DIDACTIC UNIT:

Delicious!

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Grupo 2
Curso 2010/2011
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</table>
1. Justification

The foreign languages are interesting in our society because of the changes in economy and technology. In the relationships with other people in different spheres, foreign languages are indispensable for communication.

The location and economic evolution in Spain justify the need for including the need to include foreign languages in the curriculum.

Moreover, Spain is a member of the EU, so it is necessary the introduction of foreign languages for the right communication among all the European members. The languages are an important element in order to confirm the European identity. Because of this, we must prepare our students so that they live in a multilingual world, in which the foreign languages let access to other cultures and value the own languages better.

The Council of Europe recommends the learning of more than one foreign language in the Secondary Education and the learning of mechanisms which let continue with the learning of new languages in the adulthood.

The aim of learning the foreign language in the Secondary Education is that students learn the discursive skills which can take place in different spheres.

This stage will provide to students a basic knowledge in foreign languages which let them go on in a progressive way.

To reach these aims, the curriculum wants to get an effective oral and written communicative competence. Therefore, the linguistics skills which will be developed will be productive, receptive and interactive.

We must take into account that all the speakers own a certain degree of communicative competence, whose components are common to all the languages. The planning for the didactic activities should:

- Encourage critical attitudes in front of the languages, their learning and the contents that they transmit.
- Employ a methodology which comes from the same approach and contemplates that learning is complementary.

- Take into account that the first language has generated a competence and knowledge which works as preconcepts in the other.

The specific situation of the Comunidad Valenciana, where Catalan and Spanish live together, presents characteristics which show the necessity for the integration of languages. We must observe the diversity of starting situation (first language) and its degree of knowledge in the second language.

The knowledge of a foreign language is not only learning to use it in communicative contexts. This favours the respect, the interest and the communication with the speakers of other languages, develops the intercultural conscience, it is a vehicle for the comprehension of topics and general problems and for the acquisition of different learning strategies. The learning of other foreign languages contributes to develop positive and receptive attitudes towards other languages and cultures and, at the same time, to understand and to value the own languages.

The high school to which I will prepare the material is the I.E.S. Tirant lo Blanc, placed in Elche (Alicante). The material will correspond to the level of 3º ESO. There are three teachers for this level, six groups of students and thirty students in each group. The high school has a room with computers, a room with televisions with DVD; in the English department there are CD players, dictionaries, textbooks and books for reading and the classrooms have the normal blackboards and projectors.

2. Final task of the unit

At the end I want my students to do an oral presentation. First of all, they must get into groups of four. After that, they have to find out the information about foods on the Internet or encyclopedias and present it the day teacher and students agree. They need to follow some instructions to do it, which are listed in the Final task section in the unit. Students will be given a worksheet of group evaluation (page 14) which they have to hand in the same day of the oral presentation.
3. Communicative objectives

With this unit, we aim at contributing to the achievement of the following objectives set in our didactic programme:

1. To learn and review vocabulary related to food.
2. To ask for likes and dislikes.
3. To look at the pronunciation paying attention to the rhythm.
4. To build sentences and texts using the present passive.
5. To rewrite active sentences in passive voice.
6. To infer rules in order to use the present simple passive.
7. To learn how to distinguish homonyms words.
8. Organize, select, add and contrast information.
9. To read and write autonomously different types of written texts, in order to extract general and specific information and to use reading as a source of pleasure.
10. To do a project work by themselves.

4. Contents

A) Oral communicative skills (listening & speaking):

- Listening a text, paying attention to the pronunciation in order to repeat it.
- Listening a text, extracting the information needed to the exercises.
- Presenting to their classmates some information which they have found about a topic given by the teacher.

B) Written communicative skills (reading & writing):

- Reading a text for the general comprehension and the identification of specific information.
- Writing a short text based in a previous reading.

C) Language awareness

C.1. Functional contents
• Expressing present events.

C.2. Grammatical contents

• Present passive voice.

C.3. Lexical contents

• Expanding the vocabulary related to food.

C.4. Phonetic contents

• Recognizing and producing basic guides of rhythm, intonation and stressed.

D) Socio- cultural aspects

• Curiosity and interest about the English customs regarding meals.
• Curiosity and interest about international exotic food.
5. Exercises

Delicious!

VOCABULARY

Food

1. Match the words with the pictures (1-16).

Beef- carrots- Chicken- Cod- grapes- pork- Green beans- lamb- lemons-
Melon- squid- Mushrooms- Peppers- pineapple- Salmon- prawns

2. Listen and repeat the food items in the pictures in exercise 1. Then translate them.

3. Ask and answer about the food in exercise 1. Work in pairs.
   A: Do you like mushrooms?
   B: Yes, I do./ No. I don’t.
PRONUNCIATION

Rhythm

1. Listen and repeat the limerick. Pay attention to the rhythm. The underlined syllables are those in which you have to put the emphasis.

There **was** a young **woman** from **Ryde**, who ate **ten** green **apples** and **died**.

The **apples** **fermented** inside **the** **lamented**.

And made **cider** **inside** her **insides**.

(Lamented= someone who has died)

GRAMMAR

The present passive

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
</table>

At Fred’s dinner…
They fry **potatoes**. They don’t serve **alcohol**.

**The potatoes** are fried. **Alcohol** isn’t served
1. Complete the rule. Choose the correct verb.

We form the present passive with the present tense of the verb be/ do/ have and the past participle.

2. Make the active sentences passive.

a) They grow tea in India
   Tea is grown in India.

b) They eat dog meat in Korea.

c) They make chocolate from cocoa beans, milk and sugar.

d) They don’t grow red peppers in Britain.

e) They make the best chocolate in the world in Belgium and Switzerland.

f) They eat raw fish in Japan.

g) They don’t serve alcohol in the UK.

3. Write four sentences about foods and drinks from your country or region.

Use these verbs in the passive: grow, make.

Oranges are grown in Andalusia.

Red wine is made in Rioja.

LISTENING

1. Listen. Match the characters with the opinions about the music at the disco.

a. Kelly thinks…
   I. …there isn’t enough heavy metal.

b. Ali thinks…
   II. …the music is OK.

c. Sarah and Harry think…
   III. …there isn’t enough rap music.

2. Listen again. Put the events in the correct order.

a. Kelly invites Harry and Sarah to the cinema.

b. Sarah and Harry see Kelly and Ali.

c. Sarah and Harry dance.

d. Kelly and Ali complain about the music.

e. Sarah and Harry arrive at Bramley College

f. Sarah and Harry go into the disco.
A food questionnaire

1. Read this questionnaire about food completed by Mary.

What is your favourite kind of food?
I love bacon, eggs and tomatoes.

What other kinds of food do you like?
I love Italian food- pasta and pizzas. I also love sweet things, like cake and chocolate.

Do you think you have a healthy diet?
Yes, I think so. I try to eat healthily. I usually have some fruit and some vegetables each day. I try not to eat too many cakes!

Is there anything you really hate?
I don’t hate anything. However, I don’t like bananas very much.

How many meals do you have a day? And at what times?
I have three meals: breakfast at about 7.30, lunch at 12.30 and dinner at about 7.00. However, at the weekend I get up later so I have breakfast at about 9.00.

Do you eat between meals?
I sometimes have some crisps or a biscuit in the middle of the morning or the afternoon.

Do you prefer eating at home or eating out?
It depends. There is a great pizza’s restaurant in our town and I love going there. But my mum makes the best lasagne in the world!

Do you ever prepare food for yourself?
Not very often. I sometimes make a sandwich for myself, but I never cook.

2. Read the text again. Complete the sentences with the foods in the box.

Bananas- crisps- lasagne- sandwich- tomatoes
a) Mary’s favourite food is bacon, eggs and _________.
b) She doesn’t like _________ very much.
c) She sometimes has some _________ in the middle of the morning.
d) Her mum makes a great _________.
e) Mary never cooks but she sometimes makes a __________.

**WRITING**

*The food questionnaire*

Copy the questions in the questionnaire into your notebook and answer them.

**FINAL TASK**

*Oral presentation*

❖ Follow the instructions:

A. Get into a group of four.

B. Choose four foodstuffs, find out information about them and present it to your classmates using Power point slides in approximately 8 minutes.

Information you have to find out:

1. Physical description of the food.
2. Where it comes from.
3. The advantages and disadvantages of eating that food.

C. Take into account the following:

1. You must do it in English.
2. No longer than 8 minutes.
3. The speaking time will be divided equally.
4. Try to use the passive tense.
6. Methodology

My method will be adapted to the characteristics of the students to favour the capacity to learn on their own and work as a team promoting creativity and dynamism and will integrate resources of information, technologies and communications in learning.

The methodology that I am going to use in this didactic unit is an eclectic one, as I have not used an only method during the development of this didactic unit. First, I am going to use an audio-lingual method in which I will present an oral model to the student, who should first listen and then repeat it.

Then, the other method I will use is the communicative approach, in which language is considered a means of communication and interaction between members of a community. The goal is to develop student’s communicative competence.

7. Resources

- A textbook for carry out the different exercises.
- The blackboard to explain the grammatical aspects and correct some exercises.
- A CD player for the listening activity.
- A computer.
- The projector for the final task.

8. Assumed knowledge of the students

The students should have previous knowledge in order to understand the new issues. They should know:

- The present tense of the verb to be.
- The past tense.
- The past participles of the verbs.
- Irregular verbs.
- Some vocabulary.
9. Anticipated problems

The explanation of the different points of this unit can bring some difficulties concerning the understanding of the students. The explanation of the present passive can create confusion. In Spanish language, there is agreement between the past participle and the subject of the sentence if this is feminine or plural. So I have to make clear that in English there are no agreements. The past participle has an adjectival value and the adjectives in English have neither gender nor number.
10. Planning of pedagogical tasks for each lesson

Lesson 1

<table>
<thead>
<tr>
<th>STEPS</th>
<th>AIMS</th>
<th>ACTIVITIES &amp; TASKS</th>
<th>TIMING (50 min.)</th>
<th>INTERACTION PATTERNS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>To present the vocabulary related to food.</td>
<td>Teacher shows some pictures of food and names of food.</td>
<td>25 min.</td>
<td>Teacher/ Students</td>
<td>Reading/ Listening/ Speaking</td>
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<tr>
<td></td>
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<td>Students have to match the names with the pictures (exercise 1).</td>
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<td>The Students have to listen and repeat the name of the food and translate them</td>
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<td></td>
<td>(exercise 2).</td>
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<td></td>
<td>The students, working in pairs, make questions and answer about food</td>
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<tr>
<td></td>
<td></td>
<td>(exercise 3)</td>
<td></td>
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</tr>
<tr>
<td>Controlled- oral practice</td>
<td>To practise the pronunciation regarding the rhythm.</td>
<td>Students listen to a limerick in a CD, paying attention to the rhythm.</td>
<td>10 min.</td>
<td>Students</td>
<td>Listening/ Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then they repeat it, trying to imitate what they have listened to before.</td>
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<tr>
<td>Presentation</td>
<td>To present the final task</td>
<td>Teacher explains what the students have to do at the end of the unit so that they</td>
<td>15 min.</td>
<td>Teacher/ Students</td>
<td>Listening/ Speaking</td>
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<td></td>
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<td>prepare it at home during the week.</td>
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<td></td>
<td></td>
<td>Teacher gives the students the worksheet of group evaluation, which students have</td>
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<td>to hand in the day of the final task.</td>
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<tr>
<td></td>
<td></td>
<td>Students ask doubts about the final task.</td>
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## Lesson 2

<table>
<thead>
<tr>
<th>STEPS</th>
<th>AIMS</th>
<th>ACTIVITIES &amp; TASKS</th>
<th>TIMING</th>
<th>INTERACTION PATTERNS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled- written practice</td>
<td>To practise the present passive.</td>
<td>Teacher explains the grammatical structure of the tense and how to make passive sentences from active sentences. Students do exercises to put it in practice. In exercise 1, students have to apply the rule of the passive. In exercise 2, they have to make passive sentences from active sentences, and in exercise 3, they have to think about passive sentences about food (semi controlled task).</td>
<td>30 min.</td>
<td>Teacher/ Students</td>
<td>Listening/ Reading/ Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The exercise 1 is corrected orally and the exercises 2 &amp; 3 are corrected on the blackboard.</td>
<td>20 min.</td>
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</tbody>
</table>
Lesson 3

<table>
<thead>
<tr>
<th>STEPS</th>
<th>AIMS</th>
<th>ACTIVITIES &amp; TASKS</th>
<th>TIMING (50 min.)</th>
<th>INTERACTION PATTERNS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled- written practice</td>
<td>To listen to a conversation, understand it and extract some information.</td>
<td>Students listen to the conversation twice and try to do the exercises related to the listening. Students listen to it again to check their answers.</td>
<td>20 min.</td>
<td>Students/ Teacher</td>
<td>Listening</td>
</tr>
<tr>
<td>Controlled- written practice</td>
<td>To understand a reading text.</td>
<td>Students read the questionnaire and understand it. Teacher explains the student’s doubts. Students do an exercise of reading comprehension. The exercise is corrected orally.</td>
<td>20 min.</td>
<td>Teacher/ Students</td>
<td>Reading/ Writing</td>
</tr>
<tr>
<td>Semi- controlled task</td>
<td>To write a text based on the previous reading.</td>
<td>Teacher explains what students have to do in the writing. Students write their own answers to the questionnaire.</td>
<td>10 min.</td>
<td>Students/ Teacher</td>
<td>Writing</td>
</tr>
</tbody>
</table>
## Lesson 4

<table>
<thead>
<tr>
<th>STEPS</th>
<th>AIMS</th>
<th>ACTIVITIES &amp; TASKS</th>
<th>TIMING (50 min.)</th>
<th>INTERACTION PATTERNS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi- controlled task</td>
<td>To write a text based on the previous reading.</td>
<td>Students give the teacher the written activity they have done at home.</td>
<td>5 min.</td>
<td>Students</td>
<td>Writing</td>
</tr>
<tr>
<td>Controlled- written practice</td>
<td>To take a test.</td>
<td>Students take a test in which they prove their own knowledge of the unit. The teacher corrects the homework while students take the test.</td>
<td>40 min.</td>
<td>Students/ Teacher</td>
<td>Writing/ Reading</td>
</tr>
<tr>
<td>Semi- controlled task</td>
<td>To write a text based on the previous reading.</td>
<td>Teacher gives the students their homework back. Teacher reminds students that the next day the oral presentations of the final task will take place.</td>
<td>5 min.</td>
<td>Teacher/ Students</td>
<td>Reading</td>
</tr>
</tbody>
</table>
Lesson 5

<table>
<thead>
<tr>
<th>STEPS</th>
<th>AIMS</th>
<th>ACTIVITIES &amp; TASKS</th>
<th>TIMING (50 min.)</th>
<th>INTERACTION PATTERNS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final task</td>
<td>To do an oral presentation.</td>
<td>Students go in front of the class and, in groups of four, do the oral presentation about food by means of PowerPoint slides. Students give the teacher the Worksheet of group evaluation, filled at home.</td>
<td>50 min.</td>
<td>Students</td>
<td>Speaking</td>
</tr>
</tbody>
</table>
11. Assessment/ Evaluation criteria

I am going to evaluate what the students have been doing during the unit. I will evaluate the final task to prove they have learnt correctly. I will provide the students with the following to do it:

**ORAL PRESENTATION: FOOD**

EVALUATE WHAT YOU HAVE DONE IN YOUR GROUP (*)

Grade yourself from 0 to 5 (0 means nothing and 5 means a lot):

<table>
<thead>
<tr>
<th></th>
<th>I have helped my group</th>
</tr>
</thead>
<tbody>
<tr>
<td>To look information</td>
<td></td>
</tr>
<tr>
<td>To design the Power point slides</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I have learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some general information on the topic</td>
<td></td>
</tr>
<tr>
<td>Some new vocabulary</td>
<td></td>
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<tr>
<td>Some new grammatical structures</td>
<td></td>
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</tbody>
</table>

Put an X in the box you agree:

<table>
<thead>
<tr>
<th></th>
<th>I think ‘working in groups’ has been</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td></td>
</tr>
<tr>
<td>Quite useful</td>
<td></td>
</tr>
<tr>
<td>Not useful at all</td>
<td></td>
</tr>
</tbody>
</table>

Grade yourself from 1 to 10 according to the contribution you have made to the group (1: you have not contributed; 10: you have contributed a lot): ____________.

Grade the other students in your group in the same way

<table>
<thead>
<tr>
<th>NAME</th>
<th>MARK</th>
</tr>
</thead>
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</tbody>
</table>

* Please be sincere
And then I will assess my students. To do this, I will provide them the following worksheet assessment:

**ENGLISH TEST**

1. Write the name of the food at the pictures:

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
2. Make these active sentences passive.

a) They grow tea in India.
b) They don’t grow red peppers in Britain.
c) They eat raw fish in Japan.
d) They make chocolate from cocoa beans, milk and sugar.

3. Read the text and answer the questions.

Every country in the world has its own food. Some dishes seem strange to us- but remember, some of our dishes seem strange to them!

Bird’s nest soup is very popular in many Asian countries, especially in China. The nests are collected from the caves where the birds live. The nests are made from the birds’ saliva, and this gives the soup its special flavour. There is also a Chinese dish called ‘thousand-year-old-eggs’. In fact, the eggs are only about a hundred days old- but that’s old for an egg! The white part of the eggs goes dark, and the yellow part goes green.

Many people are frightened of spiders, but among the Piaroa Indians of Central America, tarantulas are considered a delicacy. The spiders are cooked over a fire and then eaten. The most delicious parts are the big, hairy legs, they say. In Cambodia, fried spiders are sold in the street as a snack.

Insect aren’t eaten very often in Europe, but they’re popular in many other countries. For example, fried ants are a popular snack in parts of Colombia. (They taste like bacon). Witchetty grubs are a traditional food of the Australian Aborigines, and now they’re served in lots of restaurants in Australia.

Like everything in the world, food is becoming more global. For example, cheese has never been popular in China or Japan, but more cheese is sold there is sold every year. Maybe one day, spiders and insects will be popular dishes in your country!

a. In bird’s nest soup, what are the nests made from?
b. How old are thousand-year-old-eggs?
c. Which parts of the tarantula are considered the most delicious?
d. In Cambodia, where are fried spiders sold?
e. What do fried ants taste like?
f. Who traditionally eats witchetty grubs?
This is the moment to analyze my results, my work and my methodology.

- If the results are not good enough, I will have to look for reasons: the method, the work outside and inside the classroom, the material used, myself, my students...

- I have to think what to do with the students who have failed. I cannot forget these students. I will have to offer them the possibility of going on with the English language, to give them a second opportunity, to follow a special method, to program some special sessions and a personalized work.

12. Attention to students with specific educational needs

- When teaching this unit, I will take into account that there are in my classroom several boys and girls coming from other countries.

- There are several pupils having problems of social and school integration.

- The students having a good English language level will have the possibility of taking out from school reading books, videos and some other material about English civilization. Those who have not so good English language level will be provided of reinforcement activities.

Reinforcement activities:

1. Complete the words. Use vowels.
   beef
   a. p_n_ _ppl_  
   b. m_l_n  
   c. p_rk  
   d. s_lm_n  
   e. p_pp_rs  
   f. gr_ _n b_ _ns  
   g. pr_wns  
   h. m_shr_ _ms

2. Complete the sentences with the correct form of be, affirmative or negative.
   a. Books _________ sold in libraries, but you can read or borrow them.
   b. Rice _________ eaten in China and Japan.
c. Penguins _________ found in the Arctic. They only live in the Southern
Hemisphere.

d. Crisps _________ made from potatoes.

e. Bananas _________ grown in tropical countries.

f. *The Simpsons* is a very popular programme. It _________ watched by millions.
13. Bibliography

