



Global Citizenship

Lesson Objectives

- to learn a balanced diet vocabulary: *beans, butter, carbohydrate, dairy, fat, grains, meat, nuts, protein, sugar*
- to explore healthy eating and the importance of a balanced diet
- to practice listening for gist and details

Materials

Audio Tracks 69 to 71; Audio Track F; a globe or map of the world (D)

Opening Question

Ask the opening question: *How do people stay healthy?*

Encourage students to think about the different things people do to be healthy, including diet (what people eat and drink) and exercise.

A TRACK 69 TB p. 221 Listen to the food scientist. Which foods have protein?

- Tell students they are going to listen to a food scientist talking about how to have a healthy diet. Ask *What is a food scientist?* Have students discuss their ideas in pairs and try to elicit the answer (a food scientist studies, researches, creates, or improves food and food processes so that they are safer for the public).
- Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *Which foods have protein?* Play the audio again for students to check. Then have them point to each of these types of food in the picture. Follow up by asking students which carbohydrates they can see in the picture (bread, pasta, grains, sugar), and which dairy items they can see (milk, cheese, and butter).

Answer

Meat, fish, eggs, nuts, and beans have protein in them.

B TRACK 70 TB p. 221 Listen, say, and number the pictures in A.

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and write numbers next to the words in the picture. Do the example together (butter).
- Check answers by asking volunteers to come to the board and draw one of the food groups on the board; the class can call out which number it is.

Answers

1 *butter* 2 *beans* 3 *sugar* 4 *meat* 5 *carbohydrates*
6 *fat* 7 *protein* 8 *grains* 9 *nuts* 10 *dairy*

TRACK F TB p. 221 Visualization

The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

C Read and choose the correct answer.

- Students are going to read sentences with the key vocabulary and choose the best word. Look at the example together. Ask *Which food group contains meat, fish, and eggs?* (protein).
- Have students do the activity individually. Then check answers as a class.

Answers

1 *protein* 2 *every day* 3 *grains* 4 *Dairy*
5 *a little bit of* 6 *Strawberries*

D TRACK 71 TB p. 221 Now listen to Min-jun and Francesca. How are their lunches the same?

- Have students look at the two pictures and say what they see. Ask *What foods are there? Which food groups do they belong to?* Tell students they are going to listen to two children talking about food. Draw their attention to the two countries: South Korea and Italy. You could point out the countries on a globe or map. Ask *Do you know any foods from these countries?* Have students share their ideas with the class.
- Listening for gist: Ask the gist question *How are their lunches the same?* Play the audio. Elicit answers from the class.

Answer

All students have the same lunch. They eat vegetables. They have fruit for dessert.

E Listen again. Check (✓) what they eat.

- Listening for details: have students look at the list of food to see what they remember. Then play the audio and have students check the foods.
- To check answers, read each question and have students raise their left hand for *Min-jun*, their right hand for *Francesca*, and both hands for both girls.

Answers

1 *Min-jun* 2 *Min-jun, Francesca* 3 *Min-jun, Francesca*
4 *Min-jun, Francesca* 5 *Francesca* 6 *Min-jun, Francesca*

Discussion Questions

- Draw students' attention to the discussion questions: *What's your favorite meal? What can people do to eat healthier meals?* Have students discuss the questions in small groups. See **ETB**.
- Return to the opening question to ask again: *How do people stay healthy?* Review ideas discussed at the beginning of the class and then encourage students to share any new ideas. Focus on the concept of a balanced diet. Do students think their diet is balanced?

Cool Down

Have students discuss this question: *If you could only eat one meal for the rest of your life, what would you eat?* Encourage them to think about how healthy the food they choose is. Will it help them have a long life?