

1 Match food items a–f with descriptions 1–6.

1 dairy products 2 nuts 3 poultry
4 processed food 5 processed meat 6 wholegrain

a sausages b cheese c brown rice
d chicken e biscuits f almonds

2 Complete the sentences with the words below.

additives calcium calories carbohydrate cholesterol
fibre mineral preservatives protein vitamin

- 1 We put _____ in our food to make it last for a longer period of time.
 - 2 We use _____ to express how much energy is in our food.
 - 3 Foods like fruit and whole grains have a lot of _____, which helps with digestion.
 - 4 You can get _____ from eggs, meat and nuts.
 - 5 Iron is an example of a _____ in our food.
 - 6 Pasta, bread and rice are all high in _____.
 - 7 Tomatoes and strawberries are a good source of _____ C.
 - 8 Manufacturers often put _____ in our food to make the flavours stronger or the colours brighter.
 - 9 Too much _____ from unhealthy fats can be very bad for you.
 - 10 _____ helps us to make our bones stronger.
- 3 SPEAKING** Work in pairs. Complete the healthy eating plan for one day. Then compare your plan with another pair's ideas. Make suggestions about how they could make their plan healthier.

Your plan looks really delicious, but I don't think the afternoon snack is very healthy. Crisps are high in fat, additives and salt. How about an apple?

Today's Healthy Eating Plan

Breakfast _____	Afternoon snack _____
Mid-morning snack _____	Supper _____
Lunch _____	Drinks _____

6A Food science

Aims: To review and practise vocabulary for food and health, and for nutrition.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to work individually to do the matching exercise. Students can then compare their answers in pairs. You may want to pre-teach *almond*.
- Check answers with the class.

KEY

1 b 2 f 3 d 4 e 5 a 6 c

Exercise 2

- Students use the correct words to complete the sentences. Remind them to read the whole sentence first and think about the meaning before they do the gap fill.
- Check answers with the class.

KEY

1 preservatives 2 calories 3 fibre 4 protein
5 mineral 6 carbohydrate 7 vitamin 8 additives
9 cholesterol 10 Calcium

Exercise 3

- Students work in pairs to devise their own healthy eating plan. Tell them to use what they have learned in the lesson about healthy food and a balanced diet. They should then find another pair of students and compare their plans, suggesting healthier foods where necessary. Ask one or two pairs of students to read out their healthy eating plans and encourage the rest of the class to comment on them and suggest how they could be improved.