Food

Food is a non-fiction text for young learners about the many kinds of food around the world. It covers staple foods – bread, pasta, rice, beans – and how we use food for energy, body-building, health and fun. *Food* looks at how plants and animals get their food, with photos and cartoons. There is a traditional story about the Little Red Hen and her baking and a space character, Dan Luck's fact-finding news. There are activities too with things to grow at home and a quiz.

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Animals in the book differ in how and what they eat. Pupils can go through the book to find out as many animals as they can and what they eat. They might like then to think what might happen if they all ate the same thing?

Special food is used for all celebrations. Can pupils remember what food they had on their birthday?

This topic being the main one of the book, provides an endless number of things to do. The topic is treated mainly as non-fiction but a story is also included. There is a choice of topics from the history of food, the geography, the animal and plant world and how the body works. Before starting the book, pupils can answer questions like 'When do pupils have their meals?' 'Does their family all eat at the same time?'

Different foods are needed to keep humans healthy. Do pupils know which foods are best for health and which may harm their health? This can develop into a long term project.

Eating and enjoying food involves nearly all our senses, Taste, Smell, Sight and Touch. The topic can be used as an introduction to the book, by stimulating the class into thinking of as many different foods as possible, for each sense in turn. For example, fresh bread smells good, yellow bananas look good.) Investigate which senses are useful for finding out whether food can be eaten (eg. milk smells if it is bad, fruit goes brown and soft when over ripe). The class can find pictures to illustrate their choices. Or choose the sense of taste: to explore the four parts (sweet, salty, sour, bitter).

Look up the countries mentioned (Italy, India, Singapore, Japan) on a globe or map. Pupils can also find rainforest areas (S.E. Asia, Nigeria, Ghana, Amazon) and countries growing tropical (Africa, Caribbean) and temperate (Europe, North America) crops.

The book describes how food was found a very long time ago, by gathering wild plants and hunting. Tell the pupils they are going to discover food from the past but not so long ago. Pre-prepare simple survey sheets listing parents, uncles and aunts and grandparents, older brothers and sisters. Each pupil can find out about their relatives' favourite foods,using headings such as, What was your favourite food in the past?/What is your favourite food now?/Do you eat it all through the year?/What time of day do you eat it? etc. Collect together the survey information and see if there is a clear favourite. Do pupils eat it too? Do they like it?

You will need a mixture of dry pasta shapes and colours, some glue and paper or card. Each pupil draws a picture (their choice but you could suggest food or an animal or plant shown in the book). They use the pasta shapes to fill in the picture like a mosaic. You can show them an example, pointing out how diffent shapes (long straight, ribbons, short tubes, shells and spirals) make different effects. Pupils then show their pictures and describe to the class what they are and why they choose them. This can also be done in groups or as a class project.

Pupils can make a wall and table display of different coloured food, with ingredient samples, cut out pictures and their own drawings and models. Encourage them to bring in samples or pictures of red, yellow, orange, green, brown, black, purple and white foods. Can they find any blue foods? Would they like to eat them?

Prepare a series of cards showing on one side a picture of a plant or animal, and listing its habitat and food, the other side blank. Make sure you have all the cards that fit into one food chain, (eg. for the sea habitat: seaweed, small fish, big fish (eating fish), seal or dolphin, fisherman). You could start with one chain and then do three or four chains, covering whichever habitats and animals the pupils are familiar with (rivers, grassland, mountains, forests, desert etc). Include both human and animal top predators (eg. the seal and the fisherman) and several examples of the middle steps (e.g. the plant-eating and fish-eating fish. Divide the classroom into the habitats used in your cards and tell the pupils where the habitats are. Let each pupil pick a card face side down and keep its contents secret. Now they must form the food chains **without any speaking**. **Step 1:** Everyone moves to the habitat listed on their card. **Step 2:** The pupils in each habitat corner mime their plant, animal or human one by one (You may wish to practise some of the mimes with everyone before you start the game). **Step 3:** Pupils guess what the others in their group are from the mimes but do not say. **Step 4:** Ask pupils to hold hands or line up with their food on their right and their eater on their left. **Step 5:** Each group in turn now shows their cards to the rest of the class, saying what they are and how they live. Did they guess right? Can the other pupils correct the chain if they are wrong? In sorting out the chains at the end, you could discuss what happens to the chain if, there is no seaweed, or one top meat-eater eats all the animals a stage down (what happens to dolphins if fisherman take all the fish? or the other way round).

The pupils need to become familiar with the story of the Little Red Hen from pages 14–17 and to learn or revise the present continuous tense. Redo the story as a simple play. Little Red Hen can be spoken by the teacher or a good pupil, asking questions. Divide the class into goats/ birds/dogs. The groups answer in turn, saying 'Not I'. Little Red Hen says: 'I am going to make some bread. Who will help me? 'I am going to water the wheat. Who will help me'? I am going to cut the wheat. Who will help me?' 'I am going to collect the seeds. Who will help me?' 'I am going to make the flour. Who will help me?' At the end the dialogue follows that of page 17.

Once the pupils have read the book, elicit all the words for food starting with the letter *p* mentioned in the sections (plants, pasta, pizza, potatoes) and write them in a list on the board. Now play the cassette for pages 4–6, 8–11, 18, 19, 22. Pupils should put up their hands when they hear a *p* word. You could put a tick against the word on the board. Alternatively, pupils can tick off their own paper lists, by themselves or with a partner. You could do the same using *s* (seeds, soup, sweet potatoes, spices, sauces, sushi, seafood, sweets, sausages, salt, smoked foods, salad).

Pupils fill in the blanks, once they have decided on the correct answer. They may need some guidance if it includes new vocabulary, but there are pictures to help.

Pupils describe what they see in the picture in a few sentences.

Pupils find the answers on pages 8 and 9 and write them in the right circle.

Pupils draw and colour their favourite meal, labelling the different foods. As a class activity, you may want to elicit some vocabulary first, asking pupils to write them up on the board.

1. fish, 6. bread, 2. pineapple, 4. corn, 3. cabbage, 5. orange, 1.
2. Pineapple and orange are fruits. Cabbage and corn are vegetables.

3. a. (Two of) Chicken, beans, bread, pizza and eggs help build the body. b. Chocolate comes from the cocoa bean. c. Little Red Hen made bread. d. Pizza is usually round, with cheese and tomato on top. e. Potatoes are one popular vegetable that grows under ground. f. (Two of) Potatoes, pasta, bananas, pizza, bread give you energy.

Activity 1 1. fruit and vegetables. 2. panda. 3. bananas. 4. spice(s) 5. fish.

Activity 2 Answers will vary, but these may be mentioned. This is a kitchen. Little Red Hen is putting the bread into the oven to bake. The goat, bird and dog are watching through the window. There is a saucepan on the top of the oven and we can see the flames inside.
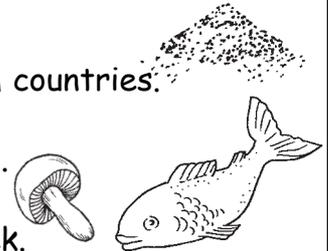
Activity 3 Body-building foods: fish, bread, milk, cheese, nuts, rice, pasta. Energy foods: grapes, oranges, bread, potatoes, rice, pasta (Both: bread, rice, pasta).
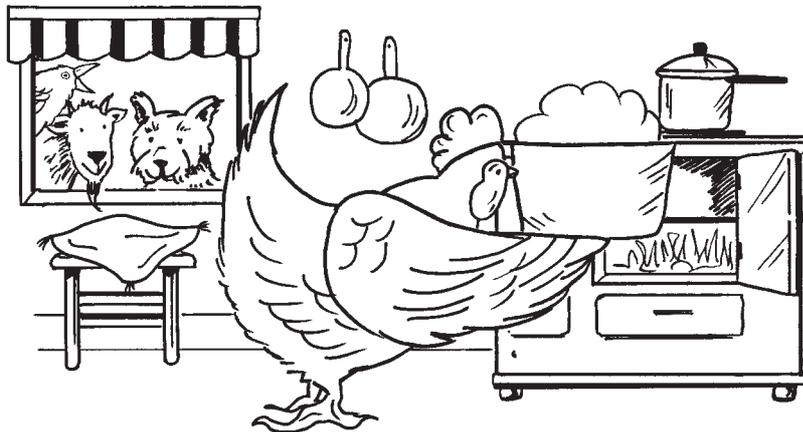
Food

Name..

Finish the sentences using the pictures to help you.

1. Vitamins are found in *fruit and vegetables*.

2. Animals like the _____ eat all the time.

3. Some fruit, like _____, grow in warm countries.

4. We add _____to sausages to keep them fresh.

5. People near a coast may eat _____twice a week.

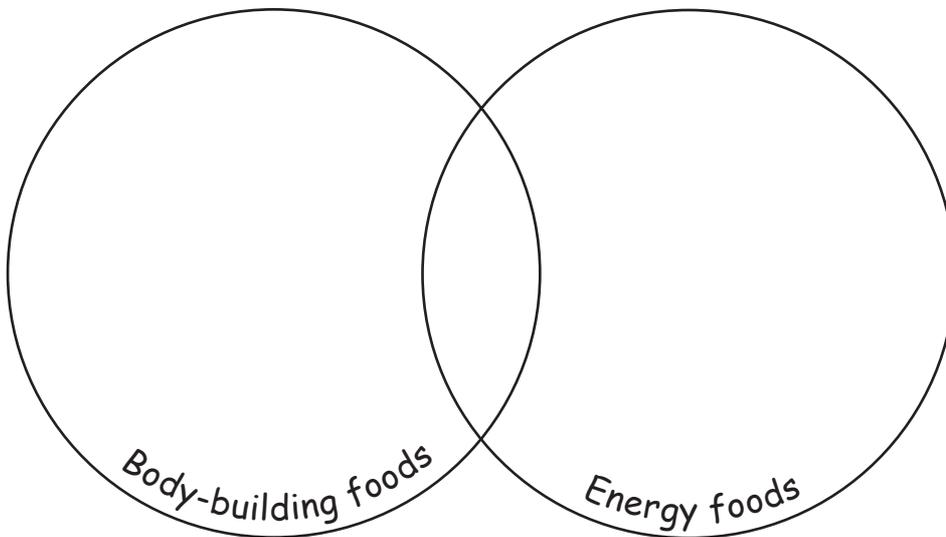Describe what is happening in the picture in a few sentences.

_____

_____

_____

_____

_____

Food

Name...

Read pages 8 and 9 carefully. Now write these words in the right place in the two circles. Which foods are part of both groups? Where should you write those?

grapes, oranges, fish, bread, milk, cheese, nuts, potatoes, rice, pasta

Body-building foods

Energy foods

Draw, colour in and label your favourite meal.

Longman