

UNIVERSIDADE FEDERAL DE MINAS GERAIS FACULDADE DE LETRAS

Faculdade de Letras

Programa de Pós-graduação em Ensino de Língua Inglesa

Claudia Almada Leite

Mood Food for Mood Life: A Pedagogical Tool for English Language Teaching

Belo Horizonte

2024

Claudia Almada Leite

Mood Food for Mood Life: A Pedagogical Tool for English Language Teaching

Monografia de Especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial à obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Prof. Dra. Climene Fernandes Brito Arruda.

Belo Horizonte

2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 17:00 horas do dia 14 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Inglês: Ensino e Aprendizagem /CEI, para julgar, em exame final, o trabalho intitulado 'MOOD FOOD FOR MOOD LIFE': A TOOL IN ENGLISH TEACHING MATERIAIS, apresentado por Cláudia Almada Leite, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Prof(a). Mt. Carolina Fernandes Archer, indicou (X) aprovação () reprovação do(a) candidato(a);
Prof(a) Dra. Valdeni da Silva Reis, indicou a (X) aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) aprovado(a) () reprovado(a)

Nota: 65

O resultado final foi comunicado publicamente ao(a) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Valdeni da Silva Reis, Professora do Magistério Superior**, em 04/01/2025, às 00:20, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



A autenticidade deste documento pode ser conferida no site

[https://sei.ufmg.br/sei/controlador_externo.php?](https://sei.ufmg.br/sei/controlador_externo.php?acao=documento_conferir&id_orgao_acesso_externo=0)

[acao=documento_conferir&id_orgao_acesso_externo=0](#), informando o código verificador **3858367** e o código CRC **8BD7C7EC**.



Documento assinado digitalmente

CAROLINA FERNANDES ARCHER

Data: 17/02/2025 08:56:17-0300

Verifique em <https://validar.jf.gov.br>

INSTRUÇÕES

Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

To my parents, Jozema Maria and Paulo Roberto, whose unwavering teachings, support, and love have always guided my path.

ACKNOWLEDGMENT

I would like to thank the Postgraduate Program in Linguistic Studies at the Federal University of Minas Gerais for their support, as well as my classmates from Group 33-B for their partnership. I am especially grateful to all the professors for their valuable teachings, with particular thanks to Prof. Dr. Marisa Mendonça Carneiro for her collaboration and review of this paper, and to Prof. Dr. Climene Fernandes Brito Arruda for her guidance. Their contributions were essential to the completion of this Final Paper in the Specialization Course in English Language.

Language learning is a fundamentally social process.
(Atkinson, 2011)

RESUMO

Este estudo apresenta o desenvolvimento de material pedagógico para o ensino de Língua Inglesa como Língua Estrangeira (“English as a Foreign Language” - EFL) a estudantes do 9º ano da Educação Básica brasileira, com idades entre 13 e 14 anos, integrando a aprendizagem da língua à alfabetização alimentar, com ênfase na alimentação saudável e em sua relação com o humor e o bem-estar. O objetivo principal é elaborar atividades que promovam o uso significativo da língua por meio de temas extraídos do cotidiano dos estudantes, articulando o desenvolvimento linguístico ao aumento da conscientização sobre os hábitos alimentares. O referencial metodológico fundamenta-se em princípios da Aquisição de Segunda Língua (“Second Language Acquisition” - SLA), particularmente nas contribuições de Atkinson e DeKeyser, na abordagem indutiva para o ensino de gramática em EFL e em estudos relacionados à saúde, à educação alimentar e às diretrizes nutricionais. O material está organizado em duas unidades, “Between Bites and Bytes: Mood Food for Mood Life” e “Mood Food and Cooking”, cada uma acompanhada de um Guia do Professor, gabaritos e uma justificativa pedagógica. As atividades propostas seguem as fases de observação, descoberta e aplicação, possibilitando que os estudantes infiram padrões gramaticais a partir do uso autêntico da língua. Os resultados esperados incluem o desenvolvimento integrado das habilidades de leitura, escrita, compreensão oral e produção oral, por meio do uso de vídeos curtos, infográficos, registros reflexivos em diário, receitas, reflexões orientadas e tarefas orais e colaborativas. Conclui-se que o material proposto contribui para o ensino da Língua Inglesa ao promover uma aprendizagem significativa, incentivar a conscientização crítica sobre os hábitos alimentares e integrar o conhecimento linguístico à educação para a saúde, favorecendo o desenvolvimento integral de adolescentes em contextos escolares contemporâneos.

Palavras-chave: Ensino de língua inglesa; abordagem indutiva; alfabetização alimentar; educação para a saúde.

ABSTRACT

This study presents the development of pedagogical material for teaching English as a Foreign Language (EFL) to 9th-grade students in Brazilian Basic Education, aged 13–14. The material integrates language learning with food literacy, with a particular focus on healthy eating and its relationship to mood and well-being. The main objective is to design activities that promote meaningful language use through themes drawn from students' everyday lives, articulating linguistic development with increased awareness of food habits. The methodological framework is grounded in principles of Second Language Acquisition (SLA), particularly the contributions of Atkinson and DeKeyser, the inductive approach to grammar teaching in EFL, and studies related to health, food education, and nutritional guidelines. The material is organized into two units, “Between Bites and Bytes: Mood Food for Mood Life” and “Mood Food and Cooking”, each accompanied by a Teacher's Guide, Answer Keys, and a Rationale. The proposed activities follow phases of observation, discovery, and application, enabling learners to infer grammatical patterns from authentic language use. Expected outcomes include the integrated development of reading, writing, listening, and speaking skills through short videos, infographics, reflective diary entries, recipes, guided reflections, and collaborative oral tasks. The study concludes that the proposed material contributes to English language teaching by fostering meaningful learning, encouraging critical awareness of eating habits, and integrating linguistic knowledge with health education, supporting the holistic development of adolescents in contemporary school contexts.

Keywords: English language teaching; inductive approach; food literacy; health education.

SUMÁRIO

1. INTRODUCTION	9
2. UNIT 1: BETWEEN BITES AND BYTES: MOOD FOOD FOR MOOD LIFE	12
2.1. Let's begin: understanding mood and mood food	12
2.2. Mood Food Habits	13
2.3. How Often Do You Eat Healthy Food?	14
2.4. Let's Write a Diary Entry: how does food affect our mood?	15
2.5. Identify the Mood-Boosting Foods	16
2.6. Discover the "Mood Foods"	16
2.7. Creating an Infographic	18
2.8. Discover the Sounds of Mood-Boosting Foods!	19
2.9. Let's Discover Together: watching the Video!	19
2.10. Let's Discover Your Favorite Fruit!	21
3. UNIT 2: TEACHER'S GUIDE	24
4. UNIT 3: ANSWER KEYS	53
5. UNIT 4: MOOD FOOD AND COOKING	60
5.1. Let's begin!	61
5.2. Cooking Instructions	61
5.3. Let's Create a Recipe for Mood Food	62
5.4. Let's Explore Healthy Mood-Boosting Foods!	63
5.5. Exploring Mood-Boosting Foods	66
5.6. Discover the Sounds of Brazilian Cooking Terms!	66
5.7. What Will You Eat Tomorrow?	67
5.8. Mood-Boosting Cooking	67
5.9. What did you eat yesterday?	68
5.10. Now: let's present it!	69
6. UNIT 5: TEACHER'S GUIDE	70
7. UNIT 6: ANSWER KEYS	97
8. RATIONALE	108
9. CONCLUSION	111
10. REFERENCES	112

1. INTRODUCTION

“Language learning is a complex, ongoing, multifaceted phenomenon that involves the dynamic and variable interplay among individual neurobiological mechanisms, cognitive capacities, and L2 learners’ diverse experiences ... occurring over their life spans and along three interrelated levels of social activity: the micro level of social action and interaction, the meso level of sociocultural institutions and communities, and the macro level of ideological structures” (Atkinson *et al.*, 2016).

Building on this perspective, contemporary Second Language Acquisition (SLA) research has increasingly emphasized integrative and multidimensional approaches to language learning. Scholars such as MacWhinney and O’Grady (2015) argue that language emergence results from the interaction of cognitive, social, and environmental factors, reinforcing the idea that learners acquire language through constant engagement with meaningful input and social participation. Similarly, Hulstijn *et al.* (2014) highlight the need for SLA theories to incorporate both cognitive processing and contextual dimensions, suggesting that effective language learning emerges from the interplay between internal mechanisms and real-world communicative demands. These insights support the rationale for developing pedagogical materials that integrate linguistic knowledge with themes rooted in students’ everyday experiences, such as food, health, and well-being.

Over the years, my experience in Teacher Training and Science Education, combined with my academic background in the health field, strengthened my interest in expanding my knowledge of English as an essential component of my professional development. Recognizing the relevance of English in academic and educational contexts, I enrolled in the Postgraduate Program in English Language Teaching at the Universidade Federal de Minas Gerais (UFMG) in 2022. This program offers an interdisciplinary approach that integrates language teaching with broader educational practices, aligning with my goal of developing pedagogical materials that combine English learning with themes related to education, health, and well-being.

In this global context, expectations for the future are constantly evolving, and individuals increasingly seek to incorporate technological innovations into language learning, particularly English. These innovations include portable electronic devices, educational games, and artificial intelligence. Consequently, as social networks evolve, L2 learning communities are transformed by the concept of mobility, which, through digital media technologies, expands alongside the global circulation of people, goods, and data.

Within this context of a rapid global flow of information that increasingly influences language teaching and is facilitated by virtual mobility, we also face the challenge of

maintaining physical and mental health. This process involves self-care practices shaped by multiple factors, including healthy eating habits.

In this scenario, schools play a central role not only in fostering academic learning but also in supporting students' physical, emotional, and social development. English language classes, in particular, offer meaningful opportunities to address real-life issues that affect adolescents' well-being, as they provide a communicative space for reflection, dialogue, and critical thinking. By integrating health-related topics into language learning, English classrooms can function as environments where linguistic development and health awareness evolve simultaneously, contributing to students' capacity to make informed choices and to engage more actively with their own lives and communities.

This study focuses on English teaching in schools and explores the integration of topics related to nutrition and healthy eating into English learning. Maintaining balanced eating habits during adolescence is crucial for establishing lifelong healthy behaviors. Such habits support teenagers in achieving their full growth potential, improve overall health and well-being, and reduce the risk of becoming overweight or obese in adulthood. Currently, the dietary patterns of adolescents in industrialized countries are considered below ideal standards, characterized by low consumption of dairy products, fruits, vegetables, and whole grains, and high consumption of soft drinks, sweets, and fast food.

These trends are consistent with broader national and international findings showing an alarming increase in the consumption of ultra-processed foods, which has been associated with higher rates of overweight and obesity in Brazilian households (Canella *et al.*, 2014) and with long-term weight gain and increased waist circumference among adults (Canhada *et al.*, 2020). Although the study by Canhada *et al.* (2020) examines eating patterns in adults, its findings reflect dietary trajectories that often begin in childhood and adolescence, highlighting the importance of fostering healthy eating habits early in life, particularly within educational contexts capable of shaping long-term behaviors. In many cases, these eating behaviors do not align with national dietary guidelines (Brazilian Ministry of Health, 2014).

At the intersection of health, education, and English teaching, this project proposes the development of English teaching material that supports second language acquisition and raises awareness of healthy eating habits through an inductive approach. Eating is not simply about consuming nutrients; it involves the foods that provide these nutrients, how they are prepared and combined, the nature of eating habits, and the cultural and social contexts surrounding food practices. Each of these aspects influences overall health and well-being, *mood food for a mood life*.

Learning a language is not just about memorizing rules and vocabulary; it is about discovery. In this project, students engage with English through real-world topics that are part of their daily lives, such as food and health. By observing, experimenting, and discussing, they discover how language and food can influence both well-being and communication.

This teaching material was designed for students in the 9th grade of Elementary School II in the Brazilian Basic Education system, aged 13 to 14 years. It aims to foster basic English proficiency through engaging and meaningful activities. Rather than being explicitly taught grammatical rules, students are guided to discover them through interaction and reflection, making the learning process more dynamic and connected to their lived experiences.

Integrating food as a thematic component allows students to explore a familiar topic while learning a new language. Through activities such as discussing favorite meals, learning about healthy eating, and reflecting on their own dietary habits, students develop language skills by experiencing meaningful language use and drawing their own conclusions.

Key skills, listening, speaking, reading, and writing, are developed through a variety of interactive activities, including:

- activities that encourage students to reflect on personal experiences and share them with classmates, activating prior knowledge;
- vocabulary tasks in which students match terms using contextual and visual cues;
- open class discussions where students express their thoughts and feelings about the topics explored;
- listening activities using authentic materials, followed by reflection on the content;
- reading activities using real-life materials, such as recipes, combined with comprehension tasks;
- grammar exploration activities in which students infer rules from contextualized examples rather than memorizing them.

This material encourages students to become active participants in their learning process by exploring, observing, and discovering language in use. Through meaningful and relevant topics such as food and health, students not only acquire language skills but also learn about healthy eating habits, which are essential for overall well-being.

The goal of this project is to create a dynamic and exploratory environment in which students can improve their English while reflecting on topics relevant to their lives. This material was developed for non-commercial use and may not be reproduced without prior consent from the author.

2. UNIT 1: BETWEEN BITES AND BYTES: MOOD FOOD FOR MOOD LIFE

2.1. LET'S BEGIN: UNDERSTANDING MOOD AND MOOD

“Between Bites and Bytes: Mood Food for Mood Life”



Source: <https://oercommons.org/courseware/lesson/65956/overview>

2.1.1. Observing Feelings and Food

- Think about a time when you felt happy or sad:
 1. What food did you eat on that day?
 2. How did that food make you feel?
 3. Does the food you eat change how you feel?
 4. Do you think certain foods can make you feel better when you're sad or tired?

2.1.2 Discovering Mood

- After reflecting on the questions individually, let's think about the word “mood”:

Example: “Mood” is how you feel at a specific moment. It can change throughout the day depending on many things, like the weather, how much sleep you've had, or even what you eat!

2.1.3. Exploring Mood Food

- Let's think about "mood food":

Some foods, like your favorite meal, might make you feel happier or calmer. These are called "mood foods". They help change how you feel!

2.1.4. Examples of Mood Food

- Can you think of any foods that make you feel better after eating them?

Here are some examples of foods that can improve your mood:

1. **Bananas** – Help your brain produce chemicals that make you feel happy.
2. **Dark Chocolate** – Releases hormones that promote joy.
3. **Green Tea** – Helps you feel calm and relaxed.

2.2. MOOD FOOD HABITS

2.2.1. Step 1: Observation

- Read the sentences below and try to identify a pattern:

1. I eat fruits every day.
2. She drinks green tea in the morning.
3. They don't eat fast food.
4. Does he like dark chocolate?
5. Do you eat fruits every day, or would you rather have snacks?

- Think about it:

Which words indicate actions?

What happens with the verb when using "he/she/it"?

How do we form negative sentences and questions?

2.2.2. Step 2: Discovery

- Complete the sentences with the correct form of the verb in parentheses, following the examples in Step 1.

1. Ana ____ (eat) a banana every morning.
2. My friends ____ (not like) green tea.
3. ____ you ____ (drink) coffee when you are tired?
4. She ____ (prefer) chocolate when she is sad.
5. ____ you ____ (think) that healthy food can improve your mood?

2.2.3. Step 3: Application

- Write three sentences about your eating habits.

2.3. HOW OFTEN DO YOU EAT HEALTHY FOOD?

2.3.1. Step 1: Observation

- Read the sentences below and try to identify a pattern:

1. I always eat vegetables at lunch.
2. She sometimes drinks smoothies in the morning.
3. They never eat junk food.
4. We usually have fruit for dessert.
5. He hardly ever eats fast food on weekends.

- Think about it:

1. Where do the adverbs appear in the sentence?
2. Which adverbs indicate something frequent? Which ones indicate something rare?
3. What happens if we change the position of the adverb?

2.3.2. Step 2: Discovery

- Complete the sentences with: *always, usually, sometimes, or never*:

1. I ____ eat chocolate when I feel sad.
2. He ____ drinks water after waking up.
3. We ____ have fast food because it's unhealthy.
4. My mother ____ makes fruit salad for breakfast.
5. My friends and I ____ try to eat healthy snacks at school.

2.3.3. Step 3: Application

1. Write three sentences about your eating habits.
2. Share your sentences with a classmate and compare your eating habits.

2.4. LET'S WRITE A DIARY ENTRY: HOW DOES FOOD AFFECT OUR MOOD?

2.4.1. Step 1: Reflect on your day

Think about a day when food had a strong effect on your mood. It could be a day when you were feeling very happy, sad, or tired. Reflect on how you felt before eating and how the food you ate influenced your feelings afterward.

2.4.2. Step 2: Organize your thoughts

Before you start writing, answer these questions mentally:

1. How were you feeling before you ate?
2. What did you eat during that day (breakfast, lunch, snacks, or dinner)?
3. How did you feel after eating? Did the food make you feel better, more energetic or more relaxed?
4. Was there any specific food that changed your mood?

2.4.3. Step 3: Write your Diary Entry

Now, write a diary entry where you describe the day and how food influenced your mood. Be personal and explain your feelings. Write in the first person, as if you are talking to yourself. Use the following structure to guide you:

1. Date: Start with the date of the day you're describing (you can use today's date or make one up).
2. Introduction: Write how you were feeling at the beginning of the day.
3. Description of the Meal(s): Talk about what you ate during the day. Be specific (mention foods and drinks).
4. Mood Change: Explain how you felt after eating. Did the food improve your mood? How did it make you feel?
5. Conclusion: Reflect on whether food generally changes your mood. Do you believe that certain foods can make you feel better?

2.4.4. Step 4: Review and share

After writing, take a moment to read through your diary entry. Ensure it clearly reflects your thoughts and feelings. Then, be ready to share it with your classmates in small groups.

2.5. IDENTIFY THE MOOD-BOOSTING FOODS

Below, you will find several images of foods that are known to influence mood. Use the words in the box to label each image:

FRUIT SALAD – WHOLE GRAINS – CEREAL BAR – DARK CHOCOLATE – NUTS – AVOCADO











2.6. DISCOVER THE “MOOD FOODS”

2.6.1. Observation and Pair Work

Look closely at the infographic, without reading the explanatory text. Discuss with a partner:

1. Which foods do you already know?
2. Are there any foods that you’ve never tried or that are new to you? Which ones?
3. Do you think these foods can change your mood? How?
4. Which foods do you think could make someone feel happier, more relaxed, or more energetic?
5. Which foods from the infographic could help when you feel sad or tired?



2.6.2. Part 2: Discover the Role of Each Food

Complete the table below with your ideas, using the information from the infographic to determine how the foods listed can help improve mood.

Food	How do you think this food can affect mood?
Banana	
Dark Chocolate	
Nuts	
Avocado	
Fish (Salmon)	
Green Tea	

2.7. CREATING AN INFOGRAPHIC

2.7.1. Your Task

Create an infographic about Brazilian fruits that can improve your mood, similar to the infographic we studied in class.

1. Choose five (5) Brazilian fruits that are common in your region or that you know well (e.g., açaí, cashew, passion fruit, guava, acerola).

2. Research how these fruits are beneficial for your health and mood. For each fruit, research:

- What vitamins or nutrients it contains.
- How it can improve your mood or energy levels.

3. Design an infographic with the following sections:

- Title: A creative title for your infographic (for example, “Fruits of Brazil to Boost Your Mood!”).
- Images: Add a picture or drawing of each fruit.
- Facts: Write one or two concise sentences for each fruit, explaining how it benefits mood and health.

4. Use bright colors and make it easy to read.

Remember: Your infographic should be simple and clear, with basic information about each fruit, focusing on how they help with health and well-being.

2.8. DISCOVER THE SOUNDS OF MOOD-BOOSTING FOODS!

Access the Cambridge Dictionary online:

<https://dictionary.cambridge.org/es/pronunciaci%C3%B3n/>

2.8.1. Explore Pronunciation

Look up the following words and listen to the pronunciation.

Pay attention to stress and unexpected sounds:

1. Endorphin - /ɛn'dɔːrfɪn/
2. Serotonin - /ˌsɛrə'toʊnɪn/
3. Omega-3 fatty acids - /oʊ'meɪgə θriː 'fæti 'æsɪdz/
4. Antioxidants - /ˌænti'ɑːksɪdənts/
5. Probiotics - /ˌprəʊbaɪ'ɑːtɪks/

- After listening, practice pronouncing these words on your own.

2.9. LET'S DISCOVER TOGETHER: WATCHING THE VIDEO!



2.9.1. Before Watching

- Discuss with a partner:
 1. What foods do you think can help improve mood?
 2. What foods do you eat when you feel sad, tired, or stressed? Why?

2.9.2. Watching the video together in class

Watch the video **“Boosting Your Mood with Food”**

(<https://www.youtube.com/shorts/0OsF8olQFjw>).

2.9.3. Reflection (Individual Work)

- Before answering the question in Step 4, take a moment to reflect on your own:
 1. What foods mentioned in the video surprised you?
 1. How do these foods help improve mood?
 2. Which food would you choose to try? Why?

2.9.4. Now, answer the following questions based on what you heard in the video

1. What is the main message of the video?
 - a) The importance of eating different foods every day
 - b) How certain foods can improve your mood?
 - c) How to cook healthy meals?
 - d) Why you should avoid eating chocolate?

2. What chemical in dark chocolate helps release "feel-good" chemicals in the brain?
 - a) Antioxidants
 - b) Omega-3 fatty acids
 - c) Phenethylamine
 - d) Serotonin

3. What should you look for to get the most benefits from dark chocolate?
 - a) Chocolate with at least 70% cocoa.
 - b) Chocolate with added sugar
 - c) Milk chocolate with less than 50% cocoa
 - d) Any type of chocolate will work

4. What do blueberries contain that help protect your brain from damage?

- a) Omega-3
- b) Fiber
- c) Antioxidants
- d) Vitamins

5. What benefit is associated with eating salmon, according to the video?

- a) It helps you sleep better
- b) It improves mood and reduces stress levels
- c) It makes you more energetic
- d) It protects your skin from sun damage

2.10. LET'S DISCOVER YOUR FAVORITE FRUIT!

Record a short video (up to 40 seconds) talking about your favorite fruit and how it benefits your health:



2.10.1. Step 1: Reflect on Your Favorite Fruit

1. Think by yourself:

What is your favorite fruit? Why do you like it?

2. Consider the following:

What health benefits do you think this fruit has?

Do you eat it often? How does it make you feel?

2.10.2. Step 2: Research (Optional)

If you're unsure about the health benefits of your fruit, feel free to research online or ask others.

2.10.3. Step 3: Plan Your Video

1. Now that you've reflected, think about what you will say in your video to plan your presentation:

- Introduction: your name + your fruit.
- Talk about why you like it and what benefits it brings.
- Conclude by summarizing your favorite points about the fruit.

2. Below are some guidelines on *How to Make a Presentation*, aimed at helping you reflect and structure your video production. These guidelines will also support you in future presentation tasks, encouraging you to discover best practices through your own experience and observation:

2.10.4. How to Make a Presentation:

Objective: Learn how to prepare and give a short presentation about "Mood Food and Cooking."

- Steps for Making a Presentation:

1. Choose a Topic

In this case, your topic is "Mood Food and Cooking." Think about what you want to say. For example, you could talk about which fruits help improve mood and how to prepare them.

2. Organize Your Ideas

- Introduction: Start by introducing yourself and your topic. For example, “Hello, my name is [your name] and today I’m going to talk about Mood Food and Cooking.”
- Body: In the body, talk about 2-3 foods that can boost mood. Explain briefly how these foods help, and maybe include an easy recipe or cooking tip for one of them.
- Conclusion: End your presentation by summarizing what you talked about. For example, “In conclusion, we’ve learned that certain foods can really help improve our mood. Try adding these to your meals!”

3. Practice Your Presentation

Practice saying your presentation out loud. Make sure you know how to pronounce all the words and that you can explain your points clearly. Use the Cambridge Dictionary (<https://dictionary.cambridge.org/es/pronunciaci%C3%B3n/>) to check pronunciation if needed.

4. Add Visuals (Optional)

You can add a few pictures or slides to make your presentation more interesting. For example, show pictures of the foods you will talk about or a recipe you like.

5. Present to the Class

When it’s your turn, stand up straight, make eye contact with your classmates, and speak clearly. Don’t rush. Try to enjoy sharing what you’ve learned!

6. Checklist for Your Presentation:

- Have you introduced yourself and the topic clearly?
- Did you explain 2-3 mood-boosting foods?
- Did you practice enough to feel confident?
- Did you include a conclusion summarizing your points and any visuals to help explain your ideas?

2.10.5. Practice and Record

- Practice saying your thoughts out loud a few times. Make sure you're comfortable with the words and pronunciation. Record your video (no longer than 40 seconds). Speak clearly and enjoy the process!

2.10.6. Upload Your Video

Upload your video and share the link with your teacher and classmates.

2.10.7. Checklist for Your Video

Did you introduce yourself and your fruit?

Did you talk about the benefits of the fruit?

Did you summarize why it's your favorite?

Was your video clear and no longer than 40 seconds?

3. UNIT 2: TEACHER'S GUIDE

“Between Bites and Bytes”: Mood Food for Mood Life

Lesson Objectives

1. Students will explore and identify the relationship between food and mood;
2. Students will create infographics about Brazilian fruits that influence mood;
3. Students will develop their communication skills through video production about fruits;
4. Students will learn how to give effective presentations.

Materials Needed

1. Whiteboard or digital platform for notes and presentations;
2. Internet access for researching fruit benefits and watching the YouTube video;
3. Materials for creating infographics (e.g., paper, colored pencils, markers, or graphic design software).

Lesson Plan

This unit uses the inductive method to guide students in discovering the relationship between food and mood, and its impact on health and well-being. The activities involve observation, reflection, and the creation of materials through progressive learning.

3.1. Let's Begin: Understanding Mood and Mood Food

3.1.1. Objective

This activity aims to help students understand the concept of "mood" and how certain foods can influence their feelings. Students will reflect on their own experiences with food and emotions, learn about mood-boosting foods, and practice expressing their thoughts in writing.

3.1.2. Materials Needed

- Whiteboard or projector;
- Markers or pens;
- Paper or notebooks for students;
- Optional: Images of mood-boosting foods for visual aid.

3.1.3. Activity Overview

Step 1: Observing Feelings and Food (10 minutes)

1. Introduction:

Begin by asking students to think about a time when they felt happy or sad.

Pose the following questions for individual reflection:

- What food did you eat on that day?
- How did that food make you feel?
- Does the food you eat change how you feel?
- Do you think certain foods can make you feel better when you're sad or tired?

Ask students to jot down their thoughts privately.

2. Pair or Small Group Discussion:

Have students share their reflections with a partner or in small groups.

Facilitate a brief discussion, allowing volunteers to share their insights with the class.

Step 2: Discovering Mood (5 minutes)

1. Defining "Mood":

Write the word *Mood* on the board.

Explain: "Mood is how you feel at a specific moment. It can change throughout the day depending on many factors, like the weather, how much sleep you've had, or even what you eat!"

Ask students for examples of factors that can affect mood.

Step 3: Exploring Mood Food (10 minutes)

1. Introducing "Mood Food":

Explain that certain foods can influence our mood positively.

Share the concept: "Some foods, like your favorite meal, might make you feel happier or calmer. These are called 'mood foods.' They help change how you feel!"

2. Class Brainstorm:

Ask students to think of foods that make them feel better when they eat them.

Write their suggestions on the board.

Step 4: Examples of Mood Food (5 minutes)

1. Presenting Examples:

Share the following examples and their benefits:

- Bananas – They help your brain produce a chemical that makes you feel happy.
- Dark Chocolate – It releases hormones that make you feel joy.
- Green Tea – It helps you feel calm and relaxed.

Show images of the foods if available to enhance understanding.

2. Discussion:

Briefly discuss why these foods might improve mood.

Encourage students to ask questions or share experiences with these foods.

Step 5: Personal Reflection and Writing (10 minutes)

1. Writing Activity:

Instruct students to write two sentences about their favorite meal:

- Why is it your favorite?
- How does it make you feel when you eat it?

Provide the prompts on the board or on handouts.

2. Sharing (Optional):

- Invite volunteers to read their sentences aloud.
- Offer positive feedback and encourage peer appreciation.

3.1.4. Teacher's Notes

1. Anticipated Challenges:

- Some students may be hesitant to share personal feelings or may find it difficult to articulate how food affects their mood.

- Be mindful of students with food allergies or dietary restrictions.

2. Tips:

- Create a supportive environment by sharing your own examples first.

- Encourage all students to participate but do not force anyone who is uncomfortable.

3. Differentiation Strategies:

- For English Language Learners:

Provide sentence starters or word banks.

Pair them with supportive peers.

- For Advanced Students:

Ask them to research additional mood-boosting foods and present their findings.

Encourage them to write a short paragraph instead of two sentences.

4. Learning Outcomes:

By the end of this activity, students will:

- Understand the concept of mood and factors that can influence it.

- Recognize how certain foods can affect their emotions.

- Reflect on personal experiences and express their thoughts in writing.

- Enhance their vocabulary related to emotions and food.

3.1.5. Assessment

1. Observation:

- Monitor student participation during discussions.

- Note engagement levels and willingness to share.

2. Written Work:

- Collect and review the sentences to assess understanding and provide individual feedback.

- Look for clarity of expression and connection between food and mood.

3.1.6. Additional Resources:

- **Visual Aids:** images or real examples of mood-boosting foods.
- **Extension Activities:** a creative project where students create a “Mood Food” poster; multimedia resources such as short videos on nutrition and mood.

3.2. Mood Food Habits

3.2.1. Objectives:

This lesson uses the inductive method to guide students in discovering the grammatical patterns related to present simple tense while discussing mood food habits. The activities involve observation, reflection, and the application of new knowledge through sentence writing:

- Students will identify patterns in present simple sentence structures;
- Students will understand how verbs change with different subjects;
- Students will apply their knowledge by writing their own sentences about eating habits.

3.2.2. Materials Needed

- Whiteboard or projector;
- Markers or pens;
- Worksheets with exercises (provided below);
- Optional: Printed images of healthy and unhealthy foods.

3.2.3. Activity Overview:

Step 1: Observation (10 minutes)

1. Introduction:

Write the following sentences on the board:

- I eat fruits every day.
- She drinks green tea in the morning.
- Does he like dark chocolate?
- Do you eat fruits every day, or would you rather have snacks?

Ask students to read the sentences and identify patterns.

2. Guided Discussion

Ask guiding questions:

- Which words indicate actions?
- What happens to the verb when using *he/she/it*?
- How do we form negative sentences and questions?

Step 2: Discovery (10 minutes)

1. Practice Activity

Distribute a worksheet where students complete the sentences with the correct verb form:

- Ana ____ (eat) a banana every morning.
- My friends ____ (not like) green tea.
- ____ you ____ (drink) coffee when you are tired?
- She ____ (prefer) chocolate when she is sad.
- ____ you ____ (think) that healthy food can improve your mood?

2. Peer Comparison

Students compare answers in pairs before reviewing as a class.

Step 3: Application (10 minutes)

1. Writing Activity:

- Ask students to write three sentences about their eating habits using the present simple tense.
- Optionally, have students share their sentences in pairs and provide feedback.

3.2.4. Teacher's Notes

1. Anticipated Challenges:

- Students might struggle with subject-verb agreement in the third-person singular.
- Some may confuse auxiliary verbs in negative and interrogative forms.

2. Tips:

- Reinforce examples on the board.
- Encourage students to work in pairs for peer support.

3. Differentiation Strategies:

- For advanced students: Ask them to expand their sentences using adverbs of frequency.
- For struggling students: Provide additional examples and sentence starters.

4. Learning Outcomes:

- Recognize present simple tense patterns.
- Use correct verb forms in written and spoken sentences.
- Apply grammatical structures in personal writing.

3.2.5. Assessment

- Observation: monitor student participation during discussions.
- Written Work: collect and review sentences for grammatical accuracy.
- Class Participation: encourage sharing and peer feedback.

3.3. How often do you eat healthy food?

3.3.1. Lesson Plan

This lesson introduces adverbs of frequency and their placement in sentences. Through structured exercises, students will analyze sentence patterns, apply their understanding, and create sentences about their own eating habits.

3.3.2. Lesson Objectives

- Students will identify the placement of adverbs of frequency in sentences.
- Students will understand which adverbs indicate frequent vs. rare actions.
- Students will apply their knowledge by writing and discussing their eating habits.

3.3.3. Materials Needed

- Whiteboard or projector / Markers or pens
- Worksheets with exercises (provided below).

3.3.4. Activity Overview

Step 1: Observation (10 minutes)

1. Introduction:

Write the following sentences on the board:

- I always eat vegetables at lunch.
- She sometimes drinks smoothies in the morning.
- They never eat junk food.
- We usually have fruit for dessert.
- He hardly ever eats fast food on weekends.

2. Ask students to identify patterns by discussing the following questions:

- Where do the adverbs appear in the sentence?
- Which adverbs indicate something frequent? Which ones indicate something rare?
- What happens if we change the position of the adverb?

Step 2: Discovery (10 minutes)

1. Practice Activity:

Distribute a worksheet where students complete the sentences with the correct adverb:

- I ____ eat chocolate when I feel sad.
- He ____ drinks water after waking up.
- We ____ have fast food because it's unhealthy.
- My mother ____ makes fruit salad for breakfast.
- My friends and I ____ try to eat healthy snacks at school.

2. Review answers as a class, discussing adverb placement and meaning.

Step 3: Application (10 minutes)

1. Writing and Discussion Activity:

- Students write three sentences about their eating habits using adverbs of frequency.
- Pair up students to share and compare their sentences.
- Encourage them to discuss differences in their eating habits.

3.3.5. Teacher's Notes:

1. Anticipated Challenges:

- Some students may struggle with adverb placement.
- Students may overuse certain adverbs instead of varying them.

2. Tips:

- Model sentences using different adverbs.
- Use real-life examples to illustrate meaning.

3. Differentiation Strategies:

1. For advanced students: Ask them to write a short paragraph instead of three sentences.
2. For struggling students: Provide sentence starters and a list of adverbs.

4. Learning Outcomes:

- Identify and correctly use adverbs of frequency.
- Improve sentence structure and fluency.
- Compare and contrast personal eating habits with peers.

3.3.6. Assessment:

- Observation: monitor student participation and engagement.
- Written Work: collect and review sentences to check for correct adverb usage.
- Class Participation: encourage discussion and comparison of habits.

3.4. Let's Write a Diary Entry: How Food Affects Our Mood

3.4.1. Objective:

This activity encourages students to reflect on the connection between food and their emotions while practicing English writing. Through a diary entry, they can express their thoughts in a structured and creative way.

3.4.2. Materials Needed:

- Worksheets with step-by-step instructions for the students.
- An example of a completed diary entry to demonstrate expectations.
- Optional: visual aids like pictures of foods that can improve mood (bananas, dark chocolate, green tea, etc.) to stimulate discussion.

3.4.3. Activity Overview:

Step 1: Pre-Writing Activity (10-15 minutes)

1. Introduction (5 minutes):

Introduce the concept of *mood food* to the class.

Engage students in an open discussion with guiding questions such as:

- “Do you think food can change the way you feel?”
- “What kinds of foods make you feel happy, relaxed, or energized?”

Encourage participation by asking students to share personal examples.

2. Vocabulary Review (5 minutes):

Review key vocabulary related to food and emotions that will support the writing activity:

- Foods: bananas, chocolate, salad, smoothies, etc.
- Emotions: happy, relaxed, tired, energized, sluggish, etc.

Check comprehension and, if possible, use visual prompts or examples on the board.

3. Brainstorming (5 minutes):

Invite students to reflect individually on their own experiences. Ask them to think about a specific day when food influenced their mood. Guide them with questions such as:

- “What did you eat for breakfast or lunch that day?”
- “How were you feeling before and after eating?”

Step 2: Writing Activity (20–25 minutes)

1. Diary Writing (15–20 minutes):

- Distribute the worksheets with step-by-step instructions for writing the diary entry.
- Circulate around the classroom to support students, answer questions, and encourage the use of vocabulary reviewed earlier.

- Remind them to follow the structure of a diary entry, which may include:
 - Date
 - Personal reflection
 - Description of meals
 - Mood before and after eating
 - Conclusion or final thought

2. Peer Sharing (5–10 minutes):

- Once students complete their entries, organize them into small groups to share what they have written.

- Encourage them to listen to each other's stories and ask questions like:
 - “Did the food really help you feel better?”
 - “What’s your favorite mood food?”

This sharing moment allows students to practice speaking and listening skills in an informal, supportive environment that encourages confidence and empathy.

Step 3: Post-Writing Activity (Optional Extension)

Class Discussion (5–10 minutes):

Bring the class back together and reflect on the activity with guiding questions such as:

1. “What foods did you notice helped improve your mood?”
2. “Do you think it’s important to be aware of how food affects us?”

Use this moment to introduce the broader idea of healthy eating and its role not only in physical health but also in emotional well-being. You may connect this to future discussions about self-care, nutrition, or mental health awareness.

3.4.4. Teacher’s Notes

1. Anticipated Challenges:

- Students may think this is a “right or wrong” task. Emphasize that it is reflective and personal.
- Some may feel uncomfortable sharing personal experiences. Allow them to invent a day or create a fictional situation if needed.

2. Differentiation:

- For higher-level students: encourage more detailed descriptions of feelings and food choices; ask them to compare different days or moods.
- For lower-level students: provide sentence starters or word banks to help with structure and vocabulary.
- For visual learners: use images or graphic organizers to help them structure ideas.

3. Reflection:

At the end of the activity, invite students to reflect on how keeping a diary can help them process emotions. You may suggest that a food diary could be an interesting way to track how food influences their mood over time.

3.4.5. Assessment

Although this is a reflective and personal activity, it can still be assessed. Consider:

- Clarity of Ideas: did the student clearly express how food influenced their mood?
- Use of Vocabulary: did they appropriately use vocabulary related to food and emotions?
- Diary Structure: did they follow a basic diary structure (date, feelings, description of food, conclusion)?

- Grammar and Sentence Structure: evaluate grammar accuracy at a level appropriate for the class. Minor mistakes are expected, but the overall meaning should be clear.

3.5. Identify the Mood-Boosting Foods

3.5.1. Objective

This activity aims to help students recognize and name foods that are known to positively influence mood. Students will match images of foods with their English names, expanding vocabulary related to healthy eating and emotional well-being.

3.5.2. Materials Needed

1. Images of the following foods (printed or projected):
Fruit salad / Whole grains / Cereal bar / Dark chocolate / Nuts / Avocado
2. Activity sheets for students to fill in or space to write below each image.

3.5.3. Activity Overview

Step 1: Introduction (5 minutes)

- Distribute the activity sheets or project the images in the classroom.
- Start with a brief discussion about how food can influence mood and well-being.
- Ask students whether they already know any foods that help improve mood.

Step 2: Word List

Provide the word list on the board or on a separate sheet of paper:

- fruit salad
- whole grains
- cereal bar
- dark chocolate
- nuts
- avocado

Step 3: Matching Activity

Ask students to observe the images and use the words from the box to label each one by writing the correct name below each image.

Step 4: Individual or Pair Work

Encourage students to work individually or in pairs, depending on the level of the class.

3.5.4. Check and Discussion (10 minutes)

- Review the answers with the whole class, confirming the correct names for each food item.
- For each food, briefly discuss how it can contribute to mood enhancement. For example, explain that dark chocolate contains antioxidants that can boost serotonin levels.

3.5.5. Pronunciation Practice (Optional - 5 minutes)

- Ask students to practice pronouncing each word, repeating after you or listening to audio recordings.
- Point out any challenging pronunciations or differences between spelling and pronunciation.

3.5.6. Teacher's Notes

1. Anticipated Challenges:

- Some students may not recognize all the foods just from the images, especially if they are not common in their cultural food practices.
- Words like "whole grains" and "dark chocolate" may be new for some students.

2. Tips:

- Provide examples or translations if students are struggling.
- Use this opportunity to introduce or reinforce vocabulary related to healthy eating.

3. Differentiation:

- For advanced students: ask them to write sentences using each word, explaining how the food can boost mood.
- For students who need support: allow them to work in small groups or provide additional hints (e.g., initial letters).

4. Learning Outcomes:

By the end of this activity, students will be able to:

- Associate images of foods with their English names.

- Recognize and name foods that contribute to emotional well-being.
- Expand their vocabulary related to healthy eating.

3.5.7. Assessment

- Informal Observation: walk around while students work, offering help and checking their progress.
- Answer Review: use the class correction to assess general understanding.
- Extension (Optional): collect the activity sheets for more detailed feedback, or ask students to present one of the foods orally.

3.5.8. Additional Resources

- Educational Videos: short clips on how certain foods affect mood.
- Printed Material: handouts with simple nutritional information about the foods mentioned.

3.6. Discover the "Mood Foods"

3.6.1. Objective:

This activity aims to develop students' understanding of how certain foods can influence mood. Through observation, discussion, and reflection, students will explore the potential mood-boosting effects of various foods and learn to connect diet and emotional well-being.

3.6.2. Materials Needed

- Infographic: *Foods to Improve Your Mood*
- Copies of the worksheet/table or notebooks for students to complete Part 2
- Devices for accessing the infographic (optional, if not printed)

3.6.3. Activity Overview:

Step1: Observation and Pair Work (15 minutes)

1. Introduction (5 minutes):

- Explain that students will look at an infographic about mood foods and discuss how certain foods can influence emotions.
- Ask them first to observe the images without focusing on the explanatory text.
- Encourage them to think critically about the foods and reflect on their own experiences.

2. Instructions for Pair Work (10 minutes):

Provide the infographic (printed or via link) and ask students to look at it, without reading the text. In pairs, students discuss:

- Which foods do you already know?
- Are there any foods that you've never tried or that are new to you? Which ones?
- Do you think these foods can change your mood? How?
- Which foods do you think could make someone feel happier, more relaxed, or more energetic?
- Which foods from the infographic do you think could help when you feel sad or tired?

Step 2: Class Discussion (5 minutes)

- Bring the class together and invite students to share their answers.
- Highlight foods that are familiar and those that are new to them.
- Ask which foods they believe have the strongest impact on mood.

3.6.4. Discover the Role of Each Food (15 minutes)

1. Instructions (5 minutes):

- After discussing the infographic, explain that students will now complete a table about the mood-boosting effects of certain foods.
- Provide them with the following table (either printed or on the board):

Food	How do you think this food can affect mood?
Banana	
Dark Chocolate	
Nuts	
Avocado	
Fish (Salmon)	
Green Tea	

2. Student Work (10 minutes)

Ask students to fill in the table with their ideas about how each food might improve mood, based on the infographic and their prior knowledge. Encourage them to make connections with things they already know about these foods.

3.6.5. Class Reflection (5-10 minutes)

1. Discuss students' answers as a class.
2. Ask them to explain why they think each food has a certain effect. For example:
 - Bananas may support mood due to their nutrients and serotonin-related effects.
 - Dark chocolate contains compounds that release endorphins and serotonin.
 - Nuts are rich in healthy fats and omega-3s, which support brain function.
 - Avocados contain healthy fats that can help reduce stress.
 - Salmon is high in omega-3 fatty acids, linked to emotional balance.
 - Green tea contains L-theanine, which promotes relaxation.

3.6.6. Teacher's Notes

1. Anticipated Challenges:
 - Students may find it challenging to connect foods with mood without detailed information.
 - Encourage them to use their observations and knowledge from previous discussions to support their ideas.
2. Tips:
 - Provide support by giving hints or additional information about the nutritional benefits of the foods listed.
 - Encourage students to reflect on how different foods affect their mood based on personal experiences.
3. Differentiation:
 - For advanced students: Ask them to research one additional *mood food* not listed in the infographic and present their findings to the class.
 - For students who need extra support: Allow them to work in groups to fill in the table and offer guiding questions or vocabulary support to help them formulate their answers.

4. Learning Outcomes:

- By the end of this activity, students will:
- Be able to identify foods that are considered *mood-boosting*.
- Understand the connection between diet and emotional well-being.
- Use observational skills to discuss how certain foods may affect mood.
- Develop critical thinking skills by relating food to their personal experiences.

3.6.7. Assessment

1. Observation:

Monitor students during pair work and class discussions to gauge their engagement and understanding.

2. Table Completion:

Review the completed tables to assess whether students can make accurate connections between the foods and their effects on mood.

3. Class Participation:

Encourage active participation during the class discussion and assess students' ability to articulate their thoughts clearly.

3.6.8. Additional Resources

- Visual Aids: posters or slides with images of mood-boosting foods.
- Further Reading: links to simple articles or short videos explaining the science behind mood-boosting foods.

3.7. Creating an Infographic

3.7.1. Objective:

In this activity, students will create an infographic about Brazilian fruits that can improve mood. This project encourages research, creativity, and the ability to present information visually in a clear and engaging way.

3.7.2. Materials Needed:

- Access to computers or tablets (if creating digital infographics).
- Paper, markers, colored pencils (if creating infographics by hand).

- Research materials (books, online sources) about Brazilian fruits and their nutritional benefits.

Example infographic for reference (previously studied in class).

3.7.3. Activity Overview:

Step 1: Introduction (5 minutes)

1. Explain the Task:

- Tell students they will create their own infographic about Brazilian fruits that can improve mood, similar to the one studied earlier.

- Clarify that they will need to research, select fruits, and design an informative and visually attractive infographic.

2. Show an Example:

- Review the infographic you studied in class to remind students what an infographic looks like. Highlight the key components: clear title, images, short text, and organized layout.

Step 2: Research and Planning (20 minutes)

1. Choosing Fruits:

- Ask students to choose five (5) Brazilian fruits that are either common in their region or that they know well (e.g., açai, cashew, passion fruit, guava, acerola).

- Encourage them to pick fruits they are familiar with to make the research process more personal and meaningful.

2. Research:

- Instruct students to research the following for each fruit:

Vitamins or nutrients the fruit contains (e.g., vitamin C, potassium, antioxidants).

How the fruit improves mood or energy levels (e.g., boosts serotonin, reduces stress, increases energy).

- Provide access to research materials such as books, online articles, or educational websites.

3. Note-Taking:

- Have students take brief notes on each fruit, focusing on how it contributes to mood and health.

Step 3: Designing the Infographic (25 minutes)

1. Title:

- Develop a creative title for their infographic, such as "Fruits of Brazil to Boost Your Mood!" Encourage them to create catchy, engaging titles that reflect the infographic's focus.

2. Images:

- Instruct students to include images or drawings of each fruit. If working digitally, they can find images online. If working by hand, they can draw or print pictures of the fruits.

3. Facts:

- For each fruit, students should write one or two short sentences explaining:
 - Which vitamins or nutrients the fruit contains.
 - How it helps with mood and health (e.g., "Açaí is full of antioxidants, which can boost your energy and reduce fatigue").

4. Design Tips:

- Remind students to use bright colors and keep the layout simple and clear.
 - Encourage them to organize the information neatly, using sections or boxes for each fruit to make it easy to read.

Step 4: Sharing and Reflection (10-15 minutes)

1. Class Presentations

- Have students present their infographics.
 - Each student explains why they chose the fruits and what mood-boosting benefits they found.

2. Classroom Display (Optional)

- Display the infographics in the classroom or hallway to share with the school community.

3.7.4. Teacher's Notes

1. Challenges:

- Some students may struggle with research, particularly if they are unfamiliar with the nutritional benefits of fruits. Provide guidance by recommending reliable websites or sources for information.

- Encourage students who may be less confident in design to focus on simplicity rather than perfection.

2. Tips:

- If students are creating their infographic digitally, suggest using free tools like Canva, Google Slides, or Microsoft PowerPoint to design their infographics.
- Emphasize that the infographic should be visually appealing but also informative, with the key focus on how these fruits improve health and mood.

3. Differentiation:

- For advanced students: Challenge them to include more detailed information about how specific nutrients influence brain chemistry and mood (e.g., how serotonin or dopamine levels are affected by certain fruits).
- For students who need extra support: Pair them with a partner for research or have them focus on fewer fruits (e.g., three fruits instead of five) to make the task more manageable.

3.7.5. Learning Outcomes

- By the end of this activity, students will:
 1. Be able to research and understand the health and mood-boosting benefits of various Brazilian fruits.
 2. Develop skills in organizing and presenting information visually through an infographic.
 3. Gain confidence in their ability to explain how diet can impact emotional well-being.

3.7.6. Assessment

- Research: relevance and accuracy of the information collected.
- Creativity and Clarity: readability, organization, and visual appeal of the infographic.
- Presentation: ability to explain their choices and findings.

3.7.7. Additional Resources

- Online Research Tools: reliable websites on fruit and nutrition.
- Design Tools: Canva, Piktochart, Google Slides, etc.

3.8. Discover the Sounds of Mood-Boosting Foods

3.8.1. Objective

This activity aims to enhance students' pronunciation skills and expand their vocabulary related to mood-boosting foods and nutritional terms. Students will practice listening to and pronouncing complex scientific words, improving their confidence in using these terms in both spoken and written English.

3.8.2. Materials Needed

- Devices with internet access (computers, tablets, or smartphones)
- Access to the Cambridge Dictionary online
- Notebooks or digital documents for note-taking

3.8.3. Activity Overview

Step 1. Introduction (5 minutes)

1. Begin with a brief discussion about mood-boosting foods and their impact on mental health.
2. Explain the importance of accurate pronunciation, especially with scientific and nutritional terms, to ensure clear communication.
3. Give instructions:
 - Direct students to the Cambridge Dictionary pronunciation page.
 - Provide the following list of words:

Endorphin - /ɛn'dɔːrfɪn/

Serotonin - /ˌsɛrə'toʊnɪn/

Omega-3 fatty acids - /oʊ'meɪɡə θriː 'fæti 'æsɪdz/

Antioxidants - /ˌænti'ɑːksɪdənts/

Probiotics - /ˌproʊbaɪ'ɑːtɪks/

Step 2: Individual Pronunciation Work (10 minutes)

Ask students to:

1. Look up each word and listen to its pronunciation multiple times.
2. Note the syllable stress and any surprising pronunciations.
3. Write down the phonetic transcription and compare it to how they initially thought the word was pronounced.

Step 3: Pair Practice (10 minutes)

1. Have students pair up to practice pronouncing each word aloud.
2. Encourage them to provide constructive feedback to each other.

3.8.4. Teacher's Notes

1. Anticipated Challenges

- Long, multi-syllabic words may be intimidating.
- Incorrect stress patterns are common and can affect understanding.

2. Pronunciation Tips

- Break words into syllables and practice each syllable separately.
- Use phonetic transcriptions to highlight stress and key sounds.
- Encourage repetition and patient practice.

3. Differentiation Strategies:

- For Struggling Students: Provide additional support by practicing together in small groups or one-on-one.
- For Advanced Students: Challenge them to use each word in a complex sentence or to explain the biochemical role of each compound.

4. Learning Outcomes:

By the end of this activity, students will:

- Improve their pronunciation of complex scientific terms.
- Enhance their vocabulary related to nutrition and mental health.
- Develop better listening skills and the ability to discern syllable stress.
- Gain confidence in using specialized terminology in discussions.

3.8.5. Assessment

- Informal Observation: listen during pair practice and correct as needed.
- Class Participation: encourage all students to attempt pronunciation.
- Extension Activity (Optional): ask students to present one new term they researched and pronounce it correctly.

3.8.6. Additional Resources

- Cambridge Dictionary phonetics help pages.
- Short educational videos on mood-boosting foods to provide context.

3.9. Let's Discover Together: Watching the Video

3.9.1. Objective

This activity helps students understand how different foods can impact their mood by engaging in discussion, watching a video, and reflecting on what they learned. The goal is to introduce students to mood-boosting foods and encourage them to think critically about how their diet can influence their emotional well-being.

3.9.2. Materials Needed

- Access to the video: “Boosting Your Mood with Food”.
- Devices for viewing the video (e.g., projector, computers, or tablets).
- Worksheet with questions (Step 4) or space for students to write answers.
- Notebooks or paper for individual reflections.

3.9.3. Activity Overview

Step 1: Before Watching the Video (10 minutes)

1. Introduction (5 minutes):

- Explain to students that they will be watching a video about how food can influence mood.

- Start with a brief class discussion, or have students talk with a partner about the following questions:

- What types of foods do you think can help improve your mood?
- Can you think of any foods you eat when you're feeling sad, tired, or stressed?
Why do you think they help?

2. Class Sharing (5 minutes):

- Invite students to share their answers.
- Encourage them to give concrete examples.

Step 2: Watching the Video Together (5 minutes)

1. Instructions:

- Play the video “*Boosting Your Mood with Food*” in class.
- Ask students to pay attention to which foods are mentioned and how they are described as mood-boosting.

Step 3: Reflect on the Video (10 minutes)

1. Individual Reflection (5 minutes)

Ask students to reflect individually on:

- Which foods mentioned in the video surprised you?
- How do you think each food helps improve mood?
- If you wanted to boost your mood, which food would you choose? Why?

2. Class Discussion (Optional – 5 minutes)

- Invite students to share their reflections.
- Highlight any new information or surprising points.

Step 4: Answering Questions (15 minutes)

1. Instructions:

- Provide students with the worksheet or display the questions on the board.
- Have them answer the following multiple-choice questions based on what they heard in the video:

- Worksheet Questions:

1. What is the main message of the video?

- a) The importance of eating different foods every day
- b) How certain foods can improve your mood
- c) How to cook healthy meals
- d) Why you should avoid eating chocolate

2. What chemical in dark chocolate helps release "feel-good" chemicals in the brain?

- a) Antioxidants
- b) Omega-3 fatty acids
- c) Phenethylamine
- d) Serotonin

3. What should you look for when choosing dark chocolate for the most benefits?

- a) Chocolate with at least 70% cocoa
- b) Chocolate with added sugar
- c) Milk chocolate with less than 50% cocoa
- d) Any type of chocolate will work

4. What do blueberries contain that help protect your brain from damage?

- a) Omega-3
- b) Fiber
- c) Antioxidants
- d) Vitamins

2. What benefit is associated with eating salmon, according to the video?

- a) It helps you sleep better
- b) It improves mood and reduces stress levels
- c) It makes you more energetic
- d) It protects your skin from sun damage

Step 5: Review and Discuss (10 minutes)

1. Review Answers

- Correct the questions as a class.
- Explain why each correct option is the best answer.

2. Discussion

- Ask if students have additional questions about the foods in the video.
- Discuss how they could include some of these foods in their own diets.

3.9.4. Teacher's Notes:

1. Anticipated Challenges:

- Some students may struggle to connect the information in the video to their personal experiences. Encourage them to think about how food affects their mood in subtle ways, like energy levels or stress reduction.

- Ensure that students have access to reliable devices for watching the video if working in groups or individually.

2. Tips:

- If time allows, consider playing the video a second time to ensure all students can absorb the information.
- If students have dietary restrictions, remind them that there are many types of mood-boosting foods, and they can focus on the ones that fit their needs.

3. Differentiation:

- For advanced students: Encourage them to research one additional mood-boosting food not mentioned in the video and write a short paragraph about its benefits.
- For students needing extra support: Pair them with a partner during the reflection and question-answering process for additional guidance.

4. Learning Outcomes:

By the end of this activity, students will:

- Understand how certain foods can influence mood and mental well-being.
- Identify specific foods and their nutritional components that improve mood.
- Reflect on their own eating habits and consider how they can make healthier choices to boost their mood.

3.9.5. Assessment

1. Class Participation: Monitor how students engage in the pair and class discussions.

Worksheet Completion: Review the answers to the multiple-choice questions to assess comprehension.

2. Reflection: Evaluate students' individual reflections to gauge their understanding and personal connection to the topic.

3.9.6. Additional Resources

- Nutritional Articles: provide links to articles or videos on mood-boosting foods for students who want to learn more.
- Interactive Tools: use online platforms like Kahoot or Quizlet to create a quiz based on the video content for review.

3.10. Let's Discover Your Favorite Fruit!

3.10.1. Objective:

This activity is designed to help students improve their speaking and presentation skills while learning about the health benefits of fruits. By reflecting on their favorite fruit, researching its benefits, and creating a short video presentation, students will practice structuring their ideas and speaking clearly on camera.

3.10.2. Materials Needed

- Smartphones, tablets, or computers for recording videos
- Internet access for researching fruit benefits (optional)
- YouTube or another platform to upload videos
- Video-sharing platform (if students are submitting links)
- Presentation checklist for students to follow

3.10.3. Activity Overview

Step 1: Reflect on Your Favorite Fruit (10 minutes)

1. Individual Reflection (5 minutes):

Ask students to think about their favorite fruit and consider the following questions:

- What is your favorite fruit? Why do you like it?
- What health benefits do you think this fruit has?
- How does this fruit make you feel when you eat it? Do you eat it often?

2. Class Discussion (Optional - 5 minutes):

Let students share their thoughts on their favorite fruits in pairs or small groups. This step encourages them to organize their ideas and exchange information with peers.

Step 2: Research (Optional - 10 minutes)

1. Instructions:

- If students are unsure about the health benefits of their chosen fruit, suggest they do a quick online search or ask family members for information.

- Explain that research will give them more interesting facts to include in their video.

2. Research Tools:

- Recommend reliable websites for nutritional information, such as health blogs, government resources, or online encyclopedias. If needed, guide students on how to conduct a quick Google search to find relevant information.

Step 3: Plan Your Video (10 minutes)

Instructions:

- Provide students with the following structure to help them organize their video:

1. Introduction:

Introduce yourself and your fruit (e.g., "Hi, my name is [name], and my favorite fruit is [fruit].")

2. Body:

Talk about why you like the fruit and what health benefits it offers (e.g., "I love this fruit because it tastes great, and it's rich in vitamin C, which boosts your immune system").

3. Conclusion:

- Summarize why this fruit is your favorite and why you think it's beneficial (e.g., "That's why I love eating [fruit], it keeps me healthy and makes me feel great").

4. Review Presentation Guidelines:

Introduce the guidelines for making a good presentation:

- Choose a topic (your favorite fruit)
- Organize your ideas clearly: introduction, body, and conclusion
- Practice your presentation to ensure confidence and clarity
- Optional: Use visuals or props (e.g., pictures of the fruit)

Step 4: Practice and Record (15-20 minutes)

1. Practice Speaking:

- Give students time to practice their presentation out loud. Emphasize the importance of clear pronunciation and pacing. Encourage them to practice in front of a mirror, with a classmate, or on their own.

- Suggest that students use the Cambridge Dictionary to check the pronunciation of any difficult words.

2. Recording:

- Once students feel confident, have them record their video. Remind them to keep the video under 40 seconds.

- Encourage students to speak clearly and with enthusiasm to make their video engaging

Step 5: Upload and Share (5-10 minutes)

1. Upload the Video:

- Instruct students to upload their video to YouTube (or any other platform they prefer).

They can choose to make the video public, unlisted, or private based on their comfort level.

- Once uploaded, they should share the link with their teacher and classmates via email, class forum, or another platform.

Step 6: Checklist for Your Video

- Did you introduce yourself and your fruit?
- Did you talk about the benefits of the fruit?
- Did you summarize why it's your favorite?
- Was your video clear and no longer than 40 seconds?

3.10.3. Teacher's Notes

1. Anticipated Challenges:

- Some students may be nervous about recording themselves. Encourage them to practice multiple times and reassure them that they can record as many takes as needed to feel comfortable.

- Ensure that students have access to recording devices and internet access for uploading the videos. If this is not possible, allow them to present their video in class or submit it via USB.

2. Tips:

- Provide a sample short video to illustrate what a student presentation should look like.

This can be one you create or an example found online.

- Encourage students to keep the presentation simple and natural. Remind them that it's more about sharing their thoughts than creating a perfect video.

3. Differentiation:

- For students who need extra support: Pair them with a partner or allow them to record in a smaller, more comfortable setting.

- For advanced students: Challenge them to include additional information about how their fruit can impact overall health, such as its effect on mood, energy, or specific nutrients that help the body.

- Learning Outcomes: By the end of this activity, students will:
 1. Develop confidence in speaking clearly and structuring a short presentation.
 2. Learn how to research and summarize key information about their favorite fruit.
 3. Gain experience in recording and uploading a video presentation.

3.10.4. Assessment

- Observation: Monitor students' participation during the reflection and research phases to ensure they are engaging with the content.
- Video Submission: Assess the clarity, structure, and content of each student's video. Focus on whether they followed the structure (introduction, body, conclusion) and provided relevant information about the health benefits of their fruit.
- Peer Feedback (Optional): If time allows, organize a peer feedback session where students can watch each other's videos and provide constructive feedback.

3.10.5. Additional Resources

- Video Editing Tools: If students wish to edit their videos, introduce them to free video editing apps like iMovie, Adobe Spark, or YouCut.
- Research Tools: Provide access to nutritional websites or apps that offer detailed information about the health benefits of fruits.

4. UNIT 3: ANSWER KEYS (“Between Bites and Bytes: Mood Food for Mood Life”)

4.1. Let's begin: Understanding Mood and Mood Food

This section is reflective and open-ended, and students' answers will vary. Encourage them to share personal experiences related to how food affects their mood. Here's what you should look for:

4.1.1. Observing Feelings and Food:

1. Examples of foods that students may mention: comfort food when feeling sad (e.g., ice cream, soup) or energizing food when feeling tired (e.g., coffee, fruit).
 - Answers should demonstrate an understanding of the link between food and emotions.
2. Identifying the Mood-Boosting Foods - Labeling Exercise:
 - Fruit Salad
 - Whole Grains

- Cereal Bar
- Dark Chocolate
- Nuts
- Avocado

3. Answers should match the words from the box to the images provided in the exercise.

4.2. Mood Food Habits

4.2.1. Observation

This exercise helps students identify patterns in sentence formation in the Simple Present. Student responses may vary but should include observations such as:

- Words that indicate actions: eat, drinks, don't eat, like, do eat.
- What happens to the verb when using "he/she/it": We add -s or -es to the verb (drinks, eats, prefers).
- How to form negative sentences and questions:
Negative: Using do not (don't) or does not (doesn't).
Questions: Using *Do* or *Does* at the beginning of the sentence.

4.2.2. Discovery

Correct answers:

1. Ana eats a banana every morning.
2. My friends do not (don't) like green tea.
3. Do you drink coffee when you are tired?
4. She prefers chocolate when she is sad.
5. Do you think that healthy food can improve your mood?

4.2.3. Application

- In this stage, student responses will be personal and should include sentences about their own eating habits, following the Simple Present structure.

Examples:

I eat rice and beans every day.

I don't like fast food.

I drink orange juice in the morning.

- Students may share their sentences in pairs to compare their eating habits.

4.3. How often do you eat healthy food?

4.3.1. Observation

In this stage, students should identify patterns in the position and meaning of frequency adverbs. Answers may include observations such as:

1. Position of adverbs in the sentence:

Before the main verb (I always eat vegetables at lunch.)

After the verb to be (She is usually happy.)

2. Adverbs that indicate something frequent:

Always, usually, sometimes.

3. Adverbs that indicate something rare:

Hardly ever, never.

4. What happens if we change the adverb's position?

Changing the position may alter the meaning or make the sentence less natural.

Example: "Sometimes I drink smoothies in the morning" is more natural than "I drink sometimes smoothies in the morning."

4.3.2. Discovery

Correct answers:

1. I sometimes eat chocolate when I feel sad.
2. He always drinks water after waking up.
3. We never have fast food because it's unhealthy.
4. My mother usually makes fruit salad for breakfast.
5. My friends and I always try to eat healthy snacks at school.

4.3.3. Application

- Student responses will be personal and should include sentences about their eating habits using frequency adverbs.

Examples:

I usually eat fruit after lunch.

I never drink soda.

I sometimes eat chocolate at night.

- After writing their sentences, students should share them with a classmate and compare their eating habits.

4.4. Let's write a Diary Entry: How food affects our mood?

4.4.1. Reflect on Your Day

This section is open-ended and reflective. Students' responses will vary based on their personal experiences. Encourage them to think about a specific day when food had a noticeable effect on their mood.

Possible reflections may include:

- Feeling tired in the morning but becoming more energetic after breakfast.
- Eating chocolate when feeling sad and experiencing a sense of comfort.
- Drinking green tea and feeling more relaxed.

4.4.2. Organize Your Thoughts

- Students should mentally answer the guiding questions before writing. Their responses may include:

- Feeling before eating: Tired, sad, stressed, happy, anxious, etc.
- Foods consumed: Fruits, vegetables, fast food, sweets, coffee, tea, etc.
- Mood after eating: More energetic, calmer, happier, sleepy, etc.
- Specific food that influenced mood: Chocolate, bananas, tea, fish, etc.

4.4.3. Write Your Diary Entry

- This is a personal writing task, so responses will vary. However, here is an example to serve as a guide for students:

March 10, 2025

Dear Diary,

This morning, I woke up feeling exhausted because I didn't sleep well. I had no energy and felt grumpy. But after breakfast, I started to feel better. I had a bowl of oatmeal with bananas and some green tea. The bananas made me feel happier, and the tea helped me relax.

For lunch, I ate grilled salmon with brown rice and vegetables. After eating, I noticed that I felt more focused and productive. I think the salmon helped because it has healthy fats that are good for the brain.

Later in the afternoon, I felt a bit tired again, so I had some dark chocolate and nuts as a snack. That gave me an energy boost, and I was in a much better mood.

Now, as I reflect on my day, I realize that food really does affect how I feel. Eating healthy food made me feel more energetic and happier. I think I should pay more attention to what I eat!

4.4.4. Review and Share

- Encourage students to read their diary entry and check if their ideas are clear.
- They can share their entry in small groups, discussing their experiences.

4.5. Identify the Mood-Boosting Foods

- Correct Answers:

Students must label each image using the words from the box. The correct matches are:

1. Fruit Salad
2. Whole Grains
3. Cereal Bar
4. Dark Chocolate
5. Nuts
6. Avocado

To ensure accuracy, students should match each word from the box to the corresponding image correctly.

4.6. Discover the "Mood Foods"

4.6.1. Observation and Pair Work

- This section encourages discussion and reflection. Expect answers to vary based on students' familiarity with the foods and their experiences.

- Students should identify foods like bananas, chocolate, or nuts that they may have eaten and associate with improved mood.

4.6.2. Discover the Role of Each Food

Suggested key ideas:

- **Banana:** may support the production of serotonin and help improve happiness.
- **Dark chocolate:** contains compounds such as flavonoids and phenethylamine, which can help boost mood.

- **Nuts:** rich in healthy fats and omega-3 fatty acids, linked to better brain health and lower risk of depression.
- **Avocado:** contains healthy fats and B vitamins that contribute to mood regulation.
- **Fish (salmon):** rich in omega-3s, which can help reduce anxiety and symptoms of depression.
- **Green tea:** contains L-theanine, an amino acid that promotes relaxation and reduces stress.

4.7. Creating an Infographic

4.7.1. Expected Content

This section is creative and will vary based on the fruits students choose. In general, their infographic should:

- Include around five Brazilian fruits (e.g., açai, cashew, passion fruit, guava, acerola).
- Present key vitamins or nutrients.
- Explain briefly how each fruit may improve mood or energy.

Example:

Açaí is rich in antioxidants, which can reduce oxidative stress and support brain function.

4.7.2. Visual Aspects

The infographic should be:

- Visually appealing
- Organized with images or drawings
- Supported by short, clear facts
- Designed with readable fonts and, preferably, bright colors

4.8. Discover the Sounds of Mood-Boosting Foods

4.8.1. Pronunciation Exercise:

- Endorphin - /ɛn'dɔːrfin/
- Serotonin - /ˌsɛrə'toʊnɪn/
- Omega-3 fatty acids - /oʊ'meɪgə θriː 'fæti 'æsɪdz/
- Antioxidants - /ˌænti'ɑːksɪdənts/
- Probiotics - /ˌprəʊbaɪ'ɑːtɪks/

4.8.2. Expected Work

Students should:

- Use the Cambridge Dictionary link to listen to each term.
- Note the syllable stress and any surprising pronunciations.
- Practise saying each word several times.

The focus here is on accurate pronunciation and confidence, not on producing written “right or wrong” answers.

4.9. Let’s Discover Together: Watching the Video!

4.9.1. Comprehension Questions:

1. What is the main message of the video?
 - b) How certain foods can improve your mood

2. What chemical in dark chocolate helps release "feel-good" chemicals in the brain?
 - c) Phenethylamine

3. What should you look for when choosing dark chocolate for the most benefits?
 - a) Chocolate with at least 70% cocoa

4. What do blueberries contain that help protect your brain from damage?
 - c) Antioxidants

5. What benefit is associated with eating salmon, according to the video?
 - b) It improves mood and reduces stress levels

4.10. Let’s Discover Your Favorite Fruit!

4.10.1. This section is open-ended and creative.

- Reflection on Favorite Fruit:

Students should reflect on why they like their favorite fruit (e.g., Mango because it's sweet and refreshing) and how it makes them feel when they eat it (e.g., Happy and energized).

- Research (Optional):

Students may search for additional information on the health benefits of their fruit.

4.10.2. Video Presentation:

Students should plan a short video (up to 40 seconds) and include:

1.Introduction:

“Hello, my name is [name], and my favorite fruit is [fruit].”

2.Body:

Brief explanation of why they like the fruit and how it benefits their health (e.g., *“It is rich in vitamin C, which helps my immune system.”*)

3.Conclusion:

Short summary of why this fruit is their favorite.

They should practise before recording, focusing on clear pronunciation and confident delivery.

4.10.3. Checklist for Video Presentation:

- Did they introduce themselves and their fruit?
- Did they mention the health benefits of the fruit?
- Did they summarize why it’s their favorite?
- Was the video clear and within the 40-second limit?

5. UNIT 4: MOOD FOOD AND COOKING

“Mood Food and Cooking”



5.1. LET'S BEGIN!

5.1.1. Step 1: Observing Food and Mood

1. Think about a time when food affected your mood:

- Have you ever felt happy, calm, or energized after eating a meal?
- What was the food, and how did it make you feel?
- Does the food you eat throughout the day change how you feel? For example, do you feel more energetic after lunch or more relaxed after dinner?

Example:

"Last weekend, I ate a big bowl of pasta for lunch, and afterward, I felt more relaxed and happy. The warm food made me feel comforted after a stressful morning."

5.1.2. Step 2: Discovering Mood and Cooking

1. Let's reflect on how cooking affects your mood:

- Cooking can be a relaxing or exciting experience for many people. It can remind you of special times spent with family or friends.
- Eating a home-cooked meal can bring comfort, making you feel connected to your loved ones or even helping you relax after a busy day.

2. Think of a time when cooking or eating a home-cooked meal made you feel good:

- Was it during a family gathering, a celebration, or maybe just a quiet moment with friends?
- How did the cooking process, or the meal itself, affect your mood?

Example:

"Last month, I cooked a special dinner for my family. The process of preparing the meal was relaxing, and I felt a sense of joy as I chopped vegetables and cooked everything. When we finally sat down to eat, I felt even happier because we were all together, laughing and enjoying the food."

5.2. COOKING INSTRUCTIONS

5.2.1. Step 1: Observation

Read the instructions below and try to identify a pattern in the verbs:

1. Cut the banana into small pieces.

2. Add a spoon of honey.
3. Blend all ingredients together.
4. Enjoy your smoothie!

Think about it:

1. What happens to the verbs in these sentences?
2. Is there a subject mentioned?
3. In what kind of situations do we use this type of sentence?

5.2.2. Step 2: Discovery

Complete the sentences with the correct form of the verb in parentheses, following the examples in Step 1:

1. ____ (mix) all ingredients well.
2. ____ (pour) the juice into a glass.
3. ____ (chop) the vegetables before cooking.
4. ____ (serve) the meal with a fresh salad.

5.3. LET'S CREATE A RECIPE FOR MOOD FOOD

5.3.1. Objective

- Write a recipe for a dish that makes you feel happy, relaxed, or energized.
- You will describe how to prepare the dish and explain how the food affects your mood.

- Step-by-Step Instructions:

1. Title: Give your recipe a name. Think about what makes the dish special or how it affects your mood.

Example: "Happiness Pancakes"

2. Ingredients: List all the ingredients needed to make the dish. Be specific about the quantities.

Example:

- 1 cup of flour
- 2 eggs
- 1/2 cup of milk
- A pinch of happiness!



5.3.2. Instructions

Write the preparation steps. In each step, include how you feel during the cooking process.

Example:

Step 1: Mix the flour, eggs, and milk in a bowl. While mixing, I feel calm and focused.

Step 2: Cook the pancakes in a frying pan. As I watch them cook, I start to feel excited about breakfast.

Step 3: Serve with syrup and fruits. Eating the pancakes with my favorite fruit always makes me feel happy and energized.

5.3.3. Mood Reflection

After listing the steps, write a short reflection on how this dish affects your mood.

Example:

"This dish always makes me feel happy because it reminds me of Sunday mornings with my family. The sweet taste and the warm pancakes give me comfort and energy."

5.4. LET'S EXPLORE HEALTHY MOOD-BOOSTING FOODS!



5.4.1. Before reading the text below, think about the following questions:

- What types of food do you think can improve your mood?
- Do you know of any foods that help with brain health?

5.4.2. Read the excerpt from the article "9 Healthy Foods That Lift Your Mood":

9 Healthy Foods That Lift Your Mood

“Certain foods contain compounds that may impact the neurotransmitters dopamine, serotonin, and GABA, possibly brightening your mood. Healthy mood-boosting foods include bananas, oats, berries, and nuts, among others. You may wonder whether healthy foods can improve your mood. Research on the relationship between nutrition and mental health is emerging, but some suggests a connection between diet and mood.

1. Fatty fish

Fatty fish like salmon and albacore tuna are rich in two types of omega-3s — docosahexaenoic acid (DHA) and eicosapentaenoic acid (EPA) — that are linked to lower levels of depression in a 2022 research review.

One 2018 review of clinical trials shows that consuming omega-3s in fish oil may lower depression scores ^{Trusted Source}.

Adults should consume at least 250 to 500 milligrams (mg) of combined EPA and DHA daily.

Given that a 3.5-ounce (100-gram [g]) serving of cooked salmon provides 1,841 mg of EPA and DHA ^{Trusted Source}, eating this fish, along with tuna or herring, a few times per week is a great way to add these fats into your diet.

2. Dark chocolate

Dark chocolate may improve mood by releasing a cascade of feel-good and health-promoting compounds, including:

- polyphenols; flavonoids; vitamins; minerals; oleic acid

More research is needed to determine whether chocolate contains enough of these compounds to offer a mood-boosting effect.

It’s best to opt for dark chocolate, which is higher in flavonoids and lower in added sugar than milk chocolate. You should stick to 1 to 2 small squares of 70 percent or more cocoa solids at a time since it’s a high calorie food.

Also choose dark chocolate with lower sugar content.

3. Fermented foods

Fermented foods may improve gut health and mood. Healthy examples include:

- kimchi; yogurt; kefir; kombucha; sauerkraut

Fermentation creates probiotics. These live microorganisms support the growth of beneficial bacteria in your gut and may increase serotonin levels.

The gut microbiome plays a role in brain health. Research shows a connection between beneficial gut bacteria and lower rates of depression. Still, more is needed to understand how probiotics may affect mood.

4. Bananas

Bananas are high in vitamin B6, which helps create feel-good neurotransmitters like dopamine and serotonin.

One ripe banana (115 g) provides 18 g ^{Trusted Source} of sugar and 5.3 g of dietary fiber.

When paired with fiber, sugar slowly releases into your bloodstream, allowing for stable blood sugar levels ^{Trusted Source} and better mood control. Blood sugar levels that are too low may lead to irritability and changes in mood.

Pairing bananas with a healthy protein or fat may also help slow absorption and steady glucose levels. For example, bananas and peanut butter or adding a banana to a balanced breakfast.

Bananas are excellent sources of prebiotics, especially when slightly underripe with a little green on the peel.

Prebiotics, a type of fiber, feed beneficial bacteria in your gut. A robust gut microbiome is associated with lower rates of mood disorders.

How bananas affect diabetes and blood sugar levels...”

(<https://www.healthline.com/nutrition/mood-food>).

5.4.3. Now, try to answer the following questions:

1. What are the two types of omega-3 fatty acids found in fish that help with brain health?

- a) EPA and DHA
- b) Omega-6 and Omega-9
- c) DHA and ALA

2. How does dark chocolate improve your mood?

- a) It has a quick source of sugar for the brain
- b) It contains omega-3 fats
- c) It is full of protein that helps brain development

3. What does the article suggest about milk chocolate?

- a) It is better than dark chocolate for brain health
- b) It contains added sugar and fat, so dark chocolate is a better option
- c) It is not related to mood-boosting Properties

4. How does omega-3 help the brain, according to the text?

- a) It reduces the amount of oxygen in the brain
- b) It improves blood flow to the brain
- c) It contributes to the brain's cell membrane fluidity and cell signaling

5. Match the following food-related terms from the text to their correct definitions:

Omega-3 (...)

Flavonoids (...)

Mood-boosting compounds (...)

Fatty fish (...)

Dark chocolate (...)

- a) Substances found in foods like salmon and tuna that contribute to brain health and help reduce depression.
- b) A type of antioxidant found in foods like dark chocolate that can improve brain function and mood.

- c) A group of essential fats that the body cannot produce and must be obtained through diet.
- d) A category of fish rich in omega-3 fatty acids, known to help with mood regulation.
- e) Compounds in certain foods that help elevate mood and promote feelings of happiness

5.5. EXPLORING MOOD-BOOSTING FOODS

5.5.1. Step 1 – Writing Task (Individual)

Write a short paragraph about your favorite mood-boosting food. Use these questions as a guide:

- Why do you like it?
- How does it make you feel when you eat it?

5.5.2. Step 2 – Pair Work

Search online or in a cookbook for a simple mood-boosting recipe.

Discuss:

- Why is this recipe considered a mood booster?
- Which ingredients help improve mood or energy?

5.6. DISCOVER THE SOUNDS OF BRAZILIAN COOKING TERMS!

- Access the Cambridge Dictionary online:
<https://dictionary.cambridge.org/es/pronunciaci%C3%B3n/>

5.6.1. Listen to the pronunciation of these cooking-related terms:

1. Black beans - /blæk bi:nz/
2. Brazil nuts - /brə'zɪl nʌts/
3. Cashew - /kə'ʒu/
4. Pumpkin - /'pʌmpkɪn/
5. Heart of palm - /hɑ:rt əv pɑ:m/

Take note of any surprising pronunciations and the emphasis on different syllables:

5.7. WHAT DID YOU EAT YESTERDAY?

5.7.1. Step 1: Observation

- Read the sentences below and try to identify a pattern:

1. Yesterday, I ate a delicious pasta for lunch.
2. She drank orange juice in the morning.
3. They cooked a healthy meal for dinner.
4. We did not eat any fast food last night.
5. Did you try a new dish this week?

Think about it:

1. What do you notice about the verbs?
2. What happens to the verbs in the past tense?
3. How do we form **negative** and **question** sentences?

5.7.2. Step 2: Observation

Complete the sentences with the correct form of the verb in parentheses, following the examples in:

1. I ____ (eat) fruit for breakfast yesterday.
2. She ____ (not drink) coffee in the morning.
3. We ____ (cook) a big meal for our family.
4. What ____ you ____ (have) for dinner last night?
5. They ____ (try) a new recipe on Sunday.

5.8. MOOD-BOOSTING COOKING

5.8.1. Create a Cooking Plan:

- In small groups (maximum of 4 people) plan a simple cooking activity to prepare one mood-boosting food (e.g., a fruit salad or a smoothie):

1. Choose ingredients that help improve mood.
2. Discuss how you will prepare the dish.



5.9. WHAT WILL YOU COOK TOMORROW?

5.9.1. Step 1: Observation

- Read the sentences below and try to identify a pattern:

1. Tomorrow, I will prepare a quinoa salad for lunch.
2. She will blend a detox green smoothie in the morning.
3. They will bake oatmeal cookies for dessert.
4. We will not order any junk food tomorrow night.
5. Will you try a new vegan recipe this weekend?

Think about it:

1. What do you notice about the verbs?
2. What word appears in every sentence?
3. How do we form negative and question sentences?

5.9.2. Step 2: Discovery

Complete the sentences with the correct form of the verb in parentheses, following the examples in:

1. I ____ (cook) a nutritious smoothie bowl with berries and granola for breakfast tomorrow.
2. She ____ (not prepare) any unhealthy snacks for the party.
3. We ____ (bake) a gluten-free carrot cake for dessert.
4. What ____ you ____ (make) for dinner tomorrow?
5. They ____ (try) a new vegan recipe on Saturday.

5.10. NOW: LET'S PRESENT IT!

5.10.1. Class Sharing

Each group will present their mood-boosting food plan:

- Explain how the food can help improve mood.
- Discuss why you selected the ingredients.

5.10.2. Steps for Making a Group Presentation:

Step 1: Choose a Topic

In this case, the group's topic is "Mood Food and Cooking." Work together to decide what key points to highlight. You could talk about which foods help improve mood, how to prepare them, and why these foods were chosen.

Step 2: Organize Your Ideas

Introduction: One group member starts by introducing the group and the topic. For example: "Hello, we are [group members' names], and today we will present our mood-boosting food and how it can help improve your mood."

Body: Divide the presentation among group members. Each person can talk about one or two ingredients. Explain briefly how these ingredients help improve mood, and perhaps share a simple recipe or cooking tip.

Conclusion: The last group member concludes by summarizing what was discussed. For example: "In conclusion, we've talked about how certain foods, like [food names], can improve our mood. We encourage you to try adding them to your meals."

Step 3: Practice Your Presentation

As a group, practice your presentation together. Make sure each group member knows their part and can speak clearly. If needed, use the Cambridge Dictionary to check any challenging pronunciations.

Step 4: Add Visuals (Optional)

To make your presentation more engaging, consider adding visuals. You can show pictures of the foods you will talk about or create simple slides with your cooking plan and ingredients.

Step 5: Present to the Class

When it's your group's turn to present, each member should stand up straight, make eye

contact with the audience, and speak clearly. Take your time, and enjoy sharing what your group has learned!

5.10.3. Checklist for Your Group Presentation:

- Did all group members introduce themselves and the topic clearly?
- Did each member explain 1–2 mood-boosting foods?
- Did your presentation include a clear conclusion?
- Did the group practice together?
- Did you include visuals?

6. UNIT 5: TEACHER’S GUIDE

“Mood Food and Cooking”

Lesson Plan:

In this unit, students will explore how food and cooking can influence emotions and well-being. The activities guide students through self-reflection on their experiences with food and cooking, helping them discover connections between food, mood, and mental health.

Lesson Objectives:

- Students will reflect on the emotional effects of food and cooking.
- Students will identify mood-boosting foods and their effects on well-being.
- Students will collaborate in creating simple, mood-boosting recipes.
- Students will develop and practice presentation skills.

Materials Needed:

- Printed or digital access to the article "9 Healthy Foods That Lift Your Mood" (<https://www.healthline.com/nutrition/mood-food>).
- Internet access or cookbooks for recipe research.
- Note-taking materials for reflections and discussions.
- Optional: Visual aids for group presentations.

6.1. LET'S BEGIN!

6.1.1. Objective

Encourage students to explore the relationship between food, cooking, and mood through observation and discussion. This activity uses an inductive approach, where students discover concepts through their own reflections and interactions.

6.1.2. Materials Needed

Optional visual aids: images of foods or meal preparations known to influence mood.

6.1.3. Activity Overview

Step 1: Observing Food and Mood (Introduction to Mood and Food: 5–7 minutes)

Class Discussion

Ask:

- “What is your favorite meal?”
- “How do you feel after eating it?”

Encourage students to reflect briefly, without requiring full sentences.

Write key words on the board: *happy, calm, energized, relaxed*.

2. Group Activity

Divide students into small groups and give each group a scenario involving food:

- Eating a favorite meal after a long day
- Preparing a family recipe
- Trying a new dish

Groups discuss how the situation might affect their mood.

Step 2: Discovering Mood and Cooking (Inductive Discovery: 10 minutes)

Ask students:

- “Do you think cooking can be relaxing or exciting? Why?”
- “How do you feel when you cook with others?”

Each group shares observations orally.

2. Sharing Ideas

- Groups present their scenarios.
- Teacher writes recurring ideas on the board to help students *build* an inductive understanding of how food and cooking affect emotions.

6.1.4. Assessment

Informal observation of whether students:

- Participate in discussions
- Connect personal experiences with the topic.
- Recognize how food and cooking affect emotions.

6.1.5. Additional Resources

- For advanced students: explore cultural or social meanings of certain meals.
- For students needing support: use images to scaffold discussion.

6.2. Cooking Instructions

6.2.1. Objective:

Students will learn how to use the imperative form in cooking instructions by identifying patterns in verbs and completing guided exercises.

Step 1: Observation

Instructions:

1. Display the example sentences:
 - Cut the banana into small pieces.
 - Add a spoon of honey.
 - Blend all ingredients together.
 - Enjoy your smoothie!
2. Guide reflection:
 - What do you notice about the verbs?
 - Is there a subject?
 - When do we use these sentences?

3. Teaching Tip

Show real-life examples: road signs, classroom commands, recipes.

Step 2: Discovery

1. Instructions for Teachers:

- Have students complete the sentences by filling in the blanks with the correct imperative form of the verbs provided:

___ (mix) all ingredients well.

___ (pour) the juice into a glass.

___ (chop) the vegetables before cooking.

___ (serve) the meal with a fresh salad.

- Allow students to compare answers in pairs before reviewing them as a class.

- Reinforce that the imperative form is widely used in recipes and instructional language.

2. Extension Activity:

Ask students to create their own imperative sentences based on a simple task (e.g., how to brush your teeth, how to make a sandwich).

6.3. LET'S CREATE A RECIPE FOR MOOD FOOD

6.3.1. Objective

Students explore how food affects mood through the creative process of writing a recipe using cooking vocabulary and emotion adjectives.

6.3.2. Materials Needed:

- Printed worksheet with step-by-step instructions for creating the recipe.
- Word bank with cooking-related verbs (mix, stir, bake) and emotion-related adjectives (happy, calm, energized).
- Optional: Images or examples of different types of food to stimulate ideas.

6.3.3. Activity Overview

Step 1: Pre-writing Activity (10-15 minutes)

1. Introduction (5 minutes):

Begin the class by asking students how food makes them feel. Use questions like:

- "What's your favorite meal? How does it make you feel?"
- "Do certain foods help you feel relaxed, happy, or energized?"

2. Write key words related to emotions and food on the board (e.g., “happy,” “calm,” “relaxed,” “energetic,” “comforting”).

Step 2: Vocabulary Review (5 minutes)

1. Review the key vocabulary that students will need for writing their recipe. Focus on verbs used in cooking (mix, stir, chop, bake) and adjectives to describe feelings (happy, relaxed, excited, focused).

2. You can provide a word bank to guide students.

Example Discussion (5 minutes):

- Present an example of a recipe: “Happiness Pancakes.”
- Read the example steps aloud, and ask students to notice how the recipe combines cooking instructions with emotions.

6.3.4. Writing Activity (20-25 minutes)

Step-by-Step Recipe Writing:

1. Ask students to give their recipe a creative name. Encourage them to think about how the dish affects their mood.

Example: “Comforting Soup” or “Energy-Boosting Salad.”

2. Instruct students to list the ingredients needed to prepare their dish. Remind them to be specific with quantities.

Example:

- 1 cup of flour
- 2 eggs
- 1/2 cup of milk
- A pinch of happiness!

3. Have students write the preparation steps for the recipe. For each step, they should include how they feel while cooking or eating the dish.

Example:

- Mix the flour, eggs, and milk. While mixing, I feel calm and focused.
- Cook the pancakes in a frying pan. As they cook, I start to feel excited about breakfast.
- Serve with syrup and fruits. Eating the pancakes with my favorite fruit makes me feel happy and energized.

6.3.5. Mood Reflection

1. After writing the recipe, ask students to reflect on how this dish affects their mood. They should write a short reflection (2-3 sentences) explaining why this dish makes them feel a certain way.

Example:

"This dish makes me feel happy because it reminds me of family gatherings on Sundays. The sweetness of the pancakes always makes me feel comforted and full of energy."

2. Post-Writing Activity (10 minutes):

Recipe Sharing: Once students have completed their recipes, divide them into small groups and have them share their work. Each student should read their recipe and explain why they chose that specific dish.

Encourage group members to ask questions, such as:

- "How does the cooking process make you feel?"
- "Would you change anything to make the dish even more comforting or energizing?"

6.3.6. Class Reflection:

- Bring the class back together for a final discussion on how different types of food affect mood.
- Ask students to share insights about what they learned regarding the connection between food and emotions.

6.3.7. Teacher's Notes:

1. Differentiation:

- For more advanced students: Encourage them to add more detail to their recipes, perhaps by including tips on how to enhance the dish or variations of the recipe. They could also explore more complex emotional descriptions.
- For students needing support: Provide sentence starters or a simplified word bank with key vocabulary. Consider offering more examples of how to link food preparation with feelings.
- For visual learners: Use images of food and ingredients to stimulate ideas and help students visualize their dish as they write the recipe.

6.3.8. Assessment

1. When evaluating students' performance in this activity, consider the following criteria:

- Creativity: Did the student come up with an original and descriptive name for their recipe?
- Clarity: Is the recipe clear and easy to follow, with well-structured instructions?
- Use of Vocabulary: Did the student use appropriate cooking-related verbs and emotion-related adjectives?
- Mood Reflection: Did the student successfully reflect on how the dish affects their mood, and was their explanation coherent?

6.4. LET'S EXPLORE HEALTHY MOOD-BOOSTING FOODS

6.4.1. Activities

Step 1: Objective

This activity helps students understand the relationship between nutrition and mental health by introducing them to mood-boosting foods through reading comprehension and critical thinking exercises. By reflecting on food's role in improving mood, students will learn about the science behind brain health and make informed choices about their diet.

Step 2. Materials Needed

- Printed copies of the article excerpt or access to the article online: *9 Healthy Foods That Lift Your Mood*
- Notebooks or worksheets for writing answers
- Pens or pencils
- Whiteboard or projector for class discussion

Step 3. Activity Overview:

- Step 1: Pre-Reading Discussion (10 minutes)

1. Introduction (5 minutes):

Begin by asking students to think about how food affects their mood. Write the following questions on the board:

- What types of food do you think can improve your mood?
- Do you know of any foods that help with brain health?

Step 4: Class Discussion (5 minutes):

- Encourage students to share their thoughts and experiences with mood-boosting foods.

This will activate prior knowledge and prepare them for the reading.

- Provide examples such as bananas, dark chocolate, or fish, and briefly discuss their potential effects on mood and brain health.

6.4.2. Pre-Reading Discussion (10 minutes)

Ask:

- “What foods improve mood?”
- “Do you know any foods that help the brain?”

Discuss and activate prior knowledge.

6.4.3. Reading the Article (15 minutes)

Objective:

- Improve reading comprehension and vocabulary related to mental health and nutrition.

Students read individually or through class reading.

- This activity aims to enhance students’ reading comprehension through an informational article. Students will learn vocabulary related to food and mental health (*mood food*) and reflect critically on the connection between nutrition and well-being, following an inductive approach.

Step 1: Instructions

- Hand out copies of the excerpt from the article “*9 Healthy Foods That Lift Your Mood*” or allow students to access it online.

- Give students time to read the text individually. Encourage them to underline or highlight key information, such as the foods mentioned and how they affect brain health and mood.

Step 2: Class Reading (Optional)

Alternatively, you can read the text aloud as a class, pausing to explain complex terms or important points.

Step 3: Comprehension Questions (15-20 minutes)

1. Instructions:

- After reading the text, ask students to answer the following multiple-choice and matching questions based on the article. You can provide printed worksheets or ask students to write the answers in their notebooks.

6.4.4. Comprehension Questions (15–20 minutes)

Match the following food-related terms from the text to their correct definitions:

Step 1: Matching Definitions:

- a) Substances found in foods like salmon and tuna that contribute to brain health and help reduce depression.
- b) A type of antioxidant found in foods like dark chocolate that can improve brain function and mood.
- c) A group of essential fats that the body cannot produce and must be obtained through diet.
- d) A category of fish rich in omega-3 fatty acids, known to help with mood regulation.
- e) Compounds in certain foods that help elevate mood and promote feelings of happiness.

Step 2: Review and Class Discussion (10-15 minutes)

1. Review Answers:

- Review the answers to the comprehension questions as a class. Encourage students to explain their reasoning for each answer and provide examples from the text.
- For the matching exercise, ensure that students understand the connection between the food-related terms and their definitions.

2. Class Discussion:

- Ask students to reflect on what they learned from the article. How does this new information influence their understanding of how food impacts mood and brain health? Have their perceptions of food changed?

6.4.5. Teacher's Notes:

Step 1: Anticipated Challenges

- Some students may find it difficult to grasp the scientific terms related to nutrition and mental health. Offer explanations for complex terms like "flavonoids" and "omega-3 fatty acids," and provide examples of foods rich in these nutrients.
- Be prepared to help students navigate any unfamiliar vocabulary in the text.

Step 2: Tips

- Break the reading into manageable sections to ensure students comprehend each part before moving on.
- Encourage students to take notes while reading, underlining key terms or ideas that relate to the questions they will answer.

Step 3. Differentiation

- For advanced students: Encourage them to research one additional mood-boosting food not mentioned in the article and write a short paragraph about its benefits for mental health.
- For students who need extra support: Pair them with a partner for the reading or question-answering process. Consider reading the text aloud to support comprehension.

Step 4. Learning Outcomes:

By the end of this activity, students will:

- Understand the connection between nutrition and mental health.
- Identify foods that contribute to mood regulation and brain health.
- Improve their reading comprehension and critical thinking skills through text analysis and discussion.

6.4.6. Assessment:

- Class Participation: Monitor students' engagement during the pre-reading and post-reading discussions. Encourage them to share their thoughts and insights.
- Written Responses: Review students' answers to the comprehension questions and matching exercise to assess their understanding of the article.

6.4.7. Additional Resources:

- Further Reading: Assign additional articles or videos on the topic of nutrition and mental health for students interested in learning more.
- Extension Activity: Have students create an infographic about one or two foods that improve brain health and mood, summarizing the key points from the article.

6.5. EXPLORING MOOD-BOOSTING FOODS

6.5.1. Objective

This activity aims to help students reflect on how food can influence mood by writing about their favorite mood-boosting food. Students will be encouraged to engage in collaborative research and discussion about recipes and ingredients that are linked to improved mood and energy. They will also develop both written and oral communication skills in English by integrating personal experiences with research findings.

6.5.2. Materials Needed

- Writing paper or digital devices for writing the paragraph.
- Access to online resources (computers/tablets) or cookbooks for recipe research.
- Whiteboard/flip chart for summarizing key ideas.
- Visual aids (optional): images of foods like bananas, chocolate, or nuts.

6.5.3. Activity Overview

Step 1: Writing Task (Individual)

1. Introduction (5 minutes):

- Explain the concept of “mood-boosting foods” and provide examples (e.g., bananas, chocolate, nuts).
- Emphasize that students should reflect on both the sensory and emotional aspects of the food they choose.
- Display guiding questions on the board:
Why do you like it?
How does it make you feel when you eat it?

2. Writing (10-15 minutes):

- Instruct students to write a short paragraph (4-6 sentences) answering the guiding questions.
- Encourage them to use descriptive language and include personal experiences or memories related to the food.

3. Sharing (Optional, 5-10 minutes):

- Invite a few volunteers to share their paragraphs with the class.
- Facilitate a brief discussion to compare different perspectives on mood-boosting foods.

Step 2: Research and Discussion in Pairs

1. Recipe Research (10 minutes):

- Divide students into pairs and ask them to search online or look in a cookbook for a simple recipe that is believed to boost mood.
- Remind them to focus on recipes that include mood-enhancing ingredients like bananas, chocolate, or nuts.

2. Pair Discussion (10-15 minutes):

- In pairs, have students discuss the following:

Why is the chosen recipe considered a mood booster?

Which ingredients in the recipe help improve mood and energy?

- Encourage them to list and explain the benefits of each key ingredient, citing specific nutrients or properties if possible.

3. Whole-Class Debrief (Optional, 10 minutes):

- Ask several pairs to share the recipe they researched and the key points from their discussion.
- Write down common ingredients and their purported benefits on the board, highlighting any patterns or differences among the responses.

6.5.4. Assessment

- Evaluate the written paragraphs for clarity, the inclusion of personal reflection, and descriptive language.
- Assess pair discussions based on the depth of research, the quality of explanations regarding mood-boosting properties, and their ability to use English to express their ideas.
- Provide both formative feedback (during discussions) and summative feedback (after reviewing the written paragraphs).

6.5.5. Teacher's Notes

1. Differentiation Strategies:

- For more advanced students: Ask them to incorporate additional research on the nutritional aspects of the ingredients (e.g., vitamins, minerals, and their roles in mood regulation).

- For students needing extra support: Provide sentence frames or a vocabulary list related to food and emotions (e.g., “I feel... when I eat... because...”).
- Encourage collaboration and peer support during the pair research and discussion phase meals.

6.6. Discover the Sounds of Brazilian Cooking Terms!

6.6.1. Objective:

This activity is designed to help students improve their pronunciation of common Brazilian cooking terms in English, while also expanding their vocabulary related to traditional foods. Students will use online resources to explore the correct pronunciation of terms, focusing on syllable stress and phonetics.

6.6.2. Materials Needed

- Internet access to the Cambridge Dictionary pronunciation page (Cambridge Dictionary Pronunciation).
- List of Brazilian cooking terms (either projected or printed).
- Notebooks or paper for note-taking.

6.6.3. Activity Overview

Step 1: Introduction to Brazilian Cooking Terms (5 minutes)

1. Introduction to the Activity:

Explain to students that they will explore the pronunciation of common Brazilian cooking terms in English using an online dictionary. This will help them become more familiar with food-related vocabulary in both written and spoken English.

2. Provide Context:

- Briefly discuss the importance of correct pronunciation in communication, especially when discussing food or ingredients in English-speaking environments.
- Highlight that some Brazilian foods are known globally, but their names may be pronounced differently in English.

Step 2: Exploring Pronunciations (10-15 minutes)

1. Instructions:

- Direct students to access the Cambridge Dictionary online pronunciation tool at:
(Cambridge Dictionary Pronunciation)

- Provide the list of Brazilian cooking terms they will research:

Black beans - /blæk bi:nz/

Brazil nuts - /brə'zɪl nʌts/

Cashew - /kə'ʒu/

Pumpkin - /'pʌmpkɪn/

Heart of palm - /hɑ:rt əv pɑ:m/

2. Look-Up and Listen:

- Ask students to search for each term in the online dictionary, listen to the correct pronunciation, and repeat the word aloud several times.

- Encourage students to pay attention to syllable stress and any surprising or unfamiliar sounds.

3. Take Notes:

- Instruct students to take notes on any differences between the English pronunciation and what they expected or what they are familiar with in Portuguese. For example, the word *cashew* is pronounced differently in English compared to *caju* in Portuguese.

Step 3: Group Discussion (10-15 minutes)

1. Class Sharing:

- After students have researched and practiced the pronunciation of each word, ask them to share their findings with the class.

- Encourage students to discuss any surprising pronunciations or sounds they found difficult. For example, students might notice that *cashew* is pronounced with an emphasis on the first syllable, which differs from the Portuguese pronunciation.

2. Pronunciation Practice:

- As a class, practice saying the words together, focusing on proper syllable stress and pronunciation. You can have volunteers pronounce the words aloud, and the class can repeat after them.

Step 4: Reflection and Application (5-10 minutes)

1. Reflection:

- Ask students to reflect on what they learned during the activity. Which words were the most challenging to pronounce? How did listening to the correct pronunciation help them improve their speaking skills?

2. Practical Application:

- Encourage students to think about how they can apply this knowledge in real-life scenarios, such as when discussing Brazilian foods with English speakers, reading English recipes, or traveling abroad.

6.6.4. Teacher's Notes:

1. Anticipated Challenges:

Students may struggle with the differences in pronunciation between Portuguese and English, especially with words like *cashew* and *Brazil nuts*. Be patient and provide extra support as they practice.

2. Tips:

Encourage students to use the dictionary's audio feature to listen multiple times to difficult words.

If students are unfamiliar with the International Phonetic Alphabet (IPA), briefly explain its use in helping with pronunciation.

3. Differentiation:

- For students who need extra support: Pair them with a more advanced peer to help guide them through the online dictionary tool.

- For advanced students: Challenge them to research additional Brazilian food terms in English and compare pronunciations between Portuguese and English.

4. Learning Outcomes:

By the end of this activity, students will:

- Improve their ability to pronounce common Brazilian cooking terms in English.
- Recognize differences in pronunciation between Portuguese and English.
- Gain confidence in using these terms in conversation, particularly in culinary contexts.

6.6.5. Assessment

- Class Participation: Observe how actively students engage with the pronunciation tool and group discussions.
- Pronunciation Practice: Assess students' accuracy and confidence when pronouncing the cooking terms aloud.
- Reflection: Gauge students' understanding of how pronunciation can impact communication, particularly in cross-cultural scenarios.

6.6.6. Additional Resources

- Cambridge Dictionary Pronunciation Help: (*Cambridge Dictionary Phonetics Guide*)
- Further Practice: Have students research additional cooking terms and practice their pronunciation using the same online tool.

6.7. What Did You Eat Yesterday?

6.7.1. Objective

This activity helps students analyze and discover the pattern of past simple verbs in English through observation and inductive reasoning. By examining sentences about food consumption, students will learn to identify regular and irregular verb forms, as well as the structure of negative and question sentences in the past tense.

6.7.2. Materials Needed

- Copies of the exercise or a digital version for projection.
- Whiteboard and markers for writing observations and key points.
- Optional visual aids: images representing various meals (e.g., pasta, orange juice, healthy meals, fast food) to support comprehension.

6.7.3. Activity Overview

Step 1: Observation (10 minutes)

1. Introduction to the Topic:

- Begin by explaining that the activity focuses on describing past experiences with food.
- Write the following sentences on the board and ask students to read them aloud:
 1. Yesterday, I ate a delicious pasta for lunch.
 2. She drank orange juice in the morning.
 3. They cooked a healthy meal for dinner.

4. We did not eat any fast food last night.

5. Did you try a new dish this week?

2. Guided Discussion:

Ask open-ended questions to prompt students to notice patterns:

- What do you notice about the verbs in these sentences?
- How are the verbs formed in the past tense?
- How do we form negative sentences and questions in the past tense?

Record students' responses on the board, highlighting the regular and irregular forms and the structures for negatives and questions.

Step 2: Discovery (15 minutes)

1. Introduction to the Activity:

- Explain that students will now apply what they observed by completing sentences with the correct past tense forms of the verbs provided.
- Emphasize the connection between the examples they just analyzed and the fill-in-the-blank exercise.

6.7.4. Activity Instructions

- Distribute the exercise sheet (or display it on the board):
1. I ____ (eat) fruit for breakfast yesterday.
 2. She ____ (not drink) coffee in the morning.
 3. We ____ (cook) a big meal for our family.
 4. What ____ you ____ (have) for dinner last night?
 5. They ____ (try) a new recipe on Sunday.
- Instruct students to work individually or in pairs to complete the exercise.
 - Circulate in the classroom to offer guidance and answer any questions.

6.7.5. Group Discussion and Reflection

- Once the activity is completed, invite a few students or groups to share their answers and reasoning with the class.
- Reinforce the pattern of verb conjugation in the past simple and discuss any discrepancies or common mistakes.

6.7.6. Assessment

- Monitor student participation during discussions and group work.
- Check the completed exercise for correct usage of past tense verbs.
- Provide feedback based on students' ability to identify and apply the pattern observed in the sentences.

6.7.7. Differentiation

1. For more advanced students:
 - Challenge them to create their own sentences using the past simple, incorporating both regular and irregular verbs.
 - Ask them to compare and contrast the sentence structures of positive, negative, and interrogative forms.
2. For students needing additional support:
 - Provide a list of common past tense verbs as a reference.
 - Use additional visual aids or sentence frames to guide them through the process.

6.8. Mood-Boosting Cooking

6.8.1. Objective

This activity encourages students to work in small groups to create a cooking plan for preparing a mood-boosting dish. Through collaboration, students will learn how certain ingredients positively affect mood and develop basic planning skills for preparing simple recipes.

6.8.2. Materials Needed

- Handouts or projected lists of mood-boosting ingredients
- Access to research materials (books, internet, etc.) for ingredient selection (optional)
- Recipe planning sheets or notebooks for writing
- Basic kitchen tools and ingredients (if the cooking activity will be completed in class)

6.8.3. Activity Overview:

Step 1: Introduction to Mood-Boosting Foods (10 minutes)

1. Begin with a Class Discussion:

- Start by explaining the concept of mood-boosting foods—foods that contain nutrients like omega-3 fatty acids, antioxidants, or vitamins that have been shown to positively affect mood.

- Ask students to name any foods they believe can boost mood. Write their suggestions on the board. Examples might include bananas, dark chocolate, nuts, salmon, spinach, berries, or avocados.

2. Provide a List of Ingredients:

Share a handout or project a list of mood-boosting ingredients that students can choose from when planning their dish. Highlight the benefits of certain foods:

- Bananas – rich in vitamin B6, which helps produce serotonin.
- Dark chocolate – contains compounds that increase serotonin and dopamine.
- Nuts and seeds – good sources of omega-3 fatty acids, which are linked to brain health.
- Berries – high in antioxidants, which reduce oxidative stress and improve brain function.

Step 2: Group Formation and Task Instructions (25 minutes)

1. Divide Students into Small Groups:

- Organize the students into groups of 3-4 people. Explain that they will work together to create a cooking plan for a mood-boosting dish. Emphasize that the dish should be simple to prepare and contain ingredients known for their mood-enhancing properties.

2. Planning the Dish:

Each group will follow these steps to create their cooking plan:

- Select a Dish: Groups should decide on a simple dish, such as a fruit salad, smoothie, or energy bites.
- Choose Mood-Boosting Ingredients: Groups should choose 3-5 ingredients that are known for their mood-enhancing benefits. Encourage them to select foods they are familiar with and enjoy eating.
- Discuss the Preparation Process: Groups will plan how they will prepare the dish. This includes writing down the steps they will follow to prepare the ingredients and assemble the dish.

- Assign Roles: Have each group assign roles for members, such as who will be responsible for choosing ingredients, organizing steps, and leading the presentation of the final plan.

2. Research (Optional):

If possible, allow groups to use devices or research materials to look up the benefits of their chosen ingredients. This will help them make informed decisions about why these foods are mood-boosting.

3. Provide a Recipe Planning Template (Optional):

Offer students a template to organize their thoughts:

- Dish Name
- Mood-Boosting Ingredients
- Preparation Steps
- Mood Benefits of Ingredients

Step 3: Group Presentations (15 minutes)

1. Present the Cooking Plans:

Once each group has finalized their plan, ask them to present it to the class. Each group should explain:

- The name of their dish.
- The mood-boosting ingredients they selected and why they chose them.
- The steps they will follow to prepare the dish.
- How the dish will help improve mood based on the ingredients they chose.

2. Class Feedback:

After each group presents, allow the other students to ask questions or offer suggestions. This can include ideas for improving the dish or adding other mood-boosting ingredients.

Step 4: Optional Cooking Activity (Time Varies)

1. In-Class Cooking (If Possible):

If your class has access to kitchen facilities, allow students to prepare their dishes in class. Provide basic kitchen tools and ingredients, and supervise as each group follows their cooking plan to create their mood-boosting recipe.

2. Home-Based Cooking (If Needed):

If kitchen access is limited, assign students to prepare their dish at home. They can work individually or with their group members. Ask them to document the process by taking photos or recording a short video of their preparation and final product.

Step 5: Reflection and Class Discussion (10 minutes)

1. Class Reflection:

After the presentations or cooking activity, lead a class discussion on how students felt about the planning and cooking process. Ask the following questions:

- How did working with mood-boosting ingredients make you feel?
- Did the cooking process change your mood in any way?
- What did you learn about the connection between food and mood?

2. Written Reflection (Optional):

- For a follow-up assignment, have students write a short reflection on their experience.
- They can describe how the planning and cooking process impacted their mood or explain what they learned about mood-boosting foods.

6.8.4. Teacher's Notes

1. Anticipated Challenges:

- Students may struggle to choose ingredients or create a balanced recipe. Offer support by suggesting simple ingredient combinations and providing information about the mood-boosting properties of each food.

- If in-class cooking is not possible, encourage students to create simple recipes they can easily make at home.

2. Tips:

- Emphasize creativity and encourage students to experiment with different combinations of ingredients.

- Provide examples of simple mood-boosting recipes to guide students who may need inspiration.

3. Differentiation:

- For students needing extra support: Pair them with stronger group members or suggest simple dishes like fruit salads or smoothies.
- For advanced students: Challenge them to create a more complex recipe or research additional mood-boosting foods to add to their dish.

Learning Outcomes:

By the end of this activity, students will:

- Understand the role of certain ingredients in improving mood and mental well-being.
- Collaborate with peers to create a healthy, mood-boosting recipe.
- Present their cooking plan clearly, explaining the health benefits of the chosen ingredients.
- Gain basic planning and organizational skills through recipe development.

6.8.5. Assessment

- Group Collaboration: Observe how well students work together to create their cooking plan and contribute to the group's decision-making process.
- Presentation: Evaluate each group's ability to explain their dish, mood-boosting ingredients, and preparation steps.
- Optional Cooking Activity: If students prepare their dish, assess their ability to follow the plan and present a final product.
- Reflection: If students write a reflection, assess their understanding of how food impacts mood and their experience with the activity.

6.8.6. Additional Resources

- Recipe Websites: Suggest online recipe tools like BBC Good Food or AllRecipes for students to explore simple mood-boosting dishes.
- Further Reading: Provide articles or videos about the connection between food and mood for students interested in learning more.

6.9. WHAT WILL YOU COOK TOMORROW? (Future with WILL)

6.9.1. Objective:

Students will learn how to form and use the future tense in sentences related to food choices.

6.9.2. Materials Needed:

- Printed worksheet with guided exercises.
- Word bank with future tense sentence structures and common food-related vocabulary.
- Optional: Flashcards or images representing different meals and foods.

6.9.3. Activity Overview:

Step 1: Observation (10-15 minutes)

1. Introduction (5 minutes):

- Ask students what they plan to eat tomorrow. Use guiding questions:
 "What will you have for breakfast/lunch/dinner tomorrow?"
 "Do you plan to try something new?"
- Write example answers on the board using the future tense.

2. Pattern Recognition (5 minutes):

- Display the example sentences:

Tomorrow, I will prepare a quinoa salad for lunch.

She will blend a detox green smoothie in the morning.

They will bake oatmeal cookies for dessert.

We will not order any junk food tomorrow night.

Will you try a new vegan recipe this weekend?

- Ask students to identify patterns:

What do you notice about the verbs?

What word appears in every sentence?

Step 2: Discovery (20-25 minutes)

1. Guided Practice:

- Have students complete sentences using the future tense:

1. I ____ (cook) a nutritious smoothie bowl with berries and granola for breakfast tomorrow.

2. She ____ (not prepare) any unhealthy snacks for the party.

3. We ____ (bake) a gluten-free carrot cake for dessert.

4. What ____ you ____ (make) for dinner tomorrow?

5. They ____ (try) a new vegan recipe on Saturday.

2. Pair and Share:

- Students check answers in pairs before discussing as a class.

3. Post-Writing Activity (10 minutes):

- Group Discussion:

Ask students to discuss their future meal plans with a partner using the future tense. Encourage them to ask and answer questions about each other's plans.

- Class Reflection:

Have students share one thing they learned about using the future tense.

Discuss how future meal planning can impact health and well-being.

6.9.4. Assessment

- Grammar and Structure: Are students forming correct future tense sentences?
- Vocabulary Use: Are students using relevant food-related words?
- Creativity: Did students create interesting future meal plans?
- Engagement: Did students actively participate in discussions?

6.9.5. Teacher's Notes

- Differentiation:

1. Advanced students: Encourage them to add more details about their future meal choices, including reasons and preferences.

2. Students needing support: Provide sentence starters and a structured word bank.

3. Visual learners: Use food images to help them visualize and describe their future

6.10. NOW: LET'S PRESENT IT!

6.10.1. Objective

This activity encourages students to present their mood-boosting food plans to the class, explaining the benefits of their chosen ingredients and how they improve mood. Students will practice public speaking, teamwork, and presentation skills while demonstrating their understanding of the connection between food and mental health.

6.10.2. Materials Needed

- Group presentation plans
- Optional: Visual aids such as slides, charts, or ingredient samples

- Notebooks for reflection
- Access to further reading or recipe websites (optional)

6.10.3. Activity Overview

Step 1: Group Presentations (30 minutes)

Instructions:

1. Each group will present their mood-boosting food plan to the class. During the presentation, they should:
 - Explain how the chosen food helps improve mood by discussing the mood-enhancing properties of the ingredients.
 - Discuss why the ingredients were selected, emphasizing their nutritional benefits.
2. Encourage students to use visuals or slides to enhance their presentation if possible:

Step 2: Group Presentation Structure:

1. Introduction: One member of the group introduces the topic and the group members.
2. Body: Each member discusses one or two ingredients, explaining their benefits for mood and health.
3. Conclusion: The final member summarizes the group's presentation, recapping the key points and the overall mood-boosting benefits of their dish.

Step 3: Practice:

1. Before presenting, groups should practice together to ensure a smooth presentation. -
2. Encourage them to focus on clear speech, good pacing, and confident delivery.
3. Remind students to pay attention to body language and eye contact while presenting.

Step 4: Presentations:

- Groups will take turns presenting their mood-boosting food plans to the class. Each group should aim for a 5-7 minute presentation.
- After each presentation, allow time for questions from the class. Encourage active listening and class participation.

Step 5: Steps for Making a Group Presentation

Preparation and Practice (10 minutes):

- Provide time for groups to practice their presentations, offering feedback on their delivery, clarity, and organization.
- Encourage groups to rehearse using any visuals or slides they plan to include. Help them ensure their presentation has a logical flow and that each member contributes equally.

6.10.4. Assessment

1. Participation:

Assess individual and group participation during discussions and preparation. Pay attention to how well students engage with their group members and contribute to the creation of the food plan.

2. Writing Tasks:

Evaluate the short paragraphs and reflective writing from earlier tasks for clarity, insight, and how well students connected food choices with mood-boosting benefits.

3. Group Presentation:

Assess the presentation based on structure, content, collaboration, and delivery. Key aspects to evaluate include:

- Clarity of the introduction, body, and conclusion
- Explanation of how the ingredients improve mood
- Teamwork and equal participation from all members
- Effective use of visuals (if applicable) and overall presentation style

4. Vocabulary Use:

Check for correct usage of food-related vocabulary during the presentation. Encourage students to use specific terms related to mood-boosting foods (e.g., "serotonin," "antioxidants," "omega-3 fatty acids").

5. Reflection:

- Class Reflection (10 minutes):
- Ask students to share how learning about mood-boosting foods and cooking has influenced their perspective on food and mental health.

- Have each student share one food they plan to include in their diet to improve their mood and explain why.

6. Written Reflection (Optional):

As a follow-up, students can write a brief reflection about the activity, focusing on what they learned about the connection between diet and mood and how it might influence their future food choices.

6.10.5. Additional Resources:

1. Further Reading:

Provide links or handouts for students interested in learning more about the relationship between diet and mental health. Articles or videos about nutrition and its impact on emotional well-being can deepen their understanding of the topic.

2. Suggested Recipe Websites:

Encourage students to explore websites like *BBC Good Food*, *AllRecipes*, or *Healthline Nutrition* for more mood-boosting food ideas. This will allow them to find recipes they can try at home.

6.10.6. Teacher's Notes

1. Anticipated Challenges:

- Some students may feel nervous about public speaking. Encourage practice and provide positive feedback to build confidence. Offer suggestions for improvement where necessary.

- Groups may struggle with organizing their presentation. Guide them in structuring the presentation clearly, ensuring each member contributes equally.

2. Tips:

- Encourage creativity in the use of visuals, such as showing images of ingredients or prepared dishes to make the presentation more engaging.

- Help groups stay on track with time limits, ensuring presentations are concise but informative.

3. Differentiation:

- For students needing extra support: Allow them to work closely with peers during practice and offer additional time for preparation. Provide one-on-one feedback to help them improve their presentation skills.

- For advanced students: Encourage them to explore more complex ingredients or nutritional facts about mood-boosting foods, allowing them to present more detailed information.

4. Learning Outcomes: by the end of this activity, students will:

- Develop public speaking and presentation skills.
- Understand the relationship between food choices and mood improvement.
- Demonstrate the ability to collaborate effectively in a group setting.
- Apply vocabulary related to nutrition and mental health in a real-world context.

7. UNIT 6: ANSWER KEYS (“Mood Food and Cooking”)

7.1. Let's begin: “Mood Food and Cooking”

These answers are examples to guide the activity, but since the activity has a reflective and creative approach, the students' responses may vary. The important thing is that students make personal connections between food and their emotions.

Step 1: Observing Food and Mood

1. Example Answers:

- *"Last weekend, I ate a big bowl of pasta for lunch, and afterward, I felt more relaxed and happy. The warm food made me feel comforted after a stressful morning."*

- *"After I ate sushi with my friends last week, I felt happy and energized. The fresh ingredients made me feel healthy, and spending time with friends improved my mood even more."*

- *"When I have a warm soup for dinner, I feel more relaxed and sleepy. I think the warm food helps me calm down after a busy day."*

2. Key Ideas:

- Students should reflect on the food they ate and how it made them feel.
- Look for connections between the types of food and emotions (e.g., pasta and relaxation, fresh food and energy).

Step 2: Discovering Mood and Cooking

1. Example Answers:

- *"Last month, I cooked a special dinner for my family. The process of preparing the meal was relaxing, and I felt a sense of joy as I chopped vegetables and cooked everything. When we finally sat down to eat, I felt even happier because we were all together, laughing and enjoying the food."*

- *"I made cookies with my friends for a small celebration. The cooking process was fun and exciting, and it reminded me of our childhood. Eating the cookies together brought us closer and made us all feel happy."*

2. Key Ideas:

Students should reflect on how cooking or eating a home-cooked meal affected their emotions.

Answers should connect the process of cooking or the act of sharing a meal with feelings of relaxation, joy, or comfort.

7.2. Cooking Instructions

These answers are examples to guide the activity, but students' responses may vary. The important thing is that they recognize the use of imperative verbs in cooking instructions.

Step 1: Observation

1. Example Analysis:

- Cut the banana into small pieces.
- Add a spoon of honey.
- Blend all ingredients together.
- Enjoy your smoothie!

2. Key Observations:

The verbs are in the base form (cut, add, blend, enjoy).

There is no subject in the sentences, but the subject is implied ("you").

These sentences are used for giving instructions or commands in recipes.

3. Key Ideas:

Imperative verbs are used to give clear and direct instructions.

There is no need for a subject in imperative sentences.

Cooking instructions often follow a **step-by-step** sequence.

Step 2: Discovery

1. Example Answers:

- Mix all ingredients well.
- Pour the juice into a glass.
- Chop the vegetables before cooking.
- Serve the meal with a fresh salad.

2. Key Ideas:

- Students should use the **base form** of the verb (imperative mood).
- Cooking instructions should be **clear and sequential**.
- The imperative form is **common in instructional texts** such as recipes, manuals, and guidelines.

7.2.1. Assessment and Feedback

- Ensure that students correctly use imperative verbs in their sentences.
- Encourage students to apply the structure to other types of instructions beyond cooking.
- Provide positive reinforcement when students identify patterns and apply them correctly.

7.2.2. Differentiation:

- Advanced learners: Write more detailed procedural steps.
- Students needing support: Provide a word bank or sentence starters.
- Visual learners: Use images or short recipe videos.

7.3. Let's Create a Recipe for Mood Food

These answers are examples to guide the activity, but since the activity has a reflective and creative approach, the students' responses may vary. The important thing is that students make personal connections between food and their emotions

1. Example Title:

- "Happiness Pancakes"
- "Energy-Boosting Smoothie"
- "Comforting Soup"

2. Example Ingredients:

For Pancakes:

- 1 cup of flour
- 2 eggs
- 1/2 cup of milk
- A pinch of happiness!

3. For a Smoothie:

- 1 banana
- 1/2 cup of yogurt
- 1 tablespoon of honey
- A handful of strawberries

4. Example Instructions:

Step 1: Mix the flour, eggs, and milk in a bowl. Feeling: While mixing, I feel calm and focused.

Step 2: Cook the pancakes in a frying pan. Feeling: As I watch them cook, I start to feel excited about breakfast.

Step 3: Serve with syrup and fruits. Feeling: Eating the pancakes with my favorite fruit makes me feel happy and energized.

5. Mood Reflection:

- "This dish always makes me feel happy because it reminds me of Sunday mornings with my family. The sweet taste and the warm pancakes give me comfort and energy."

- "The smoothie makes me feel energized because the fresh fruits give me a burst of energy, and the cold drink is refreshing."

- "This soup makes me feel relaxed and warm, especially after a long, cold day."

7.4. Let's Explore Healthy Mood-Boosting Foods!

7.4.1. Comprehension Questions

1. What are the two types of omega-3 fatty acids found in fish that help with brain health?
a) EPA and DHA
2. How does dark chocolate improve your mood?
a) It has a quick source of sugar for the brain.
3. What does the article suggest about milk chocolate?
b) It contains added sugar and fat, so dark chocolate is a better option.
4. How does omega-3 help the brain, according to the text?
c) It contributes to the brain's cell membrane fluidity and cell signaling.

7.4.2. Matching Exercise

- Omega-3: c A group of essential fats that the body cannot produce and must be obtained through diet.
- Flavonoids: b A type of antioxidant found in foods like dark chocolate that can improve brain function and mood.
- Mood-boosting compounds: e Compounds in certain foods that help elevate mood and promote feelings of happiness.
- Fatty fish: d A category of fish rich in omega-3 fatty acids, known to help with mood regulation.
- Dark chocolate: a Substances found in foods like salmon and tuna that contribute to brain health and help reduce depression.

7.5. Exploring Mood-Boosting Foods

Step 1: Writing Task (Individual)

- Key Elements to Look For in Student Paragraphs:

1. Personal Connection:

- Students should clearly state why the food is their favorite and how it personally affects their mood.

2. Descriptive Language:

- Expect adjectives and descriptive phrases (e.g., “delicious,” “comforting,” “energizing”) that capture sensory details and emotional responses.

3. Clear Answers to the Guiding Questions:

- The paragraph should address both “Why do you like it?” and “How does it make you feel when you eat it?”

- Sample Student Paragraph:

“My favorite mood-boosting food is a warm bowl of oatmeal with honey and berries. I love it because it is both healthy and comforting. Every spoonful makes me feel relaxed and energized for the day ahead. The natural sweetness and creamy texture remind me of cozy mornings with my family.”

Step 2: Research and Discussion in Pairs

- Key Points to Evaluate During Pair Discussions:

1. Identification of a Recipe:

The chosen recipe should include one or more ingredients known for their mood-enhancing properties (e.g., banana nut smoothie, chocolate avocado mousse, etc.).

2. Discussion of Mood-Boosting Qualities:

Students should discuss why the recipe is considered a mood booster. For instance:

- Bananas: Known for high vitamin B6 content which is linked to serotonin production.
- Nuts: Provide healthy fats, protein, and magnesium, which can improve brain function and sustain energy.
- Chocolate: Contains flavonoids and theobromine that might contribute to a better mood.

- Depth of Explanation:

The discussion should include explanations that connect the ingredients to their benefits (e.g., “The banana not only adds natural sweetness but also boosts serotonin, which helps improve mood.”).

- Sample Discussion Response:

“We chose a banana nut smoothie because bananas are rich in vitamin B6, which helps in serotonin production, making you feel happier. Nuts add a crunchy texture and are a good

source of healthy fats and protein, which provide sustained energy. Together, these ingredients create a balanced and delicious drink that can boost your mood and energy levels throughout the day.”

- Note for Teachers:

Remember that the responses will vary among student pairs. Use the key points as guidelines for evaluating whether the discussions included relevant information about the recipe and the benefits of its ingredients.

7.6. Discover the Sounds of Brazilian Cooking Terms

7.6.1. Pronunciation:

- Black beans - /blæk bi:nz/
- Brazil nuts - /brə'zɪl nʌts/
- Cashew - /kə'ʒu/
- Pumpkin - /'pʌmpkɪn/
- Heart of palm - /hɑ:rt əv pɑ:m/

No specific "answers" are required here, but students should focus on listening to the correct pronunciation, noting any surprising or challenging sounds.

7.7. What Did You Eat Yesterday?

This section provides example answers to help consolidate the use of the past simple in affirmative, negative, and interrogative forms. As a reflective activity, students' responses may vary as long as they use the correct grammatical structure.

Step 1: Observation

1. Students should analyze the following sentences and identify patterns in the use of past tense verbs.

- Example Sentences in the Past Simple Tense:

1. Yesterday, I ate a delicious pasta for lunch.
2. She drank orange juice in the morning.
3. They cooked a healthy meal for dinner.
4. We did not eat any fast food last night.
5. Did you try a new dish this week?

2. Key Observations:

- The verbs are conjugated in the past simple tense, taking either regular forms (*cooked* → *cooked*) or irregular forms (*ate* → *ate*).
- The negative form is built with "did not" + base verb (*We did not eat...*).

Questions in the past are formed by inverting "did" and the subject, while keeping the verb in the base form (*Did you try...?*).

Step 2: Discovery

Students should complete the sentences using the correct past tense form of the verbs in parentheses:

1. Example Answers:

- I ate fruit for breakfast yesterday.
- She did not drink coffee in the morning.
- We cooked a big meal for our family.
- What did you have for dinner last night?
- They tried a new recipe on Sunday.

2. Linguistic Considerations:

- The past simple tense is used to describe completed actions in the past.
- Regular verbs form the past tense by adding "-ed" (cook → cooked, try → tried).
- Irregular verbs take unique forms (eat → ate, drink → drank).
- The negative and interrogative forms require the auxiliary verb "did" followed by the base verb.

3. Assessment and Feedback:

To ensure that students fully grasp the content, the following aspects should be considered during evaluation:

- Grammar Accuracy: Correct use of past tense verb forms.
- Structural Understanding: Differentiation between affirmative, negative, and interrogative sentences.
- Engagement and Creativity: Encouraging students to expand their responses with more details.

4. Differentiated Instruction:

To adapt the activity for different proficiency levels, the following strategies are recommended:

- For advanced students: Encourage them to write more detailed responses, incorporating connectors to expand their sentences.
- For students needing support: Provide a word bank and sentence models to assist with sentence construction.
- For visual learners: Use images representing different meals to stimulate written and spoken production.

7.8. Mood-Boosting Cooking

This section is open-ended, encouraging creativity in the selection of ingredients and planning the preparation steps. Students' answers will vary depending on the dish they choose to prepare.

1. Examples of mood-boosting ingredients include:

- Bananas (high in vitamin B6 for serotonin production)
- Dark chocolate (rich in flavonoids that boost mood)
- Nuts and seeds (contain omega-3 fatty acids)
- Berries (high in antioxidants)

2. The preparation steps will depend on the chosen recipe (e.g., slicing fruits for a fruit salad or blending ingredients for a smoothie).

7.9. What Will You Eat Tomorrow?

7.9.1. Objective

Students will learn how to form and use the future tense in sentences related to food choices.

7.9.2. Materials

- Printed worksheet with guided exercises.
- Word bank with future tense sentence structures and common food-related vocabulary.
- Optional: Flashcards or images representing different meals and foods.

7.9.3. Lesson Plan

Step 1: Observation (10–15 minutes)

1. Introduction (5 minutes)

- Ask students what they plan to eat tomorrow using guiding questions (e.g., “What will you have for breakfast/lunch/dinner?” “Will you try something new?”).

- Write example answers on the board using the future tense.

2. Pattern Recognition (5 minutes)

- Present example sentences:

Tomorrow, I will eat a healthy breakfast.

She will drink more water next week.

They will try new fruits next month.

We will not have junk food at the party.

Will you cook something special for dinner?

- Ask students to identify patterns:

What do you notice about the verbs?

Which word appears in all sentences?

How are negative and question forms built?

Step 2: Discovery (20-25 minutes)

1. Guided Practice:

Have students complete sentences using the future tense:

- Next year, I **will travel** (travel) to a different country and try new foods.

- She **will not eat** (not eat) fast food anymore.

- We **will cook** (cook) a special meal for our family next weekend.

- What **will** you **eat** (eat) for lunch tomorrow?

- They **will try** (try) a new smoothie recipe soon.

2. Pair and Share:

Students check answers in pairs before discussing as a class.

7.9.4. Post-Writing Activity (10 minutes)

- Group Discussion:

Ask students to discuss their future meal plans with a partner using the future tense.

Encourage them to ask and answer questions about each other's plans.

- Class Reflection:

Have students share one thing they learned about using the future tense.

Discuss how future meal planning can impact health and well-being.

7.9.5. Assessment

- Grammar and Structure: Are students forming correct future tense sentences?
- Vocabulary Use: Are students using relevant food-related words?
- Creativity: Did students create interesting future meal plans?
- Engagement: Did students actively participate in discussions?

7.9.6. Differentiation

- Advanced students: Encourage them to add more details about their future meal choices, including reasons and preferences.
- Students needing support: Provide sentence starters and a structured word bank.
- Visual learners: Use food images to help them visualize and describe their future meals.

7.10. Now: let's present it!

1. This section involves group presentations, so the "answers" are based on how well students perform the following tasks:

- Introducing the topic and group members.
- Explaining how their chosen ingredients improve mood.
- Discussing why they selected certain ingredients and how to prepare their dish.
- Using clear speech, good teamwork, and possibly visual aids.

2. Checklist for Evaluating Presentations

- Clear introduction.
- Explanation of mood-boosting properties.
- Well-structured steps.
- Visuals used appropriately.
- Equal participation.
- Clear articulation and pacing.

8. RATIONALE

“Education, communication and public awareness. A sound basis for action is provided by public knowledge and understanding of the relationship between diet, physical activity and health, of energy intake and output, and healthy choice of food items [...] Behaviour can be influenced especially in schools, workplaces, and educational and religious institutions, and by nongovernmental organizations, community leaders, and mass media [...] Nutrition and physical activity education and acquisition of media literacy, starting in primary school, are important to promote healthier diets, and to counter food fads and misleading dietary advice.”(WHO, 2002)

This pedagogical material was developed in alignment with contemporary principles of Second Language Acquisition (SLA), which conceptualize language learning as a dynamic, socially situated, and cognitively mediated process. From this perspective, language acquisition does not occur through the mere transmission of grammatical rules, but through meaningful engagement with linguistic input, interaction with others, and reflection grounded in learners’ lived experiences.

Within this theoretical framework, the project draws on contributions from Instructed Second Language Acquisition, particularly those proposed by DeKeyser (2017), who emphasizes the relationship between explicit knowledge, skill development, and the gradual emergence of fluent language use. The activities included in this material were designed to support different stages of learning, ranging from initial noticing and controlled practice to more autonomous and meaningful language use. In doing so, the material seeks to balance attention to linguistic form with communicative purpose, ensuring that language development is anchored in use rather than isolated practice.

Key instructional principles derived from DeKeyser’s framework inform the design of the activities. Tasks are structured to promote transfer-appropriate processing, engaging learners in cognitive operations similar to those required in real-life communicative contexts. Learners are encouraged to invest cognitive effort, revisit linguistic content through distributed practice, and receive corrective feedback aligned with specific instructional goals. At the same time, the material supports teachers in monitoring individual learning trajectories and adapting feedback and scaffolding according to students’ needs, reinforcing a learner-centered and flexible pedagogical approach.

In addition to SLA principles, the material is grounded in an inductive approach to grammar teaching in English as a Foreign Language. Rather than presenting grammatical rules explicitly, learners are guided to observe language use, identify patterns, formulate hypotheses, and infer rules from contextualized examples. Research indicates that inductive instruction

enhances learner engagement, autonomy, and deeper understanding, as it encourages students to actively construct knowledge based on meaningful input (Benítez-Correa *et al.*, 2019). This approach aligns with the broader educational aim of fostering reflective learning and critical thinking.

In accordance with these pedagogical principles, the material is organized into two thematic units, “Between Bites and Bytes: Mood Food for Mood Life and Mood Food and Cooking”. Across these units, students engage in communicative tasks that integrate listening, speaking, reading, and writing through multimodal resources such as short videos, recipes, reflective prompts, pronunciation activities, infographics, and collaborative projects. By connecting language use to familiar and personally relevant topics, the proposal seeks to promote learner engagement, autonomy, and deeper processing of linguistic input.

The choice of food literacy as the central thematic axis of the material is both theoretically and socially justified. International health organizations emphasize the role of education in shaping individuals’ understanding of the relationship between diet, physical activity, and health. The World Health Organization (2002) highlights schools as privileged spaces for promoting critical awareness, media literacy, and healthier food choices from early stages of education. Integrating food-related themes into language teaching therefore responds not only to linguistic objectives but also to wider educational and public health concerns.

In the Brazilian context, the Dietary Guidelines for the Brazilian Population (Brazilian Ministry of Health, 2014) reinforce the importance of incorporating food and nutrition education into school curricula. These guidelines warn against the growing influence of media-driven narratives that oversimplify healthy eating, often promoting “superfoods” or restrictive diets while neglecting the cultural, social, and emotional dimensions of food practices. They advocate for educational approaches that value traditional dietary patterns, critical consumption of information, and informed decision-making.

Empirical research further supports the relevance of introducing food literacy during adolescence. Studies conducted in Brazil reveal a significant increase in the consumption of ultra-processed foods, which has been associated with higher rates of overweight and obesity in households (Canella *et al.*, 2014) and with longitudinal increases in body weight and waist circumference among adults (Canhada *et al.*, 2020). Although some of these findings focus on adult populations, the dietary trajectories that lead to such outcomes often begin in childhood and adolescence, reinforcing the importance of early educational interventions.

Psychological research adds another important dimension to this discussion by examining the relationship between food, mood, and well-being. Gardner *et al.* (2014)

demonstrate that emotional states significantly influence food choices, with positive moods fostering future-oriented, health-related decisions and negative moods increasing the appeal of immediate, comfort-oriented consumption. Complementing this perspective, Morshed *et al.* (2022) show that eating patterns, contexts, and mealtime environments play a crucial role in mental well-being, highlighting that food practices are closely linked to emotional regulation, stress, and overall quality of life.

From a linguistic standpoint, contemporary SLA scholarship reinforces the importance of integrating language learning with meaningful and ecologically valid contexts. Atkinson (2011) argues that SLA must move beyond exclusively cognitive explanations, emphasizing the inseparability of language from embodiment, emotion, social interaction, and cultural experience. Expanding this view, Atkinson *et al.* (2016) propose a transdisciplinary framework in which language learning unfolds across multiple levels, micro (interactional), meso (institutional), and macro (ideological), highlighting its dynamic and socially embedded nature.

Similarly, MacWhinney and O'Grady (2015) conceptualize language emergence as the result of continuous interaction between cognitive mechanisms, environmental exposure, and meaningful linguistic input, reinforcing the idea that language develops through use and participation. Hulstijn *et al.* (2014) complement these perspectives by advocating for SLA models that integrate cognitive processing with sociocultural and contextual dimensions, arguing that learning outcomes depend on how learners process language in authentic communicative situations.

These theoretical perspectives converge on the principle of ecological validity. Cicourel (2007) emphasizes that pedagogical designs should authentically represent the social conditions, affordances, and constraints learners encounter in their everyday lives across physical, digital, and institutional environments. Such an approach values learners' experiences and situates language learning within real-world practices, making instruction more meaningful and socially relevant.

By integrating food literacy into English language teaching, this project operationalizes these theoretical principles in a concrete pedagogical proposal. It offers learners opportunities to develop linguistic competencies while engaging with a theme that is central to their daily routines, emotional experiences, and overall well-being. In doing so, the material reflects a holistic conception of education, acknowledging the interconnection between cognitive, emotional, social, and physical dimensions of adolescent development.

Furthermore, the material was intentionally designed to be flexible and adaptable to different school contexts. Rather than constituting a rigid model, it allows teachers to adjust

activities, pacing, and levels of scaffolding according to students' needs, institutional conditions, and available resources. This design highlights the teacher's role as a mediator of meaningful learning experiences, responsible for fostering exploration, reflection, and authentic communication in the classroom.

Therefore, this project seeks to bridge SLA theory, inductive grammar instruction, and health literacy through an ecologically valid pedagogical approach. By aligning language learning with students' lived experiences, it aims to foster not only linguistic development but also critical reflection, self-care, and informed decision-making, competencies that are essential for participation in contemporary educational and social contexts.

9. CONCLUSION

The development of this pedagogical material aimed to integrate English language learning with themes related to food literacy, healthy eating, and well-being, creating meaningful opportunities for 9th-grade students to use English in connection with their daily lives. Grounded in principles of Second Language Acquisition and informed by an inductive approach to grammar teaching, the proposal encourages learners to observe language use, infer patterns, and construct linguistic knowledge through contextualized and purposeful activities.

Across the two units, "Between Bites and Bytes: Mood Food for Mood Life and Mood Food and Cooking", students engage in communicative tasks that integrate reading, writing, listening, and speaking through multimodal resources such as videos, recipes, reflective prompts, pronunciation activities, and collaborative projects. By connecting language use to familiar and personally relevant topics, the material promotes learner engagement, autonomy, and deeper processing of linguistic input.

The integration of food literacy into English language teaching reflects a holistic view of education, acknowledging the interconnection between cognitive, emotional, social, and physical dimensions of adolescent development. By aligning language instruction with health-related themes and students' lived experiences, the proposal supports not only linguistic development but also critical reflection, self-care, and informed decision-making.

Finally, the material was designed to be flexible and adaptable to different school contexts, highlighting the teacher's role as a mediator of meaningful learning experiences. In this sense, the project demonstrates how English language teaching can extend beyond purely linguistic objectives, contributing to the formation of learners who are competent users of English and conscious, informed individuals in relation to education, health, and well-being.

10. REFERENCES

- Atkinson, D. (2011). *Alternative approaches to second language acquisition*. Routledge.
- Atkinson, D., Byrnes, H., Doran, M., Duff, P., Ellis, N. C., Hall, J. K., Johnson, K. E., Lantolf, J. P., Larsen-Freeman, D., Negueruela, E., Norton, B., Ortega, L., Schumann, J., Swain, M., & Tarone, E. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100(S1), 19–47. <https://doi.org/10.1111/modl.12301>
- Benitez-Correa, C., Gonzalez-Torres, P., Ochoa-Cueva, C., & Vargas-Saritama, A. (2019). A comparison between deductive and inductive approaches for teaching EFL grammar to high school students. *International Journal of Instruction*, 12(1), 225–236. <https://doi.org/10.29333/iji.2019.12115a>
- Brazilian Ministry of Health. (2014). *Dietary guidelines for the Brazilian population*. Secretariat of Health Care, Primary Health Care Department.
- Canella, D. S., Levy, R. B., Martins, A. P. B., Claro, R. M., Moubarac, J.-C., Baraldi, L. G., Cannon, G., & Monteiro, C. A. (2014). Ultra-processed food products and obesity in Brazilian households (2008–2009). *PLOS ONE*, 9(3), e92752. <https://doi.org/10.1371/journal.pone.0092752>
- Canhada, S., Luft, V. C., Giatti, L., Duncan, B. B., Chor, D., Fonseca, M. J. M., Barreto, S. M., & Schmidt, M. I. (2020). Ultra-processed foods, incident overweight and obesity, and longitudinal changes in weight and waist circumference: The Brazilian Longitudinal Study of Adult Health (ELSA-Brasil). *Public Health Nutrition*, 23(6), 1076–1086. <https://doi.org/10.1017/S1368980019002826>
- Cicourel, A. (2007). A personal, retrospective view of ecological validity. *Text & Talk*, 27(6), 735–752. <https://doi.org/10.1515/TEXT.2007.031>
- DeKeyser, R. (2017). Knowledge and skill in ISLA. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 15–32). Routledge.
- Gardner, M. P., Wansink, B., Kim, J., & Park, S. B. (2014). Better moods for better eating? How mood influences food choice. *Journal of Consumer Psychology*, 24(3), 320–335. <https://doi.org/10.1016/j.jcps.2014.01.002>
- Hulstijn, J. H., Young, R. F., Ortega, L., Bigelow, M., DeKeyser, R., Ellis, N. C., Lantolf, J. P., Mackey, A., & Talmy, S. (2014). Problem-solving, practice, and the role of outcome in second language learning: A position paper. *Studies in Second Language Acquisition*, 36(1), 1–20. <https://doi.org/10.1017/S0272263113000606>

MacWhinney, B., & O'Grady, W. (Eds.). (2015). *The handbook of language emergence*. Wiley-Blackwell.

Morshed, M. B., Kulkarni, S. S., Saha, K., Li, R., Roper, L. G., Nachman, L., Lu, H., Mirabella, L., Srivastava, S., De Barbaro, K., De Choudhury, M., Plötz, T., & Abowd, G. (2022). Food, mood, context: Examining college students' eating context and mental well-being. *ACM Transactions on Computing for Healthcare*, 3(4), Article 30. <https://doi.org/10.1145/3533390>

World Health Organization. (2002). *Global strategy on diet, physical activity and health*. Author. <https://apps.who.int/iris/handle/10665/42515>