

Lenguas Adicionales Inglés



Actividades para los estudiantes

Segundo año

What food can you eat to have a healthy diet?

Serie PROFUNDIZACIÓN • NES



Buenos Aires Ciudad



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En este material se evitó el uso explícito del género femenino y masculino en simultáneo y se ha optado por emplear el género masculino, a efectos de facilitar la lectura y evitar las duplicaciones. No obstante, se entiende que todas las menciones en el género masculino representan siempre a varones y mujeres, salvo cuando se especifique lo contrario.

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¿Cómo se navegan los textos de esta serie?

Los materiales de Profundización de la NES cuentan con elementos interactivos que permiten la lectura hipertextual y optimizan la navegación.

Para visualizar correctamente la interactividad se sugiere bajar el programa [Adobe Acrobat Reader](#) que constituye el estándar gratuito para ver e imprimir documentos PDF.



Portada

Flecha interactiva que lleva a la página posterior.

Pie de página

Volver a vista anterior — Al clicar regresa a la última página vista.

— Ícono que permite imprimir.

4 — Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

Itinerario de actividades

Actividad 1

Presentación de la temática
Introduction to the topic

1

Organizador interactivo que presenta la secuencia completa de actividades.

Actividades

Presentación de la temática
Introduction to the topic

Actividad 1

a. Have a look at the following post about traditional dishes from different countries.

Volver al Itinerario de actividades

Volver al Itinerario de actividades



Botón que lleva al itinerario de actividades.

Sistema que señala la posición de la actividad en la secuencia.

Íconos y enlaces

1 Símbolo que indica una cita o nota aclaratoria. Al clicar se abre un *pop-up* con el texto:

Ovidescim repti ipita voluptis audi iducit ut qui adis moluptur? Quia poria dusam serspero voloris quas quid moluptur?Luptat. Upti cumAgnimustrum est ut

Los números indican las referencias de notas al final del documento.

El color azul y el subrayado indican un [vínculo](#) a la web o a un documento externo.



“**Título del texto, de la actividad o del anexo**”

— Indica enlace a un texto, una actividad o un anexo.



What food can you eat to have a healthy diet?

Itinerario de actividades



Actividad 1

Presentación de la temática
Introduction to the topic

1



Actividad 2

Desarrollo de la temática
Development of the topic

2



Actividad 3

Organización del trabajo para la producción final
Organization of the work to prepare the final task

3



What food can you eat to have a healthy diet?

Presentación de la temática
Introduction to the topic

Actividad 1

- a. Have a look at the following post about traditional dishes from different countries. Match the pictures with the correct names and countries.

Dishes: Pizza - Sushi - Tacos - Falafel - Paella - Moussaka - Feijoada - Chop Suey - Goulasch - Ratatouille.

Countries: Spain - China - Italy - Brazil - Japan - Greece - France - Mexico - Germany - Hungary.

TRADITIONAL DISHES FROM DIFFERENT COUNTRIES



DISH # 1:
COUNTRY:



DISH # 2:
COUNTRY:



DISH # 3:
COUNTRY:



DISH # 4:
COUNTRY:



What food can you eat to have a healthy diet?



DISH # 5:
COUNTRY:



DISH # 6:
COUNTRY:



DISH # 7:
COUNTRY:



DISH # 8:
COUNTRY:



DISH # 9:
COUNTRY:



DISH # 10:
COUNTRY:

b. Group work. In the activities from this guide, you're going to learn vocabulary related to food and drinks. So how about designing a visual dictionary to keep this vocabulary organized? Here's an [example of a visual dictionary](#) created with [Google Docs](#) (you can check this [Google Docs tutorial](#) on the Virtual Campus of Digital Education). On these websites [Pixabay](#), [Max Pixel](#), [Public Domain Pictures](#), [Openclipart](#), you will find pictures for the dictionary.



You can use the following dictionaries to check some vocabulary: [Word Reference](#), [Cambridge Dictionary](#), [Oxford Dictionary](#), [Collins](#), [Merriam-Webster](#) and [Wordnik](#).

- c. Complete the blanks with the names of the traditional dishes and their main ingredients. Before you do the exercise, check the meaning of the words that you don't know and add them to the visual dictionary. (Remember to check the definitions with official and reliable sources.)

Pizza - Sushi - Tacos - Falafel - Paella - Moussaka - Feijoada - Chop Suey - Goulasch - Ratatouille

1. meat, lime, onions, tortillas and peppers.
2. dough, olives, cheese, oregano and tomato sauce.
3. fish, rice, clams, prawns and mussels.
4. nori, rice, tuna, salmon and avocado.
5. lamb, onions, cheese, aubergines and tomato sauce.
6. pork, onions, carrots, noodles and cabbage.
7. garlic, onions, potatoes, beef stew and tomato sauce.
8. onions, paprika, parsley, chickpeas and bread crumbs.
9. rice, bacon, beef ribs, black beans and pork sausages.
10. onions, peppers, zucchinis, tomatoes and aubergines.

- d. If you feel ready, you can also do the following exercise: Visit the websites of different supermarkets in the UK or the USA and make a list of the sections where you can find the products mentioned in exercise c.. Add extra information to the list. For example: *Dairy products: milk, yoghurt, cheese, etc.*

- e. After you complete exercise c., answer the following questions. Then, ask the same questions to your partner and compare the answers. Share the information with the rest of the class.

1. Do you usually eat any of the traditional dishes from exercise a.?
2. What dishes would you like to try?
3. What's your favourite food?
4. Do you like cooking? Do you usually cook?
5. What do you eat at school?
6. What traditional dishes from exercise a. do you consider healthy? Why?
7. Do you have a healthy diet?
8. What food can you eat to have a healthy diet?



What food can you eat to have a healthy diet?

Digital resources



You can write the information for activity 1 on this sheet of paper or create a document using [OpenOffice Writer](#) or an online programme such as [Evernote](#) or [Google Docs](#) (you can check these tutorials [Google Docs](#) and [OpenOffice Writer](#) on the Virtual Campus of Digital Education). These tools, when saved in the cloud, allow you to have access to your documents from any digital device, so you can add more information to them at any time and make all the necessary changes to enrich them.

Final task - Part A

You and your classmates are going to write recipes for healthy dishes to participate in a contest. Students from other courses are going to read the recipes and vote for their favourite one. The recipes that reach the first three places will get a prize chosen by your teacher. Start thinking what recipe you would like to write!

Volver al
Itinerario de actividades



Actividad 2

Desarrollo de la temática
Development of the topic

- a. Watch the video [“Our food, our health, our planet”](#) by Wellcome Trust and write a tick ✓ next to the food that appears in the video. (Work on this excerpt 0:00 / 0:40.)

Cheese	Eggs	Rice	Pizza	Pork
French fries	Apples	Avocado	Yoghurt	Bean sprouts
Steak	Mushrooms	Peas	Sushi	Bread crumbs
Fish	Oranges	Aubergines	Cucumber	Prawns
Tomatoes	Berries	Mashed potatoes	Onions	Bread
Lettuce	Meat	Chicken	Sandwich	Strawberries



What food can you eat to have a healthy diet?

Digital resources



You can write the information for exercise **a.** on this sheet of paper or fill in the [Google Form](#) shared by your teacher (you can check this [Google Drive Form tutorial](#) on the Virtual Campus of Digital Education).

Grammar spot

In English there are two types of nouns: countable (onions, olives, tomatoes) and uncountable (meat, rice, cheese). On this website [Woodward English](#) there are some interesting explanations about the grammar rules for countable and uncountable nouns. Read the rules and then do the following online exercises: [LearningApps.org](#), [WoodwardEnglish](#) and [My English Pages](#).

b. Classify these words from the previous activities into the categories of the table below.

meat - onion - cheese - tomato - fish - rice - tuna - pork - mushroom - steak - sausage - potato - chicken - sandwich - cucumber - pizza - bread - olive oil - French fries - aubergine - water - milk - tomato sauce - prawns - olives - hamburgers - egg - pepper - peppers - salt - orange - orange juice - wine - carrot - strawberries - banana - apple - lamb - salmon

COUNTABLE NOUNS	UNCOUNTABLE NOUNS

Digital resources



You can complete the table on this sheet of paper or create a document using [OpenOffice Writer](#) or [Google Docs](#) (you can check these tutorials [Google Docs](#) and [OpenOffice Writer](#) on the Virtual Campus of Digital Education).

Pronunciation spot

Here are a few steps to practise the pronunciation of some words related to food and drinks.

1. Look up the words from exercise **b.** in any of these dictionaries: [Cambridge Dictionary](#), [Oxford Dictionary](#), [Collins](#) or [Merriam-Webster](#).
2. Click on the pronunciation button and repeat the words.
3. Record yourself reading the different words and send the files to your teacher. You can use these applications [Online Voice Recorder](#) / [EducApps](#) or the recording applications of your computer, cell-phone, tablet, etc.
4. Record yourself reading these sentences and send the files to your teacher: *I like cheese. - I don't eat a lot of rice. - I sometimes eat prawns. - I don't like aubergines. - My mother doesn't like cucumbers. - Do you like tomatoes? - My sister doesn't eat red meat. - I like mushrooms. - I drink a lot of water. - Pork sausages are very expensive. - My brother hardly ever eats bread. - I never eat tuna. - I sometimes eat steaks. - Do you drink orange juice for breakfast? - My father usually eats sandwiches for lunch. - I like hamburgers and French fries. - Do you like tomato sauce? - I don't eat oranges. - My best friend likes strawberries. - I hardly ever eat apples.*

c. In exercise **d.** you're going to do an exercise with the video "[Healthy Lunches](#)" by Demo Duck. Before you do the exercise, go to the platform and answer these questions:

1. What is the title of the video?
2. When did the user upload the video?
3. Who uploaded the video on the platform?
4. What is the purpose of the video?
5. Does the video have any comments?
6. Make a list of the titles of the other videos uploaded by this user.

d. Watch the video "[Healthy Lunches](#)" by Demo Duck and complete the blanks with these words: *time - food - health - lunch - routine - meals - shopping - illnesses*. (Work on this excerpt 0:00 / 0:57.)

1. Our eating habits may be putting us at risk for serious
2. The problem that most of us face is
3. It's too tempting to grab, take out or buy packaged processed from the vending machine.
4. Eating right is easier than you think with small changes to your daily
5. Take five minutes to pack yourself a low-calorie high-nutrition that would be easy to grab as you're running out the door.

6. It may not always be simple. But planning your weekly and creating a schedule can give your a huge boost.
- e. If you feel ready, you can also do the following exercise: Watch the video [“Healthy Lunches”](#) again and answer these questions. (Work on this excerpt 0:50 / 1:40.)
1. What food can you use to prepare a healthy wrap?
 2. What can kids eat instead of peanuts?
 3. What benefits do these small decisions have on your life?
 4. What is the biggest gift that you can give yourself and your family?
 5. What food can you see at the end of the video?

Grammar spot

When we want to talk about the quantity or amount of something, we use some words that are called quantifiers. For example: *I eat **a few** carrots. I drink **a lot of** water.* On this website [Woodward English](#) there are some interesting explanations about the grammar rules for quantifiers. Read the rules and then do the following online exercises: [Woodward English](#) and [English-at-home.com](#).

- f. When you finish the exercises from activity 2, you can play these games in class: [Hangman](#), [Charades](#) or [Pictionary](#). In some cases, you may need to adapt the rules of the games to be able to play them in class.

Volver al
Itinerario de actividades



Organización del trabajo para la producción final Organization of the work to prepare the final task

Actividad 3

- a. Read the article “9 tasty recipes to share, modify, and remix” published on the website Opensource.com and write the highlighted words next to the correct definitions.
1. A drink of any type other than water:
 2. An occasion when people eat food:
 3. Someone who prepares and cooks food:
 4. A drink of fresh fruit mixed with milk, yoghurt or ice cream:
 5. Food prepared in a particular way as part of a meal:

6. A set of instructions telling you how to prepare and cook food:
7. A person who enjoys food and is interested in different types of food:

TASTY RECIPES TO SHARE, MODIFY AND REMIX

Almost anyone has a **recipe** to share, don't they? You don't have to be a **cook** or an enlightened **foodie** to know a recipe or two.

Maybe it's a week-day **meal** that makes your family say "Mmmm" like Chris Hermansen's pasta **dish** in our recipe collection below. Or a *whatever's-in-the-fridge* **smoothie**, but with one special ingredient. Or you might have a family recipe tucked away in a drawer for safe-keeping that's been passed down through generations.

That's what our 2015 Open Recipe Collection is all about: recipes for food and **beverages** that contain people's stories, hints of their lifestyles and preferences. And, by their very nature, recipes are made for modifying, remixing, and sharing with others - just like open source.



- b. Read the text again and answer these questions: What is the Open Recipe Collection about? Would you like to share your recipe with the Open Source team?
- c. Here is a healthy recipe sent to the Opensource.com website. Before you read the recipe, analyse the paratext of the main text.

Vocabulary spot



The term *paratext* refers to the different statements that accompany the main text of a piece of work such as the title, subtitle, preface, pictures, footnotes, table of contents, etc. These added elements form a framework for the main text and can help the reader understand the main text of the work.

Part A: Analyse the paratext of the recipe and answer these questions.

1. Who is the author of the recipe?
2. What is the title of the recipe?
3. How many parts does the recipe consist of?
4. How many pictures are there in the recipe?
5. What can you see in the pictures?
6. What words in the text have footnotes?
7. What is the source of the recipe?



What food can you eat to have a healthy diet?

Groatuit (Green Oat Fruit) Smoothie. By Laura Hilliger

If I know I'm going to be pushing to GitHub (1) all day, I start my day with this smoothie.

As I'm drinking it, I imagine the nutrients from the raw vegetables flowing into my brain cells like spinach flowed into Popeye the Sailor Man's muscles. I imagine this smoothie keeps me from making mistakes. The great thing about this recipe too is you can use any vegetable you have on hand or want to use up, except Mangold! (2) It tastes HORRIBLE in smoothies. And the amounts here are approximates. Make it to taste and use your best judgement.

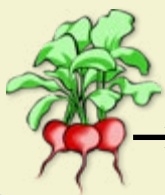


Ingredients

- 1 banana
- 1 apple
- 1 handful of baby spinach leaves, broccoli or any green vegetable
- 1-2 carrots
- ½ cup of oats
- 1 cup of yoghurt (I like vanilla or lemon vanilla.)
- 1 cup of juice (I prefer passionfruit.)

Preparation

Blend it all together. Add more yoghurt to make it smoother if needed. Add more juice to make it more liquid.



(1) GitHub is a service that runs internet servers.

→ (2) Mangold = Beetroot.

Part B: Read the recipe and answer these questions.

1. Why does Laura feel like Popeye the Sailor when she drinks the smoothie?
2. What does Laura find great about this recipe?
3. Why doesn't Laura recommend mangold for the recipe?
4. What ingredients are necessary to prepare the smoothie?
5. What is Laura's favourite yoghurt flavour?
6. How many steps are necessary to prepare the smoothie?



What food can you eat to have a healthy diet?

Final task - Part B

You're going to start writing the recipe for a healthy dish to participate in a contest. Follow these steps to get organized:

1. Make a list of the ingredients.
2. Write down the instructions to prepare the dish and hand them in to your teacher. You will get some feedback. (You might find this [cooking vocabulary](#) useful.)
3. Write down a paragraph explaining why you have decided to share this recipe. This paragraph will be the introduction to your recipe. Hand in the paragraph to your teacher. You will get some feedback.
4. Use the recipe from exercise **c.** as an example to organize the information of your own recipe. Hand in the complete version of your recipe to your teacher. You will get some feedback.
5. Write down the final version of your recipe and hand it in to your teacher.

Grammar spot

When we want to know the quantity or amount of something, we ask questions starting with **How much...?** and **How many...?** For example: **How many** carrots do you eat? **How much** water do you drink? On this website [Woodward English](#) there are some interesting explanations about the grammar rules to ask questions about quantities. Read the rules and then do the following exercises: [Woodward English](#) and [Agenda Web](#).

- d. Carry out a survey to find out information about your classmates' eating habits. Write down the answers in the cards below. See the examples of the exchanges:
- Example 1:
Student A: How much tea do you drink? *Student B:* A little.
Student A: Do you have tea for breakfast? *Student B:* Yes, I do.
 - Example 2:
Student A: How much tea do you drink? *Student C:* A lot.
Student A: How often do you drink tea? *Student C:* Every day.

Student B: Peter	Student C: Sarah
	Student B: A little. / Breakfast.
	Student C: A lot. / Every day.



What food can you eat to have a healthy diet?

CARD # 1			
Student B:		Student C:	
FOOD AND DRINKS	ANSWERS	FOOD AND DRINKS	ANSWERS
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:



What food can you eat to have a healthy diet?

CARD # 2			
Student B:		Student C:	
FOOD AND DRINKS	ANSWERS	FOOD AND DRINKS	ANSWERS
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:
	Student B:		Student B:
	Student C:		Student C:



What food can you eat to have a healthy diet?

- e. Write down sentences about your classmates’ eating habits using the information from the cards. For example: *Peter drinks a little tea. He usually has tea for breakfast. Sarah drinks a lot of tea. She drinks tea every day.*

Student B: Peter	Student C: Sarah
	Student B: A little. / Breakfast.
	Student C: A lot. / Every day.

Final task - Part C

Your teacher is going to upload the recipes on an interactive board. Choose the images that you would like to publish with your recipe: [Pixabay](#), [Max Pixel](#), [Public Domain Pictures](#), [Openclipart](#).

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Notas

- 1 Sources: Wikihow and Google Play.
- 2 Article written by Jen Wike Huger (adapted version). [Opensource.com](https://www.Opensource.com).
- 3 Text written by Laura Hilliger (adapted version). [Opensource.com](https://www.Opensource.com).

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