

## Let's Eat!



## Unit Objectives

- To identify and name different foods
- To talk about the presence or absence of foods using quantifiers
- To ask someone to pass something
- To read a passage about the five main food groups
- To write a report about one's favorite kind of pizza
- To do a project by completing a food diary
- To discuss the value of eating a balanced diet

## Language

**Vocabulary** corn, tomatoes, cheese, lettuce, green peppers, onions, mushrooms, olives, broccoli, carrots, cucumbers, potatoes, butter, salt, sugar, mustard, ketchup

**Grammar** There's some cheese. There isn't any cheese.  
There are some tomatoes. There aren't any tomatoes.  
Is there any sugar? Yes, there is. / No, there isn't.  
Are there any potatoes? Yes, there are. / No, there aren't.

**Features** **Conversation** Can you pass the salad, please? Sure!  
**School Subject Connection** Health: Food Groups  
**Value** Eat a balanced diet.

## Unit Opener

## Let's Eat!

What foods do you like?



## Time to Talk

## Look at the picture.

- 1 What are the people doing?
- 2 What foods can you see?

## Watch the video.

- 1 What is the boy doing with his dad?
- 2 What foods can you see in their cart?



**Objectives** To introduce the topic of different foods  
**Materials** Unit 1 Video; PPT Slides

## Introduce

**Big Question** Read the Big Question aloud, *What foods do you like?* Ask students what food they like or dislike and make a list on the board.

## Time to Talk

## Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:  
*What are the people doing? (They're buying groceries.)*  
*What foods can you see? (I can see onions, potatoes, apples, and so on.)*

Watch the video. 

- Play the video and have students watch it. As they watch the video, have them look and listen for target vocabulary that tells about food.
- Replay the video with the sound off. Have students talk about different foods shown on the screen. Ask students follow-up questions such as:

*What is the boy doing with his dad?*  
*(He's buying groceries.)*  
*What foods can you see in their cart?*  
*(There are some bananas, tomatoes, and lettuce.)*

## Optional Activity

**Snowball** Divide the class into a few groups. Have students play Snowball. Ask *What do you see at the supermarket?* and have the first student (S1) answer the question. Then have the next student (S2) repeat the sentence and add another word. The student who memorizes the most words correctly wins.  
*S1: I can see tomatoes.*  
*S2: I can see tomatoes and potatoes.*  
*S3: I can see tomatoes, potatoes, and juice.*

**Extra Practice**  
Online Practice

Lesson 1 Learn

**A** Listen and repeat. **B** Listen and point.



**C** What foods do you like? Look at **A** and write.

I Like ...	I Don't Like ...
_____	_____
_____	_____
_____	_____

8

**Objectives** To talk about the presence or absence of foods using quantifiers  
**Vocabulary** corn, tomatoes, cheese, lettuce, green peppers, onions, mushrooms, olives, broccoli  
**Grammar** There's some cheese. / There isn't any cheese.  
 There are some tomatoes. / There aren't any tomatoes.  
**Materials** Audio Tracks 06-09; Unit 1 Flashcards; PPT Slides

Warm Up

**Month Relay** Review the names of the months from the Welcome pages. Have students sit in a circle. The first student says up to three months of the year, starting with "January." Then the next student continues by saying up to three months. The student who says "December" wins that round. As a variation, months of the year can be substituted for days of the week. Remind students about the order and decide which one will be last for each round.

Using Pages 8-9

**A** Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 06. Have students listen and repeat.

**Grammar** 06  
 There's some cheese. / There isn't any cheese.  
 There are some tomatoes. / There aren't any tomatoes.

**D** Listen and number. Then say.



**E** Look at **D**. Then complete the sentences.

There's some    There are some    There isn't any    There aren't any

1 **There isn't any** corn.    2 **There are some** mushrooms.  
 3 **There's some** broccoli.    4 **There aren't any** green peppers.

**Your Turn!** Stick and make your own salad. Then talk about it.



Unit 1 9

**06**

1. corn	2. tomatoes	3. cheese
4. lettuce	5. green peppers	6. onions
7. mushrooms	8. olives	9. broccoli

**B** Listen and point.

- Play Audio Track 07. Have students listen to the words, then find the correct pictures and point to them.

**07**

tomatoes	lettuce	green peppers
corn	onions	mushrooms
cheese	olives	broccoli

**C** What foods do you like? Look at **A** and write.

- Have students look at Activity A and talk about whether they like each food or not.

- Tell students to work individually. Have them write the names of the foods on the lines. Share what they wrote as a class.

Grammar

- Direct students' attention to the grammar box. Introduce the new language patterns: *There's some / There isn't any cheese. There are some / There aren't any tomatoes.*
- Play Audio Track 08. Have students listen and repeat.

**08**

There's some cheese.  
 There isn't any cheese.  
 There are some tomatoes.  
 There aren't any tomatoes.

- Explain to students that *There's* is a short form of *There is* and *isn't/aren't* are short forms of *is not/are not*.
- Explain to students the quantifiers *some* and *any*. Explain that we use *some* in a positive statement and *any* in a question or a negative statement.

**D** Listen and number. Then say.

- Talk about the big picture briefly. Review the vocabulary by describing each food in the picture.
- Play Audio Track 09. Have students listen and write the correct numbers in the boxes. Replay the audio and check the answers as a class.

**09**

1. There's some cheese.
2. There isn't any corn.
3. There's some lettuce.
4. There aren't any green peppers.
5. There are some onions.
6. There aren't any tomatoes.

- Using the language patterns from the grammar box, have students talk about the picture. Depending on the level of students, work as a class or have students work in pairs.

**E** Look at **D**. Then complete the sentences.

- Tell students to work individually to complete the sentences with the correct phrases from the box based on the picture in Activity A. Check the answers as a class.

**Your Turn!** Stick and make your own salad. Then talk about it.

- Help students find the Unit 1 stickers from the back of the Student Book. Have them use the stickers to make their own salad. Then ask a few volunteers about their salad using questions such as *What's in your salad?* Have students work in pairs to talk about their salad more. Have them use the language patterns to talk about the ingredients in the salad.

Wrap Up

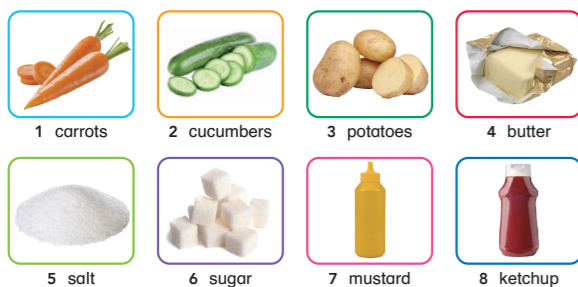
**Hidden Words** Write target words on the board by hiding each word in a jumble of letters. Next to each letter jumble, write an O or X. Have students find the hidden words and come to the board to underline them. Then have students make sentences using the words and the language patterns. For a letter jumble labeled with X, a student might say *There aren't any onions.*

Extra Practice

Workbook Pages 4-5  
 Online Practice

Lesson 2 Learn More

- A** Listen and repeat. **B** Listen and point.



- C** Listen and write. Then chant along.

**Let's Make a Salad!**

Let's make a salad!  
Is there any lettuce?  
No, there isn't. No, there isn't.  
There isn't any lettuce.  
Are there any potatoes?  
Yes, there are. Yes, there are.  
There are some potatoes.  
There are some olives, too!  
It's a potato salad!  
Yummy salad!

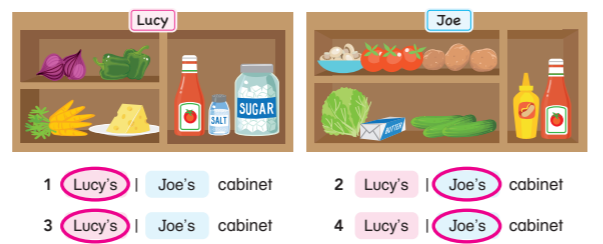
Let's make a salad!  
Are there any carrots?  
No, there aren't. No, there aren't.  
There aren't any carrots.  
Is there any corn?  
Yes, there is. Yes, there is.  
There's some corn.  
There's some broccoli, too!  
It's a corn salad!  
Yummy salad!

**Grammar**

Is there any sugar?  
Yes, there is.  
No, there isn't.

Are there any potatoes?  
Yes, there are.  
No, there aren't.

- D** Listen and circle the correct cabinet. Then ask and answer.



**E** Look and write the answers.

1 Is there any butter? **No, there isn't.**  
2 Are there any carrots? **Yes, there are.**  
3 Is there any sugar? **Yes, there is.**  
4 Are there any cucumbers? **No, there aren't.**

**Your Turn!** Look at E. Talk about it with a friend.

Is there any sugar in the bag?  
Yes, there is.

**Objectives** To ask and answer about the presence or absence of foods using quantifiers  
**Vocabulary** carrots, cucumbers, potatoes, butter, salt, sugar, mustard, ketchup  
**Grammar** Is there any sugar? Yes, there is. / No, there isn't.  
Are there any potatoes? Yes, there are. / No, there aren't.  
**Materials** Audio Tracks 10-14, 128; Unit 1 Flashcards; PPT Slides

**Warm Up**

**What's in the Bag?** Review the vocabulary and language patterns from Lesson 1. Prepare two paper bags. Label one with a large X and one with a large O. Put flashcards (Unit 1) into each bag. Have a volunteer pick a card from one of the bags and use the language patterns to make a sentence. Continue playing until every student has had a chance to pick a card.  
[A card from the X bag]  
There isn't any cheese.  
[A card from the O bag]  
There are some mushrooms.

**Using Pages 10-11**

- A** Listen and repeat.
- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat

each word after you.

- Play Audio Track 10. Have students listen and repeat.

1. carrots    2. cucumbers    3. potatoes    4. butter  
5. salt    6. sugar    7. mustard    8. ketchup

**B** Listen and point.

- Play Audio Track 11. Have students listen to the words, then find the correct pictures and point to them.

cucumbers    butter    carrots    salt  
sugar    potatoes    mustard    ketchup

- C** Listen and write. Then chant along.
- Play Audio Track 12. Have students listen and write the missing words in their books as they listen. Then listen to

- the chant once more and chant along as a class. Display the full lyrics and allow students to check their answers individually.
- Write the chant lyrics on the board. Erase the target vocabulary from the chant. As a class, choose different words and write them to complete the chant. Play the instrumental version, Audio Track 128, and have students chant along with the new lyrics.

**Let's Make a Salad!**  
Let's make a salad!  
Is there any lettuce?  
No, there isn't. No, there isn't.  
There isn't any lettuce.  
Are there any potatoes?  
Yes, there are. Yes, there are.  
There are some potatoes.  
There are some olives, too!  
It's a potato salad!  
Yummy salad!

Let's make a salad!  
Are there any carrots?  
No, there aren't. No, there aren't.  
There aren't any carrots.  
Is there any corn?  
Yes, there is. Yes, there is.  
There's some corn.  
There's some broccoli, too!  
It's a corn salad!  
Yummy salad!

**Grammar**

- Direct students' attention to the grammar box. Introduce the new language patterns: *Is there any sugar? Yes, there is. / No, there isn't. Are there any potatoes? Yes, there are. / No, there aren't.*
- Play Audio Track 13. Have students listen and repeat.

Is there any sugar?    Yes, there is.  
Is there any sugar?    No, there isn't.  
Are there any potatoes?    Yes, there are.  
Are there any potatoes?    No, there aren't.

- D** Listen and circle the correct cabinet. Then ask and answer.
- Talk about the big pictures briefly. Review the vocabulary

- by describing each food in the cabinets.
- Play Audio Track 14. Have students listen and circle the correct cabinet. Replay the audio and check the answers as a class.

1. Is there any sugar?  
Yes, there is.  
2. Are there any carrots?  
No, there aren't. There are some potatoes.  
3. Is there any mustard?  
No, there isn't. There's some salt.  
4. Are there any cucumbers?  
Yes, there are.

- Using the language patterns from the grammar box, have students ask and answer questions about the pictures. Depending on the level of students, ask and answer questions as a class or have students work in pairs.

**E** Look and write the answers.

- Have students look at the picture. Ask questions to elicit answers using the language patterns.  
*What's in the bag? Is there any mustard? (Yes, there is.)*
- Tell students to work individually to write the correct answers on the lines. Check the answers as a class.

**Your Turn!** Look at E. Talk about it with a friend.

- Give students an opportunity to use what they have learned to talk about the picture in Activity E. Have students work in pairs to take turns asking and answering questions. Monitor students to ensure they are using the language patterns correctly.

**Wrap Up**

**What's in the Kitchen?** Have students write a list of three foods that are in their kitchen. Put students in pairs. Have them take turns asking and answering questions about the list. Continue playing until every food on the list has been guessed correctly.  
*Is there any ketchup? (Yes, there is.)*

**Extra Practice**  
Workbook Pages 6-7  
Online Practice

Lesson 3 Story

A Snack in the Kitchen

A Listen and read. Then act it out. 15

**Objectives** To consolidate the language patterns in a story; To ask someone to pass something  
**Conversation** Can you pass the salad, please? Sure!  
**Materials** Audio Tracks 12, 15-16; PPT Slides

B Look, read, and check True or False.

1 There aren't any tomatoes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 There are some mushrooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Is there any corn? Yes, there is.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C Look, circle, and complete the answers.

1 Is Are there any some onions?  
Yes, there are.

2 Is Are there any some people?  
No, there aren't.

3 Is Is there any some cheese?  
Yes, there is.

D Listen and repeat. Then act it out. 16

Can you pass the salad, please?  
 Sure!

Daily English!

Warm Up

**Let's Chant** Play a game of musical chairs. Have students form a circle with their chairs. Play Audio Track 12 and have students chant along while walking around the chairs. Stop the chant and have each student sit down on one of the chairs. Remove one chair and play the chant again. The student who is unable to sit down is out of the game. Repeat this activity until there is only one student left. The last student remaining wins.

Using Pages 12-13

A Listen and read. Then act it out.

- Have students look at the pictures in the story frames and talk about the pictures briefly.  
*Where are the mice? (They're in the kitchen.)*  
*What are they making? (They're making pizza.)*
- Play Audio Track 15. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

15

A Snack in the Kitchen

Mouse 1: Are there any tomatoes?  
 Mouse 2: Yes, there are! There are some mushrooms, corn, and olives, too.  
 Mouse 1: Let's make pizza!  
 Mouse 1: Can you pass the mushrooms, please?  
 Mouse 2: Sure!  
 Mouse 1: Are there any onions?  
 Mouse 2: Yes, there are!  
 Mouse 1: Can you pass the cheese, please?  
 Mouse 2: Sorry. There isn't any cheese.  
 Mouse 1: Are there any people?  
 Mouse 2: No, there aren't.  
 Mouse 1: Is there any cheese?  
 Mouse 2: Yes, there is! I got it!  
 Mouse 1: Yay!  
 Mouse 1: Is there any pizza?  
 Mouse 2: Yes, there is!

- Point to the story frames as you ask questions to check for understanding.  
*Look at Frame 1. What's in the refrigerator? (There are some mushrooms, corn, and olives.)*  
*Look at Frame 3. Are there any onions? (Yes, there are.)*  
*Look at Frame 4. Is there any cheese? (No, there isn't.)*  
*Look at Frame 5. Are there any people? (No, there aren't.)*  
*Look at Frame 6. What are they looking for? (They're looking for cheese.)*
- Divide the class into two groups and give each group a role of each character. Then act out the story. Switch characters and repeat the activity.

B Look, read, and check True or False.

- Have students look at the picture. Ask about the picture to elicit answers.  
*Look at the refrigerator. Are there any tomatoes? (Yes, there are.)*
- Tell students to work individually to read the sentences and check True or False. Check the answers and correct the false sentence as a class.

C Look, circle, and complete the answers.

- Have students look at the pictures. Ask about the pictures to elicit answers.  
*Are there any onions? (Yes, there are.)*
- Tell students to work individually to read the questions, circle the correct words, and complete the answers. Check the answers as a class.

Daily English!

D Listen and repeat. Then act it out.

- Play Audio Track 16. Have students listen and repeat.

16

Can you pass the salad, please?  
 Sure!

- Demonstrate the conversation with a student. Then pair up students and have them act out the conversation by using different school objects.  
*Can you pass the pencil, please? (Sure!)*

Wrap Up

**Story Scramble** Divide the class into a few groups. Prepare some copies of the story frames without the frame

numbers and cut out the frames. Give a set of story frames to each group. Have each group arrange the story frames in correct order within the time limit. The first group to complete the story wins.

**Extra Practice**  
 Workbook Pages 8-9  
 Online Practice

A Listen and repeat.



B Listen and read.

Let's Eat Well!

- 1 Grains**  
Rice and corn are grains. They give you energy. We can make bread and noodles from grains.
- 2 Fruits and Vegetables**  
Apples and peaches are fruits. Green peppers and lettuce are vegetables. They provide vitamins and minerals for your body. We can make juice and salads from fruits and vegetables.
- 3 Protein**  
Fish, eggs, and meat are proteins. Tuna is fish. Chicken and beef are meat. They help your hair and body grow. We can make sushi from fish. We can make hamburgers from meat.
- 4 Dairy**  
Milk, yogurt, and cheese are dairy foods. Dairy foods come from milk. They make your bones and teeth strong.

14

**Objectives** To read a passage about the five main food groups  
**Vocabulary** grains, fruits, vegetables, protein, dairy  
**Materials** Audio Tracks 17-18; Unit 1 Flashcards; PPT Slides

Warm Up

**Mouse!** Review the story from Lesson 3. Divide the class into two groups. Have the first group begin reading the story aloud. The first group should stop reading when the teacher shouts *Mouse!* The second group should then begin reading exactly where the first group left off. Shout *Mouse!* a few more times as students read so that each group has a chance to read.

Using Pages 14-15

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 17. Have students listen and repeat.

17

- 1. grains                      2. fruits                      3. vegetables
- 4. protein                    5. dairy

C Read, sort, and write.

corn    yogurt    chicken    milk    green peppers  
tuna    apples    eggs      rice    peaches

**Grains**  
corn  
rice

**Fruits & Vegetables**  
green peppers  
apples  
peaches

**Protein**  
chicken  
tuna  
eggs

**Dairy**  
yogurt  
milk

D Read and check True or False.

- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
|   | True                                | False                               |
| 1 Grains give you energy.                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2 Green peppers and lettuce are fruits.       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3 Fish and meat help your hair and body grow. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4 Chicken and yogurt are dairy foods.         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

Think Which is your favorite food group?



Unit 1 15

B Listen and read.

- Tell students they are going to read a passage about the five main food groups. Have students look at the pictures and identify the food groups to which they belong.
- Play Audio Track 18. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

18

**Let's Eat Well!**

1. Grains  
Rice and corn are grains. They give you energy. We can make bread and noodles from grains.

2. Fruits and Vegetables  
Apples and peaches are fruits. Green peppers and lettuce are vegetables. They provide vitamins and minerals for your body. We can make juice and salads from fruits and vegetables.

3. Protein  
Fish, eggs, and meat are proteins. Tuna is fish. Chicken and beef are meat. They help your hair and body grow.

We can make sushi from fish. We can make hamburgers from meat.

4. Dairy  
Milk, yogurt, and cheese are dairy foods. Dairy foods come from milk. They make your bones and teeth strong.

- Ask questions to check for comprehension.  
*Why is protein good for our body?*  
*(It helps our hair and body grow.)*  
*Where do dairy foods come from?*  
*(They come from milk.)*  
*In which group do rice and corn belong?*  
*(They are grains.)*

C Read, sort, and write.

- Have students look at the words in the box and talk about which food groups they belong to.
- Tell students to work individually to sort the words from the box into the right food group by writing the words in the correct ovals. Check the answers as a class.

D Read and check True or False.

- Have students read the sentences. Ask questions to elicit answers.  
*What do grains do? (They give you energy.)*  
*In which food group do green peppers and lettuce belong?*  
*(They are vegetables.)*
- Tell students to work individually to read the sentences and check True or False. Check the answers and correct the false sentences as a class.

Think Which is your favorite food group?

- As a class, brainstorm foods that belong in each food group and have students discuss which food groups they like.  
*Pasta is made from grains. I like grains!*

Wrap Up

**What Is It?** Think of one food group and don't tell students what it is. Have students guess the food group by asking questions. Let students know if the food they ask about is part of the chosen food group. Continue until students guess what the food group is.  
*[Think of "vegetables."]*  
*Is cheese in the food group? (No, it isn't.)*  
*Are green peppers in the food group? (Yes, they are.)*

*Is spinach in the food group? (Yes, it is.)*  
*It's vegetables!*

**Extra Practice**  
 Workbook Pages 10-11  
 Online Practice

Lesson 5 Writing Report

**READ** Read and answer each question. 19

My Hawaiian Pizza

My favorite pizza is a Hawaiian pizza. On my pizza, there is some cheese and pineapple. There are some mushrooms, too. I like cheese and pineapple. There aren't any green peppers. I don't like green peppers. I like Hawaiian pizza the best.



- 1 What's the boy's favorite pizza?
- 2 What's on the boy's pizza?

**PLAN** Complete the chart about your favorite pizza.

My Favorite Pizza: Vegetable Pizza

What's on your pizza? Check ✓.

- |  |   |                                  |  |
|--|---|----------------------------------|--|
| <input checked="" type="checkbox"/> cheese | <input checked="" type="checkbox"/> mushrooms | <input type="checkbox"/> chicken | <input type="checkbox"/> green peppers |
| <input checked="" type="checkbox"/> onions | <input type="checkbox"/> tomatoes             | <input type="checkbox"/> shrimp  | <input type="checkbox"/> potatoes      |
| <input checked="" type="checkbox"/> olives | <input type="checkbox"/> pineapple            | <input type="checkbox"/> steak   | <input type="checkbox"/> _____         |

**WRITE** Write about your favorite pizza.

My favorite pizza is a(n) vegetable pizza. On my pizza, there is(are) some cheese, mushrooms, onions, and olives. I like cheese, mushrooms, onions, and olives. There isn't(aren't) any chicken. I don't like chicken. I like vegetable pizza the best.

16

- Objectives** To write a report about one's favorite kind of pizza
- Materials** Audio Track 19; PPT Slides

Warm Up

**My Favorite Food** Review the CLIL passage from Lesson 4. Have each student think of their favorite foods. Tell students to identify and list the food groups of their favorite foods. Once students have identified the food groups, ask them to share their work with their friends in a small group. Encourage students to explain why they think each food group is present in their favorite foods.

Using Page 16

- READ** Read and answer each question.
- Tell students they are going to read an example passage in which a student introduces his favorite pizza.
  - Play Audio Track 19 and then have students listen while they read along silently.
  - As a class, ask and answer the following questions:
    - What's the boy's favorite pizza?*  
(His favorite pizza is a Hawaiian pizza.)
    - What's on the boy's pizza?*

*(There is some cheese, pineapple, and mushrooms.)  
What does the boy like?  
(He likes cheese and pineapple.)  
What does the boy dislike?  
(He doesn't like green peppers.)*

**PLAN** Complete the chart about your favorite pizza.

- Have students look at the chart. Tell students to think of their favorite pizza and complete the chart.

**WRITE** Write about your favorite pizza.

- Using their answers from the chart, have students complete the sentences to finish the passage. Monitor and provide assistance if necessary. Encourage students to share their writing with the class.

Wrap Up

**Stand Up!** Have students look at the chart of ingredients they checked. Say an ingredient on the chart. Have students stand up if the ingredient is on their favorite pizza.  
*Stand up if you have olives on your pizza!*

Project My Food Diary

**Step 1** Record the food you eat and drink throughout the day. Then check ✓ the food group it belongs to.

	Food	Food Group
Example	egg sandwiches, milk	<input checked="" type="checkbox"/> Grains <input checked="" type="checkbox"/> Protein <input checked="" type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables
Breakfast	yogurt, cereal, milk	<input checked="" type="checkbox"/> Grains <input type="checkbox"/> Protein <input checked="" type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables
Lunch	pasta, pickle	<input checked="" type="checkbox"/> Grains <input type="checkbox"/> Protein <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input checked="" type="checkbox"/> Vegetables
Dinner	steak, tomato salad	<input type="checkbox"/> Grains <input checked="" type="checkbox"/> Protein <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input checked="" type="checkbox"/> Vegetables
Snack	grapes	<input type="checkbox"/> Grains <input type="checkbox"/> Protein <input type="checkbox"/> Dairy <input checked="" type="checkbox"/> Fruits <input type="checkbox"/> Vegetables

**Step 2** Look at Step 1 and talk about it.

- 1 Which food group did you eat the most?
- 2 Which food group should you eat more of?

Value

Eat a balanced diet.

- Objectives** To do a project by completing a food diary;  
To discuss the value of eating a balanced diet
- Materials** PPT Slides

Warm Up

**Food Group Scavenger Hunt** Review the CLIL passage from Lesson 4. Choose one food group and say its name. Ask a volunteer to name a food from that food group. Then ask other students to name additional foods from the same food group. Continue naming foods until multiple students have had the chance to participate. Move on to the next food group and repeat until you have covered all the major food groups.

Using Page 17

Project My Food Diary

**Step 1** Record the food you eat and drink throughout the day. Then check the food group it belongs to.

- Have students complete the food diary by recording the things they ate the previous day.

- Have them check the food groups that the foods belong to.

**Step 2** Look at Step 1 and talk about it.

- Ask a few volunteers the following questions:
  - Which food group did you eat the most?*  
(I ate a lot of grains.)
  - Which food group should you eat more of?*  
(I should eat more dairy.)
  - What did you eat for breakfast?*  
(I ate yogurt, cereal, and milk.)
  - Did you eat any vegetables for dinner?*  
(Yes, I did. I ate some tomatoes.)
  - Did you eat balanced meals with all the food groups?*  
(Yes, I did. I had foods from all the food groups.)
- Monitor students to check for proper usage and pronunciation.

Value

- Read the Value, *Eat a balanced diet*.
- Ask students why it is important to eat a balanced diet. Brainstorm ways students can eat foods from every food group each day.

Wrap Up

**Be a Nutritionist** Give students a sheet of paper and have them draw a lunch box. Ask students to draw a balanced, nutritious lunch inside the lunch box. Have a few students present their lunch box. Encourage students to use the expressions they learned by asking questions.

*Are there any vegetables in your lunch box?*  
(Yes, there are. There's some lettuce in my lunch box.)

Extra Practice

- Unit 1 Test
- Online Practice