

Culture

What I eat

Learning objectives

- Students learn about what people eat around the world.
- In the project stage, they write a short profile about the eating habits of someone in their family.

Warmer

Write *breakfast*, *lunch*, *dinner* and *snacks* on the board. Put students into small groups and ask them to write a list of typical foods that people in their country eat during a typical day at these times. Share some ideas as a class.

If you have a multinational class, ask students of different nationalities about the usual times of meals in their country.

- 1 Ask students to look at the photos and discuss as a class where the people may be from.

Then divide the class into pairs and ask each pair to look at a different photo and text.

Invite different students to tell the class about the person they read about and decide as a class which person has the healthiest diet and why. Do not confirm answers at this point.

Students then read the information for the other two people.

- 2 Write *calories* on the board and ask students if they know what it means. Ask them to read the information in the box about calories and check their ideas.
Tell students to read the profile for the first person they read about in exercise 1. Then invite different students to tell the rest of the class about the person.
Students then read the remaining profiles and check their answers to exercise 1. You could ask different students how healthy they think their diet is and why.

Answers

Coco is from Canada, Teri is from Namibia, and Chen is from China. Coco is probably the healthiest person because she is vegetarian and eats the right number of calories per day.

- 3 Ask students to read the questions and discuss them in pairs, without referring back to the text. Invite suggestions from the class.
Tell students to read the text again to check their answers. Invite different students to answer the questions.

Then ask them to read the text again and make a note of any words they aren't familiar with. Ask them to pass their list of words to another pair, who work out the meanings from the context, write definitions and pass them back. Monitor and help as they are working.

Invite different students to call out a word and the definition they've been given, for the rest of the class to decide whether the definition is correct. Provide definitions yourself if necessary. Unknown words may include *lorry* (a large road vehicle for carrying goods from place to place), *fried* (cooked in hot oil or fat), *special offer* (a price which is lower than usual) and *afford* (have enough money to buy something).

Ask students what they found interesting about the three people.

Extension activity

Ask students to work in pairs. Ask them to choose a country or continent and to write down the kinds of food which are eaten there. Ask them to think about breakfast, lunch, dinner and snacks.

Put students into new groups to share their ideas. Then invite different students to tell the rest of the class which country they found out about. Check any new vocabulary by writing spellings on the board and drilling pronunciation. If your class has internet access, students could do an online search for information before reporting back to the class.

Answers

- 1 Because he is a long-distance lorry driver.
- 2 He eats while he is driving.
- 3 Because she cycles to school and grows her own vegetables.
- 4 Because she is vegetarian.
- 5 There are always lots of special offers.
- 6 He only eats Chinese food.

- 4 Put students into pairs to find the food and drink in the pictures, and say which ones do not appear. Invite them to call out the answers, checking meaning by asking them to point to the food in the appropriate picture. Drill pronunciation, paying attention to *lettuce* /'let.ɪs/.

Ask students to tell their partner which of the foods they like and dislike. Then invite students to tell the rest of the class about their partner.

Possible answers

apple, beef, biscuits, mineral water, peas, rice, soft drink, soup, strawberry

- 5 Do the first of this activity as a race. Put students into new pairs and tell them to complete the table as quickly as possible. Write the category headings on the board while they are working.


As they finish, ask one student from each pair to come out to the front of the class. Record the order in which they arrive.

Ask the first student to arrive at the front to read out the words for each category and add any correct items under the appropriate heading on the board. Award points for each correct item, but take away a point for each incorrect item. Find the winning pair by asking the other teams to show you their lists and checking whether they have more correct answers.

Set a short time limit for pairs to brainstorm other foods to add to the columns. Call out the categories in turn and ask students to call out their answers.

Answers

Meat	Vegetables	Fruit	Drinks	Other
beef	cabbage	strawberry	mineral water	biscuits
chicken	carrot		soft drink	crisps
	lettuce			pasta
	peas			popcorn
				rice
				soup

- 6**  **1.38** Tell students that they are going to find out about the diets of Josh and his mum, who are British. Brainstorm British foods that students know (they will probably say English breakfast, roast beef, and fish and chips).


Play the recording for students to answer the question. Check the answer.

Audioscript

In the morning, I have breakfast with my mum. I usually have cereal but Mum has a boiled egg. I have juice, but Mum drinks tea. At lunchtime, I have dinner at school. I usually have something like pasta or fish. And then some fruit, like an apple. Sometimes there's less healthy stuff, like burgers and chips. For lunch, Mum has chicken sandwiches, with crisps – she loves salty things. Mum doesn't eat any fruit. Then in the evening we usually have some meat, potatoes and vegetables. I hate cabbage but Mum loves it. Sometimes my mum has a lot of snacks in the evenings. She loves sweet stuff – like chocolate biscuits and ice cream.

Answers

Josh probably has a healthier diet than his mum, because his mum eats lots of snacks (crisps and sweet things) and doesn't eat fruit at lunch.

- 7**  **1.38** Tell students to read the words in the box. Check understanding by saying the words in turn and inviting different students to come to the board and draw the item. Drill pronunciation. Then play the recording for students to listen and make a note of what Josh's mum eats. Check answers.

Ask which item she eats that isn't on the list (boiled egg).

Play the last part of the recording again for this (from ... *in the evening* ...).

Ask students what they can do to avoid eating too many snacks, and what healthy snacks they could eat instead. For example, they could eat only when they are hungry. They could eat fruit or nuts as snacks.

Answers

Josh's mum eats biscuits, cabbage, chicken sandwiches and ice cream, and she drinks tea.

- 8** Ask students to work with someone they haven't worked with in this lesson. Tell them to discuss the questions.

Monitor and join in with the discussions. Point out that they will have to decide for themselves the reasons for the second question. (For example, they probably ate traditional food because fast food wasn't available, or was expensive. They may have grown their own food.)

Invite different pairs to share their ideas with the rest of the class and hold a brief class discussion about how eating habits have changed. Ask different students what their parents and grandparents used to eat when they were teenagers.

Cooler

Consolidate the food vocabulary by drawing an item on the board and asking students to call out the name of the food. The first person to give the answer with correct pronunciation then takes a turn at drawing. Try to make sure everyone gets a chance to draw.

Project

Tell students that they are going to interview a member of their family (or a friend if they prefer) and make a poster about their diet.

Ask students to read the instructions and allow them time to carry out their interviews. Ask them to make notes about the meals the person typically eats. Tell them to bring in a photo of the person they interviewed, to add to their poster.

Remind students to research the number of calories in each of the foods they have written down, by carrying out an internet search.

Students prepare their posters. Monitor and help as they are working.

Display the posters around the classroom, and invite students to read about the different people. Ask them to find the person whose diet is most similar to their own, and tell the rest of the class what the similarities are.