

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

- What kind of food do you usually eat?
- What is your favorite food? Personal answers

Starting out

Discuss the suggested questions with the whole class. Keep a record of students' choices and preferences on the board. Find out if there is a trend among teenagers as regards eating habits: Do they prefer organic or processed food? Do they eat all types of food daily so as to have a balanced diet?

Tell students that, for example in Argentina, 6 out of 10 people in the adult population are overweight or obese. Statistics show that people eat half of the amount of fruits and vegetables that is recommended, that 50% of school-age children have two or more sugary drinks per day and that a great part of the population consume twice the amount of salt recommended by the World Health Organization (that is 5 grams per day). Taking all these facts and figures into account, have students suggest ways of reverting the situation, for example, by promoting and increasing the consumption of fruits and vegetables or by avoiding the consumption of too much fat, sugar and salt.

Unit aims

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- Listen to a TV ad.
- Order food in a restaurant.
- Create an infographic.

References

Ministerio de Salud y Desarrollo Social. [Available at: <www.argentina.gob.ar/alimentacion-saludable>. Accessed in October 2018.]

World Health Organization - Overweight and obesity. [Available at: <www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>. Accessed in October 2018.]

Reading

Activity 1

Ensure that students understand the titles of each slice of the infographic in Activity 2 and which nutrients are most common in each of the groups. Introduce vocabulary if appropriate: *vitamins and fiber, carbohydrates, milk protein and derivatives, fat and sugar, animal protein*. Draw their attention to the smallest slice on the plate. Talk about it and about the need to ingest fewer foods from this group.

Activity 2

Ask students to answer the questions individually. Then divide the class into groups of three or four students and have them compare their answers. Monitor and help with vocabulary whenever necessary. If possible, compare answers with the whole class in order to find out the favorite food among students in the class.



Reading

Pre-reading

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

What is the text about?

Personal answers. Possible answers: It's about healthy eating/how to have a balanced diet.

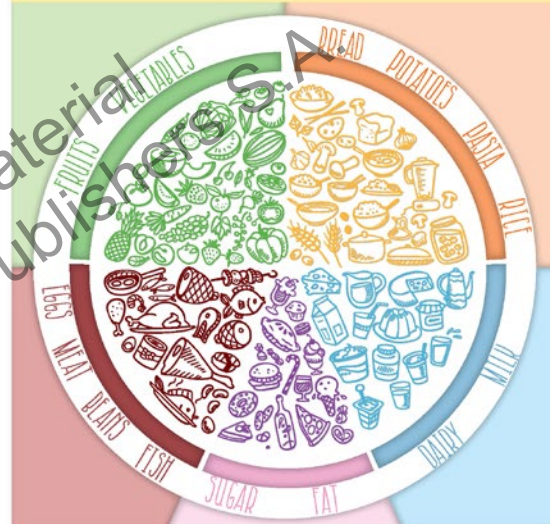
- 2 Look at the food groups mentioned in the infographic and answer:

Personal answers

- 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.

Answers

page 64: 1 Personal answers. Possible answers: It's about healthy eating / how to have a balanced diet.
2 Personal answers

page 65: 3 b 4 a five b group c different d each 5 a F b T c T d F 6 Personal answers

While reading

- 3 Why are the "slices" of the *Eatwell plate* different in size? Check (✓) the best alternative.
- a ☐ Because people have different diets.
- b ☒ Because each "slice" is the proportion of food groups in a healthy meal.
- 4 Underline the correct options to complete these sentences about the *Eatwell plate*.
- a The *Eatwell plate* has five / six "slices".
- b Each "slice" is a food item / group.
- c A balanced diet has different / similar food items in the correct proportions.
- d I have a healthy diet. I have foods from only one / each of the "slices"
- 5 Read the article and write T (true) or F (false) for the sentences.

Reading Tip

Verbal and nonverbal information

Combine verbal and nonverbal information when reading an infographic. For example, check how the visual language corresponds to the verbal language in the text.

What are your eating habits?

It's very important for kids and teenagers to have a healthy diet. Unfortunately, many kids and teenagers do not have a balanced diet. There are no fruits or vegetables in their daily diet. They eat junk food and so they are fat and have health problems. Many teenagers have high blood pressure, fatigue and concentration problems because of their poor diet. Remember: junk food is poor quality food for your body. Why? Because junk food is:

- higher in fat;
- lower in fiber;
- higher in salt and sugar;
- lower in nutrients.

Here are some tips to improve your diet:

- reduce sugary drinks;
- have lunch and dinner every day;
- have fruits at home;
- reduce the size of your meals;
- have breakfast every day;
- don't add salt to your food.

- a Fruits and vegetables are not necessary in a healthy diet. ☐
- b Junk food is high in sugar and fat. ☐
- c To have a healthy diet, eat three main meals a day. ☐
- d Junk food is good quality food for your body. ☐

Language Corner

Higher ↑ Lower ↓

Post-reading

- 6 Talk to your teacher and classmates. *Personal answer*
- a Do you and your family have a balanced diet?
- b In your opinion, is it important to have a balanced diet? Why (not)?

Activity 4

Provide the necessary support for students to understand the meaning of the word *balanced*.

Vocabulary

Activity 1

Highlight the importance of having the four meals in order to have a healthy diet.

Activity 2

Ask students to include other food items that they usually eat in the morning and write them in the chart in Activity 4. Practice the pronunciation of these words with the class. Then you can play a memory game. Organize students into pairs. Ask them to close their books and write down as many foods as they can in two minutes. Ask them to check who has the longest list.

Activity 4

Point out that some variations of the food items listed may fall into different categories. For example, a cake may be included in the *Bread, Rice and Pasta* category or in the *Foods and Drinks High in Fat and/or Sugar* category. This classification will depend on the cake's ingredients. Similarly, cereal can be sorted into different categories, taking into account that some cereal is highly processed and has a large amount of sugar, while other has less processed grains and no sugar added. Encourage students to justify their answers.

Note: Select pictures of different food items and drinks to be used in the *Grammar* section to explain the concepts of "countable" and "uncountable".

Vocabulary


Food


1 What time do you have each meal? *Personal answers*


a breakfast: : c snack: :


b lunch: : d dinner: :


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



☐ milk and cereal



☐ bread and butter



☐ a banana



☐ a peach



☐ cookies



☐ a cake


☐ chocolate milk


☐ juice


☐ yogurt


☐ a slice of pineapple


☐ scrambled eggs

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

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
a  RECI	b  NSBEA	c  MATOTO
d  URTIF DSLAA	e  ATEM	f  TULETCE

Answers

page 66: 1–3 Personal answers 4 yellow slice: Cereal, Bread; blue slice: Milk, Butter, Yogurt; purple slice: Cookies, Chocolate milk, Cake; pink slice: Scrambled eggs; green slice: A banana, A peach, Juice, A slice of pineapple 5 a rice b beans c tomato d fruit salad e meat f lettuce

page 67: 1a Two cups of flour. b One cup of water. c Two eggs. d Four tablespoons of cocoa powder. 2 Countable: cups, eggs, teaspoon Uncountable: sugar, flour, butter, water, baking soda, cocoa powder Understanding Language a Countable b Uncountable c Uncountable d Countable e quantity f countable g uncountable

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Grammar

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?
Two cups of flour.
- b How much water is there?
One cup of water.
- c How many eggs are there?
Two eggs.
- d How much cocoa powder is there?
Four tablespoons of cocoa powder.

- 2 Complete the chart with the words from the box.

sugar flour baking soda
butter teaspoon water
cup egg cocoa powder

Countable	Uncountable
cups	sugar
eggs	flour
teaspoon	butter
	water
	baking soda
	cocoa powder

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

Grammar

Activity 2

Before asking students to do the activity, divide the board into two columns. Write *Countable* and *Uncountable* as headers. Distribute the pictures of food and drink (see Note on the previous page) amongst students and ask them to come to the board in turns and put the pictures in the column where they think they go. Do not correct students' choices initially. Once all the items have been classified, check the answers with the whole class and explain further if necessary. Draw students' attention to the fact that only countable nouns have a plural form.

Activity 3

Introduce new words if necessary. Then after having checked the answers, give students further practice by using the pictures suggested in Activity 2. Show them one at a time and ask students to indicate if they are modified by *How much* or by *How many*. Alternatively, say the word instead of showing the picture.

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



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



Hamburger and wild rice



Spaghetti with meatballs and tomato sauce



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

a How many dishes include dessert?

One dish includes dessert.

b How many fish fillets are there in

picture 1?

There is one fish fillet.

c How much rice is there in picture 2?

There is a lot of rice.

d How much tomato sauce is there in

picture 3?

There is a lot of tomato sauce.

e How many meatballs are there in

picture 3?

There are eight small meatballs.

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

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.

Answers

page 68: 3 a How many b How many c How much d How much e How many 4 Personal answers

page 69: 1 Personal answers. Possible answer: It's about food safety / healthy eating. 2 b 3 Childhood obesity. 4 Saying "no" at the supermarket. 5 Personal answers



Listening

SafeFood campaign ad

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

Personal answers. Possible answer: It's about food safety / healthy eating.



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?

Childhood obesity.

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

Saying "no" at the supermarket.

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

- 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?

Activity 2

Ask students to pay attention to the background sounds as well as to the main dialog. Play the audio once or twice. Check the answer with the whole class and encourage students to support their answer with clues from what they have heard, for example, the background sound of products being passed through the barcode reader at the checkout.

Note: If access to the Internet is possible, students can watch the video *Safe Food TV. Let's Take On Childhood Obesity – TV ad – Supermarkets*, from which the audio has been re-recorded. (Available at: <www.youtube.com/watch?v=bV3sNMqc_-Y>. Accessed in October 2018.)

Listening

Activity 1

Draw students' attention to the web page. Lead them to inspect all the elements carefully so as to obtain clues and attempt to deduce the topic. The name itself (*safeFood*) indicates that it is a site geared towards healthy eating.

Speaking

Activity 2

After having worked with the audio, ask students if they know the film. Tell them it has been re-recorded from *Ratatouille* and ask if they've seen it.

Note: *Ratatouille* is an American animated film, which became popular worldwide and won the Oscar for best animated feature film. The film takes place in Paris, France, and tells the story of Remy, a mouse that dreams of becoming a great chef. "Ratatouille" is also a typical French dish, specifically from the Provence region in Southern France, made of zucchini, eggplant, bell peppers and onions, grilled and served with bread.

Reference

Ratatouille, trailer. [Available at: <www.youtube.com/watch?v=1yKqLNxGZw>. Accessed in October 2018.]

Macmillan Life Skills – Cultural awareness

After having finished the activities in the *Speaking* section, you may use the worksheet related to cultural awareness available at the Teacher's Resource Centre. As you will see explained in more detail in the specific Teacher's Notes for this task, cultural awareness is about recognizing, understanding and respecting each other's values and diverse backgrounds. In this particular task, students will have the chance to learn about different eating habits around the world. Make sure you have the necessary copies for all students.



Speaking

CULTURAL AWARENESS



Ordering at a restaurant

- 1 Talk to your teacher and classmates. *Personal answers*
 - 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? *Waiter and customers*

 - b Where are they? *At a restaurant*

 - c What are they doing? *Ordering food*

- 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
With ham, bacon or sausage	
Egg whites on a roll	2.00
Two eggs on a roll	2.00
Two eggs on a roll	3.25
With ham, bacon or sausage	
Two eggs on a roll w/tomato	7.50
Breakfast Platter	4.75
Two eggs any style w/choice of ham, bacon or sausage & home fries or choice of toast	
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 *Waiter* and *C* for client.

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


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

Answers

page 70: 1 Personal answers 2 a Waiter and customers.
b At a restaurant. c Ordering food. 3 a W b W c C
d C e W f C



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. *Personal answers*

- | | | |
|------------------------------------|-----------------------------------|---|
| a <input type="checkbox"/> fish | g <input type="checkbox"/> rice | m <input type="checkbox"/> a slice of pineapple |
| b <input type="checkbox"/> egg | h <input type="checkbox"/> beans | n <input type="checkbox"/> onion |
| c <input type="checkbox"/> potato | i <input type="checkbox"/> meat | o <input type="checkbox"/> orange juice |
| d <input type="checkbox"/> pasta | j <input type="checkbox"/> bacon | p <input type="checkbox"/> soda |
| e <input type="checkbox"/> tomato | k <input type="checkbox"/> banana | |
| f <input type="checkbox"/> lettuce | l <input type="checkbox"/> bread | |



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. *Personal answers*

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

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Suggested Complementary Reading and Viewing

Ministerio de Salud y Desarrollo Social. *10 Recomendaciones para una alimentación saludable*. (Available at: <www.argentina.gob.ar/alimentacion-saludable/comer-sano>. Accessed in October 2018.). Publication supported by professionals in order to inform and guide the population about healthy eating.

Super Size Me. Director: Morgan Spurlock. Producers: J. R. Morley, Heather Winters. United States of America, 2004. Morgan Spurlock, an independent film-maker from the United States of America, follows a 30-day diet comprised exclusively of fast food.

Writing

Review the characteristics of an infographic (*images, tables, short texts*) with the whole class. Read the step-by-step guidelines and make sure all students understand what they have to do. As an extra activity, students can share their infographics on a blog. Some free blog websites are: <www.wordpress.com/> and <www.blogger.com>. (Accessed in October 2018.)

Self-assessment

Designed to develop the learners' responsibility for their own learning, in this section students are led to become aware of their strengths and weaknesses in order to foster self-reflection on the learning process. By identifying their weaknesses, students can ask for help from a classmate, redo some activities, focus on the activities of the *Review* sections, refer to the *Grammar Reference* or perform the *Workbook* activities. Ideally, students always have a sense of success or the desire to get it, and thus they devote more effort to learning.

Successful learning experiences are the driving force for the desire to learn more and better.

Having Fun!

This is the last section in each unit. It provides students with fun activities, like solving a puzzle, performing an origami folding or reading a comic strip. These activities are not only meant to be performed at the end of the unit; they can be done at the beginning or at the end of a class or during a lesson as a moment of relaxation.

Self-assessment

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

	😊	😐	😞
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. ESL Collective.
a) carrot b) broccoli c) egg d) strawberry e) apple f) tomato

Answers

page 72: Having Fun! a carrot **b** broccoli **c** egg
d strawberry **e** apple **f** tomato

page 73: 1 d, e, g, h, i, a, b, f, c **2 a** fencing / weightlifting
b soccer / table tennis / tennis **c** running **3 a** S **b** B
c S **d** B **e** B