



• We need food. We must eat to live. Food helps us grow and gives us energy. We eat different foods at different meals.

• This clock shows all the meals the Gibbs had one Sunday.

At which meal did they eat: no meat?
no bread?
no fruit?

At which meals did they eat: something fresh (uncooked)?
fish?
vegetables?

• We eat different foods at different meals because

some foods help us grow: meat (roast beef, bacon, sausage)
fish (cod, sole, salmon)
cheese
milk, eggs

some foods give us energy (but they're fattening too):
jam biscuits
butter pudding
bread potatoes
cakes

some foods contain vitamins: vegetables (carrots, tomatoes, lettuce, cucumber)
fruit (plums, lemons, oranges)

• Now draw a "meal and mealtimes" clock for yourself. Change the headings if you have different meals. Discuss with your teacher how your times and meals are different.

Then fill in this chart about your foods:

	Foods that help us grow	Foods that give us energy	Foods that contain vitamins
In the morning			
At noon			
In the afternoon			
In the evening			

Is your diet well-balanced? Discuss it with your teacher.

(Adapted from *Going Places 1*, Nelson Geography)

EXPRESSING QUANTITY / EXPRESSING AVAILABILITY / NON AVAILABILITY (3)

I Role play (study box 5).

Student A

Look at the foods on Piggy's tray for 30 seconds and try to remember the quantities. Then close your book and answer your partner's questions.

Use these expressions:
 a little/a lot/not much
 a few/a lot/not many

Student B

Look at the foods on Piggy's tray and ask your partner 5 questions about the quantities like this:
 How much ... has Piggy got?
 How many ... has Piggy got?
 Are your partner's answers right or wrong? Tell him.

