

# Lesson Plan Template

**Class:** 6<sup>th</sup> grade

**Level:** A2

**Topic:** Module 5 “Eating Right”, Lesson 5a “Food Pyramid”

Textbook, pp. 62-63

Workbook: pp. 47

**Overview:** Before the class, students should acquaint themselves with new vocabulary related to the topic and watch the video. Reading, watching an episode and do listening, some grammar exs,

**Aim:** to practice and develop vocabulary related to food: Fruit, vegetables, meat group, dairy group, grain group. ;

to practice reading and listening skills and speaking skills;

to practice grammar material: using *much/many; a few/a little; a lot of, lots of, plenty of*

*to develop students' language skills, critical thinking, problem-solving skills, autonomous, 21st century skills and digital literacy,*

*to promote communication and collaboration skills;*

**Outcomes:**

Kids like to play with food. We'll separate all food we consume among the pyramid levels

Meanwhile, they will learn when they should use *much/many; a few/a little; a lot of, lots of, plenty of*

**Digital literacy:** wordwall, youtube, Quizlet , Jamboard Mentimeter

**Autonomy:** this lesson is introductory, later we might prepare our own diet table and add products we like, but not mentioned in the module and find out if they are healthy/unhealthy

**Time:** 40-45 minutes

**Resources:** Wider World <https://online.flippingbook.com/view/214591244/63/>

Workbook <https://online.flippingbook.com/view/777854203/46/>

**Pre-lesson task:**

1) Vocabulary Revision – Quizlet cards (Food pyramid)

Я зараз вивчаю у Quizlet: Food pyramid [Click here](#)

2) Watch video Food pyramid [Click here](#)

**Procedure:**

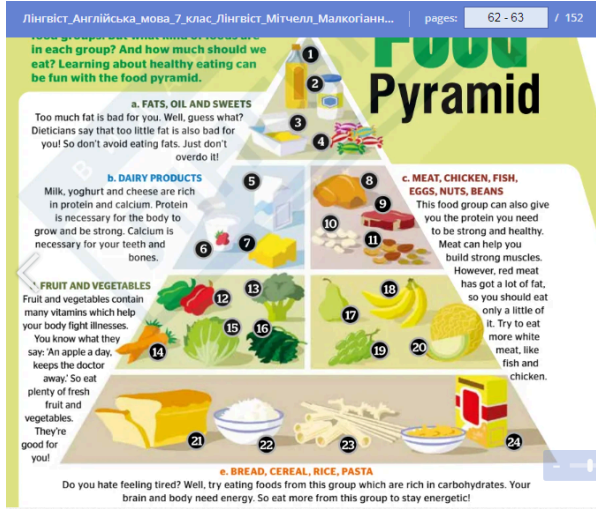
1. Intro Warming up [Click here](#)

2. We start a new module – delicious and healthy module – grindage.

Lead in was designed to be a preface to all the other activities during the lesson. It was introduced by the teacher with a question: “What would you like to eat?”

Students answered this question, making up a sentence with the structure : “ I’d like....” This way they trained how to give opinions.

Let's check the presentation and find out the birds and bees of what we eat  
[https://docs.google.com/presentation/d/12XQAgDZT5A82\\_82tVyS0I5SU\\_4XgG-Id/edit?usp=drivesdk&oid=111326430935649158840&rtpof=true&sd=true](https://docs.google.com/presentation/d/12XQAgDZT5A82_82tVyS0I5SU_4XgG-Id/edit?usp=drivesdk&oid=111326430935649158840&rtpof=true&sd=true)  
 2a. Examine the Food Pyramid and understand what it is. (p. 63 ex. 2 Reading)



2b. Please, let's make it clear what the food group is? What is it for? How many of them?

2c. What is your favorite? - Let's give LIKES and DISLIKES to the pyramid groups (using reactions)

2d. Let's do ex. 1 p. 63 (Vocabulary) orally. Let's match the names of the food

### Vocabulary

Match the words with the pictures in the food pyramid below. Write the correct numbers next to the words. Some of them are given. Then listen and check your answers.

<input type="radio"/> milk	<input type="radio"/> bananas	<input type="radio"/> carrots	<input type="radio"/> beef	<input checked="" type="radio"/> 11 nuts	<input type="radio"/> mayonnaise
<input type="radio"/> pear	<input type="radio"/> chicken	<input type="radio"/> pasta	<input type="radio"/> butter	<input checked="" type="radio"/> 20 melon	<input type="radio"/> cheese
<input checked="" type="radio"/> 1 olive oil	<input type="radio"/> beans	<input checked="" type="radio"/> 12 peppers	<input checked="" type="radio"/> 19 grapes	<input type="radio"/> bread	<input type="radio"/> cereal
<input checked="" type="radio"/> 16 spinach	<input type="radio"/> sweets	<input type="radio"/> yoghurt	<input type="radio"/> rice	<input checked="" type="radio"/> 13 broccoli	<input checked="" type="radio"/> 15 lettuce

3. Watch 'Encino man' Food Mart scene. Watch, listen and translate. What food groups do the guys mention?

[https://www.youtube.com/watch?v=jpdZOSjexIA&ab\\_channel=JoBloMovieClips](https://www.youtube.com/watch?v=jpdZOSjexIA&ab_channel=JoBloMovieClips)

3a. Many years ago the famous medic Hippocrates stated: we are what we eat. So, let's check the pyramid once again and make it out: what every food group can give us. Discuss it in groups [Click here](#)

Results of the discussion: all food Weasel and Link were cruising about was unhealthy - just sweets and snacks. They are to be excluded from our diet.

3b. Let's do the exercise in Workbook (p.47 ex B)

**B. Circle the correct words.**

1. You should work out more. Your **bones / muscles** will become stronger.
2. Our **diet / illness** should include more vegetables and fruit because they're rich in vitamins.
3. I **avoid / overdo** shopping on Saturday mornings because the shops are always too crowded.
4. If you don't follow a balanced diet, your body won't be strong enough to **fight / grow** illnesses.
5. Clara is a very **fresh / energetic** person. She works out every day and she even took up aerobics to keep fit.
6. Jenny tries to eat healthy foods. That's why she doesn't use a lot of **butter / vitamins** when cooking.
7. Puzzles are great because they keep your **protein / brain** active.

4. Grammar: (p. 64 ex. 3)

4a. Let's recollect some theory:

When do we use much and many?

When do we use a few and a little?

**3 Grammar**

**much / many / a lot of / lots of / plenty of**

- **Many / A lot of / Lots of / Plenty of** people enjoy eating junk food.
- Unfortunately, I don't do **much / a lot of / lots of** exercise.

**too much / too many**

- There's **too much** sugar in my tea. I can't drink it.
- There are **too many** people in this restaurant. Let's go somewhere else.

**a few / a little**

- **A:** I want to make a sandwich. Have we got any bread?
- **B:** Yes, there are **a few** slices of bread on the table.
- My salad is almost ready. I just need to add **a little** salt and some olive oil.

**NOTE** *Much, many, a few, a little, a lot, lots, plenty* can also be used as pronouns.  
Have you got any money? Just a little.  
We don't need any bread. We've got plenty.

**Circle the correct options.**

1. **A:** We haven't got **much / many** apples.  
**B:** Don't worry. I can go and buy **a little / a few** apples from the supermarket.
2. There's **many / plenty of** coffee in my cup. I don't want any more, thank you.
3. I'm painting my bedroom and I need **a little / a few** help. What do you say?
4. I don't want **many / much** strawberries. I don't like them very much.
5. I'm sorry but I can't come to the cinema with you. I've got **too many / too much** homework to do.
6. There are **lots of / much** shops in the city centre. Let's go shopping there.

4b. Let's do the exercise so we can remember the rules or sure – orally

4c. Let's do the exercise in Workbook (p.47 ex C)

C. Circle the correct words.

1. A: What do you drink for breakfast? Milk or tea?

B: Milk. But I drink **plenty / much** of tea during the day.

What about you?

A: Well, I hate tea, but I drink **a little / a few** milk every day.

How **many / much** tea do you drink?

B: Maybe three cups a day. I drink **lots of / many** water too.

A: Oh. That's good.

2. A: I love salads. I always include them  
in my diet.

B: How **many / much** salads do you eat  
a week?

A: Oh, I eat a salad every day.

B: Really? I don't eat **many / a few** salads.

I only have one once or twice a week.

A: You should eat more. Salads are really good for you.



3. A: How **many / much** sugar would you like in your tea?

B: Oh, I like a **little / lot of** sugar in my tea. I'm not a big fan  
of sweet tea.

A: Is this OK?

B: Oh, no. That's too **much / many** sugar!

**Reflection** [Click here](#)

**Post lesson task:** write down new words, learn them by heart.

Check yourselves on

<https://wordwall.net/resource/3921609/english/do-you-know-this-food-game>