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FOOD FOR THOUGHT:
English Teaching Material

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Trabalho apresentado ao curso de pós-graduação em Ensino de Língua Inglesa da Faculdade de Letras- UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Professora Ana Larissa Adorno Oliveira.

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Introduction:

In July 2011 I had the opportunity to spend some time in an English speaking country for the first time in my life. At the time I chose to go to New York for economic reasons – I had a place to stay for free – which allowed me to explore other areas of study other than the English language. While preparing my trip I came across the website of a pizza school and they were offering pizza workshops. So I thought to myself that this would be a great idea, since I have always liked cooking and pizza has always been my favorite food. Also I saw in this workshop a great opportunity not only to improve my English but also to learn new things and meet interesting people. So it happened. The workshop was a tremendous success and the people I met there contributed a lot to the improvement of my language skills. Moreover, I gained a great deal of autonomy, since I do not have to rely on going out to restaurants when I want to eat some good pizza. Not to mention the learning of vocabulary and expressions concerning this specific area of gastronomy.

Food constitutes a universal language as well as a social entity. People's cultural background, language and identity are very closely related to what they eat. In addition, I realized that food is a frequent topic in conversations among people, especially among people from different places as well as cultural backgrounds. Thus I came up with the idea of using food as a context for teaching language for the development of this material especially because most of the people I know like not only talking about food but also cooking.

Learning to cook and being well informed so as to make good, healthy choices are key factors in the units developed for this teaching material. People living on their own usually have to live on a tight budget and do not always have enough money to eat out and when they do, they are more likely to go to fast food restaurants. So it is very relevant for society nowadays that people are aware of the consequences of not eating properly and that it is possible – and cheaper – to go for healthy food instead of junk food. Therefore I consider important to provide people with enough apparatus so that they can autonomously manage their eating habits so that they can live better, healthier lives and as such be better citizens to the world.

These two units have been organized in a way that will allow students to practice the four main abilities – listening, speaking, reading and writing – while learning how to cook

pizza as well as how to make healthy eating choices for their lives. The units have been organized as follows:

Let's get started: this section aims at setting the scene to get things started in the classroom. It can be used as a warm-up as well as a means for bringing out students' previous knowledge on the topics chosen.

What's the word: Relevant vocabulary for the comprehension of the topic is brought in this section with interesting and interactive tasks, also exploring non-verbal language by providing visual input on the vocabulary being addressed.

Let's talk about it: A Let's talk about it section has been placed throughout the unit whenever there is room for a debate or discussion, as well as for the assessment of the information given. Students are encouraged to express their opinion, compare and contrast information as well as critically evaluate what they have just read or listened to.

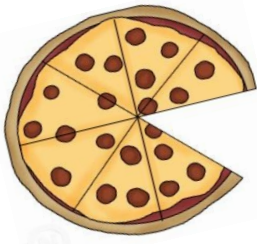
Let's listen: At least 1 listening section has been placed in each unit, with authentic material collected from youtube. That allows students to refer back to it at home or whenever they are studying by themselves or to search for similar videos to broaden their experience. The videos are related to the topics being addressed.

Reading: also conceived with authentic material, this section allows students to practice their reading skills in 2 different genres – recipes and an article. Following the texts are exercises and tasks concerned with text comprehension and the understanding of genre characteristics.

Language in use: Grammar is addressed through the use of examples taken from the authentic material used in the unit. Students are led to think about the function grammar plays in the texts as well as to revise grammar previously studied but in a different context. Also this section contains activities that will allow students to practice what they have learned in an interesting way.

Culture and service: this extra section brings interesting and relevant information concerning the topic aimed at people interested in traveling to New York City.

This material has been developed for students at language institutes whose age range from 17 to 50 years old and with high-intermediate to intermediate level of proficiency in English. It has been conceived without commercial purposes and cannot be reproduced without previous consent from the author.



Unit 1

Everybody loves pizza!

Let's get started!

1- In pairs or small groups, discuss the questions below:

- Do you like pizza?
- If so, what's your favorite pizza topping?
- When was the last time you had pizza? Where was it? What was the occasion? Who were you with?
- Have you ever made pizza at home? If so, what was it like? If not, would you like to?

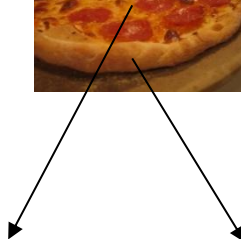
2- As a class, have a small conference and share your findings.

What's the word?

1- Label the pictures using the words from the box:

CRUST – DOUGH – PIZZA STONE – OVEN – TOPPING – YEAST





Let's listen!

1- Go to <http://www.youtube.com/watch?v=4-WCiotYJvg>, watch the video and answer the following questions:

- When did the cook make the pizza dough?
- What does the cook suggest that you do if you don't want to make your own dough?
- Why does he recommend that viewers make this pizza?



Compare your answers with a partner. Are they similar or different?

2- Watch the video again. List at least 5 ingredients used by the cook to make the pizza.

I:
II:
III:
IV:
V:

Let's talk about it!

1- Discuss the questions below in pairs:

- Did you like Nico's pizza?
- Do you think Nico's pizza was difficult to make?
- If you could change his pizza, how would you change it?



Reading!

Preparing to read:

1- You are going to read a recipe for pizza taken from the BBC Good Food website. Talk to a partner and decide on which items below you think a pizza recipe must contain:

- () name of the author
- () ingredients
- () preparation time
- () name of the book it was taken from
- () instructions
- () names of shops where ingredients can be bought
- () prices of ingredients
- () amount of servings
- () amount of each ingredient

2- Now, skim the text below and check your answers for the previous exercise.

Pizza margherita in 4 easy steps

Even a novice cook can master the art of pizza with our simple step-by-step guide. Bellissimo

EASY

Makes 2 pizzas, serves 4



Prep 25 mins



Cook 10 mins

1. (): **Put** the flour into a large bowl, then **stir** in the yeast and salt. Make a well, **pour** in 200ml warm water and the olive oil and bring together with a wooden spoon until you have soft, fairly wet dough. Turn onto a lightly floured surface and **knead** for 5 mins until smooth. Cover with a tea towel and set aside. You can leave the dough to rise if you like, but it's not essential for a thin crust.
2. (): **Mix** the passata, basil and crushed garlic together, then season to taste. Leave to stand at room temperature while you get on with shaping the base.
3. (): If you've let the dough rise, give it a quick knead, then split into two balls. On a floured surface, roll out the dough into large rounds, about 25cm across, using a rolling pin. The dough needs to be very thin as it will rise in the oven. Lift the rounds onto two floured baking sheets.
4. (): **Heat** oven to 240C/fan 220C /gas 8. Put another baking sheet or an upturned baking tray in the oven on the top shelf. Smooth sauce over bases with the back of a spoon. **Scatter** with cheese and tomatoes, drizzle with olive oil and season. Put one pizza, still on its baking sheet, on top of the preheated sheet or tray. **Bake** for 8-10 mins until crisp. Serve with a little more olive oil, and basil leaves if using. Repeat step for remaining pizza.

Ingredients

FOR THE BASE

300g strong bread flour

1 tsp instant **yeast** (from a sachet or a tub)

1 tsp **salt**

1 tbsp **olive oil**, plus extra for drizzling

FOR THE TOMATO SAUCE

100ml passata

handful fresh **basil** or 1 tsp dried

1 **garlic clove**, crushed

FOR THE TOPPING

125g ball mozzarella, sliced

handful grated or shaved **parmesan**

handful **cherry tomatoes**, halved

TO FINISH

handful **basil** leaves (optional)



Add to binder



Print recipe



Share recipe

f Like 708

g +1 7

Available at <http://www.bbcgoodfood.com/recipes/4683/pizza-margherita-in-4-easy-steps>

Reading it:

3- Now read the text carefully. Insert the headings below into the correct place in the text:

- a) Top and bake
- b) Make the sauce
- c) Roll out the dough
- d) Make the base

4- Answer the questions below:

- I- How does the water go in the recipe?
- a) Mixed with the yeast, apart from the flour.
 - b) Cold and salty.
 - c) In the middle of the flour, yeast and salt.

- II- *Passata* is
- a) Part of the base.
 - b) Made of tomatoes.
 - c) A kind of seasoning.

- III- The recipe recommends that the dough
- a) Must be left to rise
 - b) Must be opened into slim rounds.
 - c) Must be pre-baked.

Language in use!

1- Label the pictures below using the underlined words from the recipe above:

















2- Considering the expressions in 1, circle the correct alternative(s):

These words tell you **when / what / where** to do.

They can be used to express **possibilities / commands / prohibitions / instructions**.

3- There are at least 12 other expressions of the same kind in the text. Can you find them? List them on the chart below. The first one has been done for you:

<i>Make (a well)</i>	

4- Now, compare your answers with a partner.

Imperatives are verbs used for giving instructions and commands – how we do things. In addition to recipes, where else do we use these verbs?

5- Here's another simple recipe for pizza. Fill in the blank spaces using the **imperatives** from the list:

- 1- (a) _____ oven to 240C/220C fan/gas 9. Oil a 20 x 24cm baking tray. (b) _____ the flour, yeast, ¼ tsp salt and the sugar in a bowl, then (c) _____ in the water. Bring the mixture together, (d) _____ until smooth, then (e) _____ into the oiled tray.
- 2- (f) _____ passata over the dough, leaving a thin border round the edge. Season the passata, then (g) _____ with the chopped basil, the mozzarella and the Parmesan, and (h) _____ for 15-20 mins or until cooked through. (i) _____ with the remaining basil and serve with a side salad.

Ingredients

olive oil , for the tray

200g plain flour

7g packet easy-blend dried **yeast**

1 tsp **sugar**

125ml warm water

85ml passata

100g mozzarella , half grated, half chopped

2 tbsp grated **Parmesan** or vegetarian alternative

small bunch **basil** , half chopped, half left whole

side salad , to serve

Add to binder

Print recipe

Share recipe

Like 159

+1 2

Available at <http://www.bbcgoodfood.com/recipes/2037645/very-simple-margherita-pizza>

Sprinkle – Stir – Press – Knead – Scatter – Heat – Mix – Spread – Bake

- 6- Look at the list of ingredients for both recipes. List the different measures used for the ingredients, including abbreviations. Using a dictionary, find out how you say these measures words in your language. The first one has been done as an example for you

English	In your language
<i>Teaspoon</i>	Colher de chá

Write it down!

Most pizza toppings are salty, but did you know that pizzas can also be sweet? Using the recipes you have just learned as models; write a recipe for a sweet pizza. Use your imagination and create your own topping options. Don't forget to list the ingredients and the quantity as well as the instructions on how to make it!



Pronunciation tip

Some words in English may have a similar spelling, but we must be very careful with their pronunciation. Below are a few words that may cause confusion for speakers of English as a foreign language.

- 1- Visit <http://www.macmillandictionary.com>, search for the words below and listen to how they are pronounced. Notice the difference in the final GH sound.

Dough - /dəʊ/
Though - /ðəʊ/

Tough - /tʌf/
Rough - /rʌf/

- 2- Now do the same with the words below. Notice the difference in the initial sounds:

Yiest - /ji:st/
Yield - /ji:ld/

Yesterday - /'jestə(r)deɪ/
Yet - /jet/

Culture & Service

PIZZA A CASA PIZZA SCHOOL ★ NEW YORK CITY

★★★★★ *Pizza Classes*  RECOMMENDED ON  **tripadvisor**
Rated 5 out of 5 stars by our students • [Read the reviews](#)
Advance purchase strongly suggested • [Buy workshop tickets online at Zorve](#)

New York City is famous for its pizza. There are more than 1,800 pizzerias spread around the city. But more interesting than trying New York's pizza is learning how to make it. Mark Bello runs a pizza school called Pizza a Casa. He teaches people how to make very good pizza using their

home oven. Since the opening of the pizza school, his pizzas have been praised in publications including [Time Out New York](#), [Food & Wine](#), [Tasting Table](#) and [The Village Voice](#).

Not only can you learn how to make delicious pizza at home but you can also purchase good quality tools for pizza making at Pizza a Casa.

If you are interested in learning how to make your own pizza as well as putting your English into practice, consider paying a visit to Mark Bello at his pizza school next time you visit New York City. For further information visit www.pizzaacasa.com.



Mark Bello (second from left to right), his team and a Brazilian student.

Unit 1 – Everybody Loves Pizza

Teacher's Guide¹

Lesson Plan

This first unit deals with the world of pizza making. It covers the reading of recipes and the understanding of imperatives, which are essential for giving instructions on how to make things; important vocabulary concerning pizza making – ingredients, tools, key elements and concepts – as well as the practice of listening, pronunciation tips, writing and room for discussions and conversations about pizza. Students will therefore learn how to make their own pizza while they practice English. If your teaching context allows, by the end of this unit you can get your students to make some real good pizza, or even organize a pizza festival with them, after all Everybody Loves Pizza!

Optional lead-in

Display an image of a pizza for students to see and informally ask them when was the last time they had pizza, who they were with and what was the occasion. Also, ask them to say whether they liked the pizza or not, what their favorite pizza toppings are and if they would recommend the restaurant.

Let's get started:

- 1- Have students work in pairs or in small groups (depending on the number of students in your group) and get them to discuss the questions proposed. Give them 4 to 5 minutes² to carry this discussion on. Get students to present their conclusions in a class conference.

What's the word:

- 1- This section brings vocabulary that is important to understand the parts of the pizza as well as tools used during the making process. You might want to get your students to repeat the words aloud before they can start doing this activity. The word *dough* may cause confusion for students. They'll have the chance to look at it further at the pronunciation section so assure them that there is no reason to be anxious.

After students have repeated the words aloud, have them fill in the blanks using these words. Before checking with the whole class, make sure you get students in pairs so that they can peer-check their work, discussing possible differences.

Answers:

DOUGH PIZZA STONE OVEN YEAST
 TOPPING CRUST

Optional follow-up questions:

Do you have a good oven at home?

What's your favorite pizza topping?

Do you prefer a thin or a thick crust? Do you like the crust crunchy or soft?

Let's listen:

- 1- Tell students that they are about to watch a video from YouTube³. Have them read the questions before they can start listening and clarify any doubts they might have. Play the video twice. Take the opportunity to tell them that it is important that they understand the message as a whole, therefore they do not have to be worried about understanding every single word the cook says. Writing down key words can be a good strategy for getting this task done.

Answers:

- a) *He made it the day before.*
- b) *He suggests that you go to the supermarket and buy good, quality pizza dough.*
- c) *Because it is easy, flavorful and cheaper than the pizzas from stores.*

¹ The configuration of this teacher's guide is similar to ones produced by major publishers.

² The timing of the activities will depend on the number of students in each group.

³ <http://www.youtube.com/>.

- 2- Play the video once again. Have students write down the names of the ingredients they hear. Suggested answers:

<i>I: Chicken</i>
<i>II: Italian herbs</i>
<i>III: Tomato sauce</i>
<i>IV: Basil</i>
<i>V: Onions</i>

Let's talk about it:

- 1- Get students to work in pairs and discuss the questions proposed. You can choose a few students to report their conclusions to the class.

Reading:

- 1- This is a pre-reading section that was set to elicit from students what they know about the genre *recipe*. This part should be done in pairs or small groups so that they can discuss their answers. Before they start doing this task, you can ask them if they know any recipes from memory or if they remember any recipes their parents or grandparents used and that they enjoyed a lot.

Answers:

- (X) *ingredients*
- (X) *preparation time*
- (X) *instructions*
- (X) *amount of servings*
- (X) *amount of each ingredient*

- 2- Have students skim the recipe to find elements that can support their answers. At this moment you can get students together to peer-check their answers, discussing the differences that may appear.
- 3- Have students insert the headings into the text. As you check the answers with them, ask them to give evidence from the text that can support their choices.

Answers:

- (4) *Top and bake*
- (2) *Make the sauce*
- (3) *Roll out the dough*
- (1) *Make the base*

- 4- This time, students answer multiple-choice questions related to the text. Once again students should be encouraged to work in pairs either to perform this exercise or to compare their answers before you can check with them. Because this is a reading comprehension activity, elicit from students the parts in the text they used to support their choices.

Answers:

I – C II – B III – B

Language in use:

- 1- Focus students' attention on the underlined words in the text. Ask them if they have any idea why these words have been underlined and what they mean in relation to the text. Now get students to look at the pictures and ask for brief descriptions of what is going on in each picture. After that, have students label the pictures using the underlined words from the text:

Answers:

BAKE MIX SCATTER STIR
PUT POUR KNEAD HEAD

- 2- Now students will think about the function of these words in a recipe. Have them read the sentences and look back at the previous exercises. Then have them choose the correct options to complete the rules for the use of imperatives. Tell them that there may be more than one possible answer. Remember to get them in pairs to check their work before you can correct the activity.

Answers:

These words tell you **what to do**.

They can be used to express **commands / instructions**.

- 3- At this point students will be more familiarized with the text, context and the grammar they are looking at. Ask them to scan the text and find more examples of imperatives.

Suggested answers:

<i>Make (a well)</i>	<i>Split (into two balls)</i>
<i>Bring together (with a wooden spoon)</i>	<i>Roll out (the dough into large rounds)</i>
<i>Turn onto (a lightly floured surface)</i>	<i>Lift (the rounds onto baking sheets)</i>
<i>Cover (with a tea towel)</i>	<i>Put (another baking sheet)</i>
<i>Season (to taste)</i>	<i>Smooth (sauce over bases)</i>
<i>Leave (to stand at room temperature)</i>	<i>Drizzle (with olive oil and season)</i>

- 4- Have students compare their answers in pairs. Elicit answers from the whole class and make a list on the board.

Have students read in silence the information in the box. Have students discuss in pairs or small groups where else they can find imperatives.

Suggested answers:

Instruction manuals for electronics and games, safety procedures, emergency instructions, traffic signs, etc.

- 5- This is a simple fill-in-the-blanks activity. Have students cover the list and then read the recipe ignoring the blank spaces. Have them (in pairs) guess which verbs are missing from this recipe. Then have them read the list of verbs and, individually, complete the recipe. Check the answers with them as a whole class.

Answers:

- a) *Heat*
- b) *Mix*
- c) *Stir*
- d) *Knead*
- e) *Press*
- f) *Spread*
- g) *Sprinkle*
- h) *Bake*
- i) *Serve*

Optionally, have them sit in small groups and compare the two recipes. At this time you can ask them what differences are there between the recipes. Also, you can get them to compare both recipes and report to the class which one is simpler and which one they'd like to use and why.

- 6- Recipe is a genre that has a certain set of characteristics that might be common in most languages. However, different countries may have different conventions for the measurements of the ingredients. An easy way of teaching students the measures of the ingredients is to establish a comparison between the measures in English and the measures in their native language. This activity has been set to fulfill this purpose. To make it even more effective you can bring to class a set of measurement spoons (teaspoons, tablespoons), a graded glass for measuring liquids or a kitchen scale.

Answers will vary according to students' native language.

Write it down:

The purpose of this task is to consolidate the learning of the genre recipe. Once students have become more familiar with the genre, they should be able to write their own recipe, using the ones provided by the unit as models. What is interesting here is that the task makes room for a creative use of language, since students are asked to develop a recipe for sweet pizza.

Although the recipe for the dough may be the same, the toppings will vary according to the students' imagination and tastes. As an option, you can hold an exhibition of the recipes in the school's bulletin board. Also, you can have other students vote for the best recipe.

Suggested answer:

The outcome should be a recipe-like text with a list of ingredients and their quantity, preparation instructions and the amount of servings for the recipe, as well as suggestions on how to serve it.

Pronunciation tip:

The final GH sound in English words can be confusing since it has different pronunciations. Most students have difficulties pronouncing words such as though, through, rough, tough when they appear to them. The aim of this activity is to try and raise students' awareness on such differences, giving them more confidence when speaking and, as such, allowing them to speak more naturally. In addition to clarifying such confusions in students' minds, this exercise also presents words beginning in Y and Yi, so that students can be aware that the I following Y has an extra sound, while other words beginning with Y don't.

- 1- Have students access the Macmillan Dictionary website⁴, search for the words, listen to them and focus their attention on the different sounds of the words shown.

Activity Booklet Answer Key

1- Crosswords

Across:

2. *Pizza stone*
4. *Cheese*
5. *Italy*
7. *Crust*
8. *Dough*

Down:

1. *Oven*
2. *Passata*
3. *Toppings*
6. *Yeast*

2- The Crazy chef. Scrambled words.

- a) *Sift the flours and salt onto a clean work surface*
- b) *Make a well in the middle*
- c) *Mix the yeast, sugar and olive oil into the water*
- d) *Knead until you have a smooth dough*
- e) *Place the ball of dough in a large flour-dusted bowl*
- f) *Divide the dough up into as many balls as you want to make pizzas*

3- The Crazy Chef: Gap filling.

- 1- Remove
- 2- Unplug, allow
- 3- Wash
- 4- Wipe, dry
- 5- Use

4- Reading Comprehension

a)

- (d)
 (e)
 (b)
 (a)
 (c)

- b)
- I- The Margherita pizza has as its toppings basil, cheese and tomato sauce. The colors of these ingredients resemble the colors on the Italian flag.
 - II- On the Northeast region, brought by Italian immigrants.
 - III- After servicemen returned from Italy in the World War II.
 - IV- It gained tomato sauce and it increased in size.
- 5- Write it down: The outcome of this written task is a recipe-like text providing ingredients and how-to-make instructions for a sweet pizza. You can get students to read each other's work and vote for the best dessert pizza recipe. Optionally, you can display their texts in a bulletin board at school.

Listening:

- a) The main idea is to show the huge difference in pizza prices between 2 different restaurants in the same city.
- b) 125 square feet.
- c) They store ingredients, wash things, prepare pizza, and mix the dough.
- d) Around 65 cents.
- e) He uses expensive toppings such as cream cheese, caviar, wasabi, and salmon.
- f) While Nino increased the price of his pizza, Brian tried his best to keep the price although he knew he'd lose some money.
- g) Nino sells 1 to 2 of the expensive pizzas a month. For Brian it is probably different because his pizza is more popular and much cheaper.

Unit 2

You are what you eat!

Let's get started!

1- Discuss the questions below with a partner:

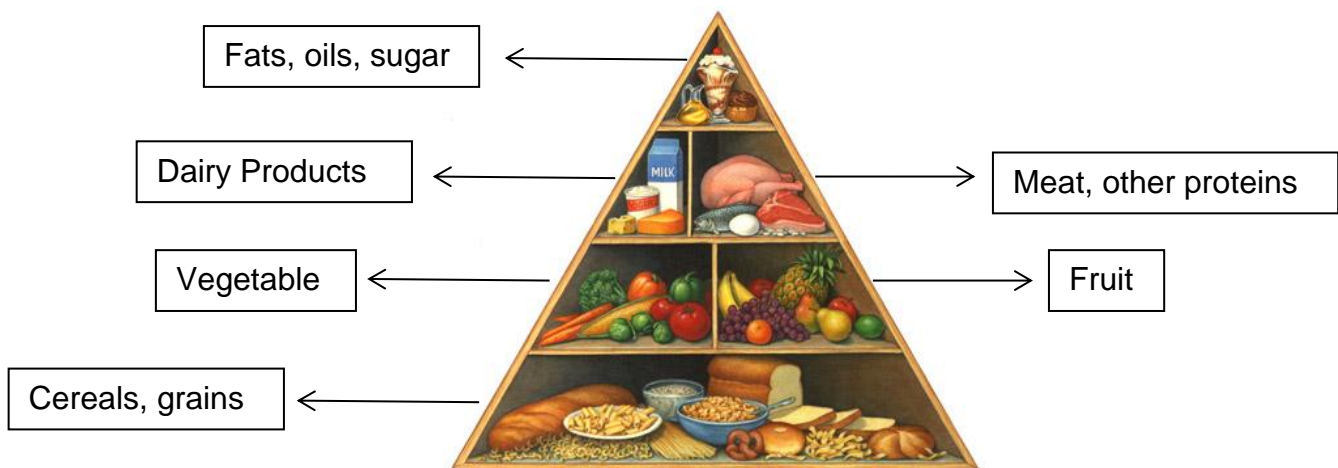
- What is obesity?
- What are the risks and complications of obesity?
- How can obesity be managed and treated?
- What causes obesity?



2- As a class, have a small conference and share your findings.

What's the word?

1- This is a food pyramid. What does it show us?



2- Look at the list of items below. Divide them according to their correspondent food groups. Use a dictionary to help you:

Ice cream – olive oil – pineapple – pork meat – yogurt – cheese – chicken – milk – brussel sprouts – corn – eggs – fish – pears – tomatoes – bread – grapes – chocolate cake – carrots – bananas – oatmeal – potatoes – rice – pasta – broccoli

Fats, oils, sugar	Dairy products	Vegetables	Cereals, grains	Meat, other proteins	Fruits

3- Add at least one more item of your own to each food group.

Let's talk about it!

1- Work in pairs. Interview a partner about his/her eating habits:

- Do you often eat fruits and vegetables?
- Do you eat anything between meals? Do you think it is important to eat something between meals?
- What do you often drink?
- Do you drink a lot of water?
- Why is it important to drink lots of water?

Let's listen!

The government of the United States has changed its approach toward encouraging people into having healthier food habits. They have replaced the food pyramid for the My Plate model.

- Go to <http://www.youtube.com/watch?v=XbQfkODZYuM>, watch the video and answer the following questions:



- What is the purpose of the video?
- What does the plate show us?
- What do you have to do if you want more information about My Plate?

2- Watch the video again. Then match the columns:

- | | |
|---------------|--|
| a) Fruits | () It's a great source of calcium |
| b) Grains | () It comes from animal and non-animal sources |
| c) Protein | () They're rich in fiber |
| d) Vegetables | () They should be eaten whole at every meal |
| e) Dairy | () People are not getting enough in their diets |

Let's talk about it!

1- Discuss the questions below in pairs:

- Who is giving information about food in the video? What is her job? Can we trust the information she gives? Justify your answer.
- What differences are there between My Plate and the food pyramid?
- Which one do you prefer? Why?

Reading!

1- Look back at the questions on *Let's get started*. Then, skim the text below and insert the questions into the correct place in the text:

Obesity In Children And Teens

No. 79; March 2011

The problem of childhood obesity in the United States has grown considerably in recent years. Between 16 and 33 percent of children and adolescents are obese. Unhealthy weight gain due to poor diet and lack of exercise is responsible for over 300,000 deaths each year. The annual cost to society for obesity is estimated at nearly \$100 billion. Overweight children are much more likely to become overweight adults unless they adopt and maintain healthier patterns of eating and exercise.



_____?

A few extra pounds does not suggest obesity. However they may indicate a tendency to gain weight easily and a need for changes in diet and/or exercise. Generally, a child is not considered obese until the weight is at least 10 percent higher than what is recommended for their height and body type. Obesity most commonly begins between the ages of 5 and 6, or during adolescence. Studies have shown that a child who is obese between the ages of 10 and 13 has an 80 percent chance of becoming an obese adult.

_____?

The causes of obesity are complex and include genetic, biological, behavioral and cultural factors. Obesity occurs when a person eats more calories than the body burns up. If one parent is obese, there is a 50 percent chance that their children will also be obese. However, when both parents are obese, their children have an 80 percent chance of being obese. Although certain medical disorders can cause obesity, less than 1 percent of all obesity is caused by physical problems. Obesity in childhood and adolescence can be related to:

- poor eating habits
- overeating
- lack of exercise (i.e., couch potato kids)
- family history of obesity
- medical illnesses (endocrine, neurological problems)
- medications (steroids, some psychiatric medications)
- stressful life events or changes (separations, divorce, moves, deaths, abuse)
- low self-esteem
- depression or other emotional problems



_____?

There are many risks and complications with obesity. Physical consequences include:

- increased risk of heart disease
- high blood pressure
- diabetes
- breathing problems
- trouble sleeping

Child and adolescent obesity is also associated with increased risk of emotional problems. Teens with weight problems tend to have much lower self-esteem and be less popular with their peers. Depression, anxiety, and obsessive compulsive disorder can also occur.

Obese children need a thorough medical evaluation by a pediatrician or family physician to consider the possibility of a physical cause. In the absence of a physical disorder, the only way to lose weight is to reduce the number of calories a person eats and to increase the level of physical activity. Lasting weight loss can only occur when there is self-motivation. Since obesity often affects more than one family member, making healthy eating and regular exercise a family activity can improve the chances of successful weight control for the child or adolescent.

Ways to manage obesity in children and adolescents include:

- change eating habits (eat slowly, develop a routine)
- plan meals and make better food selections (eat less fatty foods, avoid junk and fast foods)
- control portions and consume less calories
- increase physical activity (especially walking) and have a more active lifestyle
- know what your child eats at school
- eat meals as a family instead of while watching television or at the computer
- do not use food as a reward
- attend a support group (e.g., Overeaters Anonymous)



When a child or adolescent with obesity also has emotional problems, a child and adolescent psychiatrist can work with the child's family physician to develop a comprehensive treatment plan. Such a plan would include reasonable weight loss goals, dietary and physical activity management, behavior modification, and family involvement.

Adapted from http://www.aacap.org/cs/root/facts_for_families/obesity_in_children_and_teens. Accessed on January 13th, 2013.

2- Now, answer the questions below about the text:

- a) What is the text mainly concerned with?
- b) According to the author, what are some possible causes of obesity?
- c) When is a child considered obese?
- d) Find in the text:

1- Number of obese children and adolescents in the United States.	
2- How much society spends with obesity annually.	
3- Age at which obesity starts to occur.	
4- Number of obesity cases related to physical conditions.	
5- Chances that a child having both parents obese has of becoming obese.	
6- Number of people who die from obesity every year in the United States.	

Let's talk about it!

- 1- Discuss the issues below in small groups. Then, have a class conference to share your findings:
 - a) What kinds of problems do you think obese children have to face on their daily lives?
 - b) Do you have any friends who are obese? How do they deal with their situation?
 - c) What do you think the government should do to help these people?

Language in use!

- 1- There are 8 examples of comparisons in the text. Can you find them? Underline them in the text.
- 2- Some of these forms may be new to you. For instance:

MORE + ADVERB
MORE + NOUN
LESS + NOUN
LESS + ADJECTIVE

Go back to the examples you underlined in the text and match them to the forms listed above.

- 3- Look at the pictures from the book *Hungry Planet* by Peter Menzel. Write sentences comparing the eating habits of the different families portrayed in his book:



Germany: \$375



United States: \$236

- I- ***The German Family eats much more vegetables than the American.***
- II- _____
- III- _____
- IV- _____



Mexico: \$130

Chad: \$ 0,84

- I- **People from Chad have less money to spend on food.**
- II- _____
- III- _____
- IV- _____

[http://www.bentoblog.fr/planete-affamee-ce-que-mange-le-monde/?utm_source=www.google.com.br&utm_medium=Images&utm_term=peter menzel hungry planet](http://www.bentoblog.fr/planete-affamee-ce-que-mange-le-monde/?utm_source=www.google.com.br&utm_medium=Images&utm_term=peter+menzel+hungry+planet)

4- Interview a partner about his/her eating habits. Make notes of his/her answers. Answer your partner's questions about your eating habits:

- A: *What do you usually have for breakfast / lunch / dinner?*
- B: *In the morning I usually eat / drink ...*

Name:		
Breakfast	Lunch	Dinner

5- Now compare your eating habits to your partner's.

- a) Who has a healthier diet?
- b) What changes would you suggest to your partner's diet?
You should eat more of ...and less of ...
- c) Do you agree with your partner's opinion on your diet?

Write it down!

A friend is coming to visit you in Brazil. He wants to know about Brazilians typical eating habits. Write him an email telling him what people in your city usually eat for breakfast, lunch and dinner. In addition, suggest a place you and your friend could go out for lunch or dinner and explain why you chose this place.

To:

Subject:

Attach a file Insert: Invitation

Check Spelling

Rich Text Editor toolbar: Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Undo, Redo, Plain Text

Culture & Service

When it comes to American food, most people tend to think about fast and junk food places, after all the US is home to some of the most famous fast food chains around the globe, such as McDonalds, Burger King, Wendy's and KFC. But what most tourists don't know is that they can have easy access to good, fresh food from farmers and small producers at street markets. In New York City, one of the most famous is the Essex Street Market. It specializes in a wide variety of culinary products gourmet cheeses, premium cuts of meat, fresh fish and general grocery items. This Market is also famous for its friendly merchants who endeavour to offer people distinctive products in a welcoming, community-oriented environment .For further information visit <http://www.essexstreetmarket.com>.



Unit 2 – You are what you eat!

Teacher's Guide

Lesson Plan

This second unit deals with a universal topic: food. What is interesting here is that it addresses relevant issues such as the food groups, healthy eating habits and obesity. Food vocabulary is presented through the food pyramid. A Nutrition Coach will help students understand My Plate – the new approach used by the American government in replacement for the food pyramid. Students will also read an article about obesity in children and teens and review the making of comparisons. Throughout the unit students will be given room for conversations and debates about their eating habits, understand and interact with each other through food which is also something that defines people's identity. After all, we are what we eat... or aren't we?

Optional lead-in

Display several images of different kinds of food. Elicit the names of the food from the students. Then have them group the foods into 2 or more groups. Ask them which criteria they used for doing so. Enjoy the opportunity to ask them how often they eat such kinds of food and whether they're popular or staple food in the region where the students come from. See if they agree with the title of the unit and to which extent their food choices reflect who they really are.

Let's get started:

- 1- Have students work in pairs or in small groups – depending on the number of students in your group – and get them to discuss the questions proposed. Give them 4 to 5 minutes to carry this discussion on. Since students will need these questions for the reading section, you might find it interesting to get them to write down their answers for a further comparison.
- 2- Get students to present their conclusions to the others in a class conference. At this point

What's the word:

- 1- This section aims at revising food vocabulary through the framework of the food pyramid. Basically the food pyramid shows us from which group of food we should eat more and less (for more information, visit <http://www.w8loss-tips.com/nutrition.php>). Ask students: *Why do you think they used a pyramid to display the food groups?* Elicit answers from them (the base of the pyramid shows the food group from which we should eat more and the top the ones we should consume less). Have them look at the picture only and cover activity 2. Elicit from them which food items they see on the pyramid and go on writing the words on the board as they say them. Enjoy the opportunity to check pronunciation.
- 2- Students now can enjoy the opportunity to compare the answers they elicited previously with the list on this activity. As an option, you can get students to repeat the words on this list aloud. Enjoy the chance to clarify any vocabulary problems. Have students divide the food names into the food groups. Students can do this task individually and compare answers when they have finished or they can do it in pairs. Check answers with the class.

Answers:

Fats, oils, sugar	Dairy products	Vegetables	Cereals, grains	Meat, other proteins	Fruits
<i>Ice cream, olive oil, chocolate cake,</i>	<i>Cheese, milk, yogurt</i>	<i>Brussel sprouts, tomatoes, carrots, potatoes, broccoli, corn</i>	<i>Rice, pasta, oatmeal, bread</i>	<i>Pork meat, chicken, eggs, fish</i>	<i>Pineapple, pears, grapes, bananas.</i>

3- Ask students to add more items to each food group on their own.
Suggested answers:

Fats, oils, sugar	Dairy products	Vegetables	Cereals, grains	Meat, other proteins	Fruits
Soda, candies	Butter, cream cheese	Lettuce, cucumbers, cauliflower.	Biscuits, granola.	Beef, beans, lentils.	Avocado, papaya, apples.

Let's talk about it:

Allow 4 minutes for students to discuss the questions proposed. Elicit answers from a few students. Enjoy the opportunity to ask students if they think they should change their eating habits and in which ways they could do it.

Let's Listen:

- 1- Tell students that they are about to watch a video from Youtube. Have them read the questions before they can start listening and clarify any doubts they might have. Play the video twice. Enjoy the opportunity to tell them that it is important that they understand the message as a whole, therefore they do not have to be worried about understanding every single word the nutrition coach says. Writing down key words can be a good strategy for getting this task done

Answers:

- 1-
 - d) *Explain how My Plate works.*
 - e) *It shows us the portions and the food groups that we need for guidelines to maintaining a healthy diet.*
 - f) *You have to visit the website myplate.gov.*

2-

- (E)
- (C)
- (A)
- (B)
- (D)

Let's talk about it:

Have students group themselves up in pairs to discuss the questions proposed. Give them 5 minutes for doing so. After the time is up, have a class conference to compare the answers.

Suggested answers:

- 1-
 - a) *It's a woman who is a nutrition coach. We can trust the information she gives because as a nutrition coach we assume that she has studied about that and therefore she knows what she is talking about.*
 - b) *In My Plate, vegetables and grains represent 50% of the plate and protein and fruit represent the other 50%, which doesn't happen in the pyramid. In addition, oils, fats and sweets are not shown in My Plate. Also, dairy doesn't appear on the plate but rather on the side, indicating that it should be an extra source of protein.*
 - c) *Personal answers.*

Reading:

Students will read an article about obesity in children and teens. Ask them what the title and the photos suggest them the article will be about. Optionally, you can make a vocabulary preview activity by asking students which words or expressions they expect to come across in this article and writing their answers on the board. By the time students reach this part they will have already been prepared for the reading since they will have

discussed the questions on *Let's get started*. Have students skim the text to find the correct place for the questions. Check answers with the class.

Answers:

1-

What is obesity?

What causes obesity?

What are the risks and complications of obesity?

How can obesity be managed and treated?

2- Have students do this task individually and when they have finished, have them sit in pairs to compare their answers. Then, check the answers with the class.

Answers:

a) *The text deals with causes, consequences and management of obesity in children and teens.*

b) *The causes of obesity come from different origins. They can be genetic (children having obese parents), biological (from the use of medications or from medical illnesses such as endocrine, neurological problems), and cultural (poor eating habits, stress, emotional problems, etc).*

c) *When his/her weight is 10 percent higher than what is recommended for his/her height and body type.*

d)

7-	<i>Between 16 and 33 percent of American children and adolescents</i>
8-	<i>Nearly \$100 billion</i>
9-	<i>Usually between the ages of 5 and 6</i>
10-	<i>Less than 1%</i>
11-	<i>80%</i>
12-	<i>300,000 people.</i>

Optional follow-up:

Ask students whether they think the figures in Brazil are different or similar to the ones of the United States studied in the article. Then have them search the internet to find out more about that.

Suggested websites:

<http://www.globalpost.com/dispatch/brazil/101124/obesity-statistics-health>

<http://www.telegraph.co.uk/news/worldnews/southamerica/brazil/8204625/Brazils-obesity-rate-could-match-US-by-2022.html>

Language in use:

This section aims at revising what students already know about comparisons. The text has 8 examples of comparisons. Have students go back to the text and underline these examples:

Answers:

1-

Overweight children are much more likely to become overweight adults unless they adopt and maintain healthier patterns of eating and exercise.

Generally, a child is not considered obese until the weight is at least 10 percent higher than what is recommended for their height and body type.

Obesity occurs when a person eats more calories than the body burns up.

Although certain medical disorders can cause obesity, less than 1 percent of all obesity is caused by physical problems.

Teens with weight problems tend to have much lower self-esteem and be less popular with their peers

Since obesity often affects more than one family member, making healthy eating and regular exercise a family activity can improve the chances of successful weight control for the child or adolescent.

- 2- Invite students to analyse the examples they found by looking at the forms provided by the lesson and comparing with the examples they found.

Answers:

More+adverb: *more likely*

More+noun: *more calories than, more than one family member*

Less+noun: *less than 1 percent*

Less+adjective: *less popular*

- 3- Now have students look at the pictures and write sentences comparing people's eating habits. Students can either do it individually or in pairs. Have students justify their answers with elements from the pictures.

Suggested answers:

a)

- People drink more liquids in Germany.
- American people eat more fast food.
- Germans invest more money on food than Americans.

b)

- The Mexican family has a healthier diet than the family from Chad.
- The family from Chad drinks less water than the Mexican family.
- The family from Chad eats more grains than the Mexican family.

- 4- Now students will get the chance to bring what they learned to real life situations by comparing and assessing their own eating habits. Have them sit in pairs and ask each other questions about their eating habits. Remember them to make notes of the answers they get from peers. When this is done, allow them some time to read the information they have obtained and draw conclusions, comparing their peer's eating habits with their own. The questions provided serve as guidelines for doing so.

Write it down:

The purpose of this task is to get students to use the idea of food and eating as means of communication. When people visit different countries they usually worry about what they are going to eat apart from the usual fast food chains that can be found everywhere. Also, students will have the chance to think about the city they live in as a potential tourist place and therefore what options such place offers its visitors in terms of eating out. Have students read the instructions and make sure they understand the situation. Then have them write the email. When they have finished, have them pair up for peer/proofreading. As an alternative, you can give your students separate sheets of paper so that they can do it as a take-home activity. You could also have them do the task online and send it to you by email. You can enjoy the opportunity to address email characteristics such as *ways to open the message, which register to use (formal or informal), closings, etc.*

Activity Booklet Answer Key

1-

- | | |
|-------------------------|--------------------|
| 1- Fats, oils, sugar | 4- Vegetables |
| 2- Dairy products | 5- Fruits |
| 3- Meat, other proteins | 6- Cereals, grains |

- 2- Suggested answers:

Fats, oils, sugar	Dairy products	Vegetables	Cereals, grains	Meat, other proteins	Fruits
Soda, candies	Butter, cream cheese	Lettuce, cucumbers, cauliflower.	Biscuits, granola.	Beef, beans, lentils.	Avocado, papaya, apples.

3-

FOOD
MEAT
FISH
CHEESE
VEGETABLES
FRUIT
CEREALS

4- Answers will vary. Suggested answers:

a)

Tina's breakfast is richer in fibers (she eats cereal whereas Seth doesn't).

Seth eats more proteins than Tina for lunch (Tina doesn't eat fish).

Seth eats less sweet than Tina. Seth is more likely to be in better physical conditions. (Tina eats more sweet things. But this can be polemic because we don't know the amount of exercise each one does or if they do any).

Tina's diet is less balanced than Seth's. (Tina eats more fast food).

b)

The Smith's breakfast is richer in proteins than Mary and Tom's (They eat eggs for breakfast).

Mary and Tom's diet has more fibers (They eat fruit for lunch, fruit juice at dinner and fruit jam for breakfast).

The Smith's dinner has more calories (They eat roast ribs, hot chocolate and pie).

Mary and Tom eat less carbohydrate than the Smith's (Mary and Tom eat bread, pancakes and cookies).

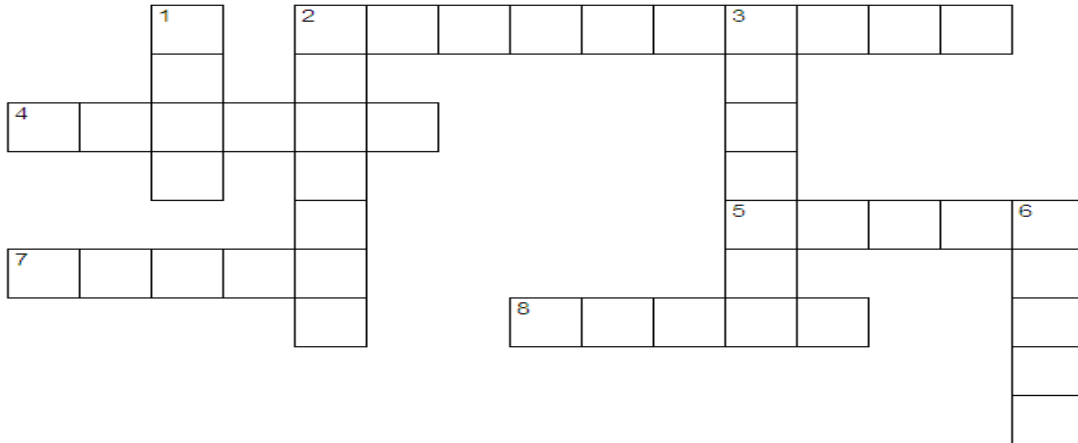
5-

F - F - T - T - F - T - T - T

Unit 1 – Everybody Loves Pizza!

- 1- Crosswords: Read the definitions and insert the answers into the crossword chart below:

Pizza



ACROSS

- 2 Surface in which pizza is baked
 4 A key ingredient in almost every kind of pizza
 5 Place where pizza came from
 7 Another word for pizza pie
 8 A mixture of flour, water, fat etc that is baked to make pizza

DOWN

- 1 Home appliance used for baking
 2 What you spread over the pizza dough
 3 Things you put on top of the pizza
 6 Substance responsible for the growing of the dough

http://www.puzzle-maker.com/crossword_Free.cgi

- 2- The Crazy Chef: The words below are out of order. Help the chef putting the words in the correct order to make instructions:

- a) surface salt the flours onto and a clean work Sift

- b) a middle the well in make

- c) the mix olive, water sugar and yeast oil into the

- d) have smooth until Knead you dough a

- e) large the in flour-dusted bowl place ball of dough a

- f) many pizzas the up into as divide want make dough you balls as to



- 3- The crazy Chef has bought a new rotating pizza oven and now he doesn't know how to clean it. Use the words from the box to complete the instructions and help her.

allow – do not – dry – unplug – use – remove – wipe - wash

1. Always _____ baking pan from unit when baking is completed.
2. _____ rotating oven from outlet and _____ entire unit to cool completely before cleaning.
3. _____ the nonstick baking pan after each use in warm, sudsy water to remove grease and food residue.
4. Occasionally, _____ the exterior of the rotating oven with a damp cloth and _____ thoroughly. Never immerse the rotating oven, except the baking pan, in water or other liquid. _____ wash in the dishwasher.
5. Do not _____ steel wool scouring pads or abrasive kitchen cleansers on any part of the rotating oven.



<http://www.gopresto.com/downloads/instructions/0343003.pdf>

- 4- Reading comprehension: Read the text below and answer the tasks proposed:

Pizza History

Pizza is actually modern Italian for pie. The origin of the term is murky but is said to be derived from an Old Italian word meaning "a point," which later evolved to the Italian word pizzicare, meaning "to pinch or pluck." A Neapolitan dialect of the word first shows up in print in 1000 A.D. in the form of picea or piza, assumably referring to the way the hot pie is plucked from the oven.

Early forms of pizza were most likely what we call focaccia today. The tomato did not reach Italy until the 16th century, hence no tomato sauce for the pie we know as pizza. The addition of mozzarella cheese (initially made from buffalo milk) did not come about until the 19th century. The standard tomato, basil, and mozzarella pizza is first credited to Raffaele Esposito of the Pizzeria di Pietro, who dedicated the creation to Queen Margherita in 1889. The colors nicely coincided with the colors of the Italian flag.

Italian immigrants brought pizza to the United States, but it was mostly confined to small areas of the Northeast. Once in America, the pizza stretched out to 18 inches in diameter or more. The first pizzeria opened in New York City in 1896 at 53-1/2 Spring Street. Yet pizza did not really gain popularity outside the Northeast until returning World War II servicemen returned from their tours in Italy with a hankering for the pizza they enjoyed in Naples. In the 1940's, sales of oregano increased by 5,200 percent over 8 years due to the surge in popularity of pizza and other Italian foods. In 1957, the Celentano Brothers marketed the first frozen pizzas.

Pizza is described as a flat pie made from a yeast dough topped with various cheeses, vegetables, meats, seasonings, and other ingredients. Nowadays, you will find many variations, including dessert pizzas.



The topping of choice by the majority is pepperoni, followed by Italian sausage and mushrooms. Anchovies are a hotly debated topping; you either love them or hate them.

Available at: <http://homecooking.about.com/od/foodhistory/a/pizzahistory.htm>. Accessed on January, 2013.

a) Skim the text to match the columns:

- | | |
|------------------------------|--------------------------------------|
| a) 1 st paragraph | () What pizza is |
| b) 2 nd paragraph | () People’s favorites |
| c) 3 rd paragraph | () How pizza used to be |
| d) 4 th paragraph | () Where the word pizza comes from. |
| e) 5 th paragraph | () Pizza in America |

b) Answer the questions below. Whenever possible justify your answers using elements from the text:

I- What is the relationship between the pizza Margherita and the Italian flag?

II- Which part of the United States first saw pizza?

III- When did pizza begin to become a hit in the US?

IV- How did pizza change from the 18th to the 16th century?

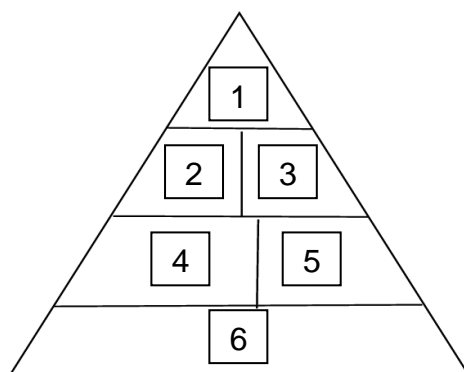
5- Writing: Pizza Magazine launched a contest: The Best Dessert Pizza Ever! The chef with the best recipe for a sweet topping wins a trip to Italy. Write to the magazine suggesting a recipe for a sweet pizza topping (You do not have to provide the recipe for the dough, only for the topping).

6- Listening: Watch the video on <http://www.youtube.com/watch?v=IjLsY7yuqfl> and answer the questions proposed:

- a) What is the main idea of the video?
- b) How much space does Brian Harley have in his kitchen?
- c) How is this space used?
- d) According to Brian, how much does it cost to make 1 slice of pizza?
- e) What makes Nino's pizza so expensive?
- f) Explain the different attitudes the 2 men had towards the rising of prices.
- g) What is the sales figure for the pizza at Nino's? Do you think it is the same for Brian? Why/why not?

Unit 2 – You are what you eat!

1- Food pyramid: Label the food pyramid below with the food groups



- 6- _____ 4- _____
 2- _____ 5- _____
 3- _____ 6- _____

2- Fill in the chart below with names of food according to the group:

Fats, oils, sugar	Dairy products	Vegetables	Cereals, grains	Meat, other proteins	Fruits

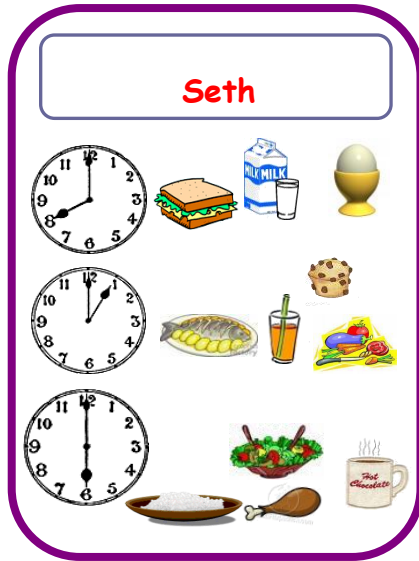
3- Complete the chart below using the words from the box:

CEREALS – MEAT – CHEESE – VEGETABLES – FRUIT - FISH

FOOD	PROPERTIES
	Contains: Protein, Saturated Fat, Polyunsaturated Fats (Poultry), Vitamin A (Liver), Folic Acid (offal), Vitamin B (pork), Iron (liver, kidneys). Always a major source of Protein, but also contains large amounts of fat.
	Contains: Protein, Polyunsaturated Fats, Vitamin D (liver oils), Calcium, Iron. Also a good provider of Protein AND Omega 3.
	Contains: Protein, Saturated Fat, Vitamin A, Vitamin B. A major provider of calcium.
	Can Contain: Protein, Fiber, Vitamin A (carrots), Folic Acid (greens), Vitamin E, Calcium (greens/pulses), Iron (greens).
	Contains: Vitamin A (apricots), Vitamin C (esp. citrus), Iron (dried), Sugar. Also essential for a balanced diet and can be eaten as often as you like.
	Can Contain: Protein, Polyunsaturated Fats, Carbohydrate, Vitamin E, Iron. Can contain high fibre levels and can be eaten anytime as a snack. Wheat based variants such as Shredded Wheat and Wheat Biscuits are high in fibre and protein.

4- Observe the pictures below and write sentences comparing the people's choices for their meals.

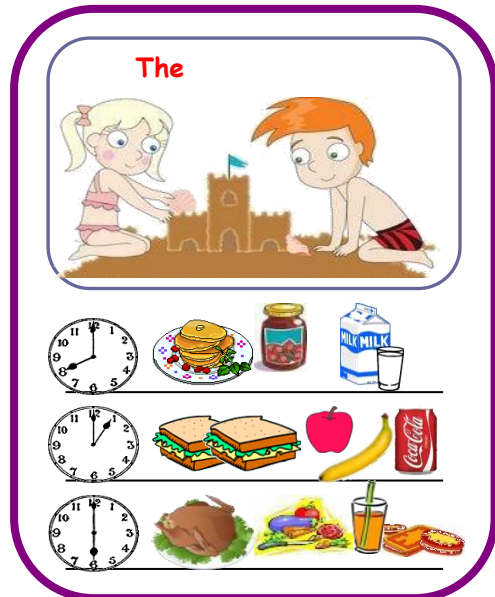
a)



Example: *Tina eats more calories at lunch than Seth.*

- I- _____
- II- _____
- III- _____
- IV- _____

b)



Example: *Mary and Tom's diet is healthier than The Smith's.*

- I- _____
- II- _____
- III- _____

5- Reading and writing

Healthy Eating**Easy Tips for Planning a Healthy Diet & Sticking to It**

Healthy eating is not about strict nutrition philosophies, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about feeling great, having more energy, stabilizing your mood, and keeping yourself as healthy as possible— all of which can be achieved by learning some nutrition basics and using them in a way that works for you. You can expand your range of healthy food choices and learn how to plan ahead to create and maintain a tasty, healthy diet.

Healthy eating tip 1: Set yourself up for success

To set yourself up for success, think about planning a healthy diet as a number of small, manageable steps rather than one big drastic change. If you approach the changes gradually and with commitment, you will have a healthy diet sooner than you think.

- **Simplify.** Instead of being overly concerned with counting calories or measuring portion sizes, think of your diet in terms of color, variety, and freshness. This way it should be easier to make healthy choices. Focus on finding foods you love and easy recipes that incorporate a few fresh ingredients. Gradually, your diet will become healthier and more delicious.
- **Start slow and make changes to your eating habits over time.** Trying to make your diet healthy overnight isn't realistic or smart. Changing everything at once usually leads to cheating or giving up on your new eating plan. Make small steps, like adding a salad (full of different color vegetables) to your diet once a day or switching from butter to olive oil when cooking. As your small changes become habit, you can continue to add more healthy choices to your diet.
- **Every change you make to improve your diet matters.** You don't have to be perfect and you don't have to completely eliminate foods you enjoy to have a healthy diet. The long term goal is to feel good, have more energy, and reduce the risk of cancer and disease. Don't let your missteps derail you—every healthy food choice you make counts.
-

Think of water and exercise as food groups in your diet.

Water. Water helps flush our systems of waste products and toxins, yet many people go through life dehydrated—causing tiredness, low energy, and headaches. It's common to mistake thirst for hunger, so staying well hydrated will also help you make healthier food choices.

Exercise. Find something active that you like to do and add it to your day, just like you would add healthy greens, blueberries, or salmon. The benefits of lifelong exercise are abundant and regular exercise may even motivate you to make healthy food choices a habit.

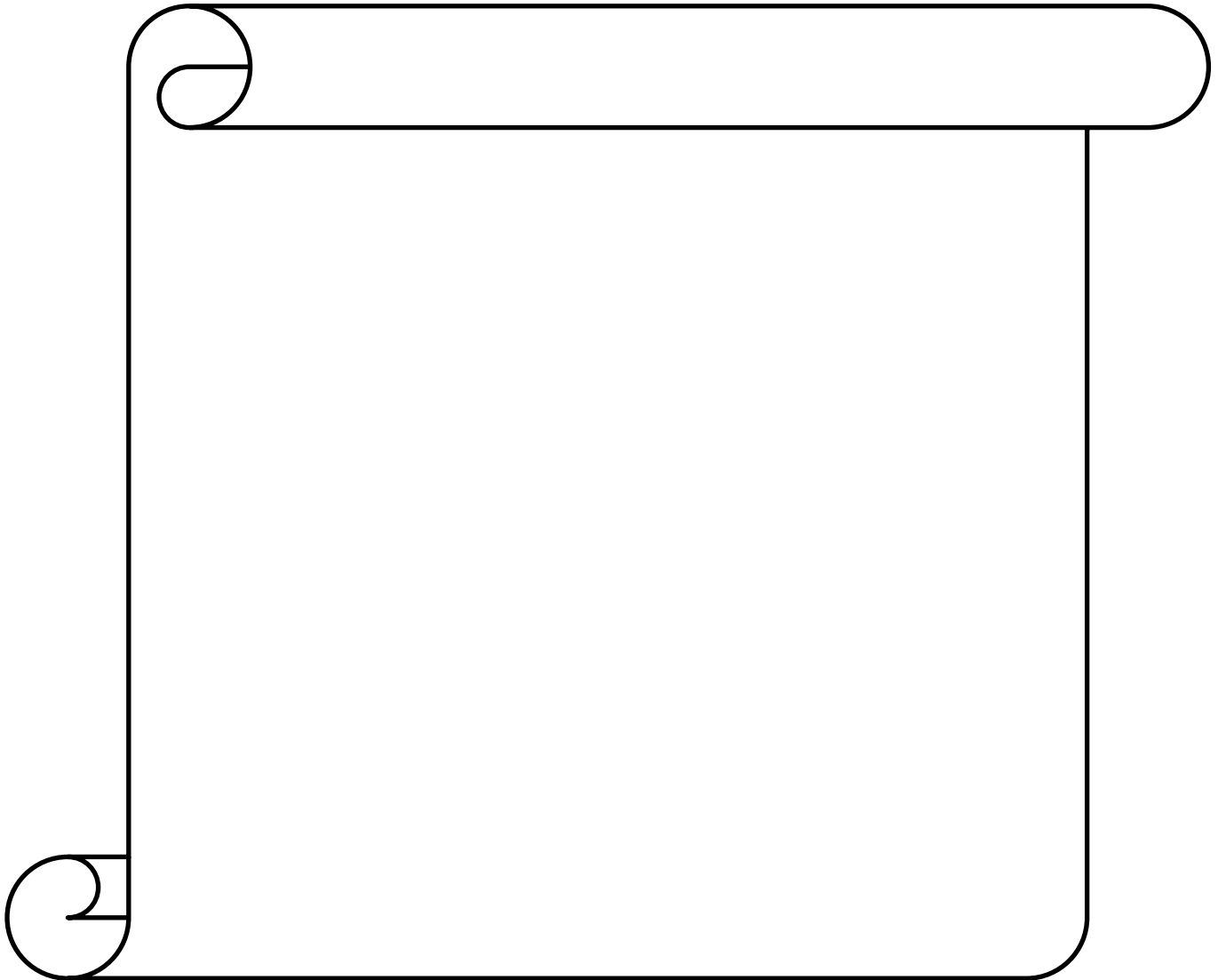
Authors: Maya W. Paul, Melinda Smith, M.A. and Jeanne Segal Ph. D. Last updated: December 2012.

Available at http://www.helpguide.org/life/healthy_eating_diet.htm. Accessed on December 2012.

a) Check True or False for the statements below: According to the text:

	TRUE	FALSE
Healthy eating means stop eating what you like.		
You have to change your habits radically.		
Olive oil is a healthier choice than butter.		
Water helps clean the organism		
It is very important to count the calories you eat.		
It's important to be more active.		
Some people drink water when they are hungry.		
Changes must begin little by little.		

6- Healthy Magazine asks: Are you a healthy person? If your answer is yes, write to us saying why. If your answer is no, write to us why not and what changes you have to promote in your lifestyle.



Rationale

“There is no love sincerer than the love of food.”

George Bernard Shaw, *Man and Superman*

“You can't just eat good food. You've got to talk about it too. And you've got to talk about it to somebody who understands that kind of food.”

Kurt Vonnegut, Jailbird

“Podemos encontrar o mundo em nosso prato de comida(...) todos os ingredientes do nosso passado e presente podem ser identificados e lidos em nossas receitas ou no prato do dia: nossa identidade, nossos relacionamentos com outras espécies, nosso status na sociedade, e mesmo o lugar de nossa sociedade no mundo.”

Fernandéz-Armesto

Food constitutes a universal language as well as a social entity. People's cultural background, language and identity are very closely related to what they eat. In addition, food is a frequent topic in conversations especially when people from different places and cultures meet. Food socializes. People cook for several reasons other than just quenching their hunger. The idea of using food as a context – and vehicle - for teaching language for the development of this material arose not only from my own life experiences concerning food, but also because I believe that when it comes to eating, people will find their way on understanding each other, no matter what languages they speak.

This final project was conceived under the principles of the Communicative Language Teaching (CLT) as discussed in Richards & Rodgers (2001) and Richards (2006). Some of these principles are listed as follows:

- Meaning is a key element;
- Learning a language means learning to communicate effectively;
- Learners are supposed to interact with each other inside and outside the classroom. In the classroom interaction takes place by means of pair and group work.
- The core objective is communicative competence – that is the ability to use the language effectively and appropriately.

The choice of the topics for the units (in this case related to cooking and healthy eating) were made not only based on my own experiences but also on the assumption discussed by Richards (2006) that communicative competence implies “knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants” (p.3). Therefore in this material, students are required to use language to perform tasks (reading, following and writing a recipe) as well as making healthy choices concerning their food habits and comparing their own habits with other people’s habits, which range from culture to culture.

In addition to the ideas presented above, Richards (2006) also discusses that materials directly influence the quality of interaction in the classroom – their main function should be the promotion of communication within contextualized practices. Such ideas guided the creation of the teaching material presented in this final project. I will now discuss how the 4 main abilities – speaking, listening, reading and writing – are dealt with in this material.

As discussed in Hinkel (2006), “to make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication” (p.113), therefore the speaking activities developed in this material are closely related to the texts and videos used to illustrate the units. Such speaking activities serve the purposes of setting the situation for discussion, promoting interaction between students and assessing information obtained from the texts and the videos. In this sense, teachers are encouraged to promote interaction between students by asking questions that are relevant to the topic and instigating students to present their opinions, compare and contrast their conclusions and engage in pair and group work throughout the units. Moreover, since food constitutes a universal entity, when such topic arises in real-life conversations, students are expected to feel more comfortable in engaging in interaction after having gone through these units.

As for the listening skills, in his paper *An Empirical Study on Teaching Listening in CLT* (2009), Tsinghong Ma argues that students frequently feel demotivated in engaging in listening activities because they lack previous knowledge and proper strategies for carrying on listening tasks, as stated in “The general teaching mode in listening classroom at colleges is quite simple and widely used: the teacher play the recorder and the students do exercises after listening. No background knowledge

introduction, no strategy training, no discussion and negotiation, no speaking, reading and writing—skills integration, the tasks and exercises are boring, no encouragement for response” (p.127). Thus, in these units, listening activities take place only after students have previously had the chance to discuss issues concerning the topics. They also have had contact with useful and meaningful vocabulary as well as seen non-verbal information that is closely related to what is being spoken in the listening item. The activities were divided into two parts, in which one constitutes the listening for general idea, where students will have the chance to understand the message as a whole. Further on they find activities related to listening for details, in which they have the chance to focus on specific parts of the text being heard. It is important to mention that all listening items chosen for these units are authentic and were produced for specific communicative purposes.

Reading plays an important role in these two units for they provide the context through which grammar is analyzed. The choice for authentic material reflects the validity of such texts as language models. Students will encounter two different text genres: recipes in the first unit and an article in the second. Reading is seen as an important tool from which information is obtained. Following the readings are activities that aim at assuring students comprehension of the message as well as genre-comprehension activities, which aim at raising students’ awareness on specific characteristics of the texts studied.

Still on the idea of integrated skills discussed by Hinkel (2006), the writing section in the first unit was developed more as a task. Not only will the students be required to write a recipe but also they will find room for the use of creativity while using and practicing language at the same time. Genre features are also required from them so that the teacher has the chance to assess their understanding of the recipe as a genre. As for the second unit, the writing section was developed as a means of interaction between people since students are asked to write an email to a friend. In the article *Using E-mail in Foreign Language Teaching: Rationale and Suggestions*, Margaret Gonglewski, Christine Meloni and Jocelyne Brant (2001) discuss that e-mail is an extension of what students can do in the classroom for it makes room for interaction outside the class. It also gives students the chance of bringing English into their real lives for they are required to write about aspects concerning the place they live in. Therefore, writing skills in these units are integrated to the other sections and it takes place at the end of each unit so that students will feel more comfortable and probably write more naturally, assuming

that the previous activities will have given them enough apparatus to perform their writing tasks.

The role of the teachers is one of facilitator and mediator between the contents presented in these units and the students. Teachers are responsible for leading students into participating in classroom activities cooperatively and engaging in interaction with other students. Teachers must be aware that it is their responsibility to make students take responsibility in their own learning process, as stated by Richards (2006): “Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning.(...) And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners’ errors and of her/his own role in facilitating language learning.”

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