

Anexo I.B.1.

Planificação (original) da Sequência de Aprendizagem

Primeira sequência de aprendizagem sumativa

Eat smart, stay healthy



Orientadora da Prática Pedagógica Supervisionada

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Número de sessões previstas: 2 x 90 minutos

Data: 27 e 31 de março 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)

1.1. Table of Contents

1st Session – 90 minutes

| Objetivos de aprendizagem (Direcção-Geral de Formação Vocacional, 2005, pp. 40-43)/ Processos de operacionalização (Ministério da Educação, 1997b, pp. 13-58) | Activities | Students , interacti on | Resources and materials | Assessment/ evaluation |
|--|--|--|---|---|
| <p>Língua:</p> <ul style="list-style-type: none"> - Identifica e distingue formas verbais finitas: Presente Simples: expressão de factos gerais e descrição de situações (ativ. 1, 2, 3, 4, 5); - Distingue diversos tipos de verbos: lexicais e auxiliares modais (ativ. 6); - 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) (ativ. 6 e 7); - Identifica e distingue formas verbais infinitas: Infinitivo sem <i>to</i> - com verbos auxiliares modais (ativ. 6 e 7); <p>Falar:</p> <ul style="list-style-type: none"> - Verbaliza percepções, experiências e sentidos pessoais e reage a percepções, experiências e sentidos de outro(s), no âmbito das seguintes intenções de comunicação: pedir/dar sugestão/recomendação, aconselhar (ativ. 7); <p>Ouvir:</p> <ul style="list-style-type: none"> - Identifica e reproduz a ideia global de um texto (ativ. 2); - Reconhece e selecciona palavras chave, <i>utterances</i> e frases chave em contextos familiares (ativ. 2); - Reage a estímulos auditivos, de forma verbal e não verbal: responde a uma pergunta de um colega, dando-lhe um conselho (ativ.7) <p>Ler:</p> <ul style="list-style-type: none"> - Especula sobre sentidos do texto [o tema da sequência] a partir de uma frase isolada (ativ. 1); - Interpreta texto para resolver uma situação [identificar as afirmações verdadeiras e falsas sobre o mesmo, justificando a sua escolha com as linhas do texto que comprovam ou refutam essas mesmas afirmações] (ativ. 3); - Identifica e relaciona o significado de palavras isoladas (ativ. 4 e 5); | <p>1. Unscrambling a sentence;</p> <p>2. Listening comprehension: America's school dinners;</p> <p>3. Reading comprehension exercise: America's school dinners;</p> | <p>PW, T/S</p> <p>IW, T/S</p> <p>PW, T/S</p> | <ul style="list-style-type: none"> - PowerPoint slides 2-5 (annex 1); - Envelope with a sentence to unscramble (annex 2); - Video-projector; - Computer; - Worksheet nr 1 (annex 3); - Audio: <i>America's school dinners</i> (annex 4); - Speakers; - Computer; - Board; - Chalk and eraser; - Worksheet nr 1 (annex 3); - Board; - Chalk and eraser; | <ul style="list-style-type: none"> - Assessment grid for activity 7 (speaking) (annex 11); |

Escrever:

- Selecciona e organiza informação relacionada com um assunto (ativ. 5);
- Utiliza adequadamente o vocabulário aprendido para completar frases através das quais se verbalizam percepções, experiências e sentidos pessoais e se reagem a percepções, experiências e sentidos de outro(s), no âmbito das seguintes intenções de comunicação: pedir/dar sugestão, aconselhar (ativ. 7);

Atitudes, valores e competências:

- Segue instruções básicas (ativ. 1, 2, 3, 4, 5, 6 e 7);
- Gere adequadamente o tempo na realização das tarefas (ativ. 1, 2, 3, 4, 5, 6 e 7);
- Assume diferentes papéis no grupo/par/classe (ativ. 1, 2, 3, 4, 5, 6 e 7);
- Mostra-se disponível para actividades de interacção (ativ. 7).

4. Food game cards: choosing the correct words to label the food pictures;

PW, T/S

- Food game cards (annex 5);
- PowerPoint slides 6-13 (annex 1);
- Computer;
- Video projector;

5. Sorting out the words into two groups: healthy and unhealthy food;

PW, T/S

- Healthy and unhealthy cards (annex 6);
- Worksheet nr 2 (annex 7);
- PowerPoint slides 14-15 (annex 1);
- Computer;
- Video projector;

6. Focusing on form: The modal verbs;

PW, T/S

- PowerPoint slides 16-20 (annex 1);
- Computer;
- Video projector;
- Worksheet nr 3 (annex 8);

7. The modal verbs' loop game;

PW

- PowerPoint slide 21 (annex 1);
- Modal verbs' loop game cards (annex 9);
- Handout nr 1 (annex 10).

Sequence Development

1st session out of 2 (90 minutes)

| Activity 1– Anticipatory set: Unscrambling a sentence | Estimated time |
|---|-------------------------|
| <p><u>1st step</u> - As an anticipatory set (warm-up activity), students are asked to open an envelope that was previously left on their table. Inside that top-secret envelope, they will find four words: “<i>healthy.</i>”, “<i>Eat</i>”, “<i>smart,</i>” and “<i>stay</i>”.</p> <p><u>2nd step</u> – In pairs, the students are asked to unscramble the sentence (<i>PowerPoint</i> slide 2) to find what we are going to talk about during this learning sequence (<i>Eat smart, stay healthy</i>). To help them fulfill this task, the teacher will tell them to pay close attention to the punctuation used, as well as to the capital letter.</p> <p><u>3rd step</u> – After unscrambling the sentence (<i>PowerPoint</i> slide 3), students are asked to explain its meaning. To avoid making them feel incapable of expressing their thoughts on this sentence, the teacher will give them two options to choose from (<i>PowerPoint</i> slide 4).</p> <p><u>4th step</u> - The teacher prepares students for the next activity by telling them that during these classes we will not only be working on healthy and unhealthy food (<i>PowerPoint</i> slide 5), but we will also be focusing our attention on American teenagers’ eating habits, especially at school.</p> | 5’ |
| <p>Resources and Materials: <i>PowerPoint</i> slides 2-5 (annex 1), envelope with sentence to unscramble (annex 2), video-projector and computer.</p> | |
| <p>Students’ Interaction: PW, T/S</p> | <p>Skills: R</p> |

| Activity 2– Listening Comprehension: America’s school dinners | Estimated time |
|--|-----------------------|
| <p><u>1st step</u> – In order to find how American teenagers’ eating habits are, the teacher informs the students that they are going to listen to a radio interview between a nutritionist and the host of an American radio programme called <i>Good Food</i>. In this interview, they are talking about America’s school dinners, that is, school lunches.</p> <p><u>2nd step (pre-listening activity)</u> – As a pre-listening activity, the teacher asks them to read a few American newspaper headlines: <i>America’s school lunch disaster</i>, <i>New rules for school meals aim at reducing obesity</i>, <i>There’s homework to do on school dinners</i> and <i>The sad state of school lunch in the U.S.</i>. These headlines will be translated to Portuguese with the students’ help. Bearing in mind those headlines,</p> | 20’ |

| | |
|---|--|
| <p>the students have to predict what this nutritionist is going to say by choosing one of the three options in exercise 2.</p> <p><u>3rd step (first listening)</u> – After some students have shared their thoughts with the group, they listen to the interview (2:03) for the first time to confirm their predictions (exercise 3).</p> <p><u>4th step (second and third listening)</u> – The students listen again to the interview so that they can fill in the blanks with the words from the box in exercise 4. Before correcting this exercise, students compare their answers with their classmates.</p> <p><u>5th step</u> – The teacher corrects this exercise on the board with the help of two volunteers who are going to read the dialogue.</p> <p><u>Plan B:</u> If there are no volunteers to read the dialogue, the teacher will ask teacher Isabel Oliveira to read it with her, stopping in the blanks so that students can fill them in with the missing words. In the meanwhile, she will also write down the correct answers on the board.</p> | |
| <p><u>Resources and Materials:</u> worksheet nr 1 (annex 3 – newspaper headlines taken from Brody, 2012; Nixon, 2012; Salon, 2010 and The Huffington Post, 2013), audio – <i>America’s school dinners</i> (annex 4 - interview adapted from Barros, Correia & Barros, 2013, p. 29 with some authentic data, such as the name of this American programme about food and of its host taken from KCRW, n.d.), speakers, computer, board, chalk and eraser.</p> | |
| <p><u>Students’ Interaction:</u> IW, T/S <u>Skills:</u> L</p> | |

| Activity 3– Reading comprehension exercise: <i>America’s school dinners</i> | Estimated time |
|--|-----------------------|
| <p><u>1st step</u> – As a post-listening activity, the students are asked to read the text in silence to tell if the sentences in exercise 6 are true or false. They also have to write the number of the lines from the text that justify their choices.</p> <p><u>2nd step</u> - This exercise is corrected among all on the board.</p> <p><u>Plan B:</u> If the previous activity surpasses its estimated time, this exercise will be done in a cooperative way to save some time: each pair will be responsible for one of the affirmations in this exercise. During the correction, the other students will have to play close attention to their classmates’ responses to mark the other sentences as true or false, as well as to justify those choices.</p> | <p>10’</p> |
| <p><u>Resources and Materials:</u> worksheet nr 1 (annex 3 – exercise adapted from Barros, Correia & Barros, 2013, p. 29), board and chalk.</p> | |
| <p><u>Students’ Interaction:</u> PW, T/S <u>Skills:</u> R</p> | |

| Activity 4– Food game cards: choosing the correct word to label the picture | Estimated time |
|--|-----------------------|
| <p><u>1st step</u> – The teacher informs the students that they are now going to play a multiple choice game in order to learn the name of sixteen food items. The teacher exemplifies what they have to do by showing them her two game cards (one has a picture of a hamburger and the other one has a picture of some French fries) and by asking their help to choose the correct words to label those images.</p> <p><u>2nd step</u> – The teacher distributes the game cards. Each row in the classroom will have eight of the sixteen game cards.</p> <p><u>3rd step</u> – Students are given three minutes to choose the correct word to label each picture.</p> <p><u>3rd step</u> – To make sure that every pair chose the correct option as well as to present the name of the sixteen food items to the entire group and to practice their pronunciation, this multiple choice activity is corrected as a whole group through some <i>PowerPoint</i> slides (3-8).</p> | 13' |
| <p>Resources and Materials: food game cards (annex 5 – idea taken from Lopes, 2012, pp. 383-384), <i>PowerPoint</i> slides 6-13 (annex 1), computer and video projector.</p> | |
| <p>Students' Interaction: PW, T/S Skills: R</p> | |

| Activity 5– Sorting out the words into two groups: healthy and unhealthy food | Estimated time |
|--|-----------------------|
| <p><u>1st step</u> – The teacher hands out two cards to each pair with the following headings: <i>healthy food</i> and <i>unhealthy food</i>. The teacher exemplifies what they have to do by sorting out her food game cards into the correct heading, namely <i>unhealthy food</i>.</p> <p><u>2nd step</u> - In pairs, students are given a couple of minutes to sort out their food game cards into the correct headings.</p> <p><u>3rd step</u> – To check if they have correctly sorted out their food items, the teacher hands out worksheet nr 2 (the first page of this worksheet will be handed out to the students that have the <i>bread, pasta, water, meat, eggs, ham, pizza, hot dog</i> and <i>sweets</i> game cards, and its second page will be handed out to the students that have the <i>cereals, rice, eggs, milk, cheese, sandwich</i> and <i>sugary drinks</i> game cards). Students have to write the name of the food items on their game cards in front of their corresponding images in that worksheet (exercise 1), which are already sorted out into the <i>healthy</i> or <i>unhealthy food</i> columns.</p> <p><u>4th step</u> – To make sure that every pair correctly matched the words with the pictures, this exercise is corrected among all through the <i>PowerPoint</i> slides 14-15.</p> <p><u>5th step</u> – To prepare them for the next activity, the teacher asks them if we should regularly eat unhealthy food. The following sentences pop</p> | 7' |

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| up on the <i>PowerPoint</i> slide: <i>We shouldn't eat unhealthy food because it has too much salt, sugar and fat and I mustn't eat fast food. My doctor has forbidden me.</i> | |
| Resources and Materials: healthy and unhealthy cards (annex 6), worksheet nr 2 (annex 7), <i>PowerPoint</i> slides 14-15 (annex 1), computer and video projector. | |
| Students' Interaction: PW, T/S | Skills: R, W |

| Activity 6– Focusing on form: Modal verbs | Estimated time |
|---|------------------|
| <p><u>1st step</u> – The teacher projects the <i>PowerPoint</i> slide 16 with several sentences taken from the text and from the previous activity. She calls the students' attention to the fact that during the class we have been bumping into some new verbs: <i>should/shouldn't</i>, <i>must</i> and <i>mustn't</i>. She asks them if they have already studied those verbs and if they know their name. Since the teacher expects them to not know it, she projects their name (<i>Modal verbs</i>) on the screen.</p> <p><u>2nd step</u> – The teacher informs the students that those verbs are used to express obligation/strong recommendation, advice and prohibition (<i>PowerPoint</i> slide 16). She hands out the first page of worksheet nr 3 and asks them to, in pairs, complete the sentences in exercise 2.</p> <p><u>3rd step</u> – After correcting the previous exercise, students are asked to, as a whole group, help their teacher complete the sentences on some <i>PowerPoint</i> slides (18-19) to understand how especial these verbs are and to understand the way in which they are used (inductive learning).</p> <p><u>4th step</u> – To practise these verbs, students are asked to, in pairs, complete exercise 3, in which they have to help Doctor Pam Smith answer two questions posed by two listeners who called to the <i>Good Food</i> programme.</p> <p><u>5th step</u> – To make sure that each pair correctly completed the previous exercise, its correction will be projected on the board (<i>PowerPoint</i> slide 18).</p> <p>Plan B: If we don't have time to complete part a) and part b) of the third exercise, the latter will be assigned for homework. During the next class, the students will hand in their homework to the teacher so that it will be corrected at home by her.</p> | 15' |
| Resources and Materials: <i>PowerPoint</i> slides 16-20 (annex 1), computer, video projector and worksheet nr 3 (annex 8). | |
| Students' Interaction: PW, T/S | Skills: G |

| Activity 7 – The modal verbs’ loop game | Estimated time |
|--|-----------------------|
| <p><u>1st step</u> – To practise the modal verbs and the previously learned vocabulary, the teacher informs the students that they are going to play a loop game. With the aid of the <i>PowerPoint</i> slide 21, the teacher explains how this game works and what its purpose is. She also tells them that, if they can complete this loop game, there will be a prize for everyone in the classroom.</p> <p><u>2nd step</u> – Each pair is given three loop game cards. To help them prepare in advance for this game, students are given three minutes to write the name of the food items and of the modal verbs in their cards.</p> <p><u>3rd step</u> – Students play the game as a whole group. To make the game flow smoothly, the teacher will act as a monitor and organizer, collecting the used loop cards and gluing them on the board. She will also act as a prompter when the students are unable to identify the next card.</p> <p><u>4th step</u>- After completing the game, the teacher gives them the handout nr 1 with all the tips for a healthy diet used in this game, because this input will be necessary for the final task of this learning sequence. She also tells them that they need to bring this worksheet for the next class, because they will need it.</p> <p>Plan B: If we don’t have the estimated time for the game, the teacher will play with them, keeping four loop game cards (ideally the first two cards), and she will also distribute the rest of the loop cards (two each) among everyone in the classroom (including the teachers that will be observing this lesson).</p> | 17’ |
| <p>Resources and Materials: <i>PowerPoint</i> slide 21 (annex 1), modal verbs’ loop game cards (annex 9 – idea adapted from Jrg2, 2010), handout nr 1 (annex 10).</p> | |
| <p>Students’ Interaction: PW, T/S Skills: W, S, L</p> | |

| Activity 0 (wrap-up) | Estimated time |
|--|-----------------------|
| <p>The teacher asks the group to summarise what was done during today’s lesson. Then, the summary is written on the board: “Talking about healthy and unhealthy food. Listening comprehension exercises: <i>America’s school dinners. Using the modal verbs should/shouldn’t, must and mustn’t to express an advice, an obligation/strong recommendation or a prohibition.</i>”</p> | 3’ |

2nd session out of 2 (90 minutes)

| 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) | Estimated time |
|---|--------------------------------|
| <p><u>1st 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>2nd 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>3rd 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>4th 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>5th 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>6th step</u> – The students are given three minutes to decipher the message. The code is also projected on the screen (<i>PowerPoint</i> slide 3) so that it is more visible to the students that are sitting down at the end of the classroom.</p> <p><u>7th 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 3).</p> | 12’ |
| <p><u>Resources and Materials:</u> <i>PowerPoint</i> slide 2-3 (annex 12), crack the code game cards (annex 12), video-projector, computer, <i>Bostik</i>, poster and some permanent markers.</p> | |
| <p><u>Students’ Interaction:</u> IW, T/S</p> | <p><u>Skills:</u> W</p> |

| Activity 9– Reading Comprehension: <i>Jamie Oliver’s Food Revolution</i> | Estimated time |
|---|-----------------------|
| <p><u>1st 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>2nd 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>3rd 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>4th 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>5th step</u> – The correction of the previous exercise is projected on the screen (<i>PowerPoint</i> slides 4-5).</p> | 18’ |
| <p>Resources and Materials: <i>PowerPoint</i> slides 4-5 (annex 12), worksheet nr 4 (annex 14 – text adapted from Barroso & Andrade, 2011, p. 46), video-projector and computer.</p> | |
| <p>Students’ Interaction: PW, T/S Skills: R</p> | |

| Activity 10– <i>The Eatwell plate</i> and its food groups (information gap activity) | Estimated time |
|--|-----------------------|
| <p><u>1st 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> <p><u>2nd 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>3rd 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>4th 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> | 20’ |

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| <p>5th step – After having completed the missing information on that text, the students are given six minutes to do the same with their classmates.</p> <p>6th step – To make sure that each pair correctly completed this activity, the texts are projected on the screen (<i>PowerPoint</i> slides 7-10) and they are read by the teacher.</p> <p>Plan B: If we don't have time to read the entire text of each food group in the 6th 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>Resources and Materials: worksheet nr 5 (annex 15 – texts adapted from Waitrose, n.d. and NHS Choices, 2013), <i>PowerPoint</i> slides 6-10 (annex 12), video-projector, computer.</p> | |
| <p>Students' Interaction: PW, T/S Skills: R, S, L</p> | |

| Activity 11– Speaking: <i>Are you a healthy eater?</i> | Estimated time |
|--|----------------|
| <p>1st step – The teacher asks the students if they respect the <i>Eatwell plate</i> portions. While she tells them that unfortunately, when she is nervous, like she is today, she is an unhealthy eater, the teacher glues the unhealthy eater sticker on her coat. Showing them the other stickers (annex 15), she asks them the following question: <i>Do you think you are a healthy eater, an unhealthy eater or not such a healthy eater?</i></p> <p>2nd step –The teacher handouts worksheet nr 6 and three stickers to each student. She tells them that, in pairs, they are going to interview their classmate to find out what type of eater he/she is.</p> <p>3rd step – After demonstrating what they have to do, students are given five minutes to interview their classmates. At the end, they have to tell her/him his/her results and give him/her the corresponding sticker. The students can keep the other stickers to interview someone else at school or at home.</p> <p>4th step – The teacher will know the results of each student by looking at their stickers.</p> | 10' |
| <p>Resources and Materials: stickers (annex 16) and worksheet nr 6 (annex 17 – results from this test taken and slightly adapted from Eslandrea, 2012).</p> | |
| <p>Students' Interaction: PW Skills: S</p> | |

| Final Task– Collaborative Writing: Creating <i>Almancil's Food Revolution</i> poster with 12 tips to have a healthy balanced diet. | Estimated time |
|---|----------------|
| <p>1st step – 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</p> | 25' |

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|--|-------------------------|
| <p>following challenge to the students: <i>What about following Jamie Oliver's example and campaigning against unhealthy eating habits in our school?</i>(PowerPoint 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 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>2nd 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 (PowerPoint 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>3rd 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>4th 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.</p> <p><u>5th step</u> – After their sentences are corrected by the teacher to avoid having misspelled words or other mistakes, each group uses some permanent markers and they write each one of their tips in a piece of paper that will be glued inside each plate on <i>Almancil's Food revolution</i> poster. The images that correspond to each recommendation (annex 20) as well as some red and green forks and knives are also glue on the plates, depending if their tip is a positive or negative one.</p> <p>Plan B: If there is not enough time to glue everything on the poster, the students will simply write their four tips in the pieces of paper provided by the teacher and she will finish gluing everything at home. Then, in the next lesson, the students will be invited to go to the library to have a look at the finished poster.</p> | |
| <p>Resources and Materials: PowerPoint 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>Students' Interaction: GW</p> | <p>Skills: W</p> |

| Self-assessment | Estimated time |
|---|-----------------------|
| <p>The students fill in a self-assessment worksheet about this learning sequence and hand it in to the teacher.</p> <p><u>Plan B:</u> If it is possible to use these minutes to finish the final task, the students will fill in this assessment worksheet at home and hand it in to the teacher during the next lesson.</p> | 3' |
| <p><u>Resources and Materials:</u> Self-assessment worksheet (annex 22)</p> | |

| Activity o (wrap-up) | Estimated time |
|---|-----------------------|
| <p>This lesson's summary is written on the board: "Reading comprehension exercise: <i>Jamie Oliver's Food revolution</i>. Talking about the <i>Eatwell plate</i> and its food groups. <i>Are you a healthy eater?</i> – speaking activity. Creating <i>Almancil's Food Revolution</i> poster with twelve tips for a healthy balanced diet."</p> <p><u>Plan B:</u> 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> | 3' |