



Choosing healthy food

SELF STUDY

If students are working alone, note that 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

Before watching

1a Students need to find 20 words connected to food in the word snake. Warn them that there might be words that are not familiar – these will become clear in the following exercises. To check answers, have a volunteer to write the words on the board.

Answers

milk, chips, sugar, banana, burger, can, chocolate, salt, cereal, water, biscuits, pizza, fat, apple, bar, lemonade, sandwich, salad, packet, orange juice

1b This exercise focuses on three unhealthy things that are in excess in a lot of different foods and food products.

Answers

sugar, salt, fat

1c This exercise should clarify the meaning of the three words which are not presented as vocabulary in the unit. Note that *can* and *bar* are both used in the video.

Answers

1 packet **2** cans **3** bar

While watching

VIDEO SKILLS: Understanding *and*, *of* and *for*

The focus here is on three common words that have a weak form when they aren't stressed and are hard to hear. Knowing this will help students to make better sense of connected speech.

2a **39 VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. Then make sure they understand what they need to write and that Liam talks about what he usually eats but also about what he *sometimes* eats. Before checking answers, encourage students to compare their answers in pairs so that they can help each other to recall and make better sense of what they heard.

EXTRA ACTIVITY

Before watching, ask students in pairs to plan a very healthy and a very unhealthy breakfast and lunch using the food words in 1a. This will help them to understand Liam, and also help develop the life skill.

Answers

Breakfast: usually cereal, sometimes chocolate bars and lemonade.

Lunch: usually pizza or burger and chips.

2b **39** This exercise focuses on more detailed information. Ask students to compare answers in pairs so that they can support each other before you check them.

Answers

1 gets up late/doesn't have time

2 the bus

3 his parents haven't got time (to make a sandwich)

4 easy, very expensive

3a **39** This exercise focuses on Liam's attitude towards the food that he eats. Students could try and complete the exercise before they watch again.

Answers

1 doesn't think **2** knows **3** older

3b Ask students to say whether, in all honesty, they are worried about the food they eat. Can they identify with Liam's attitude towards healthy eating, or are they aware that very unhealthy eating can create health problems even in young people? Ask what these problems are (e.g. diabetes, the start of cardiovascular problems).

After watching

4a This exercise develops the life skill by getting students to think about how Liam makes his decisions. There are no simple answers here, but guide students towards seeing that all three parties are responsible to an extent – Liam, because he knows he should eat better, his parents because they let him skip breakfast and don't make him a sandwich for lunch, and his school for offering unhealthy meals at lunchtime.

EXTRA SUPPORT

Write the following prompts on the board to help students express themselves:

I think ... is/are responsible because ...

Yes, but ... is/are also responsible because ...

4b SKILLS 4 LIFE The idea behind this activity is to encourage students to do some research that will raise their awareness of the issue of healthy eating. It's a simple but very effective way to focus on food choices. When students have gathered their information, ask them to share it with other students and create a class document with a list of breakfast cereals in the order of how healthy they are. This document could be displayed in the class or sent to students so they can think about trying new cereals which are healthier than their current favourites.

REFLECT ON IT



The idea here is to encourage students to think about why eating healthy food can be so difficult. Which of the reasons do they think influences their decisions? Can they think of other reasons? Make sure the discussion is open and that students don't feel they are being judged on what they say.