

Conocimiento del medio natural, social y cultural

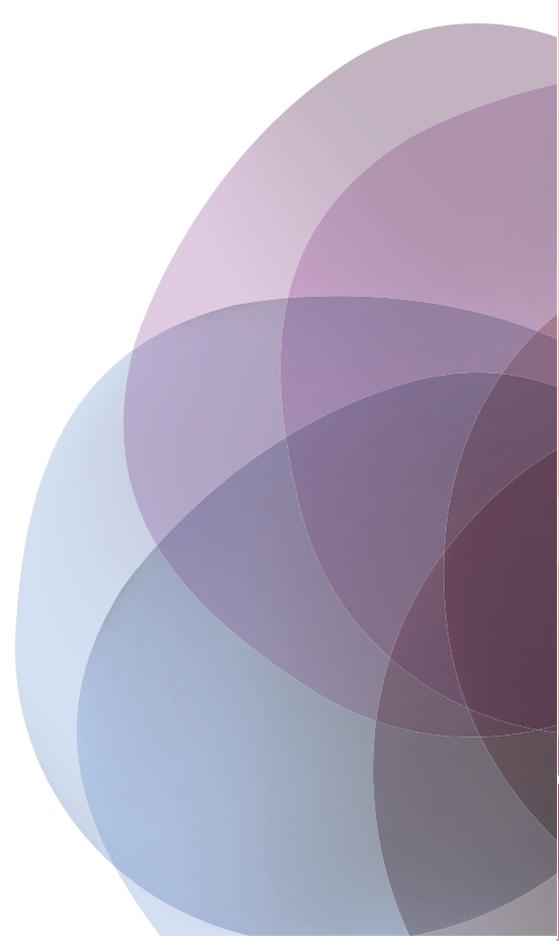
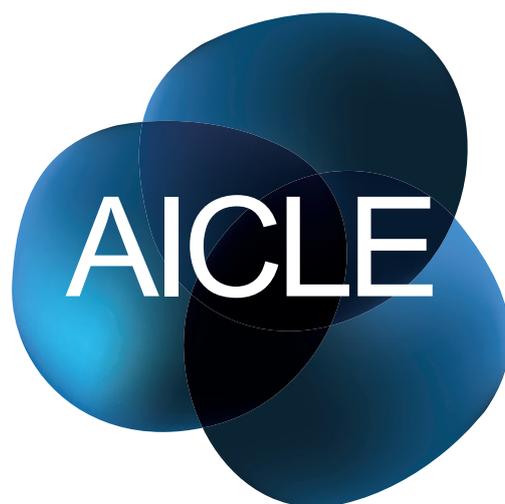


Primaria



JUNTA DE ANDALUCÍA

Inglés



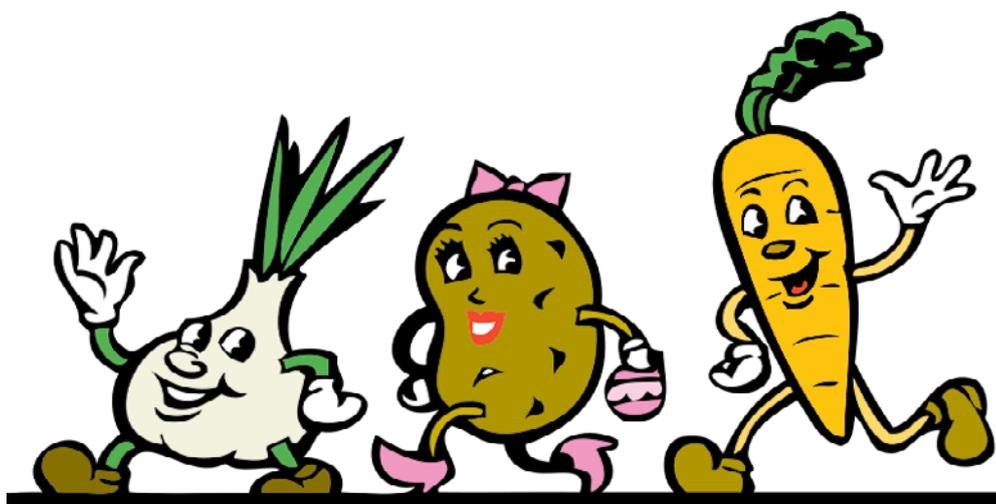
Identificación del material AICLE

TÍTULO	Food and nutrition
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.3
IDIOMA	Inglés
ÁREA / MATERIA	Conocimiento del Medio Social, Natural y Cultural
NÚCLEO TEMÁTICO	Alimentación saludable. Aparato digestivo
GUIÓN TEMÁTICO	En esta secuencia didáctica el alumnado conocerá los diferentes tipos de nutrientes, qué tipo de sustancias nos aportan y para qué los utiliza nuestro organismo. Se explicará en qué consiste una dieta equilibrada y completa. También estudiaremos los órganos que componen el sistema digestivo y el proceso de la digestión.
FORMATO	PDF
CORRESPONDENCIA CURRICULAR	5º de Educación Primaria
AUTORÍA	Eufemia Rosso Delgado
TEMPORALIZACIÓN APROXIMADA	De 6 a 8 sesiones
COMPETENCIAS BÁSICAS	<p>Conocimiento e interacción con el mundo físico: conocer mejor los órganos que componen el sistema digestivo y la fisiología del ser humano. Comprender la importancia de una dieta sana y de unos hábitos de alimentación saludables.</p> <p>Cultural y artística: conocer aspectos gastronómicos de nuestra cultura.</p> <p>Matemática: interpretar los valores nutricionales en las etiquetas de los alimentos.</p> <p>Social y ciudadana: respetar las normas de higiene y salud relacionadas con la alimentación.</p> <p>Tratamiento de la información y competencia digital: realizar actividades online sobre el aparato digestivo</p> <p>Comunicación lingüística: conocer, adquirir, ampliar y aplicar el vocabulario del tema. Ejercitar una lectura comprensiva de textos relacionados con el núcleo temático</p> <p>Aprender a aprender: interpretar la información sobre los nutrientes de los alimentos para realizar clasificaciones. Organizar información en esquemas.</p> <p>Autonomía e iniciativa personal y competencia emocional: ser autónomos para alimentarse correctamente. Participar en la correcta elección de los alimentos para consumirlos. Ser autónomos en la limpieza dental diaria.</p>
OBSERVACIONES	Todas las imágenes utilizadas en la unidad están bajo la licencia "Creative commons". Algunas de ellas han sido modificadas.

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Identificar órganos y sistemas que intervienen en las funciones vitales - Diferencias alimentos, nutrientes y sus funciones - Conocer la clasificación de los alimentos - Saber en qué consiste una dieta sana y equilibrada - Nombrar los órganos del aparato digestivo y describir el proceso de la digestión - Adquirir pautas de alimentación sana 				
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Organización del cuerpo humano - Alimentación y nutrición - La dieta sana y equilibrada - El aparato digestivo: sus órganos y funciones - Descripción del proceso de la digestión - Actitud positiva hacia el consumo de alimentos sanos - Análisis de contenidos nutricionales de alimentos envasados 				
TEMA	<ul style="list-style-type: none"> - La alimentación saludable - El aparato digestivo. Órganos del aparato digestivo; funciones de los órganos del aparato digestivo - Proceso de la digestión 				
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Describir los diferentes tipos de alimentos - Explicar los diferentes tipos de nutrientes - Describir el aparato digestivo - Describir el proceso digestivo - Describir y relacionar los órganos del aparato digestivo con sus funciones - Analizar los diferentes nutrientes que contienen los alimentos - Analizar nuestra dieta diaria - Identificar y nombrar los diferentes órganos del aparato digestivo - Informar de hábitos de consumo 				
TAREAS	<ul style="list-style-type: none"> - Diagramas - Reconstrucción textual en grupo - Crucigramas - Presentación oral 				
CONTENIDOS LINGÜÍSTICOS	<table border="0"> <tr> <td data-bbox="448 1317 847 1585"> FUNCIONES: <ul style="list-style-type: none"> - Predecir usando imágenes - Ordenar fases en un proceso - Reformular frases - Expresar opinión - Expresar duda - Pedir información - Solicitar información - Relacionar órganos y funciones </td> <td data-bbox="903 1317 1461 1675"> ESTRUCTURAS: <ul style="list-style-type: none"> - Where can you find...? - We can find in such as - I can/can't find ... - This group contains / provides / has / gives ... - Products contain ... - Does meat provide ...? - I am sure - I am not sure - I think - How many times do you ...? - How much time do you use to ...? </td> </tr> <tr> <td colspan="2" data-bbox="448 1664 1461 1794"> LÉXICO: Food, sugar, rice, spaghetti, cereals, bread, muffin, fruits, cakes, potatoes, beans fish, turkey, egg, chicken, meat, cheese, nuts, milk ... carbohydrates, proteins, fats, minerals, vitamins, fibre ... </td> </tr> </table>	FUNCIONES: <ul style="list-style-type: none"> - Predecir usando imágenes - Ordenar fases en un proceso - Reformular frases - Expresar opinión - Expresar duda - Pedir información - Solicitar información - Relacionar órganos y funciones 	ESTRUCTURAS: <ul style="list-style-type: none"> - Where can you find...? - We can find in such as - I can/can't find ... - This group contains / provides / has / gives ... - Products contain ... - Does meat provide ...? - I am sure - I am not sure - I think - How many times do you ...? - How much time do you use to ...? 	LÉXICO: Food, sugar, rice, spaghetti, cereals, bread, muffin, fruits, cakes, potatoes, beans fish, turkey, egg, chicken, meat, cheese, nuts, milk ... carbohydrates, proteins, fats, minerals, vitamins, fibre ...	
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CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Distingue entre alimento y nutriente - Explica la función que desempeñan los diferentes nutrientes - Nombra y clasifica alimentos e identifica los nutrientes predominantes en cada uno de ellos - Describe las características de una dieta sana - Identifica, nombra, localiza y describe la función de los órganos del aparato digestivo - Desarrolla técnicas para memorizar, organizar y relacionar la información, y para autoevaluar el avance en el aprendizaje 				

FOOD AND NUTRITION



TYPES OF FOOD

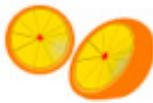
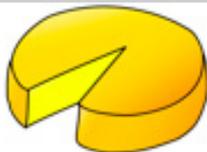
Activity 1. Work in pairs. Look at these images of different types of food and try to classify them in the following chart.



Where do you think beans go?

Are oranges minerals or carbohydrates?

I am not sure. I think they are proteins.

				
BEANS	ORANGES	SUGAR	ICE CREAM	RICE
				
HAMBURGERS	MUSHROOM	CHERRIES	BANANA	SPAGHETTI
				
STRAWBERRIES	CEREALS	FISH	POTATOES	TURKEY
				
BUTTER	CARROT	BREAD	EGG	MUFFIN
				
CHICKEN	APPLE	FAST FOOD	MILK	NUTS
				
BACON	TOMATO	CHEESE	MEAT	OLIVE OIL

Carbohydrates	Proteins	Fats	Minerals and vitamins

Activity 2. Read the following text and check your answers from activity 1



We need food, water and oxygen to live. Nutrients are the substances which our body needs to live, grow, and make repairs. Nutrients also give us energy.

The main nutrients are:

1 **Carbohydrates** give us energy. We need energy for everything we do, such as running around, talking, thinking etc. We can find carbohydrates in **bread, potatoes, rice, fruits, cakes, and other sweet foods.**

2 **Proteins.** Our body uses them to grow and repair itself. We can find proteins in meat, fish, eggs, nuts, milk and beans.

3 **Fats** are needed by your body for energy and warmth. There are two types of fats: saturated and unsaturated. Saturated fats are in **animal products**, such as **butter and fatty meat.** Unsaturated fats are found in non-animal products such as **olive oil and nuts.**

4 **Vitamins and minerals.** **Vitamins** are essential for our bodies to function well. Minerals are nutrients that plants get from the soil and pass on to you. **Fruits** and vegetables are good sources, but minerals and vitamins are also found in other foods. **Milk** gives us calcium for our bones.

5 **Fibre** is a type of carbohydrate found in **wholemeal bread, fruits and vegetables.** We cannot digest fibre, so it helps the muscles of your intestines to move food efficiently through your digestive system.

6 **Water** is vital for life. Most of our body is made up of water, so it is essential. We drink water, and our body also obtains water from food.

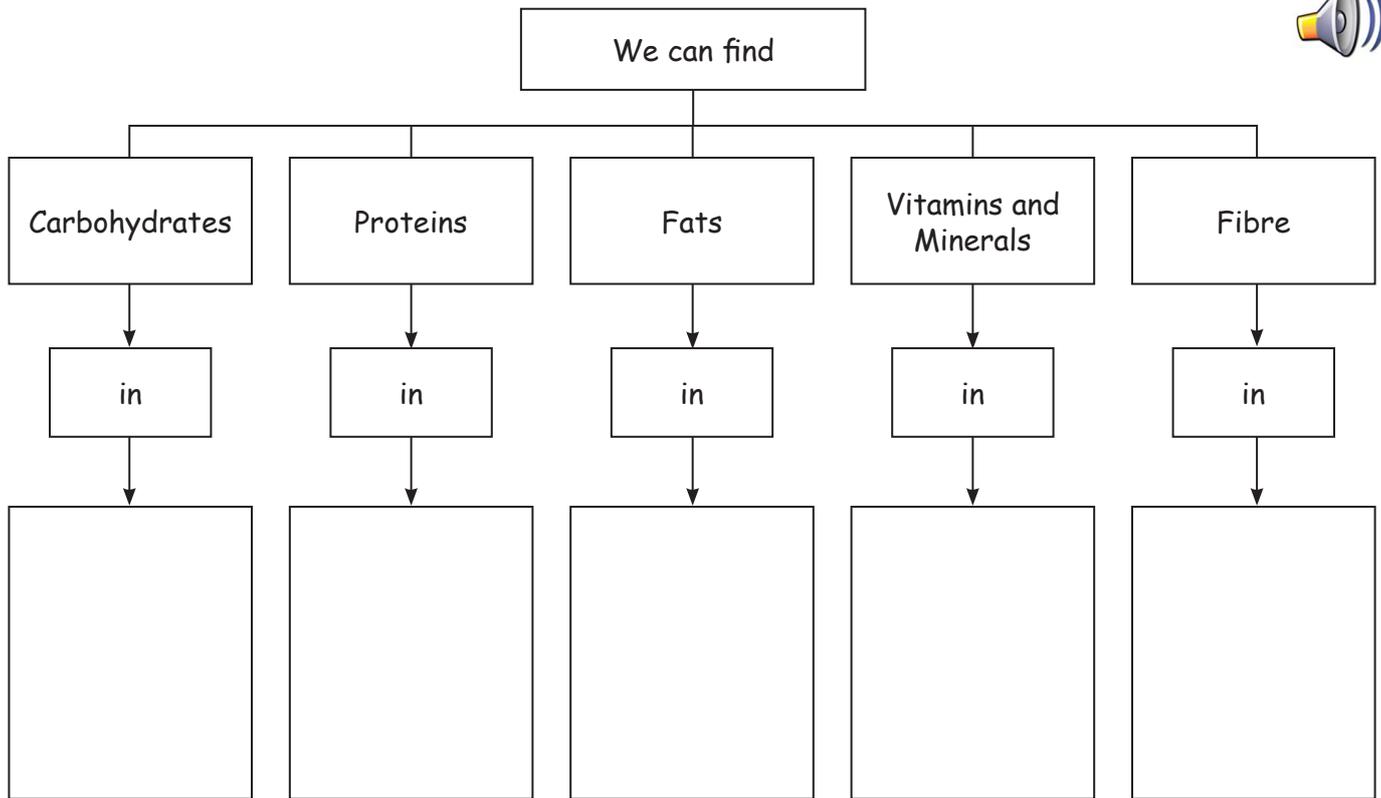
Vocabulary:

Warmth: heat

Fatty: with fats

Wholemeal: wholegrain, brown

Activity 3. Listen and complete the following chart. Then, check your answers using the information in activity 2



Activity 4. Using the chart above, write a text about one of the main nutrients and tell your classmates about it. You can use the following example:



- We can find carbohydrates in foods such as: Sugar, rice, spaghetti, cereals, bread, muffins, fruits, cakes, potatoes ...

- We can find _____ in foods such as: _____

- We can find _____ in foods such as: _____

- We can find _____ in foods such as: _____

- We can find _____ in foods such as: _____

Activity 5. Answer these questions



Now, in pairs, answer these questions using the chart you completed in activity 3.

Where can you find carbohydrates?

We can find carbohydrates in bread, potatoes, rice ...



Student A: Where can you find carbohydrates?

Student B: You can find carbohydrates in _____, _____, _____.

Student A: Where can you find proteins?

Student B: You can find proteins in _____, _____, _____.

Student A: Where can you find fats?

Student B: You can find fats in _____, _____, _____.

Student A: Where can you find vitamins and minerals?

Student B: You can find vitamins and minerals in _____, _____, _____.

Student A: Where can you find fibre?

Student B: You can find fibre in _____, _____, _____.

REMEMBER:

The main nutrients are: **Carbohydrates, proteins, fats, vitamins and minerals, fibre and water.**

Activity 6. Listen and complete the text



Food contains essential _____. Food comes from animals or plants and is classified into five groups.

GROUP 1:

_____, **yogurt** and _____

Dairy products contain many nutrients, such as the calcium necessary for strong bones and teeth.

GROUP 2:

_____, _____, **poultry, beans,** _____ and _____ .

This group has many nutrients necessary for growth.

GROUP 3:

_____, _____, **pasta,** _____, _____ and _____

_____. This group gives us some of the energy we need.

GROUP 4:

_____ **and** _____. This group contains vitamins, which are substances necessary for good health.

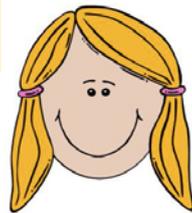
GROUP 5:

_____ **and** _____. This group provides energy, but contains few nutrients. They should be consumed in moderation.

Activity 7. Now work in pairs and try to match the food below with their groups



What type of food is in group two?

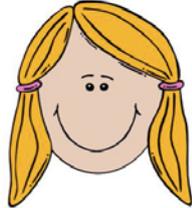


Meat goes in group two

Group 1
Group 2
Group 3
Group 4
Group 5

Bread, rice, pasta, cereals, sugar and sweets
Meat, fish, poultry, beans, eggs and nuts
Fats and oils
Milk, yogurt and cheese
Fruits and vegetables

I think group 2 has many nutrients for growth.



I don't know



Group 1
Group 2
Group 3
Group 4
Group 5

- This group contains vitamins, which are substances necessary for good health.

- This group provides energy, but contains few nutrients.
- They should be consumed in moderation.

- This group has many of the nutrients necessary for growth.

- This group gives us some of the energy we need.

- Dairy products contain many nutrients, such as the calcium necessary for strong bones and teeth.

Bread, rice, pasta, cereals, sugar and sweets
Meat, fish, poultry, beans, eggs and nuts
Fats and oils
Milk, yogurt and cheese
Fruits and vegetables

This group contains vitamins, which are substances necessary for good health.

This group provides energy, but contains few nutrients. They should be consumed in moderation.

This group has many nutrients necessary for growth.

This group gives us some of the energy we need.

Dairy products contain many nutrients, such as the calcium necessary for strong bones and teeth.

Activity 8. Cut out the images and then stick them on the following chart according to the type of nutrients that the food has. Work in pairs and try to label the images

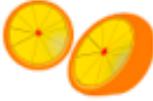
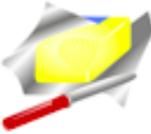
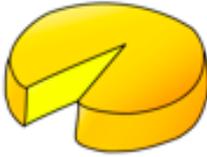


What do you think milk has?

I am not sure. I think meat has proteins. I am sure that milk has proteins.

Does meat have proteins or carbohydrates?

Group 1-2 Proteins	Group 3 Carbohydrates	Group 4 Minerals and vitamins	Group 5 Fats

				
B _____	O _____	S _____	S _____	R _____
				
H _____	B _____	C _____	B _____	M _____
				
S _____	C _____	F _____	C _____	C _____
				
B _____	C _____	N _____	E _____	M _____
				
V _____	T _____	F _____ F _____	M _____	O _____ O _____

REMEMBER:

Food is classified into five groups:

- Group 1: Milk, yogurt and cheese. (Dairy)
- Group 2: Meat, fish, poultry, beans, eggs and nuts. (Proteins)
- Group 3: Bread, rice, pasta, cereals, sugar and sweets. (Carbohydrates)
- Group 4: Fruits and vegetables. (Vitamins and minerals)
- Group 5: Fats and oils. (Fats)

Activity 9. Read the following statements and say if they are true or false. Correct and rewrite the false sentences. Work in pairs and use the following sentences



Do you think sentence 1 is true or false?

I am not sure. I think we should change it.

Let me think. I think it's true.

Diet	True or false
A diet is all of the food that we eat over a period of time.	True or false
For good, healthy nutrition, our diet should be complete and balanced.	True or false
Our diet should be complete, so we should eat foods from groups 1 and 2.	True or false
Our diet should be balanced so we should eat the right amount of each nutrient or of each food type.	True or false
Diets cannot vary depending on the person's age and on the quantity and type of physical exercise that the person does.	True or false
When we are children we don't need a diet rich in calcium to ensure that our bones will be strong and healthy.	True or false

Vocabulary:

Diet: selection of food

Healthy: good for one's health

Balanced: mixed, varied

Activity 10. Listen and complete the text using the following words:



Bones - Food - Nutrient - Quantity -
Calcium - Complete - Exercise - Groups - Right



DIET

A diet is all of the _____ that we eat over a period of time. For good, healthy nutrition, our diet should be _____ and balanced.

- Our diet should be complete, so we should eat foods from all the _____.

- Our diet should be balanced, so we should eat the _____ amount of each _____ or of each food type.

Diets can vary depending on the person's age and on the _____ and type of physical _____ the person does. For example, when we are children we need a diet rich in _____ to ensure that our _____ will be strong and healthy.

Activity 11. Read the following questions and in pairs, choose the right answer



Choose the correct answers:

1. A diet is all of the food that we eat:
 - a) During the breakfast
 - b) During one day
 - c) Over a period of time

2. To have good nutrition, our diet should be:
 - a) Complete
 - b) Balanced
 - c) Complete and balanced

3. We should eat:
 - a) Only foods we like
 - b) Foods from all of the groups

4. We should eat:
 - a) The right amount of each nutrient
 - b) The amount we want
 - c) The right amount of nutrients we like

5. Diets:
 - a) Can vary
 - b) Cannot vary

6. A diet can be different depending on:
 - a) The likes and dislikes of people
 - b) The person's age
 - c) The person's age and the quantity and type of physical exercise that the person does

7. When we are children we need:
 - a) A diet rich in sweets
 - b) A diet rich in fats
 - c) A diet rich in calcium

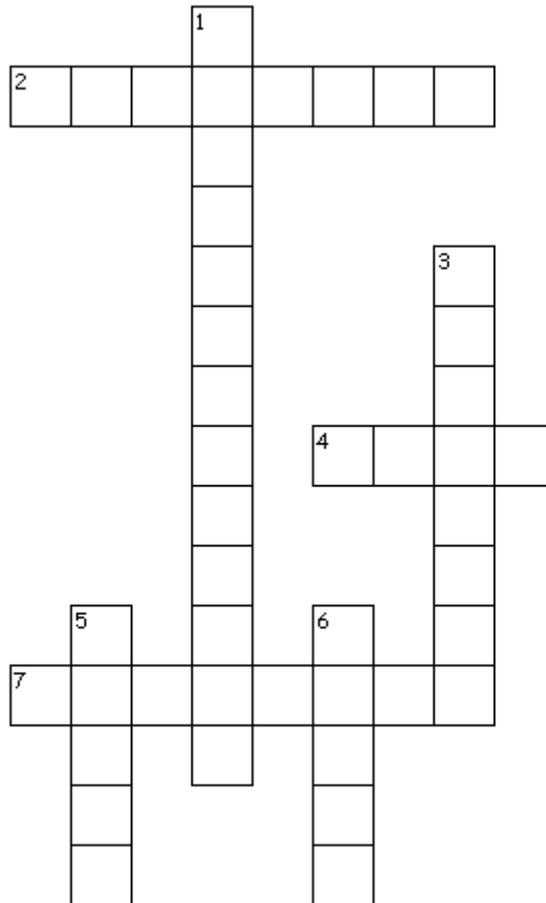
REMEMBER:

To have good nutrition, our diet should be **complete** and balanced. Diets can vary depending on the person's age and on the **quantity** and type of physical **exercise** that the person does.

Activity 12. Crossword. Listen to your teacher and try to complete the crossword with the hints that he/she is going to give you.



FOOD AND NUTRIENTS



Activity 13. Wordsearch. Look for the following words related to food and nutrients



Do you find carbohydrates?

I can't find "fibre".

Where's the word "proteins"?
Do you see water?

FOOD AND NUTRIENTS

C	A	R	B	O	H	Y	D	R	A	T	E	S	S	M
P	E	C	D	L	J	I	X	Z	L	F	G	F	T	E
C	R	R	Q	C	S	J	M	O	K	R	V	B	A	L
J	Q	O	B	H	V	I	W	E	S	T	W	J	F	B
F	F	F	T	I	N	X	R	E	T	A	W	V	I	N
J	N	F	Z	E	F	Z	Z	F	I	B	Q	V	Z	Z
Q	S	R	R	Z	I	Q	C	V	Q	B	W	I	R	F
P	P	A	V	Z	S	N	F	I	D	X	T	U	M	T
W	L	X	B	M	I	U	S	T	V	X	B	Q	F	H
S	T	S	E	F	Q	Z	N	A	A	H	C	F	A	Z
F	N	I	R	O	Q	V	C	M	X	D	G	G	H	N
U	A	I	W	Q	X	I	X	I	E	J	C	K	W	E
L	K	Y	X	O	G	A	A	N	F	L	D	X	J	A
T	G	X	Z	L	T	W	B	S	M	X	Q	W	U	J
S	X	D	Z	G	K	P	T	I	V	J	Q	J	Z	N

CARBOHYDRATES
PROTEINS
FATS
MINERALS
VITAMINS
FIBRE
WATER

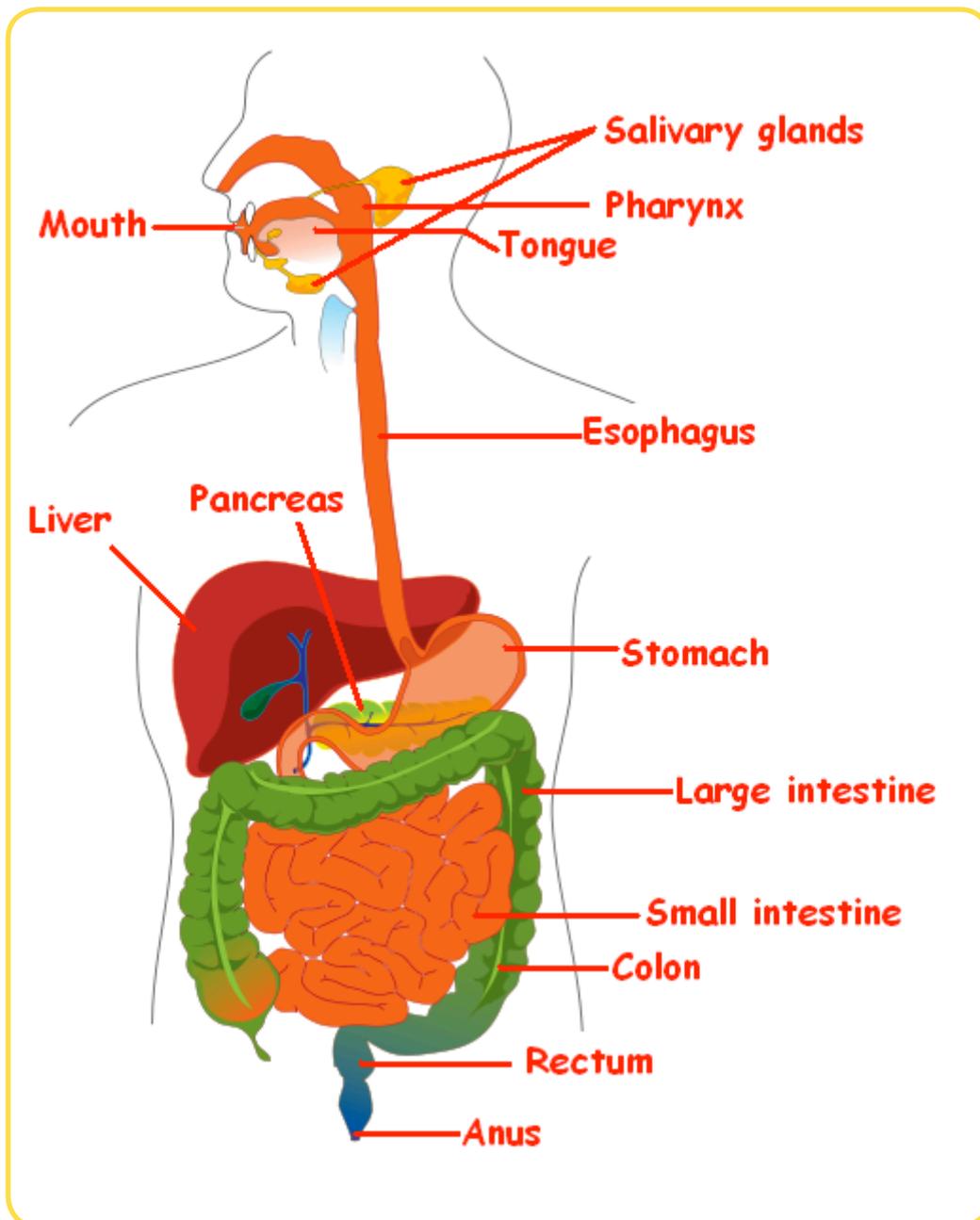
Activity 14. Read the following text carefully and then say if the statements are true or false



THE DIGESTIVE SYSTEM

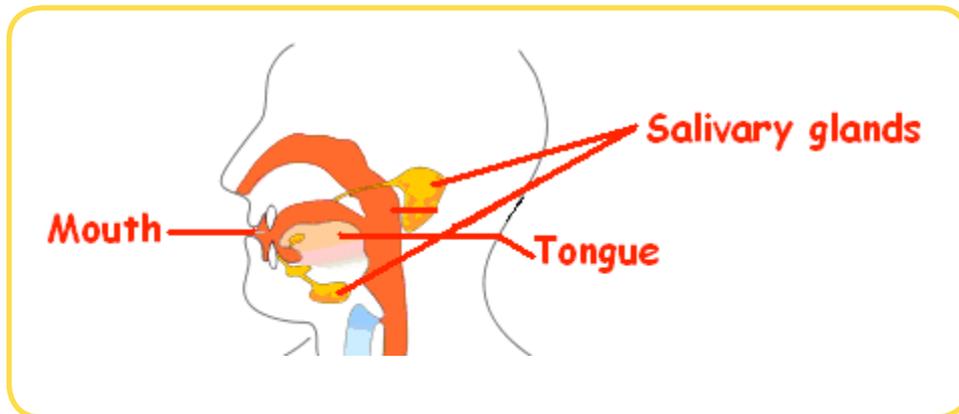
When you eat, your food starts on a long journey through your body which takes about three days. This journey is called digestion. Food travels along a route called the digestive tract that runs from your mouth to your anus.

The digestive system converts the food we eat into nutrients which our body can absorb. It carries out three important functions: digestion, absorption and elimination of waste.

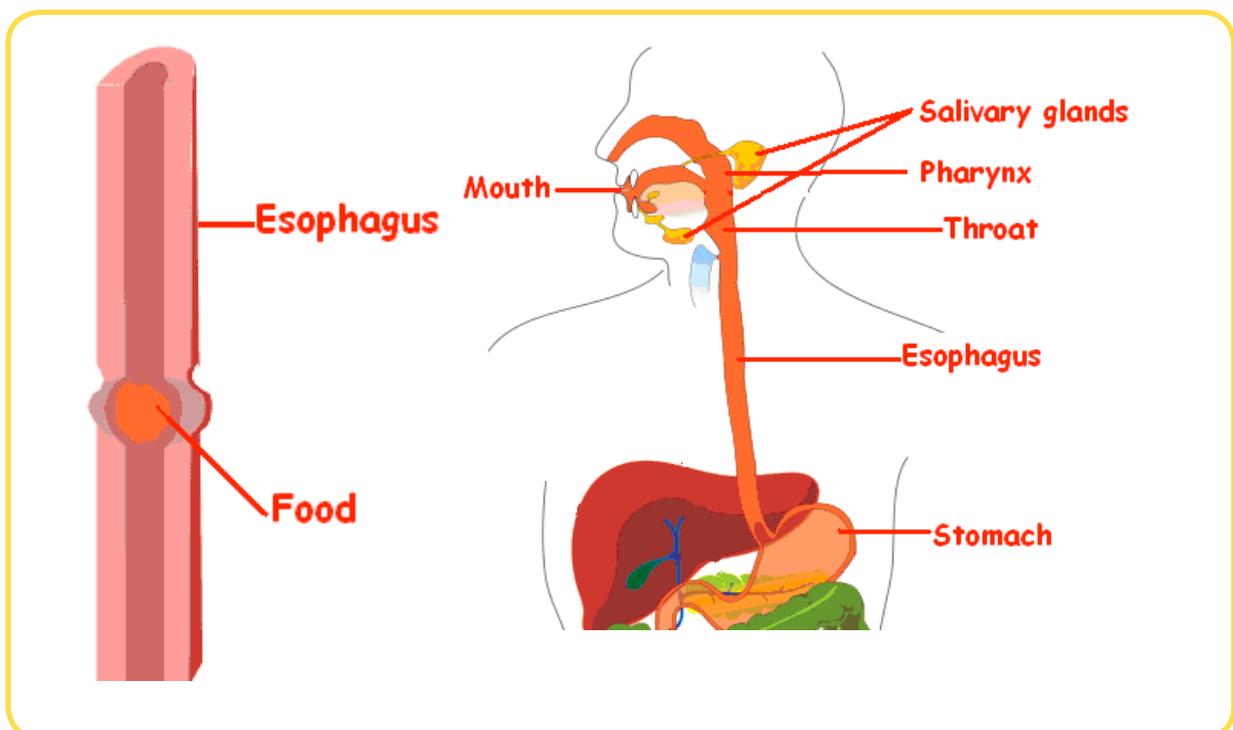


STAGES OF DIGESTION

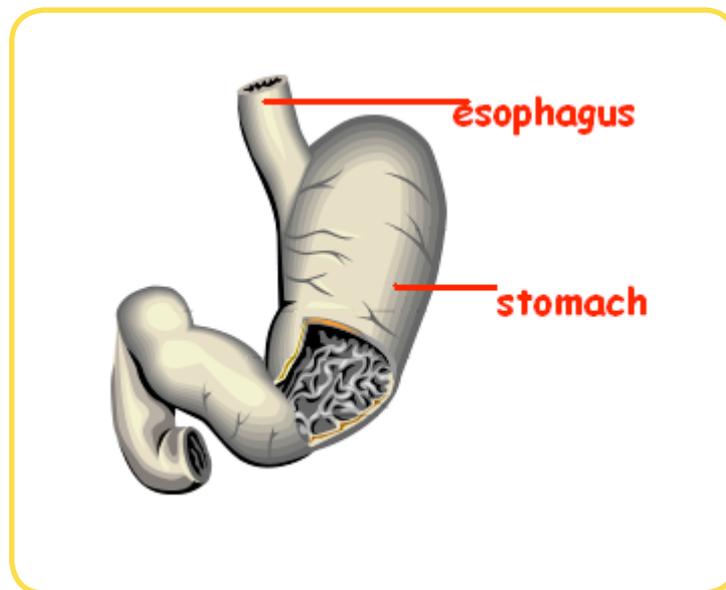
1. Digestion begins in the mouth. First, food is chewed in the mouth and mixed with saliva produced by the salivary glands.



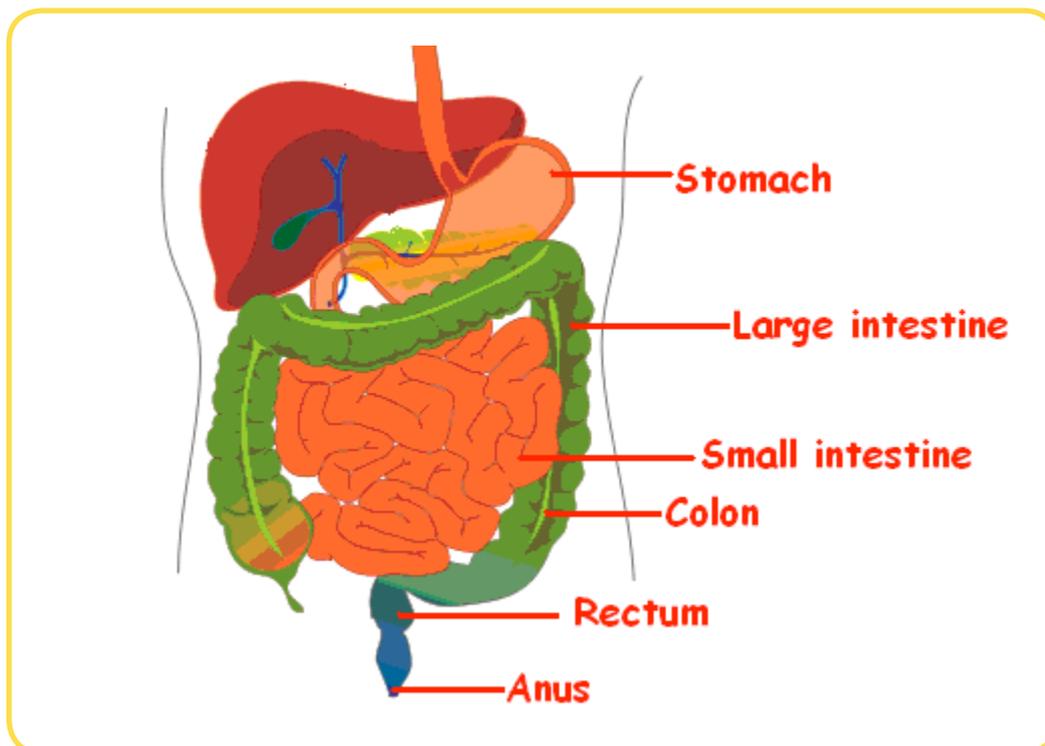
2. Your throat muscles guide food through the pharynx and esophagus, and pass it into the stomach.



3. In the stomach, gastric juices mix with the chewed food. This produces a thick liquid called chyme. The gastric juices begin to break down and digest proteins in the food. Finally, the chyme leaves the stomach and reaches the small intestine.

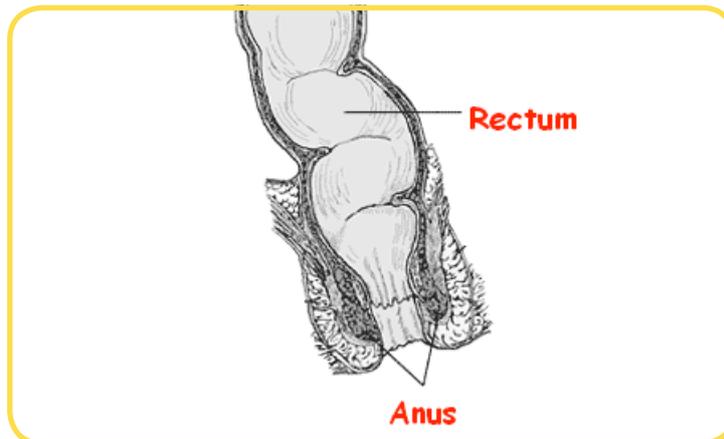


4. The food moves into a tube called the small intestine. The chyme mixes with juices from the intestine, the pancreas and the liver. These juices from the pancreas and the liver break down fats, proteins and carbohydrates in the food.



5. The nutrients from the food travel into the blood through the thin walls of the small intestine. This is called absorption. The nutrients pass into the blood and the waste substances continue on to the large intestine.

6. Water and any food that cannot be digested move into the first part of your large intestine, called the colon. Then they pass into the second part of your large intestine, called the rectum. When you go to the toilet, the solid waste, called faeces, is expelled through the anus.



The Digestive System

1. Digestion takes about three days	True or false
2. Digestion begins in the anus	True or false
3. Food travels through the mouth, pharynx, esophagus, stomach and small intestine	True or false
4. Gastric juices digest fats and carbohydrates	True or false
5. Juices from the pancreas and the liver break down fats, proteins and carbohydrates	True or false
6. Chyme is a thick liquid made up of chewed food and gastric juices	True or false
7. Absorption is when waste substances pass into the blood	True or false
8. Waste substances pass into the large intestine	True or false
9. Solid waste is called colon	True or false
10. Solid waste is called faeces	True or false
11. Faeces are expelled through the anus	True or false

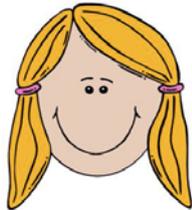
Activity 15. Read activity 13 again and write four sentences about the digestive system. Two of them must be true and two must be false. Then, exchange the sentences with a classmate and ask him/her to say which sentences are true or false. Your partner must correct and rewrite the false sentences



Are these sentences true or false?

Why are they false?

I think numbers ____ and ____ are true and numbers ____ and ____ are false.



The digestive system	
1.	True or false
2.	True or false
3.	True or false
4.	True or false

Activity 16. Listen to the following sentences about the digestive process and put them in order

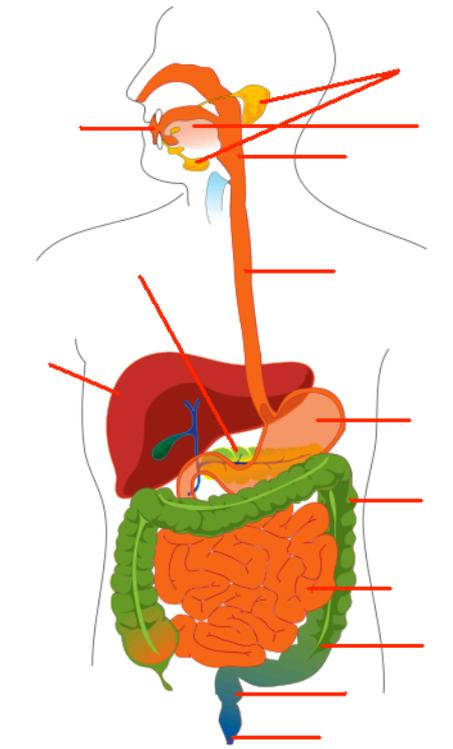


- The food moves into a tube called the small intestine.
- The waste substances pass into the second part of your large intestine, called the rectum.
- Water, and any food that cannot be digested, moves into the first part of your large intestine, called the colon.
- First, food is chewed in the mouth and mixed with saliva produced by the salivary glands.
- The nutrients from the food travel into the blood through the thin walls of the small intestine.
- When you go to the toilet, the solid waste, called faeces, is expelled through the anus.
- In the stomach, gastric juices mix with the chewed food.
- Your throat muscles guide food through the pharynx and esophagus, and passes it into the stomach.
- The waste substances continue on to the large intestine.

Activity 17. Label the picture with the following words:



Mouth Pharynx Salivary glands Esophagus Small intestine Colon
Anus Tongue Stomach Pancreas Liver Large intestine Rectum



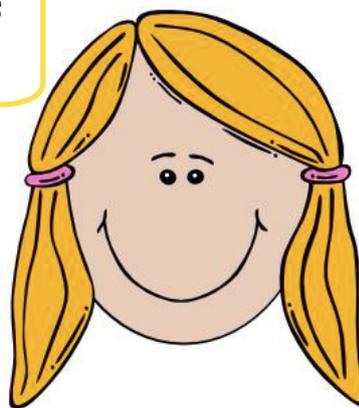
Activity 18. Match the organs with their functions.
Then, choose two organs and tell your classmates about them.



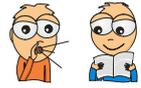
Mouth
Salivary glands
Esophagus
Stomach
Liver
Pancreas
Small intestine
Large intestine
Colon
Rectum
Anus

It produces pancreatic juices
Its juices break down fats, proteins and carbohydrates
The faeces are expelled through it
Your throat muscles guide food through it
Food is chewed here
The nutrients from the food travel into the blood through the thin walls of this organ
It is the first part of the large intestine
They produce saliva
It is the second part of the large intestine
The waste substances go there
The gastric juices mix with the chewed food in this organ

The pancreas produces pancreatic juices.



Activity 19. Order the sentences related to digesting a banana. Then, explain the process to your classmates.



- After that, the banana is mixed with gastric juices in my stomach
- And the waste substances go to the large intestine
- The chewed banana goes down through the esophagus
- Then, the food goes to the small intestine
- The waste substances go to the colon and rectum
- Then, the banana is mixed with saliva
- Finally, the faeces are expelled through the anus
- First, I chew the banana in my mouth

REMEMBER

The digestive system converts the food we eat into nutrients which our body can absorb. It carries out three important functions: digestion, absorption and elimination of waste.

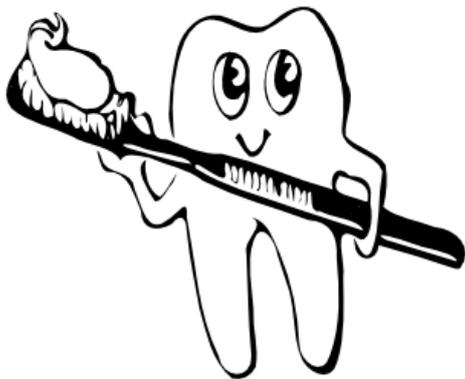
1. Digestion begins in the mouth.
2. Your throat muscles guide food through the pharynx and esophagus, and passes it into the stomach.
3. In the stomach, gastric juices mix with the chewed food. The chyme leaves the stomach and reaches the small intestine.
4. The chyme mixes with juices from the intestine, the pancreas and the liver.
5. The nutrients from the food travel into the blood through the thin walls of the small intestine. This is called absorption.
6. Water, and any food that cannot be digested, moves into the first part of your large intestine, called the colon. Then the waste substances pass into the second part of your large intestine, called the rectum.
7. The solid waste, called faeces, is expelled through the anus.

Activity 20. Listen and fill in the blanks.
Read tips on how to maintain a healthy digestive system.



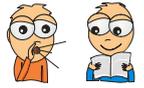
Here are some tips on how to keep your digestive system healthy:

1. Keep your _____ clean. You must _____ your teeth after every meal.
2. Avoid eating too many sweets and visit the _____ every six months.
3. Limit energy intake from total _____. Fats are high in energy and low in nutrition.
4. Increase consumption of _____, vegetables, whole grains and _____
5. Limit the intake of simple _____.
6. Eat the right amount of each _____.
7. Eat foods from all the _____.
8. Eat enough _____. You can find fibre in fruits, _____ and wholemeal bread.



Activity 21. Think about what you eat.

In each box mark how many servings of each nutrient you eat at every meal. Share your answers with the class.



	Carbohydrates (cereals, bread, biscuits, rice, potatoes)	Proteins (meat, cheese, eggs, fish)	Fats (butter, milk, cheese, cream, olive oil, nuts)	Vitamins and minerals (vegetables and fruits)
BREAKFAST				
SNACK				
LUNCH				
SNACK				
DINNER				

For breakfast, I have _____, _____, and _____.

At school, I have _____, _____, and _____.

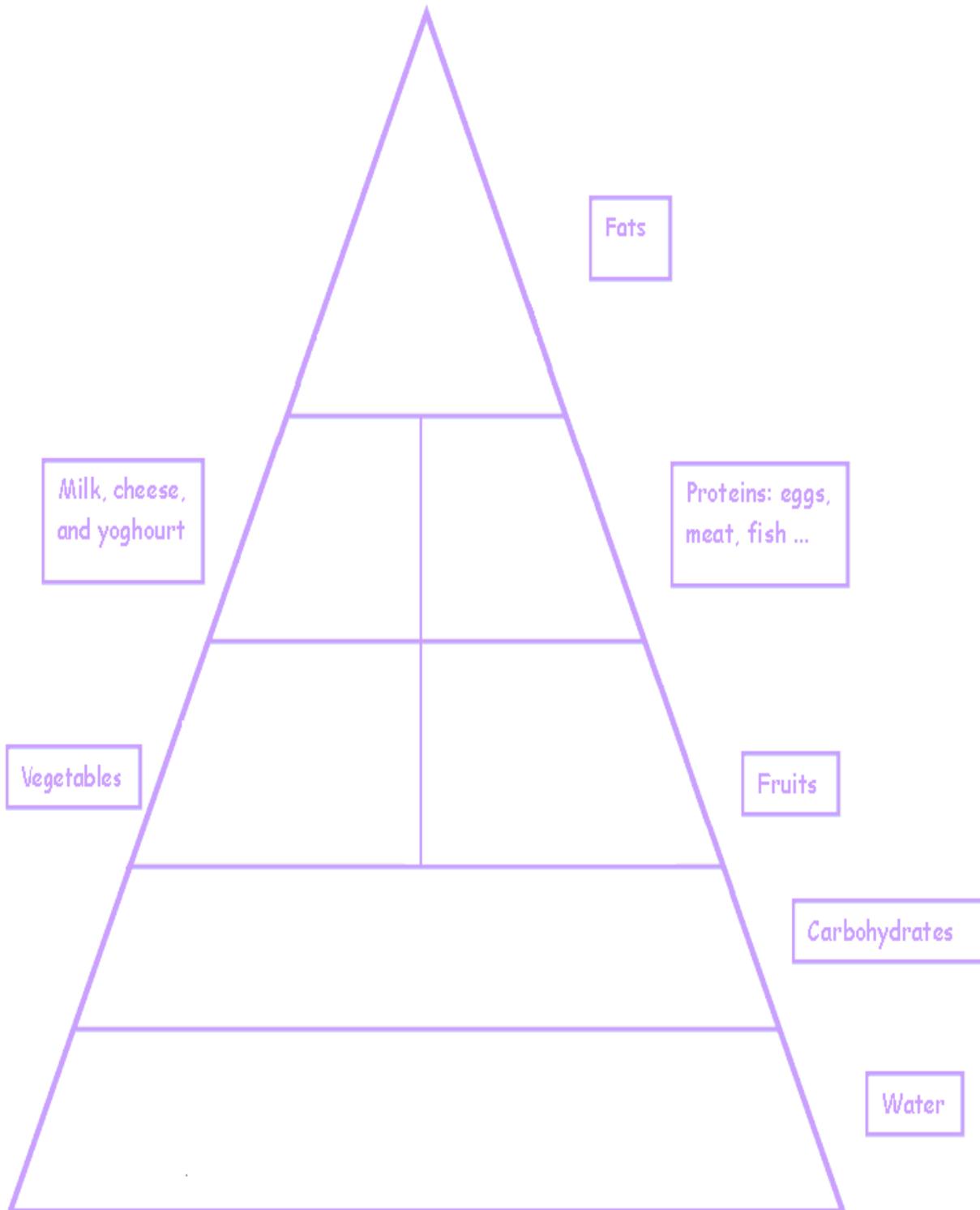
For lunch, I have _____, _____, and _____.

For the snack, I have _____, _____, and _____.

For dinner, I have _____, _____, and _____.

I think I don't have enough _____, _____, or _____.

Activity 22. Build a food pyramid using the following types of food and prepare a presentation talking about the food in each group



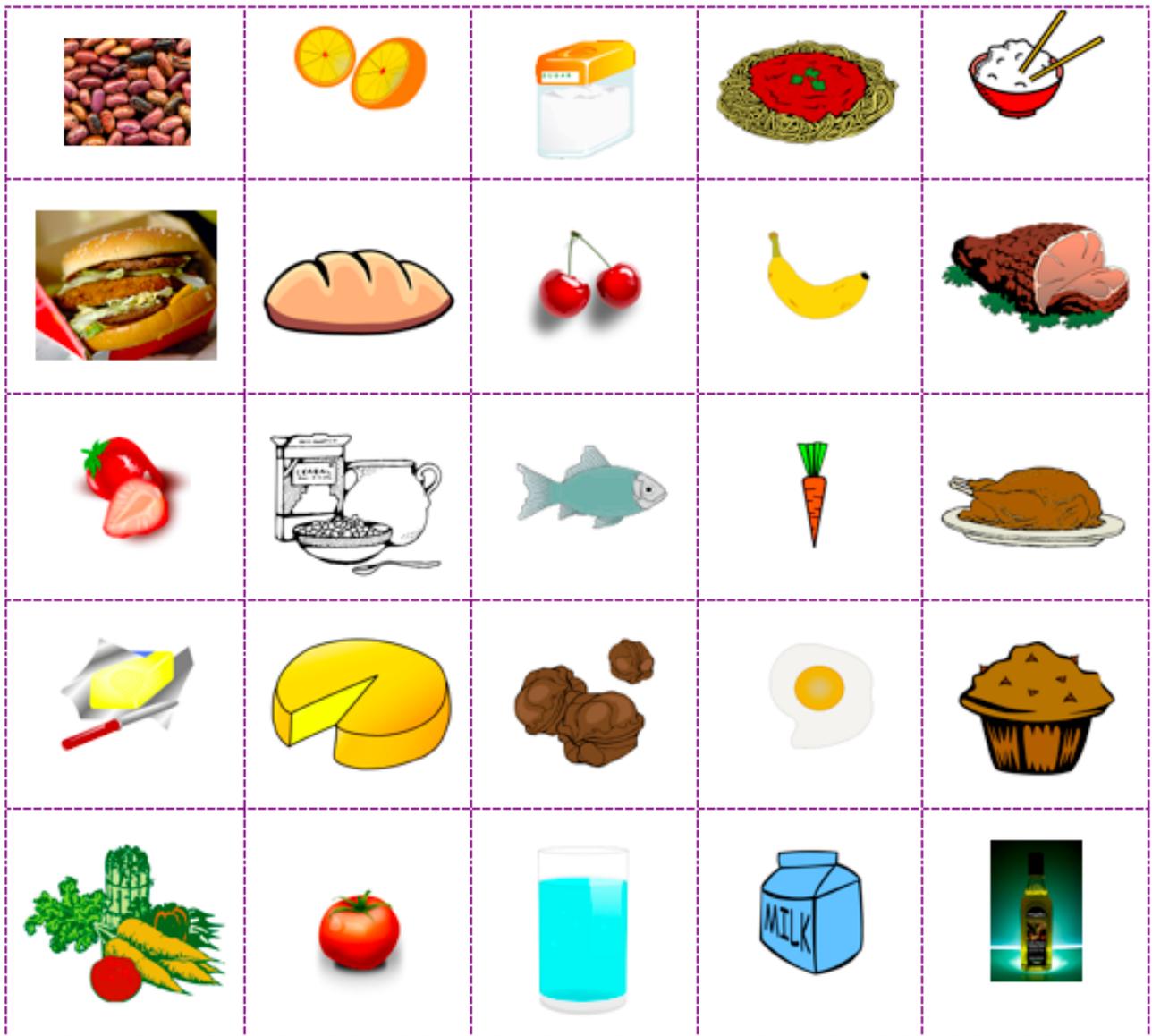
In the carbohydrate group, we can find _____, _____, and _____.

In the fruit group, we can find _____, _____, and _____.

In the vegetable group, we can find _____, _____, and _____.

In the protein group, we can find _____, _____, and _____.

In the fats group, we can find, _____, _____, and _____.



Activity 23. Read the following text about teeth and dental care. Then, complete the worksheet about your teeth and make a poster with tips about healthy teeth



TEETH AND DENTAL CARE

Adults have 32 teeth and children have 20. There are four types of teeth:



Incisors: They bite and cut food
 Canines: They hold and tear food
 Premolars and molars: They crush food

MY TEETH

How many teeth do I have? Use a mirror, count your teeth and complete the following chart:

	Upper jaw	Lower jaw
Incisors		
Canines		
Premolars		
Molars		

How many times do you visit the dentist a year? _____
 How many times do you brush your teeth a day? _____
 How much time do you use to brush your teeth? _____
 How long do you brush your teeth for? _____

Activity 24. Take some labels from different foods such as chips, cans, potatoes, fruits, butter, milk, etc. Then, complete the following text and explain the nutritional value of the product to your classmates



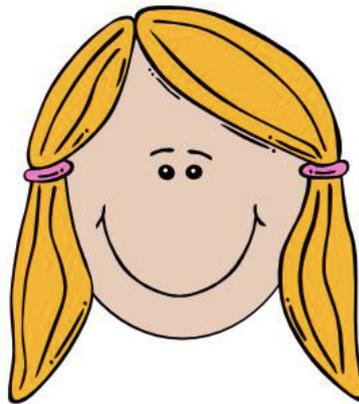
Macaroni and Cheese

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Macaroni and cheese have _____ grams of carbohydrates, _____ grams of proteins, _____ grams of fats, _____ grams of minerals and _____ grams of vitamins.



Quantity of:	Carbohydrates	Proteins	Fats	Vitamins and minerals	Energy
FOOD					



Activity 25. Self assessment. Read the following statements and mark your progress in this unit.

	I recognise words and expressions related to types of food, nutrients and digestion			
	I can read texts about types of food, nutrients and digestion			
	I can speak about some types of food, nutrients and digestion			
	I can talk to my classmates about some types of food, nutrients and digestion			
	I can write about some types of food, nutrients and digestion			