

## Food and drink

by Jackie Holderness & Annie Hughes

**Level 2** • Beginner–Elementary

**Age:** Primary (6–11)

**Language aims:** To introduce food vocabulary; to talk about likes and dislikes; to introduce *healthy* and *unhealthy*

**Time:** 15–20 minutes

**Student grouping:** Individuals, pairs

**Materials:** One copy of the worksheet per student; pictures or realia of *chocolate, apples, pencils, children, books* to illustrate *lots of* and *some*; the audio (downloaded in advance or played via onestopenglish)

**Language focus:** *Who likes ...?; fruit, vegetables, apples, cereal, yoghurt, milk, rice, eggs, pasta, beans, fish, salad, bread, crisps, cake, sweet drinks, pizza, chocolate, chips; healthy/ unhealthy; Yes/ No; What do you eat lots of? I eat lots of ...; What do you like? I like ...*

### Step 6

Explain that they are going to listen to a list of healthy foods. When they hear the name of a food they must write *h* (for *healthy*) in the box next to it. Play the audio three times, pausing (//) for the children to write the letter. (See the transcript.)

### Step 7

Put the children in pairs. Child A asks 'What do you like?' Child B says 'I like ...' Then they swap roles.

### Follow-up activity

The children draw two circles. They draw healthy foods in one circle and unhealthy foods in the other circle.

### Transcript

vegetables // fruit // cereal // yoghurt // milk // rice // eggs // pasta // beans // fish // salad // bread

## Procedure

### Step 1

Show the children the chocolate and the apple or the pictures of them. Then hold up the chocolate and ask 'Who likes chocolate?' Children put their hands up. Do the same with the apple.

### Step 2

Using pictures elicit *lots of apples, chocolate, pencils, children* and *books*. Do the same with *some*.

### Step 3

Hold up the apple and say 'It's good to eat apples. It's healthy to eat apples. It's healthy to eat lots of apples.' Now do this with the chocolate and say 'It's unhealthy to eat lots of chocolate. You can have some chocolate but not lots of chocolate.' Write *healthy* and *unhealthy* on the board and underline the *h* and the *u*.

### Step 4

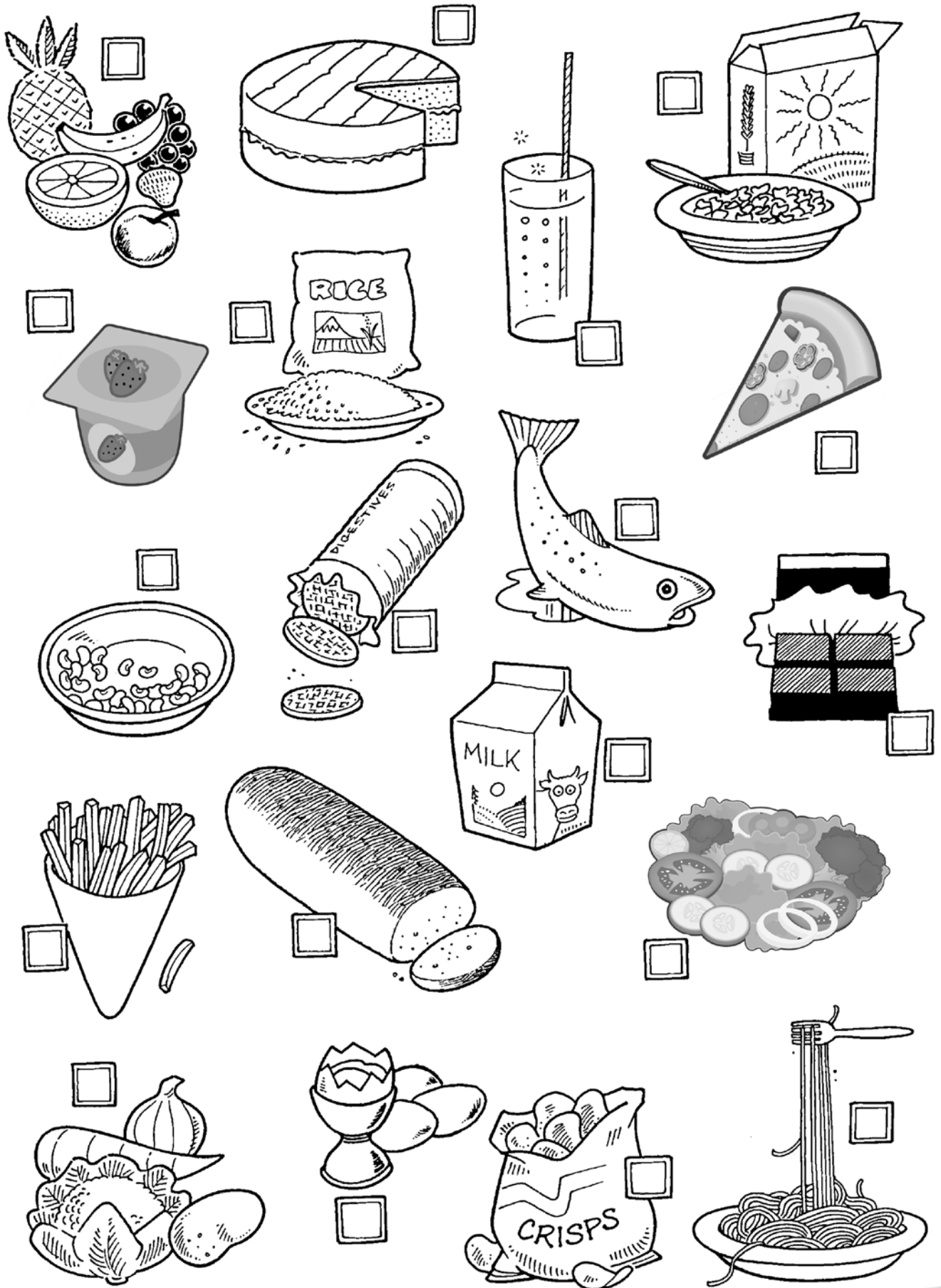
Hand out a worksheet to each child and elicit the words for the foods. Hold up your copy, point to individual things and say 'What's this?' Let them answer or you tell them what it is.

### Step 5

Read out all the names of the foods on the page and point to them as you do so. Make sure everyone can see.

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WORKSHEET