

# **Anexo I.B.1.1.**

## **Alterações à Sequência de Aprendizagem**

**Professora estagiária:** Rita Isabel Viegas Pereira

**Número de sessões previstas:** 2 x 90 minutos e 1x 45 minutos

**Data:** 27 e 31 de março de 2014 e 3 de abril de 2014

**Destinatários:** Alunos de Inglês do 8º E (turma de PCA) da Escola Dr. António de Sousa Agostinho

**Nível de língua:** A1/A2

**Número de Alunos:** 12 alunos (8 raparigas e 4 rapazes)

**Final Task:** Collaborative Writing - Creating *Almancil's Food Revolution* poster with 12 tips to have a healthy balanced diet.

### **Conteúdos de Língua:**

- Vocabulário sobre a comida:

- Alimentos saudáveis e pouco saudáveis;
- The *Eatwell plate* e os respetivos grupos alimentares;

- *Simple Present* - Concordância verbal:

- *Yes/No questions* com o auxiliar *to Do*;

- *Modal verbs Must, Mustn't, Should/Shouldn't* – concordância verbal, uso do Infinitivo sem *to* e valor semântico destes verbos auxiliares:

- Pedir e dar uma sugestão/um conselho/uma forte recomendação;
- Expressar uma proibição.

### **Dimensão sociocultural:**

- Padrões de vida (módulo 3)

- Domínio de referência: comidas e bebidas (Direcção-Geral de Formação Vocacional, 2005, p. 41)



<p><b>Escrever:</b></p> <ul style="list-style-type: none"> <li>- Identifica e escreve o nome de alguns produtos alimentares (ativ. 8);</li> <li>- Explora ideias em interação com colegas e professor (Final Task);</li> <li>- Escreve frases curtas de informação factual [expressão de sugestões e recomendações] e/ou expressão de sentimentos, com recurso a material de apoio (Final Task);</li> </ul> <p><b>Atitudes, valores e competências:</b></p> <ul style="list-style-type: none"> <li>- Segue instruções básicas (ativ. 8, 9, 10 e Final Task);</li> <li>- Gere adequadamente o tempo na realização das tarefas (ativ. 8, 9, 10 e Final Task);</li> <li>- Assume diferentes papéis no grupo/par/classe (ativ. 8, 9, 10 e Final Task);</li> <li>- Mostra-se disponível para atividades de interação (ativ. 10 e Final Task);</li> <li>- Responsabiliza-se pela atividade(s) que lhe cabe(m) e define plano de trabalho (Final Task).</li> </ul>	<p><b>Final Task - Collaborative Writing: Creating Almcil's Food Revolution poster with 12 tips to have a healthy balanced diet</b></p>	<p>GW</p>	<ul style="list-style-type: none"> <li>- Worksheet nr 7 (annex 19);</li> <li>- Writing verification worksheet (annex 20);</li> <li>- Images to glue on the poster that correspond to each recommendation (annex 21);</li> <li>- Computer, video-projector, a bag, some permanent markers, red and green forks and knives, butcher paper and glue.</li> </ul>	
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**Note:**

Since we did not accomplish the eleventh activity from the original table of contents, I eliminated it from this modified version.

**3rd Session – 45 minutes (modified version)**

<p><b>Objetivos de aprendizagem</b> (Direcção-Geral de Formação Vocacional, 2005, pp. 40-43)/  <b>Processos de operacionalização</b> (Ministério da Educação, 1997b, pp. 13-58)</p>	<p><b>Activities</b></p>	<p><b>Students' interaction</b></p>	<p><b>Resources and materials</b></p>	<p><b>Assessment/evaluation</b></p>
<p><b>Língua:</b>            - Identifica o valor semântico de alguns verbos auxiliares modais: <i>must</i> (obligation/strong recommendation), <i>should/shouldn't</i> (advice) e <i>mustn't</i> (prohibition) (Final Task);            - Expressa um conselho, uma forte recomendação e/ou uma proibição (Final Task);</p> <p><b>Ouvir:</b>            - Recria o texto áudio em imagens (Final Task);</p> <p><b>Ler:</b>            - Usa o texto como suporte para a elaboração de outros textos: cartaz elaborado pela turma com 12 conselhos para uma alimentação saudável e equilibrada (Final Task);</p> <p><b>Escrever:</b>            - Explora ideias em interação com colegas e professor (Final Task);            - Escreve frases curtas de informação factual [expressão de sugestões e recomendações] e/ou expressão de sentimentos, com recurso a material de apoio (Final Task);            - Sugere correções e clarifica os seus erros (Final Task);</p> <p><b>Atitudes, valores e competências:</b>            - Segue instruções básicas (Final Task);            - Gere adequadamente o tempo na realização das tarefas (Final Task);            - Assume diferentes papéis no grupo/par/classe (Final Task);            - Mostra-se disponível para atividades de interação (Final Task);            - Responsabiliza-se pela atividade(s) que lhe cabe(m) e define plano de trabalho (Final Task);            - Avalia o seu progresso no processo de aprendizagem (ativ. 12);            - Emite juízos de valor sobre o processo de aprendizagem (ativ. 12).</p>	<p><b>Final Task - Collaborative Writing: Creating Almancil's Food Revolution poster with 12 tips to have a healthy balanced diet (conclusion)</b></p> <p><b>12. Self-assessment.</b></p>	<p>GW</p> <p>IW</p>	<p>- Worksheet nr 7 (annex 19);            - Writing verification worksheet (annex 20);            - Images to glue on the poster that correspond to each recommendation (annex 21);            - Some permanent markers, red and green forks and knives, butcher paper, paper plates and glue.</p>	<p>- Self-assessment worksheet (annex 22);            - Writing assessment grid (annex 23).</p>

## 1.2. Sequence Development

2<sup>nd</sup> session out of 2 (90 minutes) – modified version

<b>Activity 8– Anticipatory set: Can you crack the code to find what we are going to talk about today? (recalling the vocabulary from the previous lesson)</b>	<b>Estimated time</b>
<p><u>1<sup>st</sup> step</u> - As an anticipatory set (warm-up activity), in which students are not only going to recall some healthy and unhealthy food items learned in the previous lesson, but they are also going to find what we are going to talk about during this lesson, students are asked if they still remember the vocabulary from the previous lesson (<i>PowerPoint</i> slide 2).</p> <p><u>2<sup>nd</sup> step</u> – The teacher asks them to have a look at the paper that was previously left on their table. After reading what is written on it, she informs them that they will have to write down the name of some healthy and unhealthy foods from the previous lesson in order to get the code to decipher that message.</p> <p><u>3<sup>rd</sup> step</u> - The teacher gives a card with an image of a food item learned in the previous lesson to each student. They are given a minute to write down the corresponding word on that card. In each card, there is a circle surrounding one of the letters of that word: <i>hot dog, water, bread, ham, cheese, milk, rice, vegetables, meat, fish, sweets, sandwich, sugary drinks.</i></p> <p><u>4<sup>th</sup> step</u> – After demonstrating what they have to do, the teacher asks the students to show their card to the group (following the order mentioned in the annex) and she also asks them to tell the name of that food item. Then, the group is asked to identify the highlighted letter on that card.</p> <p><u>5<sup>th</sup> step</u> – After identifying each highlighted letter, the cards are glued on a poster (following the order in the annex) and the highlighted letters are written in front of their corresponding numbers. When all the cards are glued on that poster, the students will have the code to decipher the message that is on their table.</p> <p><u>6<sup>th</sup> step</u> – The students are then told that in order to know how many minutes they are going to have to decipher the message (<i>PowerPoint slide</i> 4), they will have to help the teacher complete a few sentences using the modal verbs. The meaning of these verbs is recalled so that students can easily complete the following sentences.</p> <p><u>7<sup>th</sup> step</u> – As a whole group, the students help the teacher complete the sentences (<i>PowerPoint</i> slides 6-10).</p>	20'

<p><u>7<sup>th</sup> step</u> – In pairs, the students are given as many minutes (maximum of three minutes) as the sentences that they have correctly completed (<i>PowerPoint</i> slide 11). The code is also projected on the screen (<i>PowerPoint</i> slide 12) so that it is more visible to the students that are sitting down at the end of the classroom.</p> <p><u>8<sup>th</sup> step</u> – The students read the message that they have just deciphered (<i>Jamie’s Oliver Food Revolution</i>). This message is also projected on the screen to make sure that everyone got it right (<i>PowerPoint</i> slide 12).</p>	
<p><b><u>Resources and Materials:</u></b> <i>PowerPoint</i> slides 2-12 (annex 25), crack the code game cards (annex 12), video-projector, computer, <i>Bostik</i>, poster and some permanent markers.</p>	
<p><b><u>Students’ Interaction:</u></b> IW, T/S, PW <span style="float: right;"><b><u>Skills:</u></b> W, S</span></p>	

<b>Activity 9– Reading Comprehension: <i>Jamie Oliver’s Food Revolution</i></b>	<b>Estimated time</b>
<p><u>1<sup>st</sup> step</u> – The teacher informs the students that today they are going to read a text called <i>Jamier Oliver’s Food Revolution</i>.</p> <p><u>2<sup>nd</sup> step (pre-reading activity)</u> – Bearing in mind the text’s tittle, the teacher asks them to, in pairs, decide if the sentences in exercise 1 are true or false.</p> <p><u>3<sup>rd</sup> step (first reading)</u> – After some students have shared their thoughts with the group, the students read the text for the first time to verify if their answers were correct. If their answers were wrong, they will have to correct them (exercise 2).</p> <p><u>4<sup>th</sup> step (second reading)</u> – The students read the text again so that, still in pairs, they can choose the correct option to complete the sentences in exercise 3.</p> <p><u>5<sup>th</sup> step</u> – The correction of the previous exercise is projected on the screen (<i>PowerPoint</i> slides 4-5).</p>	18’
<p><b><u>Resources and Materials:</u></b> <i>PowerPoint</i> slides 13-14 (annex 25), worksheet nr 4 (annex 14 – text adapted from Barroso &amp; Andrade, 2011, p. 46), video-projector and computer.</p>	
<p><b><u>Students’ Interaction:</u></b> PW, T/S <span style="float: right;"><b><u>Skills:</u></b> R</span></p>	

<b>Activity 10– <i>The Eatwell plate</i> and its food groups (information gap activity)</b>	<b>Estimated time</b>
<p><u>1<sup>st</sup> step</u> – The teacher tells the students that in the text that they have just read it was mentioned that Jamie Oliver prepared new lunch meals following the <i>Eatwell plate</i> recommendations. She then asks them the following question: <i>Do you know what the Eatwell plate is?</i></p>	20’

<p><u>2<sup>nd</sup> step</u> – Since she expects them to be unfamiliar with it, she shows them a picture of it (<i>PowerPoint</i> slide 6) and she explains that the <i>Eatwell plate</i> substitutes the old food pyramid in the United Kingdom.</p> <p><u>3<sup>rd</sup> step</u> – After distributing worksheet nr 5, the teacher informs the students that, in pairs, they will have to ask a few questions to their classmate, which are already given underneath each text, to complete the missing information in three of their texts, namely the name of the food groups and the quantities that we should eat of each food group every day.</p> <p><u>4<sup>th</sup> step</u> – Since the teacher is the only person that has the complete information about the smallest food group, she demonstrates what they have to do by requesting them to pose her the questions that are underneath that food group: <i>What is the name of the smallest food group? And How many portions of this food group should we eat?</i></p> <p><u>5<sup>th</sup> step</u> – After having completed the missing information on that text, the students are given six minutes to do the same with their classmates.</p> <p><u>6<sup>th</sup> step</u> – To make sure that each pair correctly completed this activity, the texts are projected on the screen (<i>PowerPoint</i> slides 7-10) and are read by the teacher.</p> <p><b><u>Plan B:</u></b> If we don't have time to read the entire text of each food group in the 6<sup>th</sup> step, the teacher will simply call their attention to each of the food groups' names and recommended eating portions, since that is the information that will be important for the final task of this learning sequence.</p>	
<p><b><u>Resources and Materials:</u></b> worksheet nr 5 (annex 15 –texts adapted from Waitrose, n.d. and NHS Choices, 2013), <i>PowerPoint</i> slides 16-18 (annex 25), video-projector, computer.</p>	
<p><b><u>Students' Interaction:</u></b> PW, T/S <span style="float: right;"><b><u>Skills:</u></b> R, S, L</span></p>	

<b>Final Task– Collaborative Writing: Creating <i>Almancil's Food Revolution</i> poster with 12 tips to have a healthy balanced diet.</b>	<b>Estimated time</b>
<p><u>1<sup>st</sup> step</u> – Bearing in mind the results from the previous activity and the fact that we need to eat smart to stay healthy, the teacher poses the following challenge to the students: <i>What about following Jamie Oliver's example and campaigning against unhealthy eating habits in our school?(PowerPoint</i> slide 11). She also tells them that she has already started creating a poster with twelve tips to have a healthy balanced diet, which she called <i>Almancil's Food Revolution</i>, but she</p>	25'

<p>doesn't know what to write inside each plate. Therefore, she asks their help to complete it in order to exhibit it at their school's library.</p> <p><u>2<sup>nd</sup> step</u> – The teacher explains how this activity is going to work: in small groups, each group will be responsible for writing 4 tips for a healthy balanced diet. To help them write them, each group will have a card with eight images that correspond to eight possible recommendations (<i>PowerPoint</i> slides 12-14). Each group will have to choose the 4 most important recommendations for them and write them using the modal verbs from the previous lesson.</p> <p><u>3<sup>rd</sup> step</u> – Students withdraw a card from a bag with the name of a food item that belongs to one of the food groups that are going to be used during this task. Students are divided according to their food group.</p> <p><u>4<sup>th</sup> step</u> – After dividing the students into each group, the teacher gives them the corresponding worksheet (annex 18). The teacher also hands out the writing verification worksheet (annex 19) to help them plan, write and revise their sentences. Then, each group writes their four recommendations.<sup>1</sup></p>	
<p><b><u>Resources and Materials:</u></b> <i>PowerPoint</i> slides 11-14 (annex 12), foods from the three food groups used in this final task (annex 18), worksheet nr 7 (annex 19), writing verification worksheet (annex 20), images to glue on the poster that correspond to each recommendation (annex 21), computer, video-projector, some permanent markers, red and green forks and knives, butcher paper and glue.</p>	
<p><b><u>Students' Interaction:</u></b> GW <span style="float: right;"><b><u>Skills:</u></b> W</span></p>	

<b>Activity o (wrap-up)</b>	<b>Estimated time</b>
<p>This lesson's summary is written on the board: <b>“Reading comprehension exercise: <i>Jamie Oliver's Food revolution</i>. Talking about the <i>Eatwell plate</i> and its food groups. Creating <i>Almancil's Food Revolution</i> poster with twelve tips for a healthy balanced diet.”</b></p> <p><b><u>Plan B:</u></b> If it is possible to use these minutes to finish the final task, the students will write this lesson's summary at the beginning of the next lesson.</p>	5'

<sup>1</sup> Since we did not get to the fifth step of the final task as it was described in the original sequence of development, I eliminated it from this modified version.

### 3rd session out of 3 (45 minutes)

Final Task– Collaborative Writing: Creating <i>Almancil's Food Revolution</i> poster with 12 tips to have a healthy balanced diet (conclusion)	Estimated time
<p><u>1<sup>st</sup> step</u> – Since we have already started this task in the previous session and the students have already written some of their four advice for a healthy balanced diet, the teacher will read again the instructions given in the writing verification worksheet in order to recall what the students have to do as well as to prompt them to pay attention to that useful aid.</p> <p><u>2<sup>nd</sup> step</u> - After the students have finished writing their four tips for a healthy balanced diet and they have filled in the writing verification worksheet, the teacher will point out their mistakes, letting them suggest the corresponding corrections and, if necessary, rewrite their sentences.</p> <p><u>3<sup>rd</sup> step</u> – Each group uses some permanent markers to write each one of their tips in a piece of paper that will be glued inside the plates (with the green forks and knives and with the red forks and knives) on <i>Almancil's Food Revolution</i> poster. Those papers will be glued on the plates with green cutlery if they give positive advice and they will be glued on the plates with red cutlery if they give negative advice.</p> <p><u>4<sup>th</sup> step</u> - The teacher hands out the images that correspond to each recommendation to a different group from the one who wrote them. Each member of each group will read one of their four advice so that the elements from the other groups will identify the image that corresponds to it. After identifying the corresponding image, that student will glue it underneath its plate. During this step, the teacher will correct the students' pronunciation.</p>	35'
<p><b><u>Resources and Materials:</u></b> worksheet nr 7 (annex 19), writing verification worksheet (annex 20), images to glue on the poster that correspond to each recommendation (annex 21), some permanent markers, red and green forks and knives, butcher paper, paper plates and glue.</p>	
<p><b><u>Students' Interaction:</u></b> GW <span style="float: right;"><b><u>Skills:</u></b> W, L</span></p>	

Self-assessment	Estimated time
The students fill in a self-assessment worksheet about this learning sequence and hand it in to the teacher.	5'
<p><b><u>Resources and Materials:</u></b> Self-assessment worksheet (annex 22)</p>	

<b>Activity o (wrap-up)</b>	<b>Estimated time</b>
This lesson's summary is written on the board: <b>“Conclusion of Almancil's Food Revolution poster with twelve tips for a healthy balanced diet.”</b>	5'