

Activity 1: Healthy Eating (CEFR C1)

Level:
CEFR C1

Time:
90 minutes

Resources:

- ✓ Handout
- ✓ Role cards cut up
- ✓ information adapted from <https://www.gov.uk/government/news/new-obesity-strategy-unveiled-as-country-urged-to-lose-weight-to-beat-coronavirus-covid-19-and-protect-the-nhs>
- ✓ TED Talk - <https://www.youtube.com/watch?v=zsLR5no91Kc> (play from 0.51). If you don't have internet access, you can create an offline version of the Youtube video using www.offliberty.com

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Level 2
- ✓ To explore vocabulary connected to L2 topics
- ✓ To develop students' ability to deliver a formal presentation to persuade someone of something
- ✓ To practise giving general and specific descriptions of things and places, giving factual accounts, reporting, explaining and giving reasons, summarising and speculating.

Exam task focus: Component 1 Task 1

Procedure:

Healthy Eating

1. Begin the lesson by asking some students (SS) to tell you what they have eaten so far today – encourage them to be honest. If it is first thing in the morning, ask them what they ate yesterday. Ask the others to decide whether or not they have eaten healthily. Explain that they are going to think about their own eating habits. Share handout in chatbox. Tell them to read the statements in Activity 1a and tick the ones they agree with. Draw their attention to the glossary. Put the students into Break Out Rooms (BORs) of small groups of 3 or 4 and tell them to compare and discuss their responses. Handout Activity 1a
2. Conduct whole class feedback back in main room to get an idea of whether they believe they eat healthily and what they think of the eating habits of British people.
3. Put SS into new groups of 3 or 4 in BORs. Explain that you are going to give each person in the group a role card – share these individually via email in advance or as individual messages in the chatbox, and that they should not show their role card to the other members of the group. Encourage the SS to think of a back Handout Activity 1b

story to their situation. Tell them that they are going to take it in turns to tell each other about their situation. The other members of the group should then speculate on the circumstance of the situation. Before you open the BORs and they start the activity, draw their attention to the language box focusing on the language of speculation.

Role cards (1 per person)

- Once the SS have completed the activity, conduct feedback on the content back in the main room. Why do they think one of them has put on a lot of weight, what might cause someone to have an eating disorder, why do children refuse to eat healthy food?

- Set the context by explaining that in July 2020 the British Government announced a set of proposals to tackle obesity. This was partly as a reaction to the fact that obesity increases the risks of death in patients with Covid-19. Spend a little time focusing on the meaning of obesity and the percentage of people in the UK who are said to be obese (63% - see introduction of reading text). Ask students why they think this is.

Handout Activity 2

- Tell the SS that they are going to read about some of these proposals. Focus their attention on the questions that they should answer whilst reading. Once they have read the information and answered the questions individually, put them in small BOR groups to check their answers. Conduct whole class feedback.

- Ask SS what, if anything, they know about Jamie Oliver. Focus on his campaign to get British children eating more healthily. Tell them to read the introduction to the activity and explain that they are going to watch a video about a school that is trying to educate the children about food. Focus their attention on the task before they watch the video. Once they have watched the video on sharescreen (remember to also share computer audio) and completed the tasks individually, put them in small BOR groups to check their answers. Conduct whole class feedback back in the mainroom.

Handout Activity 3

Suggested answers:

Things the school is doing to improve the children’s knowledge of food and encourage healthy eating.

- integrating food into a variety of different subjects e.g. history, maths*
- creating a garden and growing their own food*

According to the head teacher, what difference has it made to the children?

- The children look healthier, have improved concentration and improved behaviour. They also make better choices about what they eat.*

- Tell SS they are going to prepare a 6-minute presentation to persuade each other of audience of the importance of a healthy lifestyle for both children and adults. Go over the bullet pointed sections of the presentation.

Activity 4 a and b

9. Spend some time focusing on how to prepare for the presentation by asking students to look at the advice for preparing a presentation in Activity 4a. Tell them to tick the things you should do and put a cross next to the things you shouldn't do.

Suggested answers:

Things you should do:

- Decide on the purpose of your presentation i.e. do you want to inform your audience, present 2 sides of an argument, persuade your audience of a particular viewpoint, entertain your audience. This will help you decide the level of formality of language you need to use.
- Write a set of notes with clear headings for each section
- Ensure you have facts or ideas to support your main points
- Make links between the different sections of the presentation using connectives e.g. *as a result, furthermore, one example of this is ..*
- Ensure you include a clear introduction and conclusion
- If possible, use statistics, facts and examples to make the presentation sound more informative and interesting

Things you shouldn't do:

- Write approximately 3 sentences for each section – *explain that it's not a good idea to write in full sentences – notes are much more effective. Explain that the amount of information included depends on a number of factors e.g. the length of the presentation, the purpose, how many sections etc.*
- Prepare a script so you know exactly what you are going to say and can rehearse before you do the actual presentation – *explain why this is not a good idea i.e. that it sounds unnatural and it's unlikely that you will remember it if it is a script. It's better to practise delivering the presentation by looking at notes and turning this into full sentences.*

10. Focus attention on the language in the language box and suggest that they should try to incorporate it into their presentation.
11. Give the SS around 5 mins to prepare their presentation in the space given. Suggest that they use the information given in Activities 2 and 3.
12. Put SS into pairs in BORs and tell them to practise delivering their presentations to each other. Draw attention to the checklist which they can use to give each other feedback on the task.
13. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 1 of the Trinity Level 2 Skills for Life Speaking exam.

Handout Activity: Healthy Eating

Activity 1: Your eating habits



a Read the statements and tick the ones you agree with. Discuss your responses with your classmates.

1. I eat more or less the same here as I did back home.
2. I rarely eat fast food apart from when I fancy a little treat from time to time.
3. There are so many more food choices the UK than in my country but I don't think that's necessarily a good thing.
4. It's a lot easier to be healthy in the UK than in other places.
5. I reckon ready meals are really useful option for working people with busy lives.
6. I snack a lot more now than I used to.
7. I don't eat much processed food.
8. In the UK, there are a lot more people with eating disorders than in my country.

Glossary

to fancy something (v) – to want to have or do something (inf.)

ready meals (n) - a meal that is already prepared and cooked in a factory so just needs heating up (often in a microwave) to be ready to eat

processed food (n) – processed food has had chemical or industrial treatment to cook it and improve its taste or appearance so that it is no longer natural

eating disorders (n) – an illness in which people eat far too much (e.g. binge eating) or not enough (e.g. bulimia or anorexia nervosa) because they are unhappy particularly with their bodies

b Your teacher will give you a role card. Look at your role card and create a story to expand the situation on the role card. Your classmates will ask you questions about your situation. Use the language in the box to suggest reasons for your own and your classmate's situation and to speculate on what might happen in the future.

Language Box: Speculating (guessing when you don't actually know)

I wonder whether it's because ...

e.g. I wonder whether it's because you are eating a lot more processed food

I imagine you / she / he / they might / might have ...

e.g. I imagine you might have been snacking more now than you did in the past

It's highly likely / unlikely that ...

e.g. It's highly likely / unlikely that he'll change his mind.

My guess is that ...

e.g. My guess is that she has some sort of eating disorder

I wouldn't be surprised if .. + past simple

e.g. I wouldn't be surprised if she had an eating disorder

I bet ..

e.g. I bet the people he mixes with are all vegan

Read the information on a new government obesity strategy adapted from the UK government's website. Use the information to answer the questions.

Government Obesity Strategy Unveiled

Obesity is one of the biggest health crises the country faces. Almost two-thirds (63%) of adults in England are overweight or living with obesity – and 1 in 3 children leave primary school overweight or obese, with obesity-related illnesses costing the NHS £6 billion a year.

Measures include:

- Ban on TV and online adverts for food high in fat, sugar and salt before 9pm when children are most likely to see them. Evidence shows that exposure to this type of advertising can affect what and when children eat, both in the short term and the longer term by shaping children's preferences at a young age.
- End of deals like 'buy one get one free' [BOGOF] on unhealthy food high in salt, sugar and fat. There will also be a ban on these items being placed in prominent locations in stores, such as at checkouts and entrances, and online. In the UK we spend more buying food products on promotion than any other European country and a survey from 2018 shows that around 43% of all food and drink products located in prominent areas were for sugary foods and drinks, compared to just 1% for healthy items. Shops will be encouraged to promote healthier choices and offer more discounts on food like fruit and vegetables.
- Calories to be displayed on menus to help people make healthier choices when eating out – while alcoholic drinks could soon have to list hidden 'liquid calories'. Research shows eating out is becoming more common, particularly among families, with 75% of people visiting a restaurant, fast food eatery or getting a takeaway in the past week, compared to 69% in 2010. However, there is often a lack of information about the calorie content of these items and research suggests people consume around 200 more calories a day if they eat out compared to food prepared at home.
- New campaign to help people lose weight, get active and eat better. NHS weight management services will be expanded so more people get the support they need to lose weight. This will include more self-care apps and availability of online tools for people with obesity-related conditions and accelerating the NHS Diabetes Prevention Programme.
- More front-of-pack nutritional labelling such as the traffic light scheme (food labelled red, amber or green to show the percentage of fat, sugar and salt that is in the food). Research shows that people who look at front of pack nutritional labelling are shown to have healthier shopping baskets, fewer calories, less sugar, fat and salt content and higher fibre content.

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From: [Department of Health and Social Care](#)

1. Why are adverts for food high in fat, sugar and salt only being allowed on television after 9:00pm?

2. What is the current problem with the BOGOF deals in the UK? What does the government want retailers to do in the future?
3. What is being done to help people who often eat out to make good choices about what they eat?
4. What help will be made available to encourage people to become more active and lose weight?
5. How does the traffic light labelling scheme help people lose weight?

Activity 3: Starting a Food Revolution in School

Jamie Oliver is a well-known British chef who has spent years trying to improve the standard of food in schools. He led a successful campaign which led to junk and processed food being banned from school canteens. He works alongside schools to improve children's knowledge of food.

a Watch a video focusing on one primary school's efforts to educate its pupils about food.

1. As you watch, tick the things the school is doing to improve the children's knowledge of food and encourage healthy eating.
 - integrating food into a variety of different subjects e.g. history, maths
 - taking children on trips into the countryside to see how food is grown
 - creating a garden and growing their own food
 - inviting famous chefs to come in to teach the children to cook
 - decorating the classrooms with posters about healthy eating
2. According to the head teacher, what difference has it made to the children?

Activity 4: Developing an argument for a presentation

You are going to prepare a 6-minute presentation to persuade your audience of the importance of a healthy lifestyle for both children and adults.

In your presentation, you need to cover the following:

- The current situation in the UK
- Why it is important to change people's lifestyle
- What can be done to improve and change people's eating habits and general lifestyle
- What can be done by different people or organisations e.g. the people themselves, the NHS, friends and family, schools
- The difficulties of trying to change people's lifestyles

a Tick the things you should do when preparing a presentation and put a cross next to the things you shouldn't do.

- Decide on the purpose of your presentation i.e. do you want to inform your audience, present 2 sides of an argument, persuade your audience of a particular viewpoint, entertain your audience. This will help you decide the level of formality of language you need to use.
- Write a set of notes with clear headings for each section
- Ensure you have facts or ideas to support your main points
- Write approximately 3 sentences for each section
- Make links between the different sections of the presentation using connectives e.g. *as a result, furthermore, one example of this is ..*
- Ensure you include a clear introduction and conclusion
- If possible, use statistics, facts and examples to make the presentation sound more informative and interesting
- Prepare a script so you know exactly what you are going to say and can rehearse before you do the actual presentation

Language Box: The language of persuasion

I'm convinced that ...

e.g. I'm convinced that if people ate fewer ready meals, they would be healthier

There's no / little doubt that ...

e.g. There's no doubt that people buy food if it is on offer

It's obvious that ...

e.g. It's obvious that encouraging people to do more exercise will result in a healthier population

b Use the space below to prepare your presentation

Presentation title:

c Work in pairs. Deliver your presentation to each other. Use the checklist below to give each other feedback on your presentation.

Did your partner ...	
Make eye contact and smile throughout the presentation?	
Speak clearly at an appropriate speed (not too fast but not too slow)?	
Deliver the presentation without reading a script?	
Have a clear structure to the presentation with <i>an introduction, main points with supporting facts</i> and <i>a conclusion</i> ?	
Use appropriately formal language to persuade the listener?	

Exam Hint

In Task 1 of the Level 2 Skills for Life exam, you need to deliver a formal presentation with pros and cons with the objective of persuading the examiner to your own point of view. The presentation should last up to 6 minutes. You can bring a handout or a brief set of PowerPoint slides with notes or illustrations to accompany your presentation, but this is not compulsory.

You will need to demonstrate that you can understand and use specific communicative functions such as *giving general and specific descriptions of things and places, giving factual accounts, reporting, explaining and giving reasons, summarising and speculating*. You have practised doing this in this lesson.

Rolecards

Rolecard 1

My son came home the other day and announced he had decided to become a vegan. I have no idea where this has come from, but it means I now have to buy and cook different food for him. The rest of the family are confirmed meat eaters and have no intention of eating vegan food.

Rolecard 2

Since I've been in this country, my weight has ballooned. I can't believe how much I have put on. I didn't have this problem in my country.

Rolecard 3

My children refuse to eat any fresh vegetables or fruit unless it comes out of a tin. Back home, everyone eats whatever is put on their plate.

Rolecard 4

I'm worried about my daughter. She picks at her food and hardly eats a thing. I can see her getting thinner and thinner but she insists she's overweight.