

3 Health and safety

Language Focus

Language Functions

- i. **Expressing surprise**
eg. Hello Vajira what a surprise !
- ii. **Thanking**
eg. Thanks Subash.
- iii. **Offering**
eg. Would you have something to drink?
- iv. **Refusing**
eg. No, thanks. I'm not hungry.
- v. **Expressing feelings**
eg. I'm not hungry.
- vi. **Suggestions**
eg. Shall we get some bottles of cordial?
- vii. **Agreeing**
eg. Fine. What else?

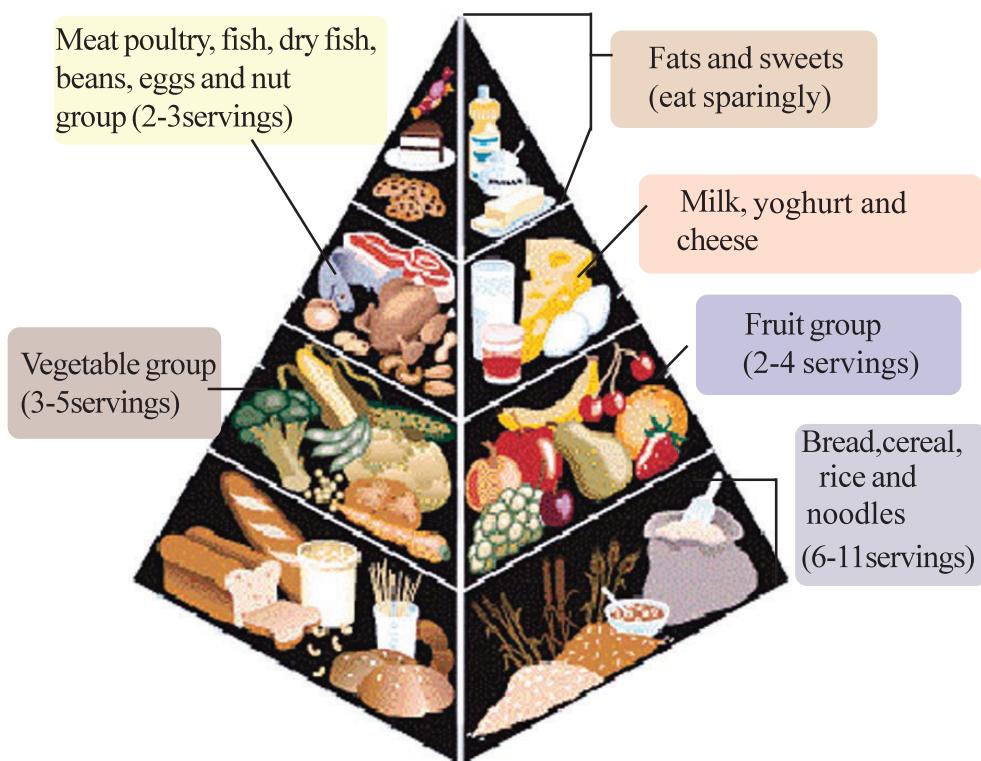
Grammar

- i. **Use of modals**
eg. Can I prepare you something to eat ?
Would you like a drink ?
- ii. **Modifiers**
eg. Spotless walls...
- iii. **Imperatives**
eg. cut, never cut

Health and Safety

Healthy Eating

Do you know anything about the food pyramid? What does it show?



Source : U.S Department of Agriculture. Dietary Guidelines for Americans

Activity 3.1 Pair work

a) Study the food pyramid and find:

1. the food we should eat to get energy.
2. the food that we should eat more to stay healthy.
3. the food items in the pasta group.
4. the main nutrient contained in the meat group.
5. the food group that we should eat least.

Some tips for healthy eating

■ *Reading*

Read the following information and complete the activity that follows.

1. Human beings require food to grow, **reproduce**, and maintain good health.
2. Without food, our bodies could not stay warm, build or repair tissues, or maintain the heart beat.
3. Eat sensibly, our body needs a certain number of **calories** each day.
4. Some high calorie foods are very bad. Those are known as “**junk**” food. Common junk foods are crisps, fizzy drinks and sweets.
5. Avoid eating foods that are high in simple carbohydrates like sugars and too much fat can also be harmful.
6. A **balanced diet** provides us with the main essential nutrients such as **carbohydrates, proteins, fats, vitamins, minerals and water**.
7. Non essential nutrients are manufactured in the body and they do not need to be obtained from food. Eg Cholesterol, a fat like substance present in all animal cells.
8. We need to take a meal that contains a range of different foods with **fibre**, complex carbohydrates, protein and fat because they provide the body with “fuel”.
9. Complex carbohydrates are found in fruit, vegetables and foods made from grains such as rice, bread and pasta.
10. Fibre is necessary and comes from plant materials. It helps in the **digestion** of food and can help prevent **bowel diseases**.
11. Our body uses protein to build muscles and fat to absorb the vitamins in food and they are found in milk, cheese, meat, fish, eggs and **pulses**.
12. Use the food pyramid to decide how much to eat each type of food. Read the labels on food products because this information will tell you how nutritious the food is.

Activity 3.2

(A) Match A with B

A	B
Calories	produce children or the young of animals (offspring)
Vitamins	a measure of energy
Reproduce	sugars and starches
Pulses	body building materials
Digestion	part of meat and dairy products
Nutrients	found in vegetables and fruits, keep you healthy
Bowel diseases	found in vegetables and fruits keep you healthy
Carbohydrates	ingredients which are beneficial to life
Fats	part of fruit, vegetables, pulses
Minerals	general word for beans, peas and lentils
Proteins	a disorder in function in intestines
Fibre	to break down food into smaller units to be used by the body

Activity 3.2

(B) Read the following statements and say whether they are ‘True [✓] or False’ [x]. Write only the correct information in your writing book.

1. You shouldn't eat items of food that are high in complex carbohydrates.
2. Fruits and vegetables are good sources of protein.
3. Reading labels is a useless thing to do.
4. Proteins build muscles and absorb the vitamins.
5. Cholesterol is an example for non-essential nutrients.

(C) Use a dictionary and find the word class of the words given in thick type in “Some tips for healthy eating”. Draw a grid in your writing book and fill it in as given in the example.

Word	Word Class
Reproduce	eg. A verb

(D) Read “Some tips for healthy eating ” and find what the following words refer to. Copy the following grid into your writing book and fill it in.

The word	point	Refers to
Those	4	
they	7	
a fat like substance	7	
It	10	
they	11	

(E) Refer to a dictionary to find the relevant words.

1. Adjectives describing the noun **health** - eg good health
2. Nouns that goes with balanced. -
3. Adjectives describing the noun calorie. -
4. Adjectives describing the noun nutrients. -
5. Adjectives describing the noun diseases. -

Construct meaningful sentences using the words you have found in the above activity.

Activity 3.3 Pair work

■ *Speaking / Writing*

Write answers to the following questions in your writing book.

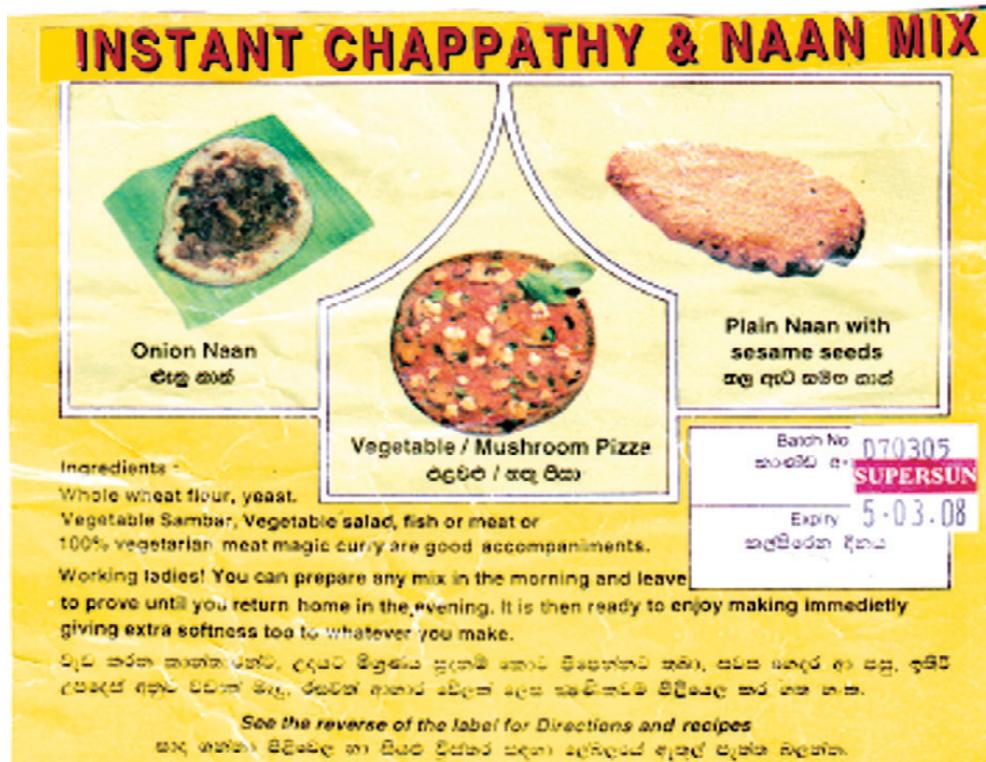
1. What do you usually have for your breakfast?
Is your diet balanced?
2. How does a balanced / unbalanced diet affect
your performance?
3. Write a balanced diet suitable for children of your age with the help of the
food pyramid and the tips given above on page 58

Activity 3.4

Group work

Study the food label given below. Find answers to the following questions.
(you need to bring more food labels to the class room to do this activity.)

1. What do the labels tell you about the product?
2. Why do we need to get this information?
- 3 As a consumer, how can we use the information provided in the labels?



Now check whether you have included the following points in your answers.

Labels will contain:

- ♦ The name of the product.
- ♦ List of ingredients: put order of weight from the heaviest to lowest.
- ♦ The information is presented in a standardized format including the amounts of calories, vitamins, protein, fat and fiber per serving.
- ♦ Name and address of the manufacturer.
- ♦ Where the product comes from.
- ♦ The weight and volume of the product.
- ♦ The preparation/cooking instructions.
- ♦ How the product must be stored.e.g. Fridge, room temperature or in a cool dry place.
- ♦ Sometimes producers make claims about their products- such as “healthy”, use of “genetically modified food”, “fat free,” “unsalted” etc.
- ♦ Expiry date (best before date) of the product.

Activity 3.5

- 1. Write the above list again starting from the most important to the least important point.**
- 2. Categorize them under different aspects in the grid given below:**

Content	Preparation	Advertising	Warning

Activity 3.6 Group work

- Collect three labels from five food products. eg. milk, noodles chocolates, biscuits etc.
- Compare the differences in prices, ingredients, health claims etc. in a simple chart.
- Copy the information given in the label to prove your point.

Activity 3.7

Look at the pictures about safety at home and match the caption with the picture.

Safety at Home

Caption	Picture
1. Pull out all plugs before you go to bed.	
2. Don't handle a knife towards your hands	
3. Don't look for a gas leak with a candle or lighted match.	
4. Make sure that small children cannot reach hot pans.	
5. Don't pour water on burning fat or oil.	

Role Play



- Subash** : Hello, Vajira. What a surprise! Come in.
- Vajira** : Thank you, Subash.
- Subash** : Sit down. Would you like something to eat? Some sandwiches?
- Vajira** : Er..no, thanks. I had milk rice for breakfast.
I'm not hungry.
- Subash** : Then would you like something to drink? Orange juice? A cup of tea?
- Vajira** : Yes, orange juice with some ice please. I' m quite thirsty.
- Subash** : No wonder, it's a very hot day. Here you are !
- Vajira** : Thanks. Subash, I came to discuss something regarding our sportsmeet. We are in charge of snacks and drinks, aren't we ?
- Subash** : Of course, the teacher will ask for the list tomorrow.
What shall we include in the food packets?

Vajira : She asked for both savoury foods and sweets.
Subash : O.K. How about a piece of butter cake.
Vajira : A sandwich?
Subash : Fine, what else ?
Vajira : Shall we have a bun or a vadai ?
Subash : Let's include both .
Vajira : Then what about drinks ?
Subash : Shall we get some bottles of cordial?
Vajira : I don't think the teacher will like it. She always talks about the value of fresh fruits.
Subash : Then we will collect fresh fruits like pineapples, limes and oranges and prepare a fruit drink.
Vajira : That's a good idea. It will save a lot of money and will be a healthy drink too.

Activity 3.8 PairWork

(A) ■ *Reding / Writing*

Match the following expressions taken from the above role play with the language functions and write them in your writing book.

Expressions

- (1) Would you like something to eat ?
- (2) What a surprise ?
- (3) No, thanks
- (4) Yes, orange juice with some ice, please
- (5) That's a good idea !

Language function

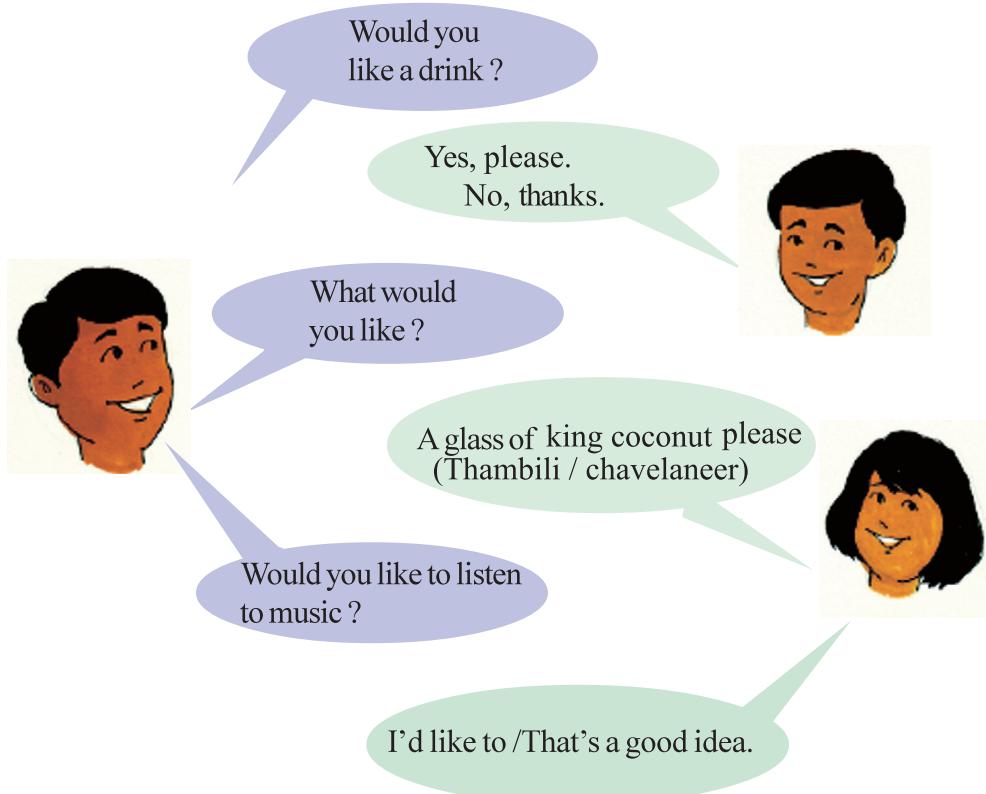
- (a) agreeing
- (b) refusing
- (c) accepting
- (d) offering
- (e) expressing wonder.

Activity 3.9

■ Speaking

Read the expressions given below. Practise similar short conversations with the following clues.

- a sandwich / Helapa
- some vadai / boondi
- listen to music
- read a magazine
- some thambili
- a cup of tea
- a cup of coffee



Activity 3.10

Here are some useful practical tips for everyday life. The beginnings and endings have got mixed up. Sort them out and write them in your writing book.

- | | |
|---|--|
| <ol style="list-style-type: none">1. If you have a cut in your hands2. To protect nutrients in green leaves3. To kill germs in green leaves4. To avoid food poisoning5. Low temperature | <ol style="list-style-type: none">a. wash them with mild salt waterb. wear gloves when handling utensilsc slows the growth of bacteria.d. do not overcook the foode. use clay pots when cooking acidic food. |
|---|--|

Activity 3.11

■ *Writing*

Here are some pictures that show dangers in the world of children. Match pictures and captions given below. Write them in your writing book.

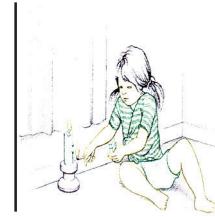
(a)



(b)



(c)



(d)



(e)



1. Every year children are seriously injured by explosives. Be very careful with fireworks.
2. Be careful that a child does not squash his fingers while meddling with doors and windows.
3. This see-saw is dangerous and should be adjusted so that it does not come down too hard or squash the children's feet.
4. Flames are attractive and unfortunately, many children get burnt by them. Teach your child to be careful with fire and keep matches out of reach.
5. Children love to explore their surroundings. Hide sharp tools and harmful chemicals.