



Activity:

# Food And Nutrition I – Eli Goes To The Doctor

## INSTRUCTOR NOTES

*A listening activity about a senior who discovers he has health problems is followed by comprehension, pronunciation and vocabulary exercises.*

Timing: 30 minutes

- WARM-UP**
- Write these words on the board and explain their meanings: *annual check-up, family doctor, blood pressure, overweight*
  - Ask how many students in the class have a family doctor and, of those, how many have an annual check-up.
- ACTIVITY**
- Play Part 1 of the audio (Track 29) and hand out Exercise 1. Allow learners time to read the questions and answer as much as they can before repeating the audio.
  - Collect the answer sheets, and hand out and continue with the vocabulary exercise (Exercise 2). After Exercise 2 is complete, replay the audio while the class listens for the new vocabulary.
  - Distribute Exercise 3. Teacher repeats Part 2 (Teacher's Script) as necessary while learners practice pronunciation.
- FOLLOW-UP**
- The class compiles a list of 5 rules for good health.
  - *Food And Nutrition II – Health And Wellness Pamphlet*
- ASSESSMENT**
- Instructors correct individual learner responses.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required
    - ~ identifies words related to ... number, time reference
- ANSWER KEY**
- Exercise 1: 1. F 2.F 3.T 4.T 5.F 6.F 7.F
  - Exercise 2: healthy–5 marvellous–4 instructions–1 croissant–6 exercise–2 weight–3
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY**
- annual check-up; overweight; blood pressure; wonderful; healthy; marvellous; croissants; instructions; pamphlet



Activity:

## Food And Nutrition I – Eli Goes To The Doctor

### LISTENING TRANSCRIPT

#### Part I Eli's Health Story

Today is Eli's annual health check-up with his doctor. His doctor examines him carefully. She also weighs Eli and listens to his heart. Then, she takes Eli's blood pressure and shakes her head. Listen as she talks to Eli.

Doctor: *Eli, you weigh 6 kilos more than last year. Your blood pressure is a little bit too high.*

Eli: *Well, doctor, my wife Sophie is a wonderful cook. Oh, the croissants she bakes are marvellous! It makes her so happy when I eat everything she makes.*

Doctor: *Eli, do you want to stay healthy?*

Eli: *Yes, I do.*

Doctor: *Okay, first tell Sophie, "No more croissants!" Then, eat less food and start doing daily exercise. This will help you lose weight and lower your blood pressure.*

Eli: *Okay. I will do that.*

Doctor: *Good. Now read this pamphlet. It tells you what foods you should eat and what foods you shouldn't eat. Follow the instructions. You will start to lose weight and stay healthy. I'll see you in five months. Good luck!*



## Activity: Food And Nutrition I – Eli Goes To The Doctor

**TEACHER'S SCRIPT****Part 2****healthy**

Do you want to stay healthy?

**blood pressure**

Your blood pressure is a little high.

**weigh**

How much do you weigh?

**wonderful**

My wife is a wonderful cook.

**marvellous**

She makes marvellous croissants.

**croissants**

No more croissants, Sophie!

**exercise**

Do you exercise every day?

**should**

You should eat more fruit and vegetables.

**shouldn't**

You shouldn't eat so much salt and fat.

**instructions**

Try to follow the instructions she gave you.

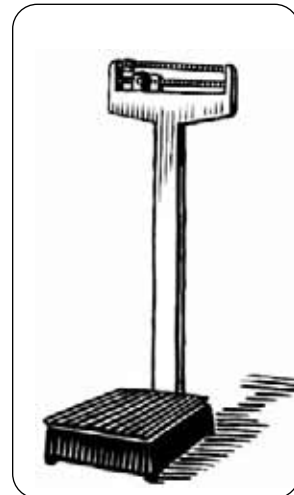


Activity:

**Food And Nutrition I – Eli Goes To The Doctor****Exercise I**

Write **T** (for True) or **F** (for False) on the line.

1. \_\_\_\_\_ The two people who are talking are Eli and his wife.
2. \_\_\_\_\_ Eli weighs seven kilos more than last year.
3. \_\_\_\_\_ Sophie is a good cook.
4. \_\_\_\_\_ Eli wants to stay healthy.
5. \_\_\_\_\_ Eli must eat more food.
6. \_\_\_\_\_ Eli must go back to the doctor every week.
7. \_\_\_\_\_ Eli will weigh more after five months.





## Activity: Food And Nutrition I – Eli Goes To The Doctor

## Exercise 2

Work with a partner. Match the words to the meanings. Write the number beside each word.

Word	Meaning
healthy	_____ 1. teaching, information
marvellous	_____ 2. physical activity for fitness
instructions	_____ 3. how heavy something or somebody is
croissant	_____ 4. exciting, wonderful
exercise	_____ 5. being well and in good condition
weight	_____ 6. a flaky pastry in a crescent shape



This is what the doctor used to check Eli's blood pressure.



## Activity: Food And Nutrition I – Eli Goes To The Doctor

**Exercise 3****Listen and repeat:****healthy**

Do you want to stay healthy?

**blood pressure**

Your blood pressure is a little high.

**weigh**

How much do you weigh?

**wonderful**

My wife is a wonderful cook.

**marvellous**

She makes marvellous croissants.

**croissants**

No more croissants, Sophie!

**exercise**

Do you exercise every day?

**should**

You should eat more fruit and vegetables.

**shouldn't**

You shouldn't eat so much salt and fat.

**instructions**

Try to follow the instructions she gave you.

Now, work with a partner. Practise and repeat the words and sentences.



Activity:

## Food And Nutrition II – Health And Wellness Pamphlet

### INSTRUCTOR NOTES

*Learners complete a pamphlet on healthy living.*

Timing: 20 minutes

- WARM-UP** • *Food And Nutrition I – Eli Goes To The Doctor*
- ACTIVITY**
- Ask the class:
    - ~ “What did the doctor give to Eli at the end of the checkup?”
    - ~ “What is a *pamphlet*?”
  - Distribute the worksheets to each learner. Clarify the terms *Canada’s Food Guide* and *active*.
  - Learners work alone or in pairs. There are extra items in the vocabulary list: learners must select carefully.
- FOLLOW-UP**
- *Food And Nutrition III – Canada’s Food Guide*
  - *Canada’s Food Guide* can be downloaded or ordered from the Health Canada website: [www.hc-sc.gc.cas](http://www.hc-sc.gc.cas)
- ANSWER KEY**
- Eat Well:
    - eat a lot of *fruit* and *vegetables*
    - eat *brown* bread
    - drink *milk* every day, but when you are thirsty, drink water
    - don’t eat a lot of *sugar, fat* or *salt*
  - Be Active:
    - walk*
    - walk* up the *stairs*
    - play *sports*
    - Don’t do a *lot of* these things
    - watching *television*
    - playing *computer* games
- SOURCE**
- The “Eat well and be active today and every day!” slogan and icon are from the Health Canada website: [www.hc-sc.gc.cas](http://www.hc-sc.gc.cas)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY** • pamphlet; *Canada’s Food Guide*; active; stairs



Activity:

## Food And Nutrition II – Health And Wellness Pamphlet

### HEALTH AND WELLNESS WORD LIST

Choose the correct word(s) from this list to write in the empty lines on the pamphlet that the doctor gave to Eli.

a lot of

brown

brush your teeth

computer

Computer

dog food

fat

flu shot

fruit

milk

never

pink

salt

sports

stairs

sugar

taxi

television

vegetables

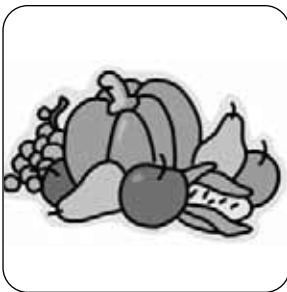
Vegetables

walk

walls

water

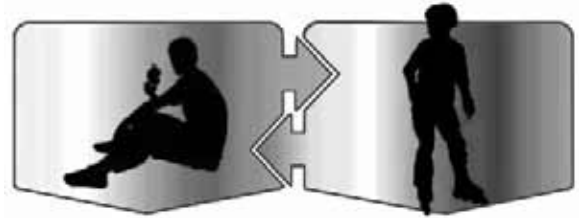
wine







# EAT WELL and BE ACTIVE today and every day!



## EAT WELL

Follow Canada's Food Guide:

- eat a lot of *fruit* and \_\_\_\_\_
- eat \_\_\_\_\_ bread and rice
- drink \_\_\_\_\_ every day, but when you are thirsty, drink \_\_\_\_\_
- don't eat a lot of \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

## BE ACTIVE

Do these things:

- \_\_\_\_\_
- walk up the \_\_\_\_\_
- play \_\_\_\_\_
- go outside

Don't do \_\_\_\_\_ these things:

- watching \_\_\_\_\_
- playing \_\_\_\_\_ games



Activity:

## Food And Nutrition III – Canada’s Food Guide

### INSTRUCTOR NOTES

*Learners read a summary chart of Canada’s Food Guide and then supplement it with additional information shared in a paired dictation.*

Timing: 30 minutes

#### WARM-UP

- *Food And Nutrition I & II*, or an introduction to *Canada’s Food Guide*.
- Learners complete Exercise I. Clarify the lexicon with additional examples as necessary.

#### ACTIVITY

- Hand out the *Canada’s Food Guide* chart and allow learners a few minutes to read silently (or, see paperless variation below). Then, go through the chart with the class to ensure that everyone understands it completely. Ask for examples of foods from the four groups, particularly milk and meat alternatives. Raise the issue of serving size, and explain that this question will be answered in the next exercise.
- Write the names and abbreviations of units of measurement on the board for the class to refer to as necessary:
  - ~ milliliter = ml.
  - ~ gram = g.
- Cut the instructions page into two. Divide the class into pairs and distribute the Partner A instructions and Food Guide chart to one partner and the Partner B instructions and Food Guide chart to the other. Clarify the jigsaw procedure, and then circulate through the classroom to assist learners as needed.

#### FOLLOW-UP

- *Food And Nutrition IV – Daily Diet*

#### VARIATION

- Paperless version – Instructors with e-classrooms display an online version of *Canada’s Food Guide* in lieu of handing out the first chart. Introduce the four food groups and the recommended number of servings per day.
- Before the learners begin the speaking exercise, review expressions to indicate non-comprehension and request clarification, such as
  - ~ Could you repeat that, please?
  - ~ How do you spell that?
- If learners are not familiar with the metric serving sizes, draw a teacup on the board and provide imperial equivalents as follows:
  - ~ fruit and vegetable servings – ½ cup
  - ~ grain product servings – rice & pasta – ½ cup; cereal – ¾ cup
  - ~ milk – 1 cup; yogurt – ¼ cup
  - ~ meat – fish, chicken or meat – ½ cup; nuts – ¼ cup; tofu – ¾ cup

#### SOURCE

- *Canada’s Food Guide* from the Health Canada website: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

**FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 474-479.

#### VOCABULARY

- serving; grain products; alternative; variety; male; female; strawberries; slice; pasta; yogurt; tofu; nut



Activity:

## Food And Nutrition III – Canada's Food Guide

### Exercise I



Fill in the chart by writing the correct word beside the definition.

serving

grain products

alternative

variety

WORD(S)	DEFINITION
	many different types
	food that comes from plants that are like grass, for example, wheat or rice 
	an amount of one type of food which is given to one person 
	something different; another choice

Write the correct word on the empty line.

- If you don't like coffee, you can drink tea as an \_\_\_\_\_.
- Bread, pasta and rice are \_\_\_\_\_.
- I buy yogurt in small containers that are good for one \_\_\_\_\_ at lunchtime.
- At school, children learn a \_\_\_\_\_ of subjects, such as math, language, music, science and art.



## Activity: Food And Nutrition III – Canada's Food Guide



Canada's Food Guide tells us to eat a variety of foods from four food groups every day. These are the four groups:

		MALES	FEMALES
<b>1. Fruits and vegetables</b>			
<b>Examples</b>	<b>Serving Size</b>	8 – 10 servings every day	7 – 8 servings every day
A			
B			
C			
<b>2. Grain products</b>			
<b>Examples</b>	<b>Serving Size</b>	8 servings every day	6 – 7 servings every day
A			
B			
C			
D			
<b>3. Milk and milk alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	2 servings every day	2 servings every day
A			
B			
C			
<b>4. Meat and meat alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	3 servings every day	2 servings every day
A			
B			
C			
D			



## Activity: Food And Nutrition III – Canada's Food Guide

**Partner A**

You have some information on your chart, but other information is missing.

- Read the examples and serving sizes for the first two food groups to your partner. Speak slowly and clearly, because your partner will write while you speak. Help your partner with spelling.
- Then, listen and write while your partner tells you the examples and serving sizes for the last two food groups.

**Partner B**

You have some information on your chart, but other information is missing.

- Listen and write while your partner tells you the examples and serving sizes for the first two food groups.
- Read the examples and serving sizes for the last two food groups to your partner. Help your partner with spelling.



## Activity: Food And Nutrition III – Canada's Food Guide



## Partner A

		MALES	FEMALES
<b>1. Fruits and vegetables</b>			
<b>Examples</b>	<b>Serving Size</b>	8 – 10 servings every day	7 – 8 servings every day
A Strawberries	125 ml.		
B Tomatoes	125 ml.		
C Fruit juice	125 ml.		
<b>2. Grain products</b>			
<b>Examples</b>	<b>Serving Size</b>	8 servings every day	6 – 7 servings every day
A Bread	1 slice		
B Rice	125 ml.		
C Cereal	30 g.		
D Pasta	125 ml.		
<b>3. Milk and milk alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	2 servings every day	2 servings every day
A			
B			
C			
<b>4. Meat and meat alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	3 servings every day	2 servings every day
A			
B			
C			
D			



## Activity: Food And Nutrition III – Canada's Food Guide



## Partner B

		MALES	FEMALES
<b>1. Fruits and vegetables</b>		8 – 10 servings every day	7 – 8 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A			
B			
C			
<b>2. Grain products</b>		8 servings every day	6 – 7 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A			
B			
C			
D			
<b>3. Milk and milk alternatives</b>		2 servings every day	2 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A Milk	250 ml.		
B Yogurt	175 g.		
C Cheese	50 g.		
<b>4. Meat and meat alternatives</b>		3 servings every day	2 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A Fish, Chicken or Meat	125 ml.		
B Nuts	60 ml.		
C Eggs	2		
D Tofu	150 g.		