



**LEVEL 1**  
**LESSON 44**  
**MAKING**  
**HEALTHY**  
**CHOICES**

<b>Topics</b> Nutrition Food Choices	<b>Prepare Before Class</b> Photos of healthy foods and junk foods for practice activities
<b>Learning Strategy</b> Classify	<b>Goals</b> Grammar: Modals Speaking: “Mustn’t” and “don’t have to” Pronunciation: “Mustn’t”

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about saying actions that you must do and actions that you do not have to do.”

Ask students, “Can you think of a time someone told you that you must not do something?” Write their answers on the board. Then ask them, “Can you think of a time when someone told you that you had a choice to do something?”

Say, “Today we will learn how to talk about those things in English.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about the difference between “mustn’t” and “don’t have to.”

### Speaking Practice Script – Lesson 44

1. Difference between mustn’t and don’t have to

The modal verb “must” means that a person has a strong obligation or need to do something, as in “You must drink water to live.”

When “must” is used with a negative, “not,” it means you have a strong obligation to NOT do that thing. The short form of “must not” is “mustn’t.”

2. In this lesson, the two parts of Anna’s mind tell her what she should or should not buy at the supermarket.

Anna’s “Healthy” thoughts talk in a formal way, using “mustn’t.”

Healthy\*: Anna, you mustn’t eat junk food. Junk food will kill you.

3. Anna’s “Junky” thoughts talk in an informal way, using “don’t have to.” This has the opposite meaning of “mustn’t.”

If someone tell you that you don’t have to do something, they mean you have a choice. It is not necessary to do the thing. Listen to Anna’s “Junky” thoughts tell her she doesn’t have to buy bread.

Junky: You don’t have to buy bread. Buy some donuts, Anna!

4. Now you try it. Tell a friend about a thing they must NOT do.

Listen to this example:

You mustn’t stop trying to learn English.

Speak: You mustn’t \_\_\_\_\_ (student choice)

Now tell a friend something they don’t have to do.

Listen:

You don’t have to talk like a native speaker.

Speak: You don’t have to \_\_\_\_\_. (student choice)

### Day 2

#### Present the Conversation

Tell students that the video will show Anna going to the store. One part of her wants junk food. The other part wants healthy food. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

## Main Video Script – Lesson 44

1. Listen: It is important to eat healthy foods.

Speak: It is \_\_\_\_\_ to eat \_\_\_\_\_ foods.  
(important, healthy)

2. Listen: She mustn't buy donuts.

She \_\_\_\_\_ buy donuts. (mustn't)

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “must” and “mustn't.”

### Pronunciation Practice Video Script – Lesson 44

1. When English speakers say the word “must” they pronounce the /t/ sound at the end.

Listen to Anna’s “Healthy” thoughts in the supermarket:

Healthy: Good idea, Anna. You must eat more vegetables ... like celery!

But when English speakers say the word “mustn't” they do not pronounce the first /t/ sound.

They do pronounce the /t/ sound at the end of the short form of “not.”

2. Listen again to Anna’s “Healthy” thoughts in the supermarket.

Healthy: Anna, you mustn't eat junk food. Junk food will kill you.

Now you try it. Repeat this sentence and notice how you pronounce “mustn't” with only one /t/ sound.

Listen:

I must practice English every day. I mustn't stop listening to English on VOA Learning English.

Speak:

I \_\_\_\_\_ practice English every day. I \_\_\_\_\_ stop listening to VOA Learning English.  
(must, mustn't)

Tell students, “Now we will practice some more.” Write Healthy’s lines on the board:

1. Good idea, Anna. You must eat more vegetables ... like celery!

2: Anna, you mustn't eat junk food. Junk food will kill you.

Ask students to work in pairs to repeat the lines. Tell them to be very careful to pronounce the words just like in the video. Give them other sentences to practice if time is left in class.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to classify, or group words that are alike.

Give an example. Say, "Anna is classifying when she says she has some thoughts about eating healthy foods, and different thoughts about eating junk food. You can classify when you group words that you want to learn. For example, you can think about whether a new word is a noun or a verb. Or you can group words used to talk about a topic, like food."

Continue, "There are many ways we use classifying when we learn a new language. We'll practice it in our activity today."

## ***Activity***

Give students copies of the Activity Sheet.

Explain, "Begin by matching the pictures at the top with the words."

Help students to match the picture of ice cream with the words.

Ask students to start. "Can you classify ice cream? Is it healthy?" Tell students to use one of the Measure Words in the box to make their sentences.

If they say "Yes, ice cream is healthy" ask them to make a sentence with 'must' as in, "You must eat a little ice cream."

If they say ice cream is junk food, they should make a sentence like, "You mustn't eat lots of ice cream."

Have students form partners do the activity sheet together.

When students have finished, ask several students to tell you one or two of the sentences they wrote or have them write the sentences on the board.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "I'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'"
2. Healthy says, "Good idea, Anna. You must eat more vegetables ... like celery!"
3. Junky says, "Celery is 95 percent water - 100 percent NOT ice cream. I love the web!"
4. Anna says, "Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me."
5. Healthy says, "No wait, go back! Go back! We forgot fruit. Go back!!"

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

What do you think about when you shop for food? Do you sometimes fight with yourself as Anna does in this lesson? What do you fight about?

Give students time to write. If time allows, have students trade with a partner and read each other's work.

## Resources

### Conversation

- Anna: Hi there, Ashley!
- Ashley: Anna! Hi! Where are you going?  
(Anna's stomach growls loudly)
- Ashley: What was that?
- Anna: I'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'
- Ashley: Well, Anna, go to the Giant supermarket. You should be able to find all kinds of food there - for all of you.
- Anna: Good idea, Ashley. See you later!
- Ashley: 'Bye, Anna.
- Anna: Wow! This supermarket is huge! Look at all of these fruits and vegetables! I should eat more vegetables.
- Healthy\*: Good idea, Anna. You must eat more vegetables ... like celery!
- Junky\*: Celery?! Do you know what the web says about celery?
- Anna: No, what?
- Junky: "Celery is 95 percent water - 100 percent NOT ice cream." I love the web!
- Healthy\*: Anna, you mustn't eat junk food. Junk food will kill you.
- Junky\*: You are being silly.
- Healthy: No, you are!
- Junky: No, you are.
- Anna: Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me. Hmm, ice cream. Ice cream does sound good.
- Junky: Take this cart to the frozen food aisle!
- Healthy: No wait, go back! Go back! We forgot fruit. Go back!!
- Anna: Okay, we are in the frozen food aisle!
- Junky: Mmm, ice cream!
- Healthy: Mmm, frozen peas!
- Junky: Nobody says, 'Mmm, frozen peas. They say, 'Mmm, ice cream!'
- Healthy: Mmm, frozen peas!!
- Junky: Mmm, ice cream!!
- Anna: I am not going to tell you two again! Stop fighting!
- Anna: I smell fresh bread! I love the smells of a bakery!
- Healthy: Oh, Anna, let's buy a fresh loaf of whole wheat, organic bread!
- Junky: You don't have to buy bread. Buy some donuts, Anna!
- Healthy: You mustn't buy donuts. They are only fat and sugar.
- Junky: Exactly! You know, you are really no fun at all.

Healthy: And you must think having high cholesterol is fun.  
Junky: Everyone likes donuts! That is why you don't have friends!  
Healthy: And that is why your cholesterol is so high!  
Junky: My cholesterol is none of your business!!  
Healthy: And I have lots of friends!!  
Anna: Stop it! Stop it! Stop it! I am sick and tired of the both of you!!  
Anna: I know what you two need!  
Junky: Anna! What are you doing?  
Healthy: Put me down!  
Anna: You two need to cool off!  
Anna: I am going to go buy my healthy food and my junk food! Good bye!  
Anna: Until next time ...

*\* Note: "Healthy" and "Junky" are Anna's thoughts about what she should eat.*

## Key Words

**aisle** - *n.* a passage where people walk through a store or market

**bakery** - *n.* a place where bread, cakes, cookies, and other baked foods are made or sold

**cart** - *n.* (shopping cart) a metal basket on wheels used to hold groceries while you are shopping

**cholesterol** - *n.* a substance that is found in the bodies of people and animals, a high percentage raises the risk of coronary heart disease

**cool off** - phrasal verb. to become calm after a period of anger or conflict

**fat** - *n.* an oily solid or liquid substance in food

**freeze** - *v.* to become a hard substance (such as ice) because of cold (past participle: frozen)

**healthy** - *adj.* good for your health or healthful

**junk food** - *n.* food that is not good for your health because it contains high amounts of fat or sugar

**kill** - *v.* to cause the death of (a person, animal, or plant)

**must** - *modal verb.* used to say that something is required or necessary

**organic** - *adj.* food that is grown or made without the use of artificial chemicals

**smell** - *n.* the quality of a thing that you can sense with your nose

**smell** - *v.* to use your nose to sense smells

**sugar** - *n.* a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make foods sweeter

**whole wheat** - *adj.* made from wheat from which no part (such as the bran) has been removed



## Quiz - Level 1, Lesson 44 - Making Healthy Choices

Listen. Circle the letter of the correct answer.

1. What does Anna say about the times she is hungry?

- a. She usually eats healthy foods.
- b. Two sides of her tell her to eat healthy food.
- c. She never wants to eat junk food.
- d. Two sides of her fight about what to eat.

4. What does Anna say to Junky and Healthy?

- a. Healthy and junky foods are the same.
- b. It is important to eat healthy foods, but some junk food is ok.
- c. Will you two be nice to me?
- d. I know that junk food will kill me, so I only eat healthy food.

2. What does Anna's healthy side say?

- a. Healthy says "You mustn't eat junk food!"
- b. She says that Anna doesn't have to eat celery.
- c. Healthy say that Anna should eat more celery.
- d. She says that there are many good vegetables.

5. Why does Healthy want to go back?

- a. Healthy wants Anna to buy ice cream.
- b. She thinks Anna should look for peas.
- c. Healthy wants Anna to buy some fruit.
- d. She wants Anna to buy more vegetables.

3. What does Junky say about celery?

- a. She says that ice cream is better than celery.
- b. Junky says that she learned to love celery.
- c. She says that people on the web like celery.
- d. Junky says that it has 95% water and no ice cream.

6. What statement means the same as "You mustn't buy donuts"?

- a. You really ought to buy donuts.
- b. It is necessary to buy donuts.
- c. You should not buy donuts.
- d. You don't have to buy donuts.

STEP 1

Match the pictures below with the correct names. Next, work with a partner to use the modals below to classify the different food and drinks as healthy or not so healthy.



- alcohol
- ice cream
- nuts
- bread
- fruit
- milk
- vegetables
- fish

STEP 2

Write one sentence about each food using the modals below. Try to use the measure words you see below as well if you can.

MEASURE WORDS

- Too much
- a little
- lots of

Vegetables are good for you. You must eat them to be healthy.

Yes. You must eat lots of vegetables.

<b>must</b>	* <i>You must eat lots of vegetables.</i> *
<b>should</b>	* _____ *
<b>don't have to</b>	* _____ *
<b>mustn't</b>	* <i>You mustn't drink too much alcohol.</i> *