

## Food and drink

by Jackie Holderness & Annie Hughes

### Level 3 • ELEMENTARY

**Age:** Primary (6–11)

**Language aims:** To use food vocabulary; to introduce *healthy* and *unhealthy*; to make a list of healthy foods

**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:** *Lots of, some; It's healthy/unhealthy to eat lots of ...; Who likes ...? Every day, I eat ... crisps, biscuits, chips, sweet drinks, apple, pizza, fruit, cereal, salad, beans, water, bread, yoghurt, chocolate.*

## 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*.

### Step 3

Now hold up the apple and say *healthy*. Write on the board and underline the *h*. Now do this with the chocolate and say that it is *unhealthy* to eat lots of chocolate. Write *unhealthy* on the board and underline the *u*.

### Step 4

Hand out a worksheet to each child and elicit the names of the foods there. Hold up your copy, point to individual things and say 'What's this?' Help them with the answers where necessary.

### Step 5

Tell the children they are going to listen to a list of food that two different people eat in one day. They have to write 1 next to the food that the first person describes and write 2 next to the food that the second person describes. Tell the children you will play the audio three times.

### Step 6

Ask the children what food person 1 ate. Then do the same for person 2. Ask the children to look at these foods and decide if person 1 eats healthy or unhealthy food. Do the same with person 2.

**Key:** *Person 1 eats unhealthy food and person 2 eats healthy food.*

### Step 7

In pairs, children look at the pictures of food and say 'It's healthy to eat lots of ...' or 'It's unhealthy to eat lots of ...' They could make a list of healthy foods.

### Step 8

When they have finished, let some pairs read out their 'healthy daily diet'.

## Follow-up activity

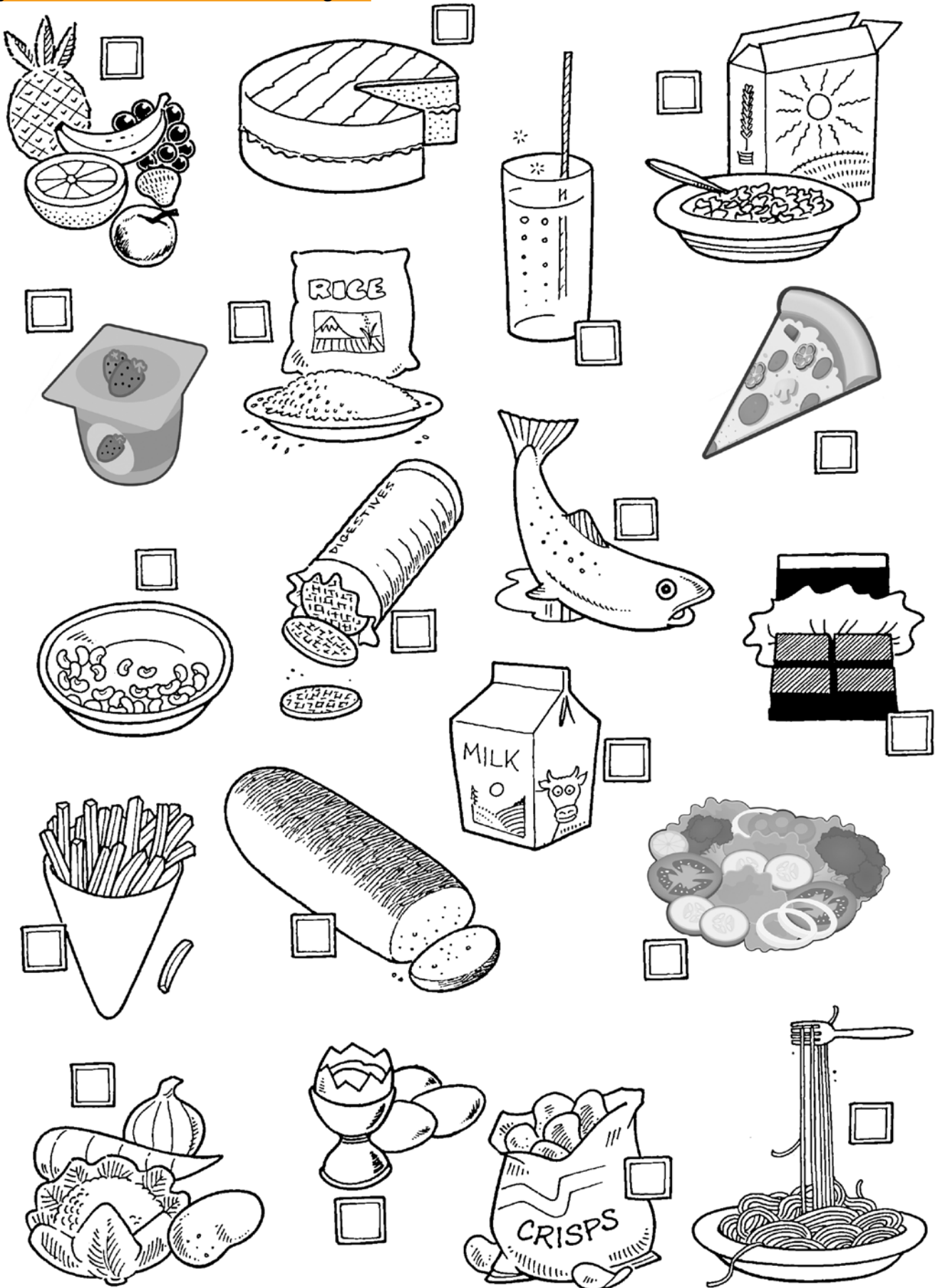
Do a 'healthy diet' class survey. Ask the class things like 'Do you eat apples?' and 'Do you eat carrots?' Count hands and write the results on the board. The children copy the results.

## Transcript

- Here is a list of the things I eat in a day. // I eat lots of crisps // and biscuits. // I like to eat lots of chips and I love sweet drinks. // I sometimes eat an apple // but I don't like them much. // Oh! And I have lots of pizzas, too.
- I like to eat lots of fruit. // I like cereal. // I eat salad // and sometimes chips. // I eat lots of beans and drink lots of water. // I love bread // and eat lots of yoghurt. // I sometimes eat a little chocolate.

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WORKSHEET