**Unit 03**

**Nutrition and Food Production**

[***«To be interested in food but not in food production is clearly absurd***](https://www.azquotes.com/quote/25676?ref=food-production)***»***

[Wendell Berry](https://www.azquotes.com/author/1332-Wendell_Berry)

1. **Do you have access to local food?**
2. **Which one would you choose local food or imported processed food?**

**Objective**

* In this course, the third unit keeps the same track of environment related topics to introduce the topic of food production and nutrition. This topic raises awareness about the initial ways to protect one’s health. The issue of food production in the world and its relation to health should be respectively revisited and considered. Discussing such worldwide matter in this unit, the activity of language development reviews the requirements of writing which will help language learners to produce accurate and coherent written pieces to communicate ideas successfully.

**Aims**

* Communicating ideas about nutrition and food production
* Revisiting requirements of writing
* Practising writing and editing written compositions
* Raising awareness about the writing task

**Outline**

* Activity one: Discussing unit quote and questions
* Activity two: Analyzing an article
* Activity three: Reviewing active listening skills
* Activity four: Analyzing an audio clip
* Activity Five: Computerized-dynamic assessment via Moodle

**Activity one: Classroom discussion**

In this activity, students are asked to think about and discuss with the teacher the quote and the questions in the introductory page of unit.

Read the quote and think of answers to the questions.

Write a one-body paragraph essay about the topic of the unit

**Activity two**

Watch the following two videos to gain further information about the topic then revise your essay.

**Activity three**

Now before the last edition of your essay that will be done by your peer, we will take a look at writing in English language requirements.

**English writing principles**

1. Use clear language

* Use the sort of words you would use in conversation, rather than trying to impress with long or unfamiliar words
* Use a level of speech and language that is accessible to your readers. This includes the use of gender-neutral language.

1. Be concise

* Avoid lengthy discussion.
* Make your points thoroughly, but aim to be succinct and focused

1. Be objective

* Present the information objectively. Your conclusions should arise logically from the information presented, and be based on the facts and evidence you have collected, rather than your own opinion or what you would like to happen.

1. Be specific about what you want the reader to do

* Be clear about the status of the report and what you expect from the reader. Is it a final report with recommendations for consideration and decision? Is it a draft for comment? Try to make you reader a part of this discussion.

1. Structure your argument

What’s your main point? what’s your supporting evidence? In other words, what pillars are you going to use to prop up this point?

1. Edit like you have never met it

* Be harsh editor. How the written peace can be improved.
* Are the points made clear?
* Have you addressed the audience appropriately?
* Are the arguments well developed?
* Is the written piece coherent?
* Have you used correct grammar, punctuation, spelling?

1. Flow

* Every paragraph has a structure. It is not just a random collection of sentences. The parts that make up the text are related in meaningful ways to each other.
* In order for a paragraph to be easy to read, the information in it must flow easily from one sentence to the next. To do this it is important to structure your information clearly and signal exactly what you want to say by the use of signalling words.

1. Signalling

* It is the responsibility of the writer in English to make it clear and cohesive to the reader how various parts of the paragraph are connected. These connections can be made explicit by the use of different signalling words.

#### Signalling words

|  |  |
| --- | --- |
| **Time/order** | at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with |
| **Comparison/similar ideas** | in comparison, in the same way, similarly |
| **Contrast/opposite ideas** | but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet |
| **Cause and effect** | accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus |
| **Examples** | for example, for instance, such as, thus, as follows |
| **Generalisation** | as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually |
| **Stating the obvious** | after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely |
| **Attitude** | admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately |
| **Summary/conclusion** | finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up |
| **Explanation/equivalence** | in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way |
| **Addition** | apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more |
| **Condition** | in that case, then |
| **Support** | actually, as a matter of fact, in fact, indeed |
| **Contradiction** | actually, as a matter of fact, in fact |
| **Emphasis** | chiefly, especially, in detail, in particular, mainly, notably, particularly |

##### Cohesion

In order to make these relationships in the text clear, it is necessary to show how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand how to use these connections or links.

**Activity four: Peer-edition**

Exchange your copies with your peer to be revised based on the content and writing requirements

**Activity five: Computerized dynamic assessment**