activity is to focus on the difference between the two sounds /s/ and /z/.
- Write the symbols on the board. It may be easier to write "1" next to /s/ and "2" next to /z/.
- Have the students look at the words and tell them to write the symbol (1 or 2) next to each word depending on the sound they hear.
- Play the recording once without stopping and students write their answers.
- Students compare answers. Play the recording again and elicit answers.
- Ask the class to repeat the words chorally and individually.

Answers

1. /z/ 2. /z/ 3. /s/ 4. /z/

9. Work in pairs. Make a shopping list.

- Put the students in pairs (A/B roles). Tell the As to write a shopping list with all the things they want.
- Tell Bs to write a list of things they have got and don't need.

Now ask and answer.

- Tell the students they have to decide what to buy together by asking and answering what they have and what they haven't got.
- Tell A students to ask B students the question, "Have we got any...?"
- Put pairs into groups of four to ask what they have and haven't got.
- Groups report back about the differences and similarities of their lists.

UNIT 2

Is your food and drink healthy?

Reading and vocabulary

1. Think of six words for food and drink. Make three lists.

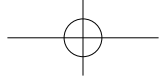
- Tell the students what your favourite food is, demonstrate how much you like it and ask if it is healthy.
- Show students some pictures of food and drink. Tell them they have 30 seconds to look at it and remember as much as they can.
- Students try to remember all the things they saw and write them down as quickly as they can. Then think of words to describe them.
- Put them under "food" and "drink" and tell them they can use some of the same words for both.
- Put the students into groups of three or four to brainstorm which of their words are favourites and which healthy.
- Elicit and write up under the headings, ask the students to spell and repeat chorally any words that they find difficult to say. Ask if the food is good for them or not.

Possible answers

Six words for food and drink: oranges, chips, rice, juice, milk, cola
Favourite food and drink: oranges and milk
Healthy food and drink: oranges, rice, juice, milk
Delicious food and drink: oranges, chips, juice, milk, cola

2. Label the pictures with the words and expression from the box.

- Read the words in the box with the students and repeat them for pronunciation.
- Ask them to talk about the pictures in pairs and label them.
- Elicit answers from the class.



Answers

- | | | |
|--------------|--------------|------------|
| 1. noodles | 2. ice cream | 3. fish |
| 4. hamburger | 5. bread | 6. sugar |
| 7. cola | 8. rice | 9. candies |

Now match the words from the box with the pictures.

- Ask the students to do this individually and then check with their partner.
- Ask the students what they do with each and they reply. (e.g. We eat noodles. / We drink cola.)

Answers

Drink: cola

Eat: noodles; rice; fish; candies; hamburger; ice cream; bread; sugar

Language point: *Candy and sweet*

Americans use the word “candy” and the British use the word “sweet” for small sweet foods like chocolate and many different types of sweet sugary food. It is often in bright coloured paper. You buy them in sweet shops in the UK and candy shops in America, or in supermarkets.

3. Read the passage and complete the table.

- Tell the students to look at the title of the unit and talk about what they think the passage is about.
- Ask them to look at the pictures in Activity 2 again and ask in pairs which foods are healthy or unhealthy. (e.g. Are noodles healthy or unhealthy? Is rice healthy or unhealthy?) Remind them of countables and uncountables.
- Elicit their ideas and tell them to read the passage quickly to see if they are right.
- Check their answers in pairs. Tell them to read the passage again.
- This time, check (✓) the words for healthy food and mark with a cross (×) the words for food that is bad for you.
- Tell them to make a table, go back to the text and look for the foods that are good for you and write them in the table. Do the same for those that are bad for you.

- They then check their answers with a partner. Give out chalk or a board pen to several students and they run up together and fill in the table on the board.

- Check with the class and ask them to correct any mistakes.

Answers

Healthy food and drink	Unhealthy food and drink
meat, milk, carrots, water, eggs, tea, sweet potatoes, juice, cheese, fish, chicken soup, noodles, rice, fruit, vegetables	ice cream, cola, hamburgers, candy

4. Complete the passage with the correct form of the words and expression from the box.

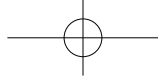
- Ask the students how many meals they have a day and what they are. Ask what their favourite is, then which one they think is the most important and why.
- Elicit what they have for breakfast and ask the class if it's healthy or unhealthy.
- Tell them to read the passage and find out which is the most important meal.
- Tell them to look at the words in the box and say that some of them are possible answers for different spaces. Others can only be used in one space. All of the words can only be used once so don't write until they read again and are sure. All of the words must be used so when they fill in the spaces, check (✓) them in the box.
- Check their answers in pairs.
- Ask students to read out the passage line by line.

Answers

- | | | |
|--------------|-------------|--------------|
| 1. important | 2. meal | 3. lots of |
| 4. sweet | 5. teeth | 6. delicious |
| 7. fat | 8. Remember | 9. stay |

5. Choose food from Units 1 and 2 for your meals.

- Tell the students to choose food they like to eat for meals. Look at their lists from Activities 1 and 2 and check (✓) their favourites.



- Tell them to decide what they like to eat in the morning, what for lunch and what in the evening.

Now work in pairs. Talk about your answers.

- Tell the students to work in pairs and ask each other the questions.
- After a few minutes have them swap partners so they ask and answer with a different student.
- Have some students ask and answer in open pairs.

Methodology tip: Teaching people or teaching English

Teaching language is teaching communication. The students need to feel they want to use the language to communicate with others. It isn't just learning grammar rules, but being able to express what they think in a foreign language, be understood and understand. A topic like healthy eating provides an opportunity for them to think about the way they eat and discuss it, and is something they could do in English and Chinese.

Writing

6. Look at the sentences.

- Read the examples with the class.
- In pairs, Student A reads the first sentence in each example and Student B reads the second.

Now join the sentences with *but*.

- Ping-Pong: A reads both sentences, and B puts them together with "but". Change B to A with the next two sentences.
- Ask them to write the sentences individually, and then check with their partners.
- Elicit the answers from the whole class.
- Demonstrate that it isn't necessary to repeat something if it is the same as in the first part of the sentence. (See brackets in the answers.)

Answers

1. Juice is a healthy drink but cola isn't (a healthy drink).
2. Noodles are healthy food but hamburgers aren't (healthy food).

3. Meat, vegetables and fruit are healthy food but cola, ice cream and hamburgers aren't (healthy food and drink).

4. Chocolate is delicious but too much chocolate isn't good for you.

7. Complete the sentence about yourself.

- Ask the students to complete the sentence on their own and then check with their partner.
- Call back some examples from the whole class.

Culture box: A hungry world

- The FAO (Food and Agriculture Organisation) classifies people who don't get enough to eat as undernourished or malnourished because they do not have enough good food to be healthy.
- Figures on actual starvation are difficult to come by, but according to the FAO, the less severe condition of undernourishment currently affects about 925 million people, or about 14% of the world population.
- The WHO (World Health Organisation) also states that malnutrition is by far the biggest contributor to child mortality, present in half of all cases. In developing countries, almost one out of every 15 children will die before they reach the age of five.

UNIT 3

Language in use

Language practice

Preparation

- Read through the language examples in the box with the whole class.
- Use examples to highlight their meaning and use. Ask when you use "some" (yes answers) and "any" (questions and no answers/negatives).
- Ask a student to ask another if he/she has any fruit in his/her bag. The student can say, "No, I



haven't got any fruit (but) I've got some..." or "Yes, I've got an apple/some grapes/..."

- In pairs or groups of three, students ask about what's in their bags.
- Ask the class which bags they thought were funny or interesting and why.

1. Work in pairs. Look at the picture and talk about the food in the fridge.

- Ask the students to look in the fridge. Ask if we have got any eggs/meat... and elicit the correct answers.
- Students ask and answer about the contents: what they have and haven't got.
- Set a time limit to find as many things as they can. Tell them to think about countables and uncountables.
- Elicit some examples from them.

Now write about the food in the fridge.

- Write "have got some" and "haven't got any" and tell them to look at the examples in the book.
- Ask the students to look at the picture in pairs and say what we've got in the fridge.
- Tell them to complete the sentences individually following the examples in the book.
- Students check their answers with their partner.
- Ask the students to read out their answers one sentence at a time.

Answers

1. We've got some
2. We haven't got any
3. We haven't got any
4. We've got some
5. We've got some
6. We've got some
7. We haven't got any

2. Look at the picture and talk about it.

- Ask the students to look at the picture and tell you which food is countable, i.e. singular and plural. Then ask which is uncountable.
- Describe what there is in the pictures in pairs or

groups of three.

- Use the words and language in the boxes and examples.
- Elicit descriptions from the pairs or groups.

Possible answers

He has got some chicken / fish / meat / rice / potatoes / water.

He hasn't got any juice / oranges / apples / milk / hamburgers.

She has got some juice / oranges / apples / milk / a hamburger.

She hasn't got any potatoes / chicken / fish / meat / rice / noodles.

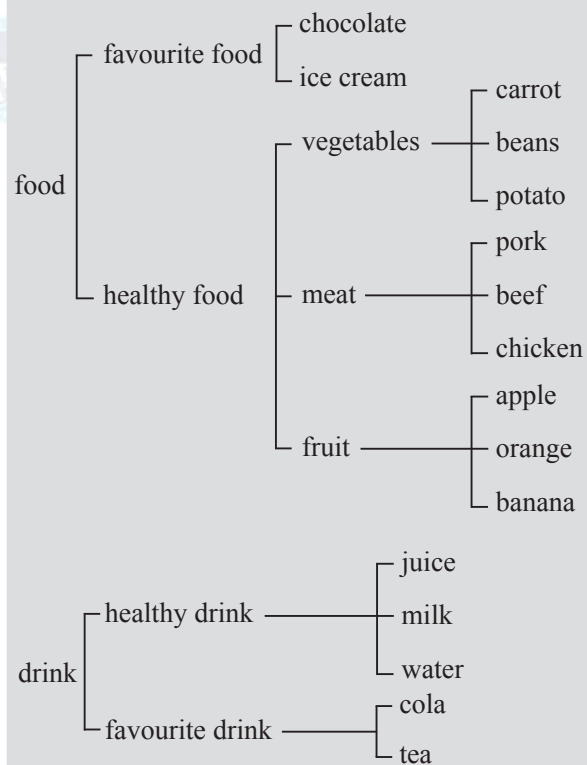
They have got some food and drinks.

They haven't got any noodles.

3. Complete the word map.

- Ask the students to complete the word map individually, and then check with a partner.
- Elicit examples. Write them under the appropriate headings on the board or have several students come up and write answers in different parts of the map and give the chalk to other students to come up.

Possible answers





4. Complete the sentences with the correct form of the words from the box.

- Tell the students to look at the words in the box and check understanding.
- Students complete the sentences with the correct words.
- Elicit answers from the whole class.

Answers

1. Remember 2. important 3. stay 4. delicious 5. bit

Around the world: A Western breakfast

- Look at the picture and discuss it with the students.
- Talk about what is a healthy diet.

Culture box: English breakfast

English breakfast is often served in hotels. It's a big, hot breakfast of eggs and bacon, tomatoes, mushrooms, sausages and bread. It's fried in fat and this is very unhealthy. It is served with toast and marmalade, a sweet jam and cups of hot tea with milk and sugar. Nowadays people may have this kind of breakfast at the weekend but they don't usually have such a big breakfast. Instead they will have cereal and toast, with tea or coffee.

Module task: Making a poster about a healthy breakfast.

5. Work in groups of four or five. Make a poster about a healthy breakfast.

- Put up some word prompts on the board to ask about breakfast (e.g. eat / fruit? juice / tea?). Elicit questions from the students.
- Tell the students to make a list of questions to find out what students usually have.
- Each student in their group chooses one question to ask the other group of students and take notes of the answers. Students can make their own personal question table to fill in when they ask students in the other group. It could look like this:

Question	Answer	Name	Healthy ☺	Unhealthy ☹

- They should check (✓) the box to indicate if the answer is healthy or unhealthy.
- They can stand and mingle if they are working with a group in another part of the room. Monitor as they work and make a note of any errors you hear.
- Tell them now they are going to make a poster about their breakfasts.
- In their groups, students talk about what they found out. They put the information together as in a survey. (e.g. How many people have fruit? / What kind? / Whose breakfast is healthy?)
- Give them some A3 paper and large coloured pens to make a poster to present to the class. Tell them they can draw some pictures to go with their writing.
- Each group decides what has to be in a healthy breakfasts and why.
- Monitor as they work. Help them notice any errors to correct them as a group.

6. Present your poster to the class.

- Each group present their poster to the class. Every student in the group says something about their choices for a healthy breakfast and why.
- Tell the class they must all listen to everyone because they have to decide who eats the best breakfast and why.

7. Choose the best poster.

- Ask for nominations from the class for the best poster. Put the group names on the board.
- Call out the names and the class vote by a show of hands.