

1

How can we eat well?

Listening

- I can understand the main points of an interview.
- I can identify key details in factual talks.

Reading

- I can predict what a text is about.
- I can identify specific information.

Speaking

- I can make suggestions about activities.
- I can talk about personal experiences.

Writing

- I can write short texts on familiar topics.



1 Look at the picture and discuss.

- 1 What can you see in the picture?
- 2 What's the boy doing?
Do you think he's healthy?
- 3 Why does he like eating this food?
- 4 What do you think he eats in a normal day?

2 Read and make notes. Then compare your answers with a friend.

- 1 What's your favorite food and why do you like it?
- 2 Is it good for you?
- 3 Is there anything you can't eat?

3 Watch the video about food. Why is food important? Circle **T** (true) or **F** (false).



- 1 Food keeps us healthy. **T** **F**
- 2 Food gives us energy. **T** **F**
- 3 All food is good for us. **T** **F**
- 4 Food can affect how we feel. **T** **F**

Pre-reading 1

- 1**  Discuss with a friend.
What's a healthy diet?



Reading strategy

Use context and pictures to guess the topic.

- 2** Read the text, look at the pictures, and answer. Which items can you identify? What do we mean by good fats?

BLOG

Good fats

So, eating fat doesn't make you fat? Yes, that's right. There are good fats and bad fats and we now know which fatty foods are actually good for us!



Let's take a look at olive **oil** and **butter** – they both contain good fats. Olive oil is great to drizzle on a salad, and it's great to spread butter on a slice of bread.



- 3**  Read *The Sweet Tooth Truth!* What's a balanced diet?

Reading 1

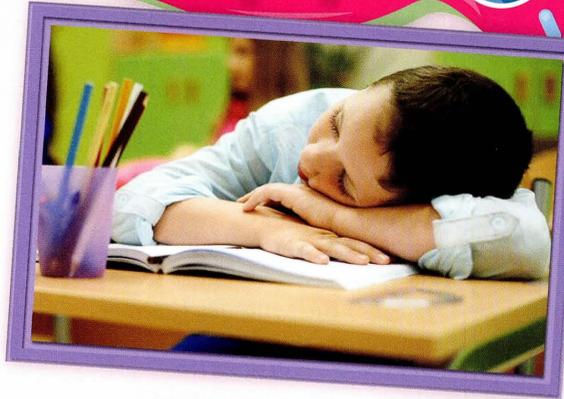
THE SWEET TOOTH TRUTH!

Eating a balanced and varied diet is important for our health. We should eat different types of food, in the right amounts. So, where does sugar come into this?

- 1** Lots of us love sugar and we have a sweet tooth, but sugar is in lots of our food and too much isn't good for us. Let's start with breakfast and cereal – it tastes good and is a very popular food all over the world.
- 2** It's hard to find time for breakfast, and it's easy to think a quick bowl of cereal looks like a sensible and healthy option. It contains **fibre** and **carbohydrates**, and can be a good source of **dairy** and **protein** from the milk. It's sometimes packed with good **vitamins** and **minerals** like **calcium** and **iron** too.



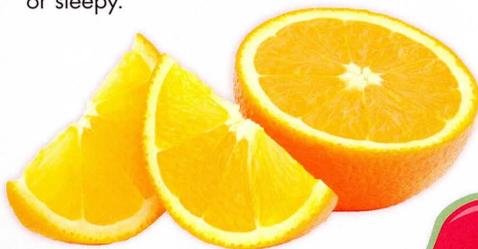
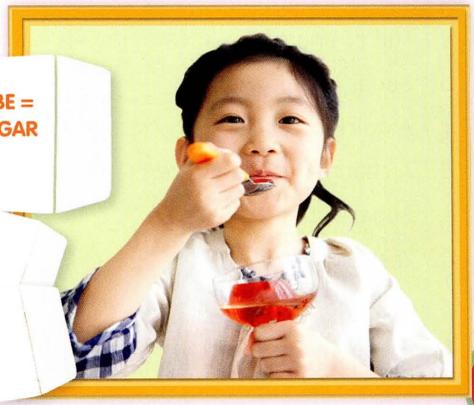
3 The question: "How much sugar do we need?" is an important one. Let's think about sugar cubes* – we're advised to eat no more than around six cubes of sugar each day (for 7 to 10 year-olds), but a small serving of some cereals can contain half our daily intake. Sometimes that's more than three sugar cubes! That's a lot of sugar and lots of us are eating nearly two or three times more sugar than we need!



4 With sugary cereal for breakfast, our levels of sugar go up very high, very quickly. We get a quick boost of energy, but then our energy levels drop quickly too. This can make us sleepy, moody and unhappy. We can also find it difficult to think. This isn't good when we need to study and learn at school! Cereal looks good but we need to be careful.

6 Too much sugar now can mean problems in the future, for example tooth decay, problems with weight, and diseases like diabetes. The good news is we can make small changes now and reduce foods and drinks with added sugar. Try changing fizzy drinks for water or no-added sugar drinks, or ice cream for sugar-free jelly. Can you change your sweet tooth?

5 Like good **fats** and bad fats in our diet, we can look at healthy sources of sugar. Sugar is also in **vegetables** and fruit. This type of sugar helps us manage the levels of sugar in our bodies. When we replace a sugary breakfast cereal with plain cereal or yoghurt and a tasty piece of fruit, our sugar levels rise slowly. Our energy will last longer and we probably won't feel hungry again until lunchtime. It's easy to concentrate and we don't feel tired or sleepy.



4  How do you feel after eating different foods? 
What food do you eat to give you more energy?

Comprehension 1

1 Read *The Sweet Tooth Truth!* again and answer.

- 1 What happens when we have too much sugar?
- 2 How can your energy last longer?

2 Check (✓) the sentence that best summarizes the text.

- 1 We should eat sugar every day.
- 2 We should eat cereal for every meal.
- 3 The ideal balance of sugar is a mix of sugar in fruit and sugar in soda.
- 4 Think about the kind of sugar we eat and manage our sugar levels.

3 Read the article again and match the headings to the paragraphs on pages 6-7. What helped you decide?

- a Full of energy! **1**
- b Sugar is everywhere **2**
- c A quick breakfast **3**
- d A change for the future **4**
- e Sugar cubes **5**
- f Feeling sleepy! **6**

Listening 1

4  A nutritionist knows a lot about food and staying healthy. What do you think a nutritionist does?

 **Listening strategy**
Make predictions before you listen.

5  Listen to a nutritionist talking to a group of children. What kinds of food or drink does he ask about?

6  Complete the summary. Then listen again and check.

Gabriel helps people ¹ well.
Fruit contains ² and
a large orange contains ³
sugar cubes! Fruit is good for us
because it contains ⁴
⁵, and fiber. It also has
⁶ Fruit has nutritional
benefits and is ⁷ for us.

7  Discuss with a friend. How much sugar do you eat every day? Is it a lot and what changes can you make to eat less? 



Vocabulary 1

- 1** Look at the words in bold in *Sweet Tooth Truth!*.
What do you think they mean?



- 2** Match the definitions to the words in bold on pages 6–7.
Were your ideas correct?

- 1 These are found in food, for example, iron and calcium.
- 2 The food group that includes milk, cheese, and yogurt.
- 3 It gives us energy and you can find them in bread, pasta, and cereal.
- 4 This is a word for foods like onions, carrots, and potatoes.
- 5 This is good for our teeth and bones and is found in dairy products.
- 6 This helps us keep warm and is in different foods we eat.
- 7 You can find this in meat, milk, and eggs.
- 8 We can spread this on our bread.
- 9 An element found in some foods.
- 10 This helps food move through your body.
- 11 A kind of fat which isn't solid.
- 12 These have letters and numbers in their names.



- 3** Read *The Sweet Tooth Truth!* again. Find examples of food and write them in the chart. Can you add more examples?

| Protein | Carbohydrates | Fat | Dairy | Sugar |
|---------|---------------|-----|-------|-------|
| | | | | |

- 4** Write a food diary for a day (what you eat for breakfast, lunch, and dinner). Talk about your food diary with a friend.

Do you eat a lot of ... ? I don't really like ... I like ...
I think I eat ... What about you? What about (protein)?

Grammar 1

1 
1-2



Watch Part 1 of the story video. Why doesn't Kim drink tea with honey? Then read and complete.



The pizzas !

2 Read the grammar box and match.

Grammar

What are you cooking, Mom? It **smells delicious** and **looks good**.

Wow! Those cakes **look tasty**. Can I try one?

I don't know what this is. It **tastes like** beef, but it **looks like** chicken.

- | | |
|--------------------------------|---|
| 1 These pizzas taste | a like fish, but I don't know what it is. |
| 2 Fruit cake. Yummy! It smells | b an orange, but it's very small. |
| 3 This is strange. It tastes | c very good, Mom. Thank you! |
| 4 What's that? It looks like | d delicious. Does it contain apples? |

3 Read *The Sweet Tooth Truth!* again and circle examples of looks good, looks like, and tastes good.

4 Read and circle.

- 1 The bread you're cooking **smells** / **smells like** delicious.
- 2 Yummy! This curry **tastes** / **tastes like** great!
- 3 Is this fish? It **looks** / **looks like** chicken to me.
- 4 Those cakes **look** / **look like** beautiful – they have flowers on them.

5 Look and complete the sentences. Use *taste*, *look*, and *smell* and your own ideas. Then compare with a friend.

WHAT IS IT?

Wow! This ¹ nice. It ²
 soup. It ³ vanilla ice cream.
 It's really nice. It isn't my favorite flavor, but
 it ⁴ Look, it has these things,
 they ⁵ leaves.
 It ⁶ fruit, but I'm not sure.



Speaking 1

6  Think of a food and ask your friend to guess the food. Make sure you write down the food you guess.



Speaking strategy

Use hand gestures to make yourself understood.



James: Is it meat?

Mark: No.

James: Does it taste nice?

Mark: Yes.

James: Does it look like fruit?

Mark: Yes.

James: Is it a tomato?

Mark: Yes!

7  Use your list. You're planning a menu for tomorrow. How healthy is it? Can you make it healthier?



Pasta with tomato
is healthy.

We can make it healthier
if we add salad.

Pre-reading 2

1 Discuss with a friend.

- 1 When do you need the most energy?
- 2 What's the most important meal of the day for you? Why?



Reading strategy

Check your understanding while reading.

2 Read. Why do you think Eneida eats pancakes for breakfast?

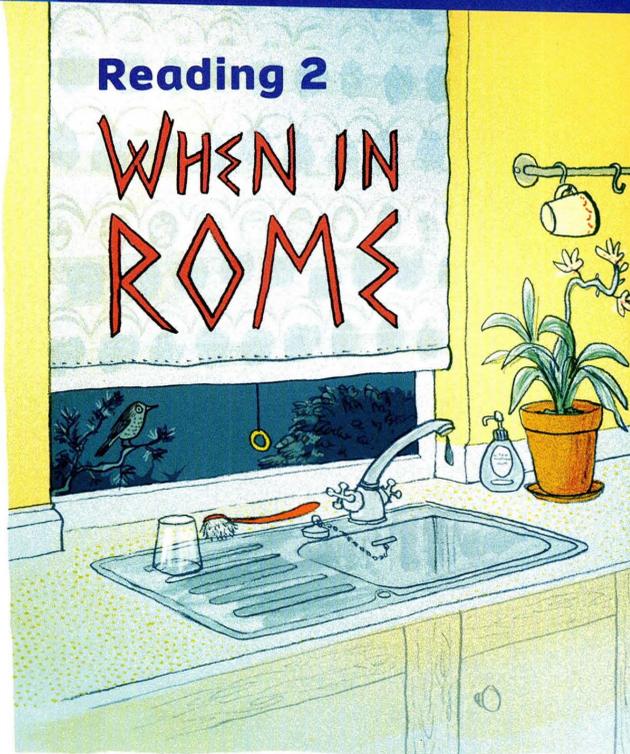
I need a lot of energy at the start of the day! I do a lot of sports and I realize that I need to eat well to be healthy, so it's important for me to have a nutritious breakfast. It has to be filling and tasty, too. Sometimes I have **pancakes** with fruit and strawberry **jelly**. I also like cereal with milk, fruit, and nuts. But my breakfast isn't always sweet. Let's have a closer look at the things I eat.



3 1-05 Read *When in Rome*. Why did Harry's parents wake him up?

Reading 2

WHEN IN ROME



Harry was suddenly awake. It was still dark outside, but Harry was happy it was Saturday and the weekend was here. Something was different and a bit strange ... again.

Harry couldn't quite see the clock at the end of his bed. He got up to investigate and looked at the time ... 5 a.m.! It's too early! Harry went back to bed, but he could hear Mom and Dad. They're walking upstairs, thought Harry. "Wake up, Harry! It's breakfast time."

"What, no, it can't be, it's Saturday. It's 5 a.m. I'm sleeping!"

"Not today, you aren't. We're taking you on a journey. Put this on and come downstairs."

Harry was sleepy, but he put the clothes on and looked in the mirror. "What's this?" he thought. It looks really old!

"Mom, Dad, these clothes are ... Wait, why are we all wearing these old clothes?"



"We're in ancient Rome today, Harry!" said his mom. "In ancient Rome, everyone got out of bed before the sun came up and ... here's your breakfast." Harry looked down to see a **bread roll** and a cup of water. "Oh, um, thank you." Harry wasn't excited about breakfast today. He preferred peanut butter and jelly on toast. Harry's parents gave Harry a different breakfast every Saturday morning. Sometimes breakfast was from a different country and sometimes it was from a different time in the past. Harry ate a **noodle** and **beef** soup from Vietnam last Saturday. His favorite was **omelet**, **grilled fish**, and **miso soup** from Japan.

"Harry, don't worry. This is the last time – we had a lot of ideas, but we can't think of any more!" said Harry's dad. "But we want you to think about breakfast for tomorrow ... a brain breakfast!"

"Yes I'll think about it in bed!" said Harry. He was very happy and thought this was a great idea! He learned all about brain foods last week at school and how brain foods can help our memory and concentration. He started to think ... oily fish, so **salmon!** ... **boiled** or **fried** eggs, nuts, **broccoli**, seeds, tomatoes, avocados, ooh and a lot of chocolate ... these are all healthy brain foods, but what can we eat for breakfast with all of these?

Harry got up early on Sunday and prepared breakfast for everyone.

"Mom, Dad! Breakfast's ready!"

4  Do you think diets are better now or in the past? Why? What do you think Harry made for breakfast?



Comprehension 2

1 Read *When in Rome* again. Where was Harry's breakfast from this morning?

- 1 Vietnam 2 Ancient Rome 3 Japan

2 Read again and answer.

1 Do you think Harry usually likes breakfast?

.....

2 Why do Harry's parents want him to make breakfast?

.....

3 Does Harry want to make a brain breakfast?

.....

4 What does brain food do?

.....

3 Use examples from the story to complete the chart.

BREAKFAST FROM THE PAST: *Bread and water, Ancient Rome*

BREAKFAST FROM DIFFERENT COUNTRIES:

BREAKFAST WITH SOUP:

BRAIN FOODS:

Listening 2



Listening strategy

Listen for specific words and information.

4



Listen to the conversation. What are they talking about? Check (✓) the things you hear.

- | | | | |
|--------|--------------------------|---------|--------------------------|
| dinner | <input type="checkbox"/> | soda | <input type="checkbox"/> |
| milk | <input type="checkbox"/> | bananas | <input type="checkbox"/> |
| apples | <input type="checkbox"/> | reading | <input type="checkbox"/> |
| sleep | <input type="checkbox"/> | | |



5



Listen again. Circle T (True) or F (False).

- She says bananas can help us sleep well. **T** **F**
- Bananas can help our body relax. **T** **F**
- Jessica says we should drink soda before bed. **T** **F**

6



Discuss with a friend.

Do you eat or drink before bed? Do you think food can make a difference to how you sleep?

Vocabulary 2

1 Find these words in *When in Rome*. Which are sweet foods? Which describe how something is cooked?

beef boiled bread roll broccoli
fried grilled jelly miso soup
noodles omelet pancakes salmon

2 Read *When in Rome* again and complete the quiz.



1 We can eat them for breakfast with fruit.
They're

2 They look like spaghetti and are
sometimes used in soups.
They're



3 Something you can spread on your bread.
It's

4 Cooking eggs like this makes them hard.
It's

5 This is when food is cooked in
very hot oil. It's

6 A kind of green vegetable.
It's



3 Six words from Activity 1 are missing from the quiz. Write down these words. Work with a friend and write quiz questions for these words. Ask another pair your questions.

4 Read *When in Rome* again and think. Then ask and answer the questions with a friend.



- Which breakfast from around the world would you like to try? Is it healthy?
- What would you make for breakfast for Harry's parents?

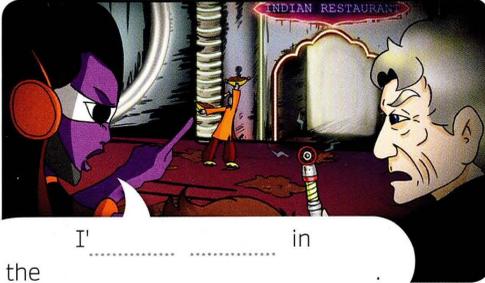
I would like to try ...



I would like to make ...

Grammar 2

- 1   Watch Part 2 of the story video.
Where are they? Then complete.



- 2   Watch Part 3 of the story video and answer.
What happened to the robots? What do you think the doctor is going to do with the honey?

- 3 Look at the grammar box and read.

Grammar

You can use *will* to talk about quick decisions that you make:

I'll **look** in the Indian restaurant.

I'll **eat** more fruit.

I **won't drink** soda every day.

- 4 Read *When in Rome* again and circle examples of *will*.

- 5 Read and complete the sentences with the correct form of the verbs in parentheses.

- 1 We (go) to the Chinese Restaurant.
- 2 I (look) for my book now.
- 3 I (have) any cake.
- 4 I (eat) more fruit and vegetables.

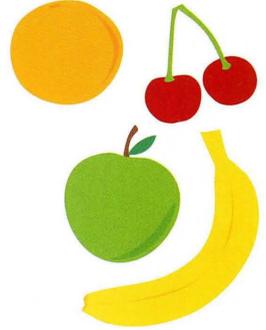
6 Read the dialog. Complete with 'll eat, and won't eat.

Ileana: There's too much chocolate in your lunch box.
You ¹ stay healthy if you eat too much chocolate.

Marek: OK! I' ² fruits and vegetables.
I' ³ some salad in my sandwiches, too.

Ileana: ⁴ to eat lots of green vegetables. There's a box of fruit in your lunch box, but no vegetables.

Marek: I hate vegetables. I' ⁵ spinach but
⁶ eat broccoli!



7 Think about the things you eat and drink. What unhealthy things do you eat or drink? What changes could you make so you're healthier? Complete the chart.

What **kind of food do you like?**

I like chocolate.

Is it good/bad for you?

No, it isn't./Yes, it is.

| unhealthy | healthy |
|--------------------------|------------------------|
| 1 I drink a lot of soda. | I'll drink more water. |
| 2 | |
| 3 | |
| 4 | |

Speaking 2

8 Use your answers from Activity 7. Ask and answer with a friend.

What kind of food do you like?

I like fruit.

Is that good for you?

Yes, it is.

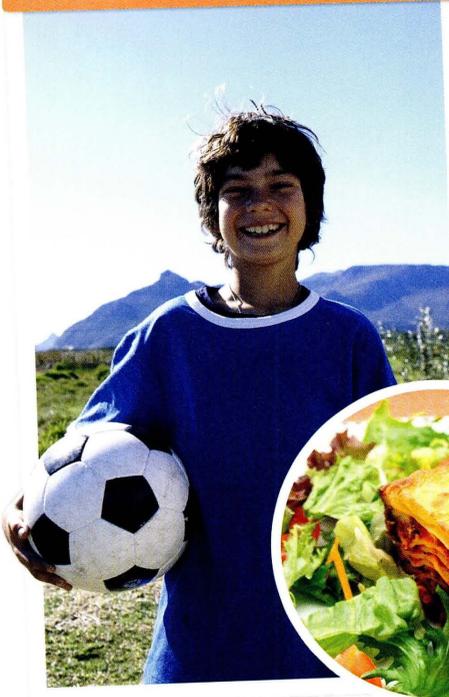
Writing

1 Scan the text. Answer the questions.

- 1 What does Josef like to eat?
- 2 What food groups does Josef eat?

2 Read the text. Check your answers from Activity 1.

JOSEF'S TIPS



Healthy food - healthy mood!

To feel happy, have energy, and be healthy, we should do these things:

TIP1: Eat a balanced diet. We shouldn't eat a lot of the wrong food because we can feel sleepy, grumpy, and find it difficult to concentrate at school.

TIP2: Find a favorite meal that's balanced. My favorite meal is lasagne with salad. It has pasta, vegetables, meat, and cheese.

This means it has carbohydrates, protein, and fat.

TIP3: Think about food groups. We should eat some food from each of the three main food groups (carbohydrates, protein, and fat) every day. A good balance of healthy food means we'll feel great!

3 When we give advice, we use *should* and *shouldn't*. Read the text again and circle *should* and *shouldn't*.

- 1 What's your favorite meal?
- 2 What are the ingredients? What makes it healthy or unhealthy for you?
- 3 How often should you eat it?

4  Find or draw pictures of your healthy eating tips. Then go to the Workbook to do the writing activity.

Writing strategy

We can use *should* and *shouldn't* to give advice, for example:
We *should* eat a balanced diet.
We *shouldn't* eat a lot of sugar.

Now I Know

1  How can we eat well? Look back through Unit 1. Think about why a healthy diet is important. Write down some reasons. 

- 1 A balanced diet has protein, fat, and carbohydrates.
 - 2 Fruits and vegetables give us vitamins and minerals.
 - 3 Drinking and eating well give us energy and help us concentrate.
-
-

2 Choose a project.



Do a survey about eating habits.

- 1 Decide what information you want to find out from your class.
- 2 Write some questions you can ask.
- 3 Ask your questions and write down your findings.
- 4 Prepare and present the information to the class.

or



Write advice about healthy eating.

- 1 Find information about healthy foods and unhealthy foods, and how people can make healthy choices.
- 2 Find or draw pictures that show the most important information.
- 3 Write notes to explain the pictures.
- 4 Make a poster for the class.

Read and circle for yourself.

I can understand the main points of an interview. I can identify key details in factual talks.



I can predict what a text is about.
I can identify specific information.



I can make suggestions about activities.
I can talk about personal experiences.



I can write short texts on familiar topics.

