

Didactic unit: *Healthy food VS junk food*

- Contextualization

This unit is intended for a bilingual group of twenty eight students in the second year of secondary education at Albalat High School in Navalmoral de la Mata (Cáceres) through the subject of Music in English.

-Objectives .

The main aim of a non linguistic subject in a bilingual section is supporting the learning of a foreign language through the specific vocabulary and contents of the subject itself.

This implies adopting a communicative approach based on communication and the progressive development of a communicative competence. Besides, in the realm of cross curricular topics, it is our responsibility to make the students aware of the importance of keeping a healthy and balanced diet. That is the target of this didactic unit.

-Contents

Block 1. Listening and Speaking.

- Understanding oral messages related to the topic of the unit, coming from the teacher or different digital or audiovisual means.
- Participation in real or simulated communicative situations expressing vocabulary and functions related to food habits.
- Familiarization and recognition of characteristic English sounds, as well as rhythm, intonation and stress, mainly worked with the songs and exercises involving the understanding of music notation.

Block 2. Reading and Writing

- Association of musical notation signs to counting syllables.
- Writing original rhymes keeping the beat, intonation and stress counting syllables.
- Using songs, stories, games, etc to learn vocabulary and to practice the structures related to the topic.

Block 3. Knowledge of the Language

Linguistic Exponents:

- Do you like...? I like..... I love....
- Prefer + noun / **Prefer st to st.**
- I don't care.
- Can't even
- Allergic to.

Vocabulary:

- Nouns: Broccoli, veg, vegetables, salad, fish, eggs, nuts, yogurt, fruit, cheese, rice, beans, water, chocolate bars, apple pie, chips, cookies, fudge, soda, fries, hot dog, candy, pizza, cheese, fast food.
- Verbs: Like, love, take, grow, make, feel, avoid, will, won't.
- Adjectives: Healthy, junk, salty, strong, fast, weak, fat, big, soft, slow,
- Adverbs of frequency: always, usually, often, sometimes, hardly, never.

-ACTIVITIES.

This didactic unit will be developed throughout two sessions.

SESSION 1.

Introduction of the topic “**Healthy food VS junk food**”

The teacher will explain in a nutshell the importance of maintaining healthy food habits (*) and later will show the vocabulary and expressions needed to develop this didactic unit.

(*) Weight loss or maintenance, avoid high blood sugar and high blood cholesterol, decreased risk of heart disease, decreased cancer risk.

1-Fill the gaps listening to the song. [LINK TO THE DOCUMENT](#)

Song : “**Healthy food VS junk food**”

<https://www.youtube.com/watch?v=fE8lezHs19s>

Listen to the song without watching the images + lyrics and trying to recognize the already given vocabulary.

Listen to it again and now fill the gaps on the sheet of paper that the teacher will provide you.

Finally watch the video to the song and correct it, write your score.

2-Musical rhythm of the words. [LINK TO THE DOCUMENT](#)

Counting the syllables, match the words and the musical rhythm pattern.

3-Crossword.

Complete the food crossword, two versions, online and printable, two versions.

ONLINE LINK: [CROSSWORD](#)

PRINTABLE LINK : [ONE PAGE PDF](#) [LINK 2 PAGES PDF](#)

4-Conversation, likes and dislikes.

The students will arrange in pairs a conversation about their food preferences using the structures below, they must write it down and then speak it out loud for the rest of the class.

-Do you like...? I like..... I love....

-How often do you eat ? I never eat..... I usually eat / drink...

-Are you allergic to any food?

SESSION 2.

1-Classification healthy / junk food. [LINK TO THE DOCUMENT](#)

Review the food vocabulary of the former session

Divide these words into two groups on the given sheet of paper.

2-Write your own rhymes.

In the former session you have worked with the number of syllables and the rhythm of the words, now you must create a poem or write the lyrics of a song following these rules:

-Write at least four verses.

-Use the vocabulary and grammatical structures of this unit.

-Pay attention to the number of syllables, rhythm and the rhymes.

-If you dare to rap your rhymes....do it!

To get inspiration, watch the video:

<https://www.youtube.com/watch?v=sEhhPIR4IQI>

If you wanna dance too, here is another video, enable the subtitles, the song starts at 1:18.

<https://www.youtube.com/watch?v=f9omnC-GpE>

3- Write your PREFERences.

On the given sheet of paper write FIVE sentences with your food preferences using the structure:

-Prefer - noun - to - noun.

Example:

I prefer tea to coffe