

TEACHER'S GUIDE · EVERYDAY ENGLISH

What should we eat?
The UK's healthy eating guide

LEVEL
A2 · Elementary

TIME
60 min

SKILLS
Reading · Speaking · Grammar · Vocabulary

Learning objectives

In this lesson, you can:

- understand official advice about healthy food
- use *should / shouldn't* to give advice
- use *much / many / a lot of* with food
- talk about food habits at work

Key vocabulary

portion · vegetables · dairy · protein · sugary · fibre · balance · snack · fluids · wholegrain

Materials

- this worksheet
- web page: *The Eatwell Guide* (NHS, UK National Health Service)

1 Warm up

SPEAKING

Look at the pictures. What can you see? How are they connected to the topic? Then answer the questions with your teacher.



PICTURE A · vegetables



PICTURE B · fish



PICTURE C · a glass of water



PICTURE D · lunch at work

1. What did you eat for breakfast today?
2. Where do you have lunch on a work day?
3. What is your favourite healthy food?

 · © NATeacher. Photocopiable for use in NATeacher lessons.

2 Vocabulary preparation

VOCABULARY

Part A: Match the words with the definitions.

sugary (adj) | dairy (n) | portion (n) | fluids (n) | protein foods (n) | vegetables (n)

1. _____ an amount of food for one person
2. _____ carrots, onions and broccoli are examples
3. _____ milk, cheese and yoghurt
4. _____ fish, eggs, meat and beans
5. _____ with a lot of sugar
6. _____ drinks, for example water, tea and milk

Part B: Countable (C) or uncountable (U)? Write C or U.

Example: an apple → C (one apple, two apples) · water → U (some water)

1. egg → _____
2. rice → _____
3. banana → _____
4. bread → _____
5. cheese → _____
6. biscuit → _____

3 Main input: read and learn

READING · GRAMMAR

The NHS (the UK's public health service) explains the Eatwell Guide: how much of each type of food we should eat. Read the introduction and the first paragraph of each food group.

READING

The Eatwell Guide

NHS (UK National Health Service) · official health advice · introduction + food groups (about 3 minutes) · free

https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/

Read the introduction and "Fruit and vegetables". Answer: Do you need the right balance in every meal? How many portions of fruit and vegetables should we eat a day?

 · © NATeacher. Photocopiable for use in NATeacher lessons.

Language focus: *should / shouldn't + much / many / a lot of*

We use *should* for advice. Look at these examples from the guide.

	Advice	Quantities
+	We should eat at least 5 portions of fruit and vegetables.	a lot of + countable or uncountable: a lot of vegetables, a lot of water
–	We shouldn't eat a lot of cakes and biscuits.	much + uncountable: I don't eat much sugar.
?	Should I drink more water? – Yes, you should.	How many portions? / How much water?

Remember: *should* + verb (no *to*): "You should eat...". *Many* + countable (portions, eggs); *much* + uncountable (sugar, water).

Practice: Complete the sentences with *many, should, much* or *shouldn't*.

1. We _____ eat at least five portions of fruit and vegetables a day.
2. You _____ drink a lot of sugary drinks.
3. How _____ water should I drink?
4. How _____ portions of fish should I eat a week?
5. I don't eat _____ red meat.

4 Reading comprehension

READING

Part A: Read again. Are the sentences true (T) or false (F)? Circle.

1. You need a perfect balance in every meal. T / F
2. Frozen and tinned fruit and vegetables count. T / F
3. We should eat at least two portions of fish a week. T / F
4. We should eat more red and processed meat. T / F
5. Tea and coffee count as drinks. T / F
6. We should eat chocolate and cakes less often and in small amounts. T / F

 · © NATeacher. Photocopiable for use in NATeacher lessons.

Part B: Complete the table with the advice from the guide.

Food or drink	Advice
fruit and vegetables	
fish	
fruit juice and smoothies	
drinks (fluids)	

Part C: Think and answer.

1. Name two oily fish from the guide.

2. Look at “Starchy foods”. What should we choose?

3. Write two pieces of advice for yourself. Use *I should… / I shouldn’t…*

 · © NATeacher. Photocopiable for use in NATeacher lessons.

5 Speaking practice and discussion

SPEAKING

Part A: Choose TWO cue cards. Talk about each card with your teacher for 1–2 minutes.

Cue card 1: Breakfast in my country

- Typical food
- Sweet or salty?
- At home or in a café?

Cue card 2: Lunch at work

- What time?
- Where?
- Healthy or not?

Cue card 3: Snacks

- My favourite snack
- Snacks at the office
- A healthy idea

Cue card 4: Cooking

- Do I cook?
- My best dish
- How often?

Cue card 5: Business lunches

- Restaurants for clients
- What do I order?
- Good or bad for work?

Part B: Answer the questions with your teacher. Give reasons and examples.

1. What do you usually eat on a work day? Is it healthy? Why?
2. How many portions of fruit and vegetables do you eat a day?
3. What should companies offer their employees to eat and drink? Why?
4. What food from your country is healthy? Describe it.
5. What is one change you want to make to your diet? Why?

6 Lesson takeaway and wrap-up

REVIEW

Complete the sentences. Then tell your teacher.

1. Three new words from today: _____
2. One piece of advice from the guide: _____
3. I should eat more _____ and less _____ .
4. At work this week, I should _____

Takeaway: You don't need a perfect meal every time. The NHS says: try to get the balance right over a day or even a week — and drink 6 to 8 glasses of fluids a day.

 · © NATeacher. Photocopiable for use in NATeacher lessons.

+ Optional extension / homework

WRITING

Write 50–70 words with the title "My food on a work day". Use: *I usually… / I eat a lot of… / I don't eat much… / I should…*

Alternative activity:

Plan a healthy menu for a team lunch at your company: drinks, a main dish, vegetables and a dessert. Explain your choices to your teacher in the next class.

References

NHS. (2022, November 29). *The Eatwell Guide*. https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/

Original materials: vocabulary, language examples and exercises were written for NATeacher for A2 learners.

Photos: engin akyurt, Jacopo Maiarelli, Caroline Attwood, Annie Spratt on Unsplash (unsplash.com), used under the Unsplash License.

 · © NATeacher. Photocopiable for use in NATeacher lessons.

Teacher's guide

Learning objectives. By the end of the lesson, the student can: understand the main advice in an official healthy-eating guide; give advice with *should / shouldn't*; use *much / many / a lot of* with countable and uncountable nouns; talk about food habits at work.
Total time: approx. 60 minutes — Warm up 6 · Vocabulary 7 · Main input 10 · Comprehension 14 · Speaking 18 · Wrap-up 5. The extension is optional homework.

▶. Main input: about the resource

Resource: *The Eatwell Guide*, NHS website (page last reviewed 29 November 2022). Free; no login. https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/

What to read: the introduction and the first one or two sentences of each food group, plus "Drinks" (about 3 minutes). Skip "How does the Eatwell Guide work?" and the sections after it. This is general advice, not medical advice: students with special diets should follow their doctor.

Copyright: the text is not reproduced in this guide; open it on screen from the official page.

Key information: The guide shows how much of what we eat should come from each food group; get the balance right over a day or even a week. Fruit and vegetables: at least 5 portions a day, just over a third of what we eat; fresh, frozen, tinned, dried or juiced count; juice and smoothies max 150ml a day. Starchy foods: just over a third; choose higher fibre or wholegrain. Protein: beans, pulses, fish, eggs, meat; eat less red and processed meat; at least 2 portions of fish a week, 1 oily (salmon, sardines, mackerel). Dairy: lower-fat and lower-sugar options. Oils and spreads: unsaturated, small amounts. High fat, salt and sugar foods (chocolate, cakes, biscuits, sugary soft drinks, butter, ice cream): less often and in small amounts. Drinks: 6 to 8 cups or glasses a day; water, lower-fat milk, sugar-free drinks, tea and coffee all count.

1. Warm up

6 mins.

Show the pictures and elicit food words (*vegetables, fish, water, lunch*). Ask the questions. Help the student answer in the past for Q1: "I ate eggs and bread."

Possible answers: "They are about healthy food: vegetables, fish, water and a healthy lunch at work."
Support: give word cards with food names. **Challenge:** ask "What is a typical lunch in your office?"

2. Vocabulary preparation

7 mins.

The student completes Part A and Part B alone. Check together, say the words aloud and ask the student to repeat the difficult ones.

Part A

1. portion
2. vegetables
3. dairy
4. protein foods
5. sugary
6. fluids

Part B

1. C 2. U 3. C 4. U 5. U (but "a cheese" = a type of cheese) 6. C

British and American English: the guide uses British English: *yoghurt* (American *yogurt*), *tinned* (American *canned*), *biscuits* (American *cookies*), *fibre* (American *fiber*). All are correct in their variety.

3. Main input and language focus

10 mins.

Open the page on screen. The student reads the introduction and "Fruit and vegetables" for the gist questions, then the other groups. **Answers:** No – try to get the balance right over a day or even a week; at least 5 portions a day.

Present the language focus in 1–2 minutes: elicit the rule from the examples, then move to the practice.

Practice

1. should
2. shouldn't
3. much
4. many
5. much

Common mistakes: "You should to eat" → "You should **eat**"; "How many water?" → "How **much** water?"; "a lot of vegetable" → "a lot of **vegetables**"; "foods" is correct for types of food.

 · © NATeacher. Photocopiable for use in NATeacher lessons.

4. Reading comprehension

14 mins.

The student reads again and works alone. Check together and ask the student to show the sentence in the text.

Part A

1. F (over a day or even a week) 2. T 3. T (1 of them oily) 4. F (eat less red and processed meat) 5. T 6. T

Part B

fruit and vegetables: at least 5 portions a day · fish: at least 2 portions a week, 1 oily · fruit juice and smoothies: no more than 150ml a day in total · drinks: 6 to 8 cups or glasses a day

Part C

1. Any two: salmon, sardines, mackerel. 2. Higher fibre or wholegrain varieties (for example wholewheat pasta, brown rice, potatoes with skins). 3. Open answer, e.g. "I should drink more water. I shouldn't eat biscuits every afternoon."

Accept: short answers in Part B; "6–8 glasses" or "6–8 cups". **Support:** read the bold headline of each food group together first. **Challenge:** the student gives a colleague five pieces of advice from the guide without looking.

5. Speaking practice and discussion

18 mins (cue cards 6 · questions 12).

The student chooses two cards and speaks for 1–2 minutes on each. Then ask the five questions one by one. Let the student finish, then ask follow-up questions: "Why?", "How often?", "And your colleagues?"

Model answer (Q3): "Companies should offer fruit and water, because people work better when they eat well."
Evaluate: correct *should* + verb; *much / many / a lot of*; food vocabulary; answers longer than one sentence with a reason.
Correction: note mistakes while the student speaks and correct 2–3 of them at the end, so you don't interrupt fluency.

 · © NATeacher. Photocopiable for use in NATeacher lessons.

6. Lesson takeaway and wrap-up

5 mins.

The student completes the sentences and says them aloud. Read the takeaway together and ask: "What can you change this week?"

Possible answers: "portion, dairy, fluids"; "We should eat at least five portions of fruit and vegetables a day."; "I should eat more fish and less red meat."

+. Optional extension / homework

Check: 50–70 words; *should / shouldn't* + verb; *much / many / a lot of*; food vocabulary. Model: "On a work day I usually have coffee and bread for breakfast. I eat a lot of rice at lunch, but I don't eat much fish. I drink four glasses of water. I should eat more fruit and drink more water."

✓. Did the student reach the objectives?

- Can the student explain three pieces of advice from the guide?
- Does the student use *should / shouldn't* + verb correctly?
- Can the student choose *much / many* correctly with common food words?
- Can the student describe their food habits in 4–5 sentences?

✔. Resource verification log

Resource	Institution / URL	Type · length	Checks (21 Oct 2026)	Result
The Eatwell Guide	NHS (UK National Health Service) https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/	Web page · introduction + food groups (about 3 min)	Page loads; content matches the exercises; free, no login; suitable for A2 with support; public health service, not a language school (no competition conflict)	**Approved**

Photos: credits listed in the references (Unsplash). No image links are included in the worksheet.

References

NHS. (2022, November 29). *The Eatwell Guide*. https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/

Original materials: vocabulary, language examples and exercises were written for NATeacher for A2 learners.

Photos: engin akyurt, Jacopo Maiarelli, Caroline Attwood, Annie Spratt on Unsplash (unsplash.com), used under the Unsplash License.

 · © NATeacher. Photocopiable for use in NATeacher lessons.