

Unit summary

Vocabulary

Food: *apple, beans, bread, burger, cheese, chicken, chips, crisps, egg, fizzy drink, fruit, juice, meat, nuts, pasta, pizza, rice, salad, sandwich, soup, sweets, vegetables, water*

Adjectives: health: *active, fit, healthy, hungry, ill, lazy, thirsty, tired, unfit, unhealthy, well, full*

Language focus

Countable and uncountable nouns + *some, any, much, many* and *a lot of*

Verb + -ing

Imperatives

should / shouldn't

Speaking

I can order food and drink in a café.

Writing

I can write a food blog using sequencing words.

Vocabulary • Food

Aim

Talk about the food you like and dislike.

THINK!

Put students into pairs and give them 30 seconds to write down as many words for food as they can. Bring students' ideas together on the board and check that they understand **all** the words. See which pair wrote the most correct words.

ANSWERS

Students' own answers.

Exercise 1 2.02

Read out the introduction and ask students which lunches they like best. Ask more questions to encourage students to say more, e.g. *Do you have this kind of food at your school? Do you sometimes eat outside at your school? Do you have vending machines like this at your school?*

Students read the texts and choose the correct words. They can use their dictionaries to check the different foods, if necessary.

With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Play the audio for students to listen and check. Check that students understand **all** the foods and drill pronunciation of difficult words such as *vegetables* and *chips*. Point out the word *tasty* in the text on Australia and elicit or teach a few more words to describe food, e.g. *nice, horrible, disgusting*. Students

5

Food and health

VOCABULARY • Food
I can talk about the food I like and dislike.

CLIL p70

Extra listening and speaking p114

Song p120

THINK!

How many types of food can you name in 30 seconds?

- 2.02** Look at the photos in *School food*. Choose the correct words in the texts. Listen and check your answers.
- Read the Study Strategy. Then copy and complete the word web with words in exercise 1. Think of more words to add to the web.

STUDY STRATEGY

Organising and remembering vocabulary

A word web is a good way to organise and remember vocabulary. You can add new words to your web when you learn them.

fruit:

vegetables:

meat: *chicken*

snacks:

drinks:

FOOD

SCHOOL FOOD

This is what people are saying about their school lunches around the world. Which ones do you like best?

SOUTH AFRICA

I'm making a ¹*sandwich / burger* for my lunchbox. I've also got an ²*apple / egg* and some ³*water / juice*.

INDIA

It's normal to eat with your hands here. We're vegetarians, so there isn't any ¹**fruit / meat* with our ²*pasta / rice*.

THE UK

I have pizza and ⁶*chips / rice* today with ⁷*pasta / beans*. There are ⁸*eggs / vegetables*, but I don't like them.

VIỆT NAM

We often have ⁹*rice / bread* with meat and vegetables for lunch at school. We really enjoy our time eating together.

could then discuss in pairs which meal they would most like to eat and why. Ask some pairs to report back to the class.

ANSWERS

1 sandwich 2 apple 3 juice 4 meat
5 rice 6 chips 7 beans
8 vegetables 9 rice 10 sweets
11 nuts 12 fizzy drinks 13 egg
14 salad 15 bread 16 pasta
17 chicken 18 water 19 soup

Exercise 2

Read the study strategy with the class then put students into pairs to copy and complete the word web. Draw the word web on the board and bring students' ideas together on the board. Elicit more words to add. Encourage students to add more words to their own word web as they continue working through this unit.

ANSWERS

vegetables: *chips, salad, beans*
fruit: *apple*
snacks: *nuts, crisps, sweets*
drinks: *water, fizzy drinks, juice*
meat: *chicken*

Optional activity: Vocabulary

Ask students to rank the foods in exercise 1, so 1 is the food they like the most, and 19 the food they like the least. Put students into groups to compare their lists.

Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, divide the class into two teams. Choose one student from each team to come to the front of the class and stand with their back to the board. Explain that you are going to write the name of a food on the board. The students from each team must get their player to say the word on the board. They can use mime or clues, but they must not use their own language. The first team to get their player to say the word gets a point. You can change the players at the front of the class after each food.