

The world in my shopping bag

Level: intermediate (intermediate plus) B1/ B1+

Time: 45 minutes

Aims:

- To learn or revise vocabulary connected with food
- To learn about globalization
- To learn about fair trade
- To become aware of the links between countries
- To revise present perfect tense
- To develop reading and comprehension skills
- To develop speaking skills

Language functions:

- To describe food, tastes and textures
- To talk about globalization
- To talk about our favourite food
- To discuss the links and connections between countries

CLIL: Biology/ Chemistry/Geography/ IT

Materials: A world map, worksheets and web pages

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm-up activity	The aim of this task is to get students interested in the topic and to get them to talk about food.	Ask your students if they have eaten a food from another country this week. Make a list of possible answers (food and country it comes from) on the board. Then divide your students into small groups (3 or 4 students per each group) and give them worksheet A with questions to answer. Allow some time for group discussion and then let one person from each team to write down possible answers on the board and pin the countries on the world map. At the end of the task, there should be some connections on the map between Poland and other countries reflecting the global links the class has.	10 min	A world map Worksheet A
Main part of the lesson	To help students to describe different aspects of globalization.	1. Brainstorming. Ask your students what they understand by the term of globalization. Elicit some possible answers and tell your students to go to page: https://www.globalpolicy.org/globalization.html and read quickly the text about globalization. Then tell your student to think about possible advantages and disadvantages of globalization. Allow some time for short discussion. Then groups/pairs compare their own ideas. Make a list of possible answers on the board.	10 min	https://www.globalpolicy.org/globalization.html

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	To get students interested in the topic and to check/develop their food vocabulary	3.Vocabulary Teacher gives out Worksheet B and asks students in pairs to think of possible answers. Teacher checks if students know the meaning of the words, if not tries to explain them. Next students compare their own ideas. Any new vocabulary that appears in this task should be clarified. Finally they check their answers with the teacher.	10 min	Worksheet B
	To learn some facts about Fair trade Organization.	4. Fair trade Ask your student if they have ever seen the sign Fair Trade. If so, where and when. If they haven't seen, explain briefly the concept of fair trade. (see teacher's notes). Then tell your student to go to page : http://www.fairtrade.net/ And find out more interesting facts about fair trade. Each pair or group of student should concentrate on various aspects of fair trade, such as: standards, products, programs, producers. Allow some time to find the information. Then ask each group or pair to present their findings.	10 min	http://www.fairtrade.net/
Wrap-up	To summarize and evaluate.	Teacher asks students about some words which were used during the class and checks if students remember some facts from the lesson. Then tell your students that they will be preparing a project about Fair trade in a form of a webquest. Give your students 2-3 weeks to do the task.	5 min	

Credits:

<https://www.globalpolicy.org/globalization.html>

www.wikipedia.org

<http://www.fairtrade.net/>

Task from "Geography" by Keith Kelly, Macmillan Vocabulary Practice Series.

notes:

Worksheet A – students' own answers.