5 CLIL • Science: Food and nutrients

Aim
Understand and talk about nutrients.

Warm-up

With books closed, ask: *What's a healthy lunch?* Put students into pairs and ask them to write down food items for a healthy lunch. Ask pairs in turn to tell the class their ideas and make notes on the board. Point to some of the ideas on the board and ask: *Why is this healthy?* Elicit a few ideas then teach the word *nutrients*. Explain that healthy food has nutrients in it, which help keep us healthy. Tell students they are going to learn about the nutrients in food.

Exercise 1 🔊 2•11

Students work in pairs to check the meanings of the words. Check answers with the class and that students understand all the words. Students then read the text and complete it with the correct words. They compare answers in pairs. Play the audio. Students listen and read, checking their answers.

ANSWERS
1 Protein   2 Carbohydrates
3 Vitamins   4 diseases   5 Minerals
6 fat   7 fat   8 Water

Exercise 2

Students read the text again and decide if the sentences are true or false. They can compare their answers in pairs. With **stronger classes**, students could discuss the sentences first and decide if they think they are true or false from memory, then check their answers by reading the text. Check answers with the class. Ask students to explain why the false sentences are not correct.

ANSWERS
1 False   2 True   3 False   4 True
5 True   6 False

Exercise 3

Students work in pairs to read the sentences and write the names of the foods. Check answers with the class.

ANSWERS
1 butter   2 olive oil   3 milk   4 beans
5 chocolate

Exercise 4

Look at the dinner plate with the class and check that students know the words for all the things on it. Students work in pairs to say what nutrients there are in each food group. Check answers with the class.

ANSWERS
1 vitamins, minerals, water

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1 🔊 2.11 Check the meanings of the words in the box and complete the text. Read and listen to the text and check your answers.

> water   minerals   fat (x2)   protein
> vitamins   diseases   carbohydrates

Nutrients in food

There are six main types of nutrients.
1 _____ makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.
2 _____ give us energy. There are a lot of these in bread, pasta, rice and potatoes.
3 _____ are important nutrients in the food we eat and you can find them in different types of food. People who don't get many of these in their food can get 4 _____.
5 _____ are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts. This nutrient has got the most energy and is good for our skin and hair. The 6 _____ in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the 7 _____ in food like olive oil, nuts and some fish is healthy.
8 _____ is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.

2 Read the text again. Are the sentences *True* or *False*?
1 There isn't any protein in beans.
2 You can get diseases if you don't eat a lot of vitamins.
3 Minerals are good for healthy teeth.
4 Carbohydrates have got the most energy.
5 Some types of fat are good for you.
6 There isn't any water in vegetables.

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3 Read the sentences and write the names of the food in the text.
1 It's got animal fat in it. It's from milk. We put it on bread.
2 It's got vegetable fat in it. It's in a bottle. We put it on salads. It's very healthy.
3 It's got a lot of protein in it. It's white. We drink it.
4 These have got a lot of protein. You can cook them or eat them in a salad. They can be different colours.
5 It's brown and very sweet. It's delicious, but it's got a lot of fat.

4 Look at the picture of the dinner plate. What nutrients are there in the five food groups?
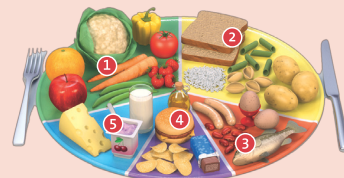
5 💬 **USE IT!** Work in pairs. What do you eat every day? Ask and answer questions with your partner to complete the table. Then use the information to draw a dinner plate for your partner. Who eats the healthiest food?

	Group 1: Fruits and vegetables	Group 2: Bread, pasta, etc.	Group 3: Meat, fish, etc.	Group 4: Fat	Group 5: Milk, cheese, yoghurt, etc.
_____ (name)	an apple, some green beans	some bread, some potatoes			
_____ (name)					

What kind of fruit do you eat every day?

I eat an apple.

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2 carbohydrates
3 protein
4 fat
5 protein, minerals

Exercise 5 USE IT!

Ask two confident students to read out the example question and answer. Elicit one or two more questions that students will need to ask, e.g. *What carbohydrates do you usually eat? Do you eat meat or fish every day?* Students work in pairs to ask and answer questions and complete the table. They then draw a dinner plate for their partner. Ask some students to tell the class about their partner's food and discuss how healthy it is.

ANSWERS
Students' own answers.

Optional activity: Speaking

Put students into groups of four. Ask them to imagine they are in charge of their school canteen. Ask them to plan three healthy lunches for students. Tell them they must make sure they include foods from all the different food groups, and their lunches must be tasty! Ask groups in turn to present their ideas to the class. The class could vote for their favourite lunches.