



# MAJOR SCIENCE



## TEACHER'S GUIDE



## UNIT 12: PREVENT FOOD POISONING

### LESSON 1

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn about what food poisoning is.
- Learn about the cause and prevention of food poisoning.

**Vocabulary:** food poisoning, raw food, flies on food, moldy food

#### MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

#### WARMER

- Greet the students:
  - "Hello, how are you?"
  - "I'm fine, thank you. Please sit down."
- Energy the class with a warm-up game – slap the ball to review the previous lesson.

#### LEAD IN

- Use the flashcards to introduce the new words: "food poisoning, raw food, fly on food, moldy food" to elicit the vocabulary for this lesson.
- Hold them up and ask, "What's this?"
- Encourage students to answer.
- Model any words that they do not know.

#### MAIN CONTENT

##### WE LEARN

#### 1. Listen, point and repeat. 47

- Ask your students to look at the pictures.
- Play the recording, while you point to the pictures in time with the audio.
- Play the recording again for the students to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio.
- Point to the parts of plants to practice the words.
- Check the students' pronunciation.

#### Track 47


##### 1. Listen, point and repeat.


Food poisoning	food poisoning
Raw food	raw food
Fly on food	fly on food
Moldy food	moldy food


### UNIT 12 PREVENT FOOD POISONING


**WE LEARN**


**LESSON 1**

**1. Listen, point and repeat.**  47

  
food poisoning

  
raw food

  
flies on food

  
moldy food

**2. Read the mind map. Then match a-h with the correct pictures.**

**FOOD POISONING**

↓


You get sick because you eat or drink spoiled food.


**Causes of food poisoning:**


- Eat with dirty hands
- Eat raw food from animals
- Eat moldy food
- Eat food that has flies on it


**Food poisoning prevention:**


- Wash your hands
- Wash fruits and vegetables
- Eat well-cooked food
- Keep fresh food in the fridge


















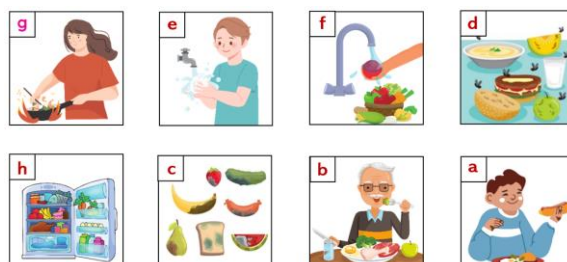


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#### 2. Read the mind map. Then match a-h with the correct pictures.

- Have students read the mind map.
- Explain what food poisoning is and give some example diseases when having food poisoning (feel sick, have a stomachache, have a fever, throw up)
- Point and explain some causes and how to prevent food poisoning.
- Ask the class to work in pairs and match the pictures with the a-h sentences.
- Walk around the class and support them if needed.
- Call some pairs of students to answer the questions and correct their answers.
- Correct students' pronunciation if needed.
- Praise students if they have performed well.

#### Answer





### WE PRACTICE

3. Listen and read. Then number the pictures 1-4 in the correct order. 48

- Have students look at the pictures.
- Ask Ss to recognize what happened in each picture (go to the doctor and take medicines, play with a dog, eat a sandwich, have a stomachache)
- Play the recording. Ask the Ss to listen, point and read the text in their book.
- Play the recording again for students to listen and repeat in chorus and individually. Correct their pronunciation where necessary.
- Give students time to do the exercise.
- Praise the students if they have performed well.

### Track 48

3. Listen and read. Then number the pictures (1-4) in the correct order.

Yesterday, Bill played with his dog but he didn't wash his hands. For lunch, his mom made sandwiches. Bill was so hungry that he grabbed a big sandwich with his dirty hands and ate it.

In the evening, he felt so sick. He had a fever and a stomachache. Bill's dad took him to the hospital. The doctor said Bill had food poisoning. She gave him some medicines. Bill had to stay home for three days. Bill didn't want to get food poisoning again. He promised to wash his hands carefully.

### Answer



### 4. Answer the questions

- Ask students to read the text in Exercise 3 and answer the questions.
- Give students some time to do the exercise.
- Call some students to show their answers.
- Correct their answers and pronunciation.

### Answer:

1. What did Bill do yesterday? Yesterday, Bill played with his dog.
2. Did he wash his hands afterwards? No, he didn't.
3. What did he have for lunch? He had a big sandwich for lunch.
4. How did he feel in the evening? In the evening, he felt so sick.
5. What did the doctor give him? The doctor gave him some medicines.

### WE PRACTICE

3. Listen and read. Then number the pictures 1-4 in the correct order. 48



Yesterday, Bill played with his dog but he didn't wash his hands. For lunch, his mom made sandwiches. Bill was so hungry that he grabbed a big sandwich with his dirty hands and ate it.

In the evening, he felt so sick. He had a fever and a stomachache. Bill's dad took him to the hospital. The doctor said Bill had food poisoning. She gave him some medicines. Bill had to stay home for three days. Bill didn't want to get food poisoning again. He promised to wash his hands carefully.

### 4. Answer the questions.

1. What did Bill do yesterday? \_\_\_\_\_
2. Did he wash his hands afterwards? \_\_\_\_\_
3. What did he have for lunch? \_\_\_\_\_
4. How did he feel in the evening? \_\_\_\_\_
5. What did the doctor give him? \_\_\_\_\_

### 5. Put the phrases into the correct column.

eat raw meat    eat well-cooked food    don't wash hands before eating  
eat moldy food    put fresh food in the fridge    wash fruits and vegetables

How you may get food poisoning	How to prevent food poisoning
_____	_____
_____	_____
_____	_____

6. Work in pairs. Discuss other ways to prevent food poisoning.

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### 5. Put the phrases into the correct column.

- Ask Ss to read the phrase in the box and explain the meaning (*causes food poisoning or how to prevent food poisoning*)
- Do the first phrase as an example and ask your students to copy you.
- Give students some time to do the exercise on their own.
- Ask some students to give their answers.

### Answer:

#### How you may get food poisoning

\_\_\_\_\_ eat raw meat  
\_\_\_\_\_ eat moldy food  
\_\_\_\_\_ don't wash hands before eating.  
\_\_\_\_\_

#### How to prevent food poisoning

\_\_\_\_\_ eat well-cooked food  
\_\_\_\_\_ put fresh food in the fridge.  
\_\_\_\_\_ wash fruits and vegetables  
\_\_\_\_\_





## UNIT 12: PREVENT FOOD POISONING

### LESSON 2

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn about what food poisoning is.
- Learn about the cause and prevention of food poisoning.

**Vocabulary:** food poisoning, raw food, flies on food, moldy food

#### MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

#### WARMER

- Greet the class. Wave and say Hello and Hi. Then greet an individual student.
- Play **Find the correct picture** game to warm up the class

#### MAIN CONTENT

#### WE PRACTICE

#### 7. Write *should* or *shouldn't*. Then listen and write a-e. 49

- Ask students to look at the questions and guess the answer to each question.
- Do question number 1 as an example and ask Ss to copy you.
- Let Ss have 5-7 minutes to complete the exercise.
- Play the recording and ask Ss to listen and number the sentence in the correct order.
- Check and correct all the questions.

#### Track 49

#### 7. Write *should* or *shouldn't*. Then listen and write a-e.

- a. **Boy:** Oh no. There's something on my bread.  
**Girl:** That's mold. You shouldn't eat moldy food.  
**Boy:** OK. I'll buy something to eat.
- b. **Girl:** I love apples. I'll eat one.  
**Man:** Wait. You should wash your fruits carefully before eating.  
**Girl:** OK, dad.
- c. **Woman:** Tom, let's have dinner!  
**Boy:** Wow. This pizza is so delicious.  
**Woman:** Stop! You shouldn't eat with dirty hands. Wash your hands first.
- d. **Woman:** There are a lot of foods here.  
**Man:** I buy them in the supermarket.  
**Woman:** You should put the fresh food in the fridge. It goes bad easily.
- e. **Boy:** I'm so hungry. Can I eat that sandwich?  
**Woman:** No. There are flies on it. You shouldn't food that has flies on it. I will cook noodles for you.  
**Boy:** Thanks, Mom.

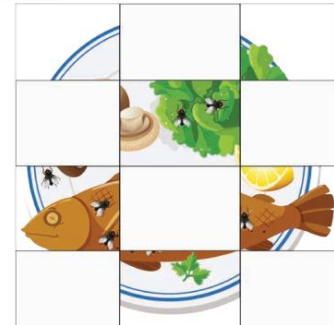
#### LESSON 2

#### 7. Write *should* or *shouldn't*. Then listen and write a-e. 49

- ☐ You \_\_\_\_\_ wash your fruits carefully before eating.
- ☐ You \_\_\_\_\_ eat with dirty hands.
- ☐ You \_\_\_\_\_ keep raw food in the fridge.
- ☐ You \_\_\_\_\_ eat moldy food.
- ☐ You \_\_\_\_\_ eat food that has flies on it.

#### WE DO

#### 8. Work in pairs. Stick the stickers to complete the picture. Then discuss the questions.



#### Questions:

1. What is it?
2. Should we eat it? Why? / Why not?
3. What should we do to prevent it?

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#### Answer:

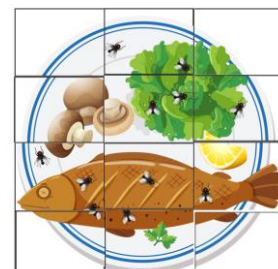
- b** You should wash your fruits carefully before eating.
- c** You shouldn't eat with dirty hands.
- d** You should keep raw food in the fridge.
- a** You shouldn't eat moldy food.
- e** You shouldn't eat food that has flies on it.

#### WE DO

#### 8. Work in pairs. Stick the stickers to complete the picture. Then discuss the questions.

- Have the Ss find stickers of the exercise on the stickers' page in the middle of the book.
- Guide Ss to stick the stickers: the picture is missing some parts. The Ss have to find the right stickers for the parts and stick to the right part.
- Ask the Ss to do an exercise by themselves.
- Pick up some Ss to show their work.
- Ask students to work in pairs and discuss the questions.
- Choose some pairs to answer the questions.

#### Answer:



### STORY

#### 10. Listen to the story. Then act it out. 50

- Ask students to look at the story. Point to the characters in the story and ask: "Who's this?"
- Ask students to guess what happens in this story. Encourage students to share their ideas.
- Play the recording and pause after each sentence for the students to repeat.
- Make sure that the students understand the story and ask what the story is about.
- Explain the value of the story.
- Play the recording and demonstrate the story actions.
- Ask students to work in pairs and act on the story.
- Walk around, offer help when necessary, and check their pronunciation.
- Call some pairs to the front to act on the story.
- Listen to students and check their pronunciation.

#### Track 50

#### 10. Listen and read the story. Then act it out.

##### WHERE'S PETER?

**Mia:** Where's Peter? I don't see him in class today.  
**Tim:** Peter isn't at school today. He has food poisoning.  
**Mia:** Oh no. Do you know how?  
**Tim:** Yesterday, after playing soccer, Peter didn't wash his hands before eating his sandwiches.  
**Mia:** He shouldn't eat with dirty hands. It can make him sick.  
**Tim:** He was hungry so he forgot about it.  
**Tim:** In the evening, Peter had a stomachache. His mom took him to the doctor.  
**Mia:** I hope he gets well soon.

#### 11. Read the story again and circle T (True) or F (False).

If the sentence is false, underline the mistake and correct it.

- Ask students to do the task to check their understanding of the story.
- Go around to check students' answers.
- Call some students to give their answers.
- Give feedback and show the answers.

#### Answer:

1. Did Peter go to school? → No, he didn't.
2. What happened to Peter? → He had food poisoning.
3. What sport did Peter play? → He played soccer.
4. Why did Peter have food poisoning? → Peter didn't wash his hands before eating his sandwiches.

WE READ

9. Listen and read the story. Then act it out. 50

WHERE'S PETER?

VALUES Know the importance of hygiene

10. Read the story again. Answer the questions.

1. Did Peter go to school? \_\_\_\_\_
2. What happened to Peter? \_\_\_\_\_
3. What sport did Peter play? \_\_\_\_\_
4. Why did Peter have food poisoning? \_\_\_\_\_

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#### Extra activities:

- **Spelling Bee:** Have all your students stand up. Give student 1 a word to spell. The student orally spells the word and the teacher writes it on the board as it is being spelled. If the spelling is wrong the student is out of the game. The last student standing is the winner.
- **Spin the Bottle:** Sit students in a circle with a bottle in the middle. The teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct then the student can spin the bottle.
- **Last Letter, First Letter:** The teacher starts by saying a word, then student 1 must make a word that starts with the last letter of the word that the teacher said (e.g. sunny – yellow – window – water – red). Continue around the class until there is a student who makes a mistake or cannot think of a word.
- **Memorizing Game:** Have children sit in a circle. Start by saying "Today is snowy." The next person says "Today is snowy. It's cold." The next person says "Today is snowy. It's cold. I wear a blue coat." It's a chain and the kids have to repeat what the last people have said about themselves. It's really hard to be the last person.