

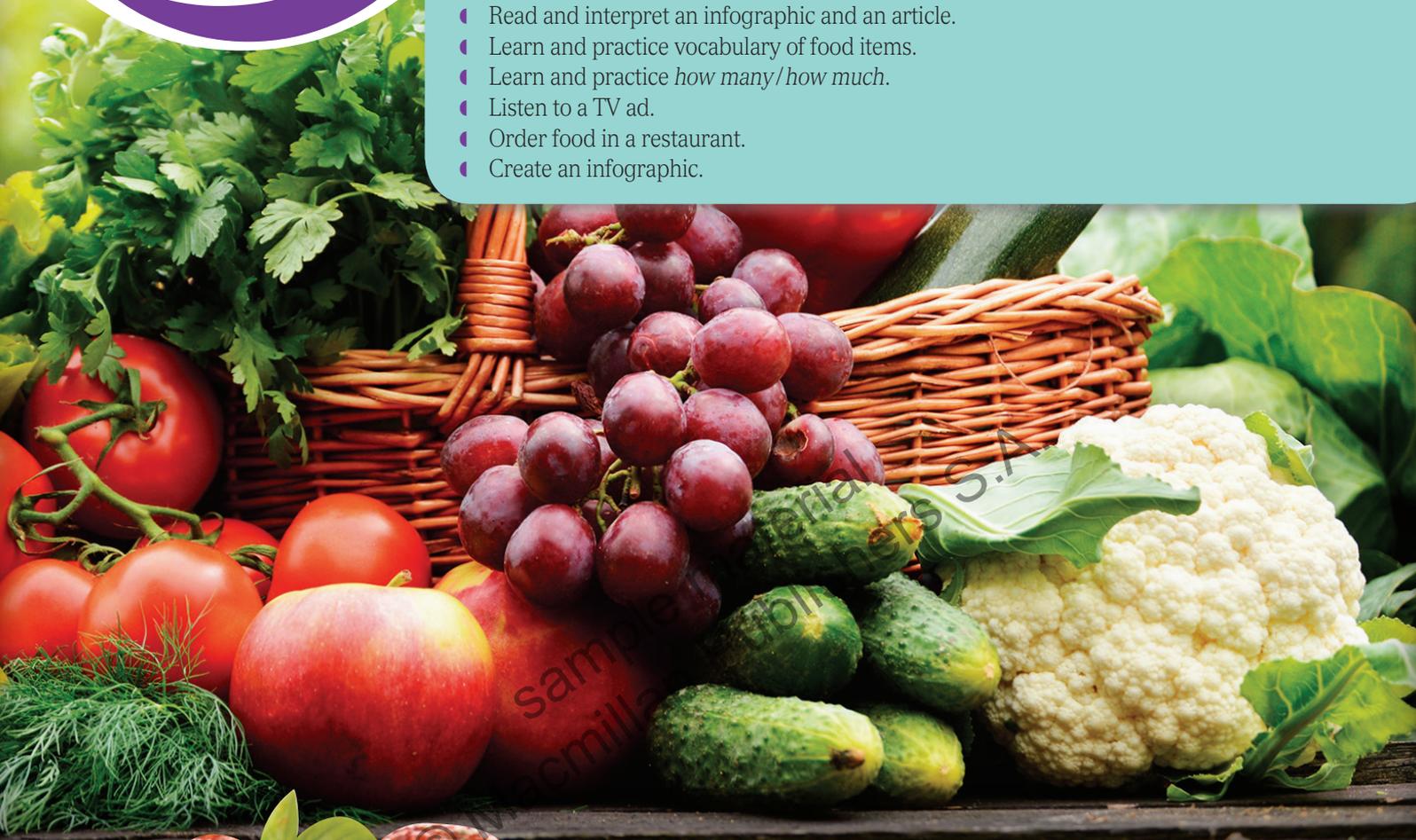
UNIT

6

Healthy eating

Unit aims

- Read and interpret an infographic and an article.
- Learn and practice vocabulary of food items.
- Learn and practice *how many/how much*.
- Listen to a TV ad.
- Order food in a restaurant.
- Create an infographic.



Starting out

- 1 What kind of food do you usually eat?
- 2 What is your favorite food?



Pre-reading

- 1 Look at the text *The Eatwell plate* and answer the question.

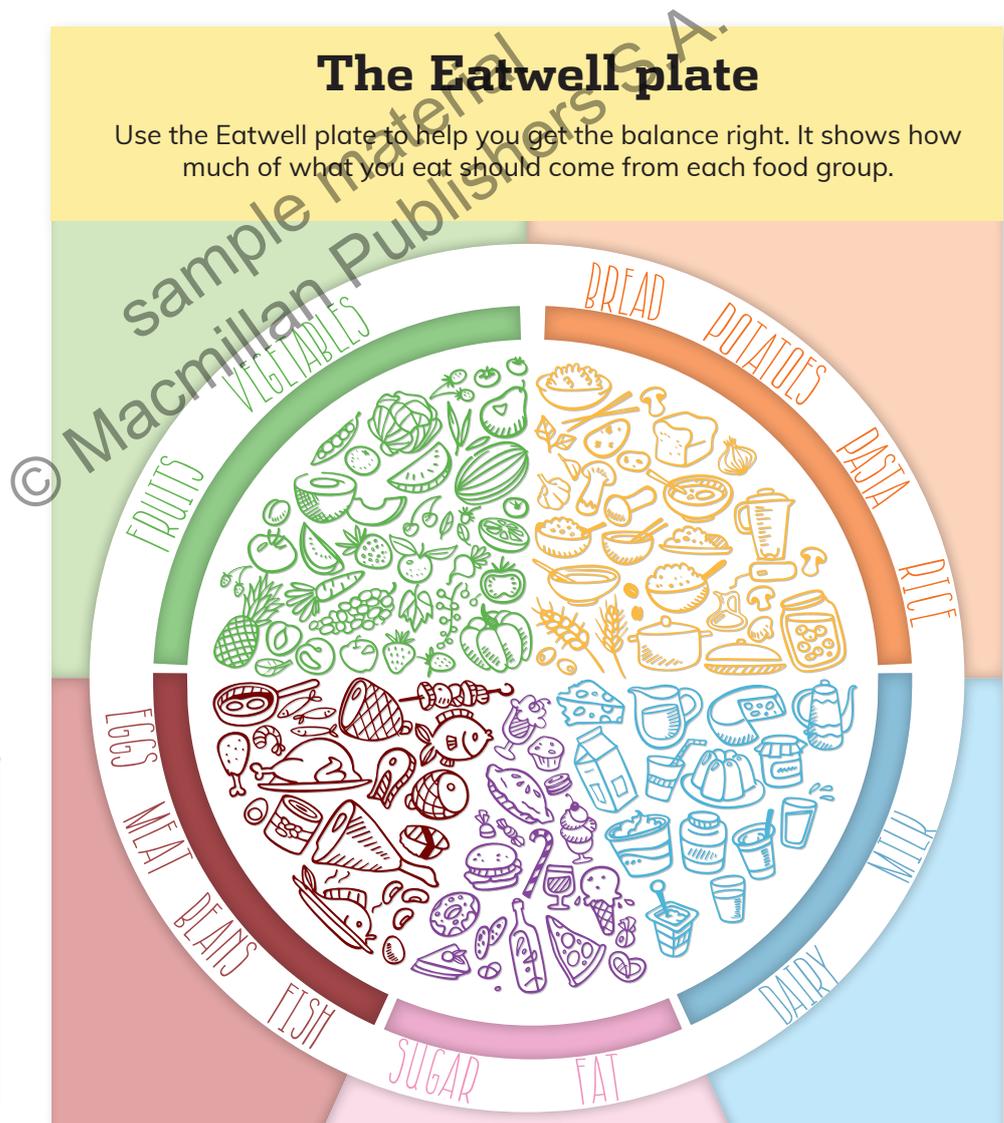
What is the text about?

- 2 Look at the food groups mentioned in the infographic and answer:

- a What foods are in each group?
- b What kind of food is your favorite?
- c Is your diet balanced?

The Eatwell plate

Use the Eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Looking at the Text

The eatwell plate is an infographic. An **infographic** includes verbal and nonverbal information about a topic. It is possible to have printed or digital infographics.



Vocabulary

Food

1 What time do you have each meal?

- a breakfast: :
- b lunch: :
- c snack: :
- d dinner: :

2 What do you have for breakfast? Look at the illustrations and read. Then check (✓).



milk and cereal



bread and butter



a banana



a peach



cookies



cake



chocolate milk



juice



yogurt



a slice of pineapple

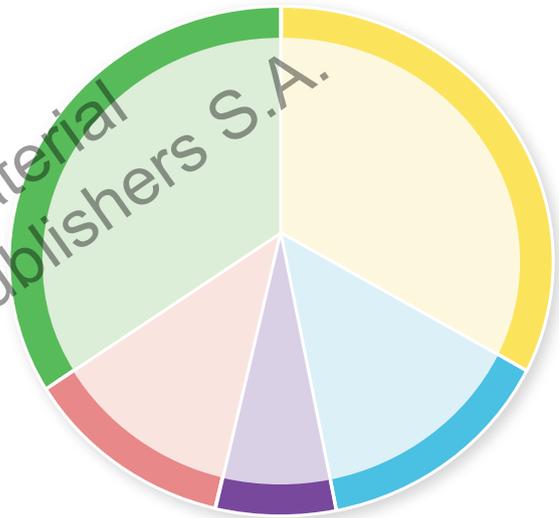


scrambled eggs

3 Write two other food items usually present in your breakfast.

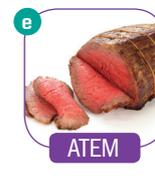
4 Put the foods in Activity 2 in the correct slice of the *Eatwell plate*.

- Fruit and vegetables
- Bread, rice, potatoes and pasta
- Milk and dairy foods
- Foods and drinks high in fat and/or sugar
- Meat, fish, eggs and beans



5 Unscramble the letters to find the food items from the box.

beans fruit salad lettuce
meat tomato rice



Countable and uncountable nouns

1 Read this chocolate cake recipe and answer the questions.

CHOCOLATE CAKE

Ingredients

- 2 cups flour
- 2 cups sugar
- 1/2 cup butter or margarine
- 4 tablespoons cocoa powder
- 1 cup water
- 1/2 cup vegetable oil
- 1/2 cup buttermilk
- 1/2 teaspoon baking soda
- 2 eggs



Directions

- 1. Mix flour and sugar together.
- 2. Heat butter, cocoa powder, water and oil until it boils.
- 3. Pour hot mixture over flour and sugar.
- 4. Mix well.
- 5. Add buttermilk and baking soda.
- 6. Add eggs.
- 7. Mix well.
- 8. Bake at 350°C for 30 minutes.

- a How many cups of flour are there in the recipe?

- b How much water is there?

- c How many eggs are there?

- d How much cocoa powder is there?

2 Complete the chart with the words from the box.

- sugar flour baking soda
- butter teaspoon water
- cup egg cocoa powder

Countable	Uncountable

Understanding Language

Based on Activities 1 and 2, underline the correct words.

- a **Countable / Uncountable** nouns are things we can count.
- b **Countable / Uncountable** nouns are things we cannot count.
- c **Countable / Uncountable** nouns have only a singular form.
- d **Countable / Uncountable** nouns have singular and plural forms.
- e We use *how much* and *how many* to talk about **quantity / quality**.
- f We use *how many* to refer to **uncountable / countable** items.
- g We use *how much* to refer to **countable / uncountable** items.

Check Grammar Reference, page 132

3 Complete the questions with *how much* or *how many*.



1 Fried fish fillet, lettuce, onion and tomato salad, and French fries



2 Hamburger and wild rice



3 Spaghetti with meatballs and tomato sauce



4 Chicken salad with zucchini, tomatoes, radish, green and black olives, and chocolate and blueberry cupcake

a _____ dishes include dessert?

One dish includes dessert. dish 4.

b _____ fish fillets are there in picture 1?

There is one fish fillet.

c _____ rice is there in picture 2?

There is a lot of rice.

d _____ tomato sauce is there in picture 3?

There is a lot of tomato sauce.

e _____ meatballs are there in picture 3?

There are eight small meatballs.

4 Talk to your teacher and classmates: Are those dishes balanced? Why?

Language Corner

dessert

=

sweet food or fruit you eat after the main meal

The World of English

The words most frequently used in the United States with the verbs **eat** and **drink** are (in order of prevalence):

eat - food, lunch, meat, dinner, breakfast, fish, vegetables and fruit.

drink - water, beer, coffee, wine, tea, milk, alcohol and juice.



Listening

Safefood campaign ad

- 1 Look at the following web page. What is this website probably about?

Source: Safefood

Language Corner

overweight

=

someone whose weight is above the recommended



- 2 Listen to a TV ad. Where do you think these people are? Check (✓) the correct alternative.

a At home. b At the supermarket. c At school.

- 3 This TV ad is part of a campaign. What is the campaign about?

- 4 What is there in this ad to fight childhood obesity?

- 5 Talk to your teacher and classmates about your eating habits.

- a Do you like to eat vegetables?
 b Do you prefer fruits or sweets for dessert?
 c Do you think food advertising influences your eating habits?



Ordering at a restaurant

1 Talk to your teacher and classmates.

a Do you usually eat out?

b Do you take home-made food to school or eat food from the school cafeteria?

2 Listen to a dialog from the movie *Ratatouille* (2012) and answer the questions.

a Who are the people? _____

b Where are they? _____

c What are they doing? _____

3 Imagine you are at a restaurant with a friend. Look at the menu and order. Follow the steps below.

LENNY'S BREAKFAST

BREAKFAST MADE SIMPLE



Serving Breakfast until 10.30 am

One egg on a roll _____	1.50
One egg on a roll _____	2.75
<i>With ham, bacon or sausage</i>	
Egg whites on a roll _____	2.00
Two eggs on a roll _____	2.00
Two eggs on a roll _____	3.25
<i>With ham, bacon or sausage</i>	
Two eggs on a roll w/tomato _____	7.50
Breakfast Platter _____	4.75
<i>Two eggs any style w/choice of ham, bacon or sausage & home fries + choice of toast</i>	
Order of bacon, ham or sausage _____	3.25
Order of home fries _____	2.50
EXTRA PER ITEM	
Lettuce, tomato or onion _____	0.25
Grilled tomato or grilled onion _____	0.50
Cheese _____	0.50/1.00
Ham, bacon, sausage or sliced deli meat _____	1.25
Substitute roll with bagel, English muffin, ciabatta, wrap or hero _____	0.50
Substitute roll with croissant _____	1.00

Step 1: Talk to a classmate. One is the client and the other is the waiter. Look at the sentences in Step 2 to help you.

Step 2: Write W for waiter and C for client.

- a Are you ready to order?
- b Anything else?
- c Yes, I'll have the ...
- d Do you have any suggestions?
- e How about the ...? It's really good.
- f Can I have a ..., please?

Step 3: Thank the waiter.

Step 4: Practice the conversation and swap roles.



one egg on a roll with ham



breakfast platter



deli meat



ham



bagel



home fries



English muffin



Writing

What: an infographic.

Goal: show options of balanced meals.

Audience: classmates and teachers.

Where: school hall or Internet.

- 1 Create an infographic with a balanced meal. Check (✓) the items you want to include in your healthy meal.

a fish

b egg

c potato

d pasta

e tomato

f lettuce

g rice

h beans

i meat

j bacon

k banana

l bread

m a slice of pineapple

n onion

o orange juice

p soda



Writing Guidelines

- 1 Think of an ideal meal. Check if it includes all the food groups recommended in the *Eatwell plate*.
- 2 Look up the words in English for all the food items.
- 3 Draw the infographic in your notebook with the correct divisions of your plate.
- 4 Share your drawing with a classmate and ask his/her opinion about whether your meal is balanced.
- 5 Make the necessary changes and prepare the final version.
- 6 Draw or bring pictures of the food items to make your plate.
- 7 Share the infographic with your teacher and classmates. You can display it in the school hall.
- 8 You can also publish your infographic on a blog. There are free websites to create a blog. The main ones are <www.blogger.com> and <https://wordpress.com/>.

- 2 Talk to another classmate and compare your meals.

- a Is your classmate's meal balanced according to the *Eatwell plate*?
- b How similar are your meals? What's different in your meals?



Self-assessment

Reflect on your learning in this unit. Check (✓) the emoticon that best represents your answer.

Read and interpret an infographic and an article.			
Learn and practice vocabulary of food items.			
Learn and practice <i>how many / how much</i> .			
Listen to a TV ad.			
Order food in a restaurant.			
Create an infographic.			



Having Fun!

Solve the riddles below. Have fun together with your classmates!

a

I'm in the vegetable group. I grow underneath the ground.
I help keep eyes healthy. My color is orange.

What am I?



b

I'm in the vegetable group. I'm green.
My closest vegetable cousin is the cauliflower. I look like a miniature tree.

What am I?

c

I'm in the protein group. I come from an animal.
Open me up and you'll see two parts. I'm popular in many breakfast recipes.

What am I?



d

I'm in the fruit group. I'm a beautiful red color with a green top.
I'm sweet and shaped like a heart.

What am I?

e

I'm in the fruit group.
You may have heard "one of me a day keeps the doctor away."

What am I?



f

Many people think that I'm a vegetable, but I'm a fruit.
People like to use me to make spaghetti sauce and pizza sauce.

What am I?

Adapted from: FOOD riddles. iSLCollective.

a) carrot; b) broccoli; c) egg; d) strawberry; e) apple; f) tomato

UNIT 6

Healthy eating

Grammar Reference

Countable and uncountable nouns

- In English, the words we can count like things, animals and places are called *countable nouns*.

	Examples:
Countable nouns have plural form.	Onions are good for our health.
They can be preceded by a or an .	An apple a day keeps the doctor away.
They can be used with numbers.	Can I have a dozen eggs , please?

- Uncountable nouns* (or *mass nouns*) are nouns that refer to materials, abstract quantities and things in general which we consider as a mass.

	Examples:
Uncountable nouns don't have a plural form.	She eats a lot of rice .
They can't be preceded by a or an .	We need flour to make the cake.
They can't be used with numbers.	Would you like some water ?
We can use containers or units of measure to give an idea of quantity to uncountable nouns .	Would you like a glass of water ? We need a bag of rice and one kilo of flour .

How many/much

- We use *how many* to ask about the quantity of countable things.

Examples:

How many eggs do you use in this recipe? **How many** apples do you eat a day?

- We use *how much* to ask about the volume of the things we can't count.

Examples:

How much rice do you want? **How much** flour do you need to make the cake?

Word List

Look at the words on the list and write the missing vowels.

b__n__n__

b__ __n

br__ __d

br__ __kf__st

b__tt__r

c__k__

c__r__ __l

ch__c__l__t__

c__ __k__ __

d__nn__r

__gg

fr__ __t s__l__d

j__ __c__

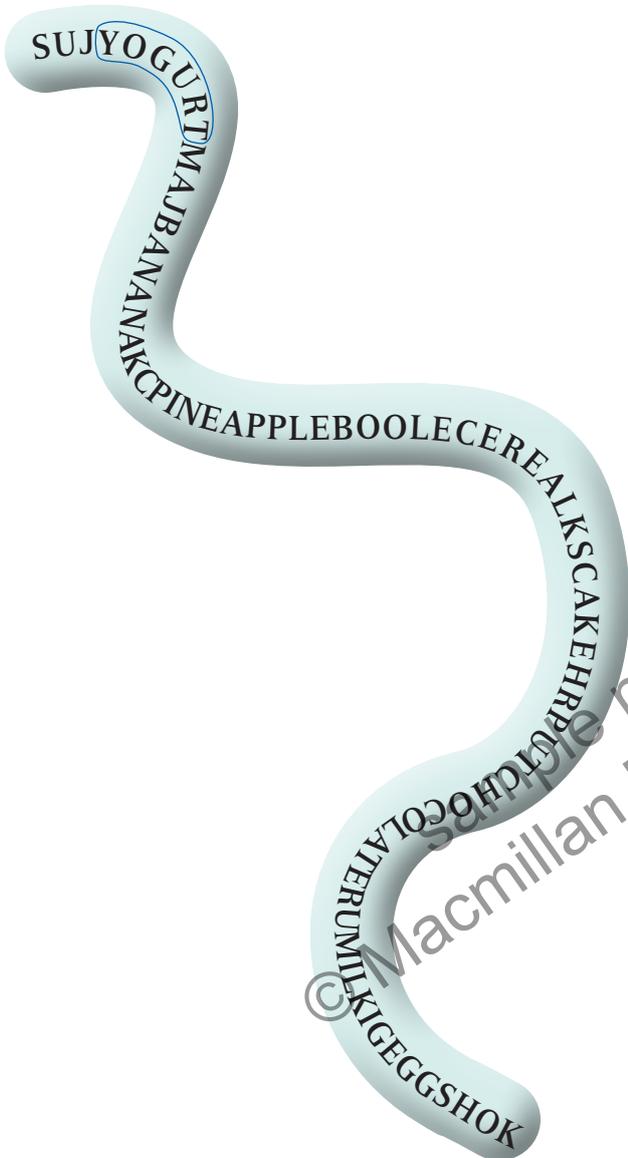
l__tt__c__

l__nch

m__ __t

ACTIVITIES

1 Circle the names of food items in the snake. Then write them down.



- a yogurt _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____

2 Write U (uncountable) or C (countable).

a  orange

b  juice

c  bread

d  cupcake

e  apple

f  cookie

g  sugar

3 Circle the uncountable noun in each group.

- | | | |
|---------------------|------------|--------------|
| a an orange | some beans | some flour |
| b a tomato | some pasta | a carrot |
| c some strawberries | a banana | some cake |
| d some chocolate | an egg | a lemon |
| e some crackers | some milk | some waffles |
| f an apple | some sugar | some cookies |
| g an onion | some meat | a pineapple |

4 Underline the correct alternatives to complete the text.



Hi! My name's Laura and I'm twelve years old.

I have a very (a) **unhealthy** / healthy / **unbalanced** diet. I never eat junk food.

For breakfast I have one slice of whole wheat (b) **bread** / **pizza** / **cake** with a small piece of cheese, an (c) **yogurt** / **hamburger** / **egg**, and I drink some orange (d) **juice** / **water** / **liquid**.

For lunch I usually have (e) **pancakes** / **cereal** / **chicken** or fish and a salad or pasta. Ah... and I love (f) **cookies** / **vegetables** / **hot dogs**, too.

I always drink juice or water. I don't like soda.

I like all kinds of fruit for dessert but my favorite ones are (g) **grapes** / **ice cream** / **chocolate**.

5 Fill in the blanks with *How much* or *How many*.

- a _____ *How many* _____ eggs are there in the refrigerator?
- b _____ meat do you want to buy?
- c _____ chocolate do you need?
- d _____ cupcakes do you want?
- e _____ sugar do we need for this recipe?
- f _____ potatoes are there in a kilo?

6 Fill in the chart with words from the recipe.

Singular	Plural	Uncountable
teaspoon		



Carrot Cake



Ingredients

- 1 1/2 cups vegetable oil
- 4 eggs
- 2 cups sugar
- 2 cups flour
- 2 teaspoons baking soda
- 1 teaspoon salt
- 1 tablespoon vanilla
- 3 carrots



7 Rewrite the questions according to the clues and the model.

a How much coffee do you drink a day? (cups)

_____ *How many cups of coffee* _____ do you drink a day?

b How much pizza do you want? (slices)

_____ do you want?

c How much cheese do you eat every day? (pieces)

_____ do you eat every day?

d How much milk do you drink for breakfast? (glasses)

_____ do you drink for breakfast?

e How much water do you need? (bottles)

_____ do you need?

f How much sugar do you have a day? (teaspoons)

_____ do you have a day?

8 Complete the conversations with the words from the box.

many a (x2) some (x2) much

a "Would you like some spinach?"

"No, thanks, I don't like vegetables."

b "Can I have _____ grape juice, please?"

"Sure. Do you want some ice in it?"

c "How _____ eggs are there in the fridge?"

"There are just three."

d "I'd like _____ cup of coffee, please."

"Do you want milk and sugar with it?"

e "How _____ chocolate do you eat every day?"

"Only a small piece."

f "Can I have _____ hamburger?"

"Sorry, we don't serve sandwiches here."

9 What's the best title for this article? Check (✓) the best alternative.

- a Fast Food
 b Genetically Modified Foods
 c Fast Food or Slow Food?

Fast food may be cheap and convenient, but it's also fattening and unhealthy. And it's common for people not to think about where this food comes from or how it's made. There's no time to enjoy the meal calmly.

"Slow food" is an eco-friendly international movement to counteract our fast-paced lifestyle and our habit of not paying attention to what we eat and how we eat. The idea of the slow food movement is to encourage people to rediscover our culinary traditions and natural flavors. According to the slow food philosophy, it's really important to take the time to enjoy our meals. Preserving traditional and regional ingredients, protecting our agricultural biodiversity and avoiding genetically modified products help us have a healthier lifestyle.

10 Write FF (*Fast Food*) or SF (*Slow Food*) according to their philosophy.

- a Be careful. Fast food contains a lot of sugar, sodium and trans fats.
- b In our modern society, people want to have fast meals.
- c Plan your meals. Avoid artificial ingredients.
- d There's no time to waste; fast food is convenient.
- e Take the time to prepare and enjoy your meals.
- f Processed food such as microwave popcorn, instant noodles and frozen dinners are practical.

11 Check (✓) the food items that are NOT healthy according to the Slow Food movement.

- a margarine, hamburgers with saturated fat, ice cream
- b pizza, snacks and cookies
- c organic food
- d artificial salad dressings and ketchup
- e artificial sweeteners in diet soda
- f fresh fruits and vegetables
- g genetically modified products