

STUDENT'S
BOOK

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ
ชั้นมัธยมศึกษาปีที่ 4

4

Students for

PEACE

Eduardo Amos

ผู้เรียบเรียง

● Eduardo Amos

ผู้ตรวจ

- นางชุลีพร เปี้ยนขำ
- นางฤดี พูนเกษม
- นางดุสิต สว่างศรี

บรรณาธิการ

● นางสาวลัดดาวัลย์ สงกา

TES Total Education
Solutions

พิมพ์ครั้งที่ 1
พุทธศักราช 2563

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

Scope & sequence

Welcome unit Welcome to Students for PEACE!

p. 6

- Talking about you and other people.
- Exchanging information about family and friends, neighbourhoods, time, money, and sports.
- Review vocabulary from **Students for PEACE 4**

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
1 Food p. 10	<ul style="list-style-type: none"> • Analysing images to identify healthy eating habits. • Vocabulary: foods, fruits, and food nutrients. • Talking about eating habits. • Classifying food in different groups. 	<ul style="list-style-type: none"> • Understanding food labels. • Reading a web page about nutrition facts. • Listening to a podcast about what people eat and to street interview. 	<ul style="list-style-type: none"> • Present simple: talking about habits and routines. • Adverbs of frequency. • <i>Wh-</i> questions and short answers. • Creating your own healthy eating plan, or writing a family recipe. 	<ul style="list-style-type: none"> • Reading a piece of a school campaign for healthier meals. • Discussing food items in your school canteen. • Planning a campaign for a healthier menu at school.
2 Health p. 22	<ul style="list-style-type: none"> • Understanding the concepts of good health. • Truths and myths about how to be healthy. • Actions and advice for a healthy life. 	<ul style="list-style-type: none"> • Interpreting an advertising campaign and an information guide. • Understanding some advice from a doctor and a dentist. • Listening to a radio programme. 	<ul style="list-style-type: none"> • Imperatives: affirmative and negative forms. • Adverbial phrases of frequency. • Creating an educational ad. 	<ul style="list-style-type: none"> • Reading and creating a poster campaign to change unhealthy habits.
3 Expression p. 34	<ul style="list-style-type: none"> • Forms of self-expression. • Abilities related to human expression. 	<ul style="list-style-type: none"> • Different ways of expressing something. • Reading a web page and a blog to understand how to explore different perspectives in images. • Listening to a podcast about abilities. 	<ul style="list-style-type: none"> • Modal verb <i>can</i>: expressing abilities in the affirmative, negative, and interrogative forms. • Reflexive pronouns. • Creating a visual poem, or creating a photographic report of someone's abilities. 	<ul style="list-style-type: none"> • Reading the back cover of a book. • Holding a classroom talent show. • Valuing personal expression.
4 Music p. 46	<ul style="list-style-type: none"> • Recognizing musical instruments. • Feelings and moods related to music. 	<ul style="list-style-type: none"> • Understanding a graphic. • Survey: Music likes and dislikes. • Reading Leo Fender's biography and a text about sound and string instruments. • Listening to a conversation about tuning an electric guitar. 	<ul style="list-style-type: none"> • Possessive pronouns. • Connectors: <i>and</i> & <i>but</i>. • Writing a biography of a musician, or making a marimba. 	<ul style="list-style-type: none"> • Reading and understanding a sign. • Accepting people's musical preferences. • Making a sign for your school.

	 Spark & Building blocks	 Explore & Sync	 Toolbox & Studio	 Peace talk
5 Consumerism p. 58	<ul style="list-style-type: none"> Portraits of Indian and Japanese families: objects that are needed and not needed. Wants and needs: impulse buying, brands, and shops. 	<ul style="list-style-type: none"> Reading and interpreting an editorial cartoon and a book review. Discussing Annie Leonard's <i>The Story of Stuff</i> book cover. Listening to Jessie J's song "Price Tag". 	<ul style="list-style-type: none"> Countable and uncountable nouns. <i>How much & how many</i>. Connectors: <i>so & because</i>. Writing a book review or designing a book cover. 	<ul style="list-style-type: none"> Thinking about what is important and what is not needed. Organizing a Buy Nothing Day.
6 Technology p. 70	<ul style="list-style-type: none"> Definition and usage of technology. Effects of technology on our lives: the mobile phone addiction. 	<ul style="list-style-type: none"> Reading and interpreting an interview about the future of mobile phones. Activity about the future of mobile phones and vocabulary used to make predictions. Listening to a TV interview about solar cookers. 	<ul style="list-style-type: none"> Degrees of adjectives: comparatives. Making predictions: <i>will & won't</i>. Creating a life hack and giving instructions. 	<ul style="list-style-type: none"> Discussing cyberbullying. Using media to reflect on how to use technology safely.
7 Journeys p. 82	<ul style="list-style-type: none"> Talking about different kinds of journeys and activities to be done. Seasons of the year. Expressing one's personal opinion about cool activities. 	<ul style="list-style-type: none"> Finding specific information on a map. Interacting with travel diaries and flyers. Listening to and arranging a visit by voice messages. 	<ul style="list-style-type: none"> Talking about plans for the future: <i>going to</i>. Playing "Find Someone Who". Creating an illustrated travel journal. 	<ul style="list-style-type: none"> Talking about the difficulties of a journey. Making a list of things to be used on a journey. Playing "Jimmeknowland".
8 Indigenous people p. 94	<ul style="list-style-type: none"> Contextualizing cultural manifestations. Indigenous people's survival and beliefs. 	<ul style="list-style-type: none"> Understanding how our societies work and relate. Reading and interpreting a cartoon about survival in the past and present. Listening to a native person's testimonial. 	<ul style="list-style-type: none"> Verb <i>be</i>: Past simple: affirmative, negative, and interrogative forms. <i>Used to</i>. Writing a legend. 	<ul style="list-style-type: none"> Reading and talking about dream catchers. Discussing how our society deals with dreams.

Welcome to Students for PEACE!

What do you already know?

Use English to:

- talk about yourself and other people;
- exchange information about family, friends, neighbourhoods, time, money, and sports;
- review vocabulary.

1 Play the Path game and enjoy yourself.



Instructions

- ◆ Work in pairs or groups. Each player will need a coin or something that can be used as a counter.
- ◆ The pairs or groups will need a dice or a set of numbers from 1 to 6.
- ◆ The students place the counters on **START**.
- ◆ Each player throws the dice or picks a number. The one who gets the highest score begins the game.
- ◆ The first player throws the dice or picks a number again. This time, he/she moves along the squares according to the result.
- ◆ He/She answers the question or follows the instruction given. If the student doesn't know the answer, he/she doesn't move his/her counter.
- ◆ The first player to reach **FINISH** is the winner.

23

Go back to square 21.

24

What time is it?

25

Where do you live?

22

Do you do any sports?

26

Do you save money every month?

28

Miss one turn.

27

What day is it today?

29

Go back to **START**.

30

What's Barack Obama's nationality?

31

Who is your mother's father?

32

What's J.K. Rowling's occupation?

33

Is your home in a big city?

36

Is there a cycle lane in your area?

37

Do you receive pocket money?

38

Miss one turn.

39

What sport does Neymar play?

FINISH

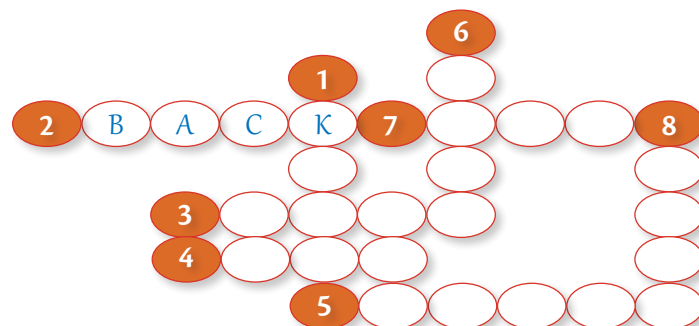
2 Look at the pictures and find the sports in the wordsearch.




Let's move our bodies!

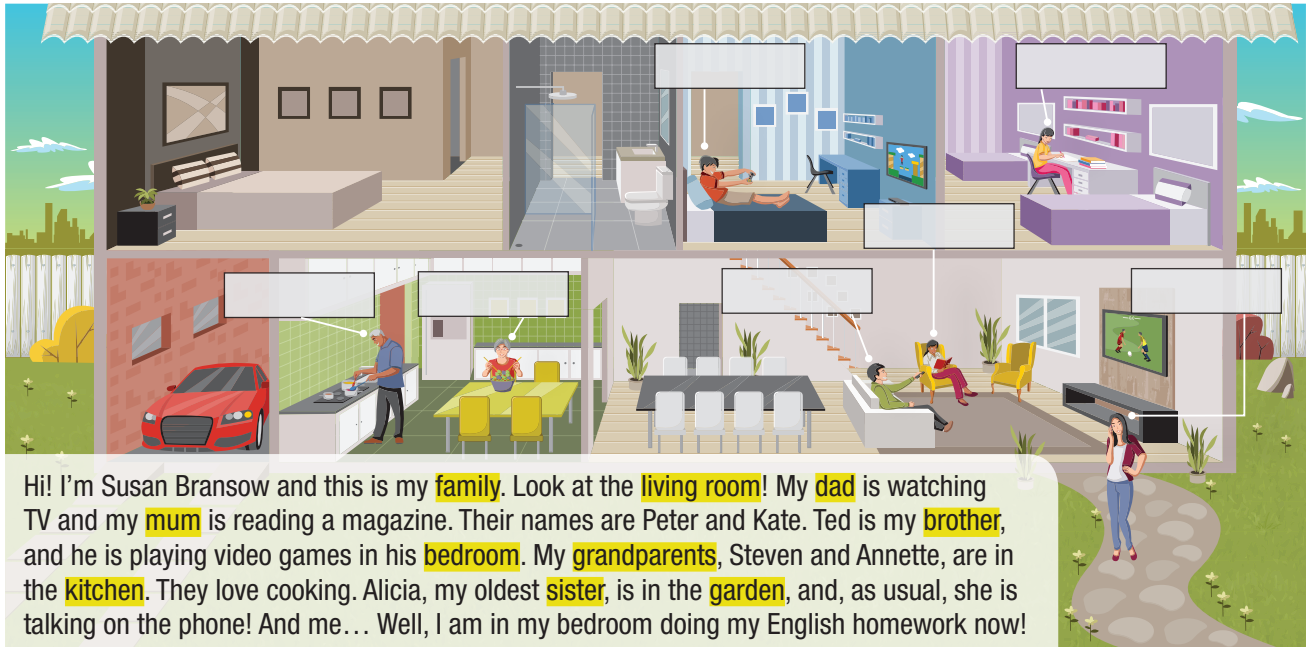
O	V	O	L	L	E	Y	B	A	L	L	S	G
I	C	E	H	O	C	K	E	Y	A	F	C	S
G	W	A	T	E	R	P	O	L	O	Z	Y	W
H	A	N	D	B	A	L	L	E	F	H	C	I
F	O	O	T	B	A	L	L	O	T	H	L	M
E	P	T	E	N	N	I	S	R	R	K	I	M
B	A	S	K	E	T	B	A	L	L	B	N	I
V	G	Y	M	N	A	S	T	I	C	S	G	N
U	L	F	J	U	D	O	S	L	L	R	I	G
S	N	O	W	B	O	A	R	D	I	N	G	X

3 Complete the crossword puzzle with the parts of the body numbered in activity 2.



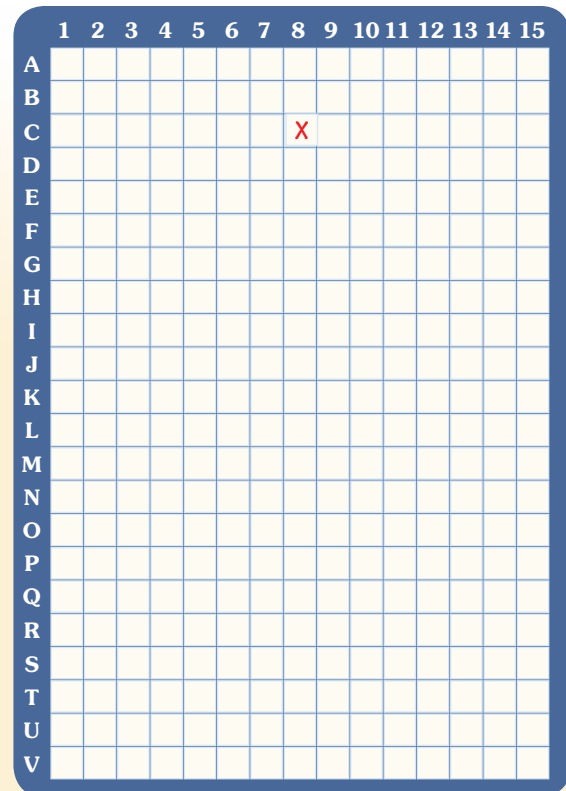
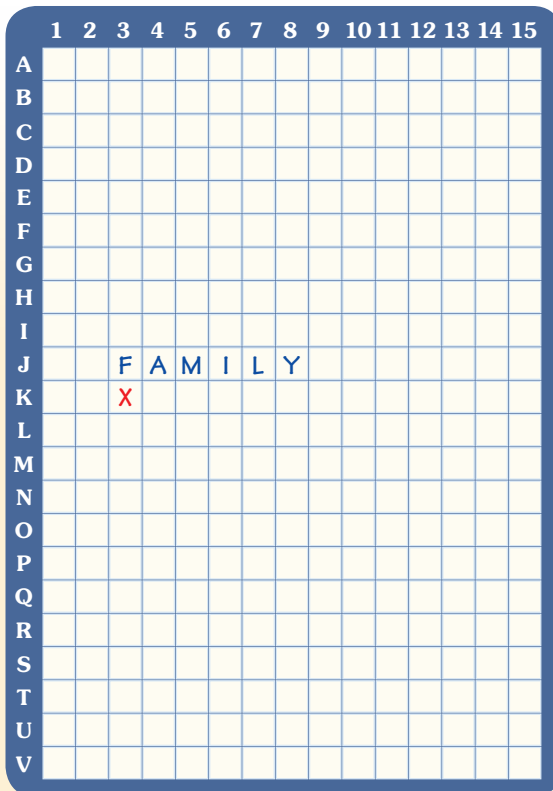
4

Look at the picture of the Bransow family. Then read the description and write who is where.



5

Choose six highlighted words from activity 4 and write them in the grid below. Then, play "Battleships" with a classmate.



A J-3.
B Hit! Letter F.

B C-8.
A Missed!

A K-3.
B Missed!



1

Food

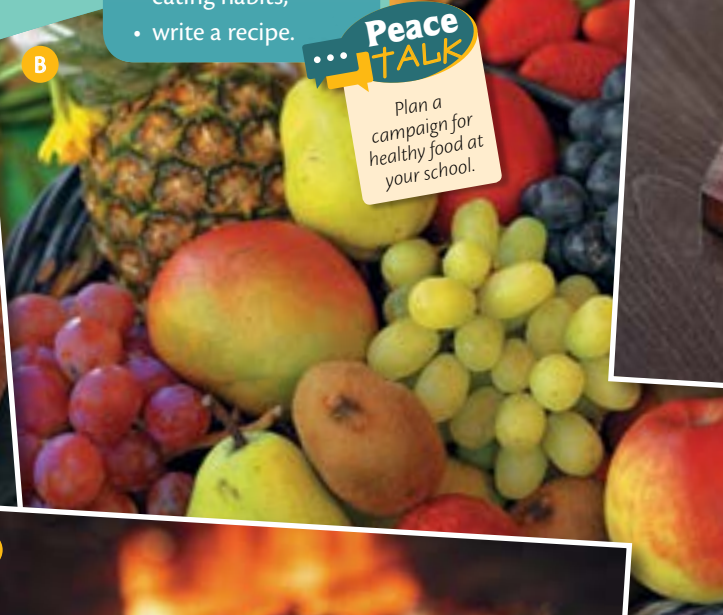
What's good for you?

Use English to:

- identify healthy and unhealthy foods;
- read food labels;
- talk about different eating habits;
- write a recipe.

Peace
TALK

Plan a campaign for healthy food at your school.



Spark

1 Match the pictures to the words.

☐ beef

☐ fish

☐ fruit

☐ cheeseburger and chips

☐ pizza

☐ rice and beans

☐ salad

☐ vegetables

☐ water

2 Circle the items in activity 1 you think are good for you.

3  In groups, compare your choices in activity 2. Are they similar or different?

L1



4 Do some research.

- a Find out what the phrases **healthy food** and **junk food** mean. Then make notes.

- b What makes food good or bad for you?

- c Share your ideas in small groups.

Did you know?

People usually have three meals a day: breakfast, lunch, and dinner. Doctors recommend healthy snacks between meals.



Building blocks



Read the dialogue below. Put the lines in the correct order. Then listen and check.



Savannah

- ☐ Hmm... **Yes, please.**
- 1** ☐ Olivia, do you take packed lunches to school or do you buy your food at the school canteen?
- ☐ Good idea. I can try that.
- ☐ I have a packed lunch, too, but it isn't always very healthy. I like cold pizza, crisps, and chocolate, and I don't like salad.

Olivia

- ☐ Try to include some fruit. Then you can change your lunch **bit by bit.**
- ☐ Let's start now. **Would you like** an apple?
- ☐ I always have a packed lunch. I like to include my favourite healthy foods: cheese sandwich with salad, fruit, and juice. **What about you?**
- ☐ **Here you are!**



Read the dialogue in activity 5 and write T (true) or F (false).

- ☐ Olivia usually buys lunch at the school canteen.
- ☐ Savannah likes junk food.
- ☐ Olivia wants to help Savannah change her school lunch.
- ☐ Savannah loves salad.
- ☐ Savannah thinks she can try to change her eating habits.



Look at the highlighted phrases in the dialogue and write them in the correct spaces below.

- a A phrase that means the same as **little by little**. _____
- b A polite way of offering something. _____
- c A polite way of accepting an offer. _____
- d A phrase that means the same as **And you?** _____
- e Something you say when you give or offer something to someone. _____

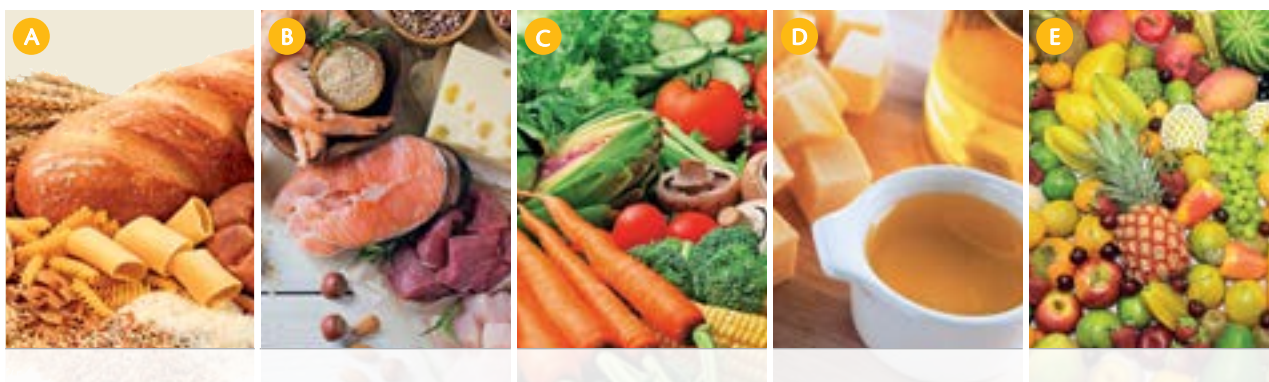
8

We can put foods in different groups. Do the activities about food groups.

a Match the names of the food groups to the foods.

- 1 fat 2 fruit 3 grains 4 protein 5 vegetables
- ☐ brown rice, cereal, crackers, pasta, wholemeal bread
 - ☐ beans, beef, cheese, chicken, eggs, fish, milk, nuts, yoghurt
 - ☐ butter, canola oil, olive oil
 - ☐ broccoli, carrots, corn, aubergines, lettuce, spinach, sweet potatoes, tomatoes, turnips
 - ☐ apples, bananas, grapes, mangoes, melon, oranges, pears, pineapple, strawberries, watermelon

b Label each food group below.



9

Do the quiz below and check what you know.

a

Which vitamin are carrots especially rich in?

- ☐ Vitamin A.
- ☐ Vitamin B.
- ☐ Vitamin C.

c

What is the maximum amount of salt you should have every day?

- ☐ 1 teaspoon.
- ☐ 2 teaspoons.
- ☐ 3 teaspoons.

e

Calcium is very important for your bones. Which of these is the richest source of calcium?

- ☐ Milk.
- ☐ Beef.
- ☐ Fruits.

b

What percentage of your daily calories should be starchy foods like bread and potatoes?

- ☐ 25%
- ☐ 33%
- ☐ 47%

d

Bananas help your blood pressure and heart function because they have lots of

- ☐ fibre.
- ☐ potassium.
- ☐ carbohydrates.

Scores

3 – 4 correct answers

Congrats, you're a nutrition whiz!

1 – 2 correct answers

Good! You already think about nutrition.

0 correct answers

Well, it's a good idea to start thinking about nutrition.

Usually, what are YOUR food choices for breakfast, lunch, and dinner? And for snacks?

Explore

- 1 Imagine you are at the supermarket buying some snacks. Choose five of these products to put in your basket.



- 2 In pairs, compare your choices in activity 1. Are they similar?

- 3 Read the text below to find out how healthy your choices are.

Address

YH YOUR HEALTH

Search YourHealth

[HOME](#) | [WELCOME](#) | [TOPICS](#) | [FEATURED ARTICLES](#) | [MORE RESOURCES](#) | [ABOUT US](#) | [NEWSLETTER](#) | [DONATE](#)

NUTRITION

Children and teenagers need the same healthy foods adults eat, along with more vitamins, minerals, and calcium. This means eating wholegrains (wholewheat, oats, rice, quinoa etc.); a wide variety of fresh fruits and vegetables; calcium for growing bones (milk, yoghurt); and healthy proteins (fish, eggs, poultry, lean beef, nuts, and seeds). All of us should avoid fizzy drinks, chicken nuggets, and any other fried food. A good idea is to replace chips, for example, with a bag of mini carrots, grapes, or other fruits and vegetables. This will add vitamins and fibre to the meal.

What are the results of having a healthier diet? Teenagers look healthier, do better in sports, have more energy, and enjoy life more when they decide to give a chance to more balanced meals and snacks. So, why not start now?

- 4 Tick the correct statements. Then read and check.

- | | |
|---|---|
| <input type="radio"/> The text is part of a medical magazine. | <input type="radio"/> Nuts don't have proteins. |
| <input type="radio"/> The text is on a web page. | <input type="radio"/> Chips have lots of fibre and vitamins. |
| <input type="radio"/> Adolescents need more vitamins than adults. | <input type="radio"/> Teenagers experience benefits when they change to a healthier diet. |

- 5 Make combinations of healthy snacks using the products in activity 1.



6 There is a guide to food nutrition labels below. Read it and do the activities that follow.

Address

[Nutrition centre](#) |
 [Physical activity](#) |
 [Healthier kids](#) |
 [Weight management](#) |
 [Stress management](#) |
 [Quit smoking](#) |
 [Workplace wellness](#)

Here is some advice on how to make the most of the information on the Nutrition facts label:

1 Servings

This part shows you the size of a single serving and how many servings there are in the pack.

2 Portion sizes

It's important to notice the number of calories per serving and how many servings there are in a whole pack. If you double the servings you eat, you double the calories and nutrients.

The next section of information on a nutrition label is about the amounts of specific nutrients in the product.

3 Limit nutrients.

We recommend limiting nutrients: based on a 2,000-calorie diet, no more than 16 grams of saturated fat, as little trans fat as possible, and no more than 1,500 mg of salt.

4 Get enough of the good nutrients.

Make sure you get enough of good nutrients such as: dietary fibre, protein, calcium, iron, vitamins, and other nutrients you need every day.

5 Quick guide to % Daily Value Reference intake.

The % Reference intake (RI) tells you the percentage of each nutrient in a single serving, in terms of the daily recommended amount. As a guide, if you want to have less of a nutrient (such as saturated fat or salt), choose foods with a lower % RI – 5 percent or less. If you want to have more of a nutrient (such as fibre), choose foods with a higher % RI – 20 percent or more.

Nutrition facts

Serving size 1 slice (47g)	
Servings per pack 6	
Amount per serving	
Calories 160	Calories from fat 90
	% Reference intake*
Total fat 10g	15%
Saturated fat 2.5g	11%
Trans fat 2g	
Cholesterol 0mg	0%
Salt 300mg	12%
Total carb 15g	5%
Dietary fibre less than 1g	3%
Sugars 1g	
Protein 3g	
Vitamin A 0%	Vitamin C 4%
Calcium 45%	Iron 6%
Thiamin 8%	Riboflavin 6%
Niacin 6%	

*Reference intake of an average adult is 2,000 calories.

Learning how to read and understand food labels can help you make healthier choices.



7 Complete the sentences using the guide to Nutrition facts labels. The first one is done for you.

- The green part shows the number of calories per serving. To know exactly how many calories you are consuming, you need to think about the number of servings you want to have.
- The _____ part shows the nutrients that we should not consume a lot of. They can be bad for our health.
- The _____ part shows the nutrients that are good for our health. We should try to get 100% of the fibre, vitamins, and other nutrients we need every day.
- The part in _____ tells us the percentage of each nutrient in a single serving, in relation to the daily recommended amount.
- The part in _____ shows the size of a single serving and how many servings are in the pack.



8 Where can you usually find food nutrition labels?

- ☐ Inside medicine boxes.
 ☐ On industrialized food packets.
 ☐ On fresh fruit packs.

9

Now read these two bread nutrition labels. Which one is healthier? Why? Discuss it with a classmate.

A

NUTRITION FACTS		
Serving size 1 slice / Servings per pack 22		
Amount per serving		
Calories 50 Calories from fat 10		
% Reference intake		
Total fat	1 g	1%
Saturated fat	0 g	0%
Cholesterol	0 mg	0%
Salt	115 mg	5%
Total carbohydrate	10 g	3%
Dietary fibre	5 g	20%
Sugars	1 g	

B

NUTRITION FACTS		
Serving size 2 slices (50 g) / Servings per container 9		
Amount per serving		
Calories 130 Calories from fat 10		
% Reference intake		
Total fat	1 g	2%
Saturated fat	0 g	0%
Trans fat	0 g	0%
Cholesterol	0 mg	0%
Salt	240 mg	10%
Total carbohydrate	25 g	8%
Dietary fibre	1 g	4%
Sugars	less than 1 g	

10

Look at the two plates in activity 12 on this page. Which one, in your opinion, shows what specialists call a “healthy eating plate”?

11

Listen to the podcast of an interview with diet specialist Dr. Hearts. Tick the option that indicates its purpose.

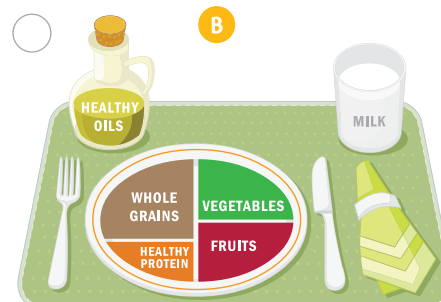
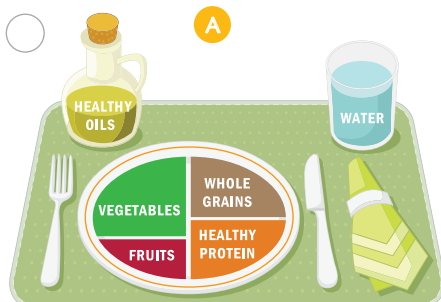
- ☐ To explain that sausages are bad for your health.
- ☐ To describe a healthy eating plate.

Did you know?

A **podcast** is an audio file like a radio broadcast, which can be downloaded from a website.

12

Listen to the podcast again and tick the image that is closer to Dr. Hearts’s description.



13

Tick the ideas shared by Dr. Hearts in the podcast.

- a ☐ Vegetables and fruit should take up half of your plate.
- b ☐ Brown rice and white rice have the same nutritional value.
- c ☐ Half of your plate should be protein.
- d ☐ Sausages contain lots of fat and salt.
- e ☐ Healthy oils help reduce harmful cholesterol and are good for the heart.

14

Your turn. Discuss the following questions with a classmate.

- a Do you listen to podcasts? If so, what type of podcasts are you interested in?
- b Do you think about what you eat? Which food group is more present in your diet? How do you choose what you eat?

Sync))

15

People around the world eat differently. Listen to these interviews and find out what the three people have for breakfast. Match each breakfast to a person.



Did you know?

Chutney is a cold food made with a mixture of vegetables, fruit, and spices.

A Name: Fatima
Nationality: Moroccan



B Name: Erich
Nationality: German



C Name: Hassan
Nationality: Turkish



- ☐ Cold meats, cheese, and bread with coffee.
- ☐ Fresh bread, white cheese, tomatoes, cucumber, olives, and coffee.
- ☐ Chutney, jam, cheese or butter with different types of bread.

16

Read part of the transcript of the first interview in activity 15. Then write the important stages of a street interview.

Colin Good morning, London! This is Colin Lewis from Channel 99. Today's programme is about a very important meal: breakfast. We want to know what people eat for breakfast. [...] Excuse me! Can I talk to you?

Fatima Oh, sure.

Colin I'm Colin Lewis from Channel 99. We are interviewing people to know what they eat for breakfast. Can you tell us your name and where you are from, please?

Fatima I'm Fatima, and I'm from Morocco.

Colin Fatima, what do you usually have for breakfast?

Fatima At home, we frequently have different types of bread with cheese, chutney, jam, or butter. I prefer bread with jam and butter [...].

Colin Thanks a lot, Fatima. It sounds delicious!

- a The interviewer approaches Fatima politely. _____
- b The interviewer explains to Fatima who he is and what he is doing. _____
- c The interviewer asks Fatima to identify herself. _____

17



Follow the steps in activity 16 and interview a few classmates.

Toolbox

- 1 Read what Erich said about breakfast in Germany. Then do the activities.



"Well, a typical German breakfast has lots of cheese, bread, and cold meats. My mother doesn't eat cold meats, but my dad does. He **usually** has a coffee with his breakfast."

- a The text above describes
☐ habits and routines.
☐ actions happening at this moment.
- b The verb tense is the
☐ Present continuous.
☐ Present simple.

- c Complete the table.

I / you	eat	don't eat
he / she / it		
we / you / they	eat	don't eat

- 2 Read Hassan's comments about breakfast in his country. Complete the sentences below using the verbs in brackets.

- a Hassan and his family **always** _____ (have) lots of bread, olives, and cheese for breakfast.
- b Hassan _____ (love) olives.
- c He **frequently** _____ (drink) fruit juice and **sometimes** coffee.
- d He _____ (like) tea.



- 3 What do the words **always**, **frequently**, **usually**, and **sometimes** have in common?

- ☐ They express frequency. ☐ They express place. ☐ They express time.

- 4 Look at the table and answer the questions.

Adverbs of frequency							
Always	✓	✓	✓	✓	✓	✓	✓
Usually	✓	✓	✓	✓	✓		
Frequently	✓	✓	✓	✓			
Sometimes	✓	✓	✓				
Rarely	✓						
Never							

- a How often does Erich's father have coffee with his breakfast? ✓✓✓✓✓

- b How often does Fatima eat bread at breakfast? ✓✓✓✓✓

- c How often does she eat cold meats? (-)

- d How often does Hassan drink coffee? ✓✓✓✓


5

Read this blog presentation page. Then answer the questions.

Who am I?

My name's Fatima. I'm a 14-year-old Moroccan girl. I live in Casablanca, Morocco. This blog is about my passion for Moroccan food. I love cooking (and eating!). My grandmother has a few "secret recipes" and I am learning from her. My best friend, Yasmine, helps me with some traditional Moroccan recipes, too. I want to be a chef in the future. We frequently have excellent recipes to share with you. If you enjoy eating, you will enjoy our blog!

Recipe: Moroccan chicken



Ingredients

4 chicken breast fillets, 1 lemon zest and juice, 2 tbsp of olive oil, 4 tsp of Moroccan spices mix, 300 g of quinoa, 1 chopped onion, handful of green olives, small bunch of chopped parsley

Method

- Mix the lemon zest, juice, oil, and spices together. Then pour the mixture over the chicken. Put in the oven for 20 mins.
- Cook the quinoa using the instructions on the packet, then put into a large bowl. Stir through the rest of the ingredients and serve. Take the chicken from the oven and put on top of the quinoa and add the juices.

[P](#) [f](#) [g](#) [send message](#) | [comments](#)

- a Who is the writer of the blog?
- _____
- b What's the purpose of this blog?
- _____
- c Who would read her blog?
- _____
- d Now, tick. What is a recipe?
- ☐ A list of ingredients and instructions for making a dish.
- ☐ A part of a blog to post pictures of food.

6

Complete the questions about Fatima and answer them. The first one is done for you.

- a How old is she? She's 14.
- b _____ does she live? _____
- c _____ does she love? _____
- d _____ is her best friend? _____

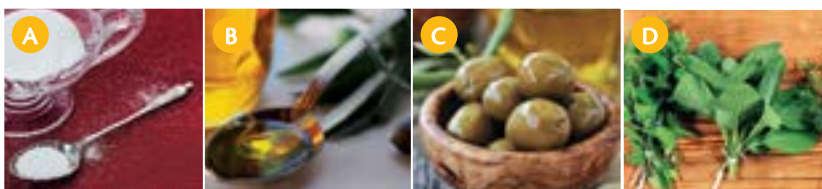
7

Now answer the questions below.

- a Is Fatima from Algeria? _____
- b Does her grandmother have secret recipes? _____
- c Do Yasmine and Fatima have recipes to share? _____

8

Read the recipe on the blog again. Match the phrases to the pictures.



- ☐ small bunch
- ☐ tbsp (tablespoon)
- ☐ handful
- ☐ tsp (teaspoon)

9

Think about everything you have learnt so far about healthy eating. Tick the advice that can help your diet.

- ☐ Add salt to your food.
- ☐ Try not to drink lots of sugary drinks.
- ☐ Eat high-fat foods every time you eat fast food.
- ☐ Choose wholemeal bread instead of white bread.
- ☐ Try to eat different coloured fruit and vegetables every day.

10

Personal challenge! Create your own healthy eating plan.

- a Write at least five foods for each group.
- b Think about your choices. Can you make these changes happen?

Healthy foods I already eat.

Healthy foods I will try with little or no effort.

Healthy foods I can try with some effort.

11



Write and share a family recipe. Use a dictionary to help you.

- First, make a list of all the ingredients needed in the recipe, with the amounts required (teaspoon, tablespoon, cup, handful, bunch etc.).
- Then, give the instructions for the recipe (pour, mix, boil, stir etc.).
- If possible, add an interesting picture of the finished dish, or draw it.
- Publish your recipe on your school website.

1

Look at the image below and answer the questions.

Middleshire
SCHOOL DISTRICT
making learning relevant for every Middleshire student

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Annual
FOOD FOR THOUGHT
Campaign

The Middleshire School District Foundation in partnership with the Food for Famine society has embarked on a mission to help feed Middleshire School District students healthy and nutritious meals every day.

FOOD FOR FAMINE

Tel: 0414-532-1464 Fax: 0414-532-1468 E-mail: f4t@*****.co.uk

a What kind of text is this?

b What's its purpose?

c Who is it for?

- ☐ All the students of the Middleshire School District
- ☐ Only the girls of the Middleshire School District
- ☐ Only the boys of the Middleshire School District

d The phrase "food for thought" means

- ☐ something not to remember.
- ☐ something that makes you think about food.
- ☐ something to think about, to consider.

2



Let's talk about **YOUR** school canteen.

- a What's your opinion about the food in your school canteen?
- b Check which food groups are served in the school canteen.
- Take notes of the foods you find.
 - Write which are healthy, which are OK, and which are not healthy at all.
 - Share your notes with the whole class.
- c Plan a campaign for a healthier menu at school.
- Decide on how the canteen food and products could be improved.
 - Write your suggestions. Which food items should stay, and which should be changed? Be creative!
 - Invite people to join the cause.