

Didactic Unit for B1 Level Students "Food"

Título: Didactic Unit for B1 Level Students "Food". **Target:** Profesores de Inglés. **Asignatura:** Inglés. **Autor:** Isabel María García Conesa, Licenciada en Filología Inglesa, Profesora Asociada de Inglés Centro Universitario de la Defensa de San Javier (UPCT -MDE), Profesora Francés Secundaria y EOI.

Introduction: In this topic, students will describe different food in different countries and will discuss about the benefits of being healthy

Title: Food

Stage General Objectives: a, b, c, d, e, f, g, h

Subject General Objectives: 1, 2, 3, 4, 6, 7

Content Blocks: already stated

Evaluation Criteria: 1, 2, 3, 4, 6, 7, 8, 9

Level: 3rd Form Compulsory Secondary Education. They study English as First Foreign Language. The group is made up of 30 students; 15 of them have an average level; there are five whose level is over the average and 10 whose level is rather poor, therefore our planning will include three different levels.

Justification of the unit: The students selected this title themselves. They found *Food* very interesting for the large number of things, which could be commented on when exploiting it.

At the beginning of the school year they were given a chart with different attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as the most important aim NO DISCRIMINATION FOR PERSONAL REASONS (appearance, race, religion, health).
- School Curricular Project: Relation with the areas of Natural Sciences, and Physical Education.
- Crosscurricular Topics: Health Education, Consumer Education.

Temporalization: The unit will be taught in the first term and will be the third unit of this term, since the two first ones are necessary for their previous knowledge of this particular one. This topic is directly linked to the special date of October 16th 'Food World Day'.

Timing: Six fifty-minute sessions, that is, two weeks.

Specific Didactic Objectives: (Always understood as capacities)

- Do a food quiz

- Talk about food preferences
- Listen to people who have special diets
- Read about the origins of some popular foods
- Listen to people who work with food.
- Order food in a restaurant.
- Write about what food is grown in Spain
- Read about farming in Britain.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Talk about preferences. • Agree and disagree with some statements • Describe food • Speak about healthy eating following some rules <p>Grammatical:</p> <ul style="list-style-type: none"> • I'd rather/ I prefer/ It's better • Modal verbs: should, can. • Comparatives. • Passive sentences. <p>Lexical:</p> <ul style="list-style-type: none"> • Revision: adverbs of frequency. • Different components of food • Different adjectives associated with food • Food words. <p>Phonological:</p> <ul style="list-style-type: none"> • Have to/ don't have to/ can/ cannot/ will/ 'll/ will not/ won't/ should/ shouldn't. • Word stress. • different pronunciation of vowels 	<ul style="list-style-type: none"> • Follow the instructions given. • Using dictionaries • Contextualise a dialogue. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a computer conversation. • Compare information with other classmates. • Look and match. • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. • Identification of important elements of messages involving different codes • Coherent organisation of ideas 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary.

Methodology

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

Besides, we will take into account the constructivist activity of the student as an essential factor in the learning process. Thus, our task will consist of providing them with some opportunities to put that knowledge into practice. They will then develop the abilities and strategies of planning and regulation of their own learning activity.

The teacher must adjust the pedagogic help to the students' different needs and facilitate resources and varied strategies, which satisfy the students' motivations, interests and capacities, taking into account the three different ways for the treatment of diversity: curricular adaptations, optionality, and curricular diversification.

And finally, the outline of this compulsory stage, which is at the same time diversified, as well as its terminal and preparatory character makes essential the existence of an efficient teacher guidance that encourages the students' personal development and the capacities to take decisions about their academic and professional future. This guidance must contribute to the students' integral formation, facilitating their self-knowledge, autonomy, and initiative and favouring the development of personal criteria.

Materials

Here we include all the different materials used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, or material made by the teacher or the students.

We must emphasise on the use of attractive and motivating material. Here we also include any other aids used such as: overhead projector, CD-player or cassette player, TV, video, computer, etc. The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work mainly with photocopies, monolingual and bilingual dictionaries, consulting books, song, card game, different films, recordings, crosswords, etc.

Evaluation of the whole process

As far as evaluation is concerned we must evaluate everything:

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both **stage and didactic** ones. In order to check this the students will take a **written assessment** (to value individually their work) and the **final task** will also be marked to be marked their team work. In both cases the students will know what the **marking criteria** are, according to the agreement established by the English Department.
- We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' **self-assessment record**, or

co-assessment record, evaluation of the teacher, his/her methodology, well as the evaluation of any material used.

Final Task

The final task of the planning will consist of the invention of a card game in groups of four.

- Each group needs 20 cards of one colour for the questions, and 20 of another colour for the answers.
- Prepare 20 questions related to food. These can be about things in the planning or things you know. Try and use a variety of question types.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, card game), listening (recording from cassette, song) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to see a film about being healthy as a key to being successful in nowadays society, such as the famous film 'The Nutty Teacher'. ●