

Unit 8 La comida

About the unit

In this unit pupils learn to discuss their likes, dislikes and preferences with regard to food and drink. They learn about quantities and devise recipes.

New language content:

- direct object pronouns with things (*lo, la, los, las*)
- expressions of quantity
- *tener hambre/sed*
- disjunctive pronoun with preposition, *eg para mí*

New contexts:

- food and drink
- likes, dislikes and preferences
- following and preparing recipes
- buying food
- restaurant/*tapas*
- Christmas food

Alternative contexts: comparing; offering opinions about cinema and television choices; clothes; buildings; hobbies.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit further develops pupils' understanding of social conventions to do with eating. Designed for the end of the autumn term, it allows some development of the Christmas theme beyond cards and gifts. It looks ahead to the health and lifestyle themes covered in unit 9 'La salud' and unit 10 'De compras'.

Expectations

At the end of this unit

most pupils will: understand spoken and written descriptions of food and simple recipes, *eg* items in *paella*; state their preferences for food and drink, including those from different countries; order a meal or *tapas* for themselves or others from memory, or tell someone what they would like

some pupils will not have made so much progress and will: understand simple spoken and written descriptions of food and recipes; state their preferences for different food and drink; order a meal or *tapas* for themselves using a menu or other appropriate support

some pupils will have progressed further and will: understand more complex texts about food and health; make comparisons about what is eaten at different mealtimes, both in the UK and in Spain, and state their own preferences; respond appropriately to unpredictable elements in spoken language

Prior learning

It is helpful if pupils already know:

- radical-changing verbs
- all persons of *tener*
- positive commands
- constructions with *gustar, preferir, interesar*
- time-related words
- daily routines
- names of mealtimes and vocabulary for food and drink
- direct object pronouns for persons

Resources

Resources include:

- pictures of Spanish meals and dishes
- a Spanish recipe book
- articles about food from Spanish magazines
- sample menus from Spanish restaurants
- PCs, data-handling and text-manipulation software
- access to the internet

Out-of-school learning

Pupils make a list of any food and drink products they can purchase locally which are of Spanish or Latin American origin. The class produces a list of the products with their Spanish names for display, including a map with the origins marked.

Future learning

- This unit introduces the theme of healthy eating, developed in unit 9 'La salud'.
- This unit also prepares for further use of pronouns.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**1**

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • vocabulary for food and drink with appropriate pronunciation and intonation | <ul style="list-style-type: none"> • Revise mealtimes and items of food and drink from unit 3 'El horario'. • Teach the names of various items of food and drink, initially as single nouns and then incorporated into sentences, eg to answer the questions <i>¿Te gusta la fruta? ¿Te gustan las manzanas? ¿Qué prefieres comer?</i> Try to bring in real items to support vocabulary recognition and learning. • Make a list of as many words that are similar to English as possible. Then list words that are more difficult to learn. Categorise into masculine, feminine, fruits, vegetables, fast food, etc. • Revise <i>querer (ie)</i> and check if pupils can remember how to form radical-changing verbs. | <ul style="list-style-type: none"> • name a variety of food items matched to contexts • learn and practise techniques for memorising | <ul style="list-style-type: none"> • Restrict the time spent on practising single nouns. Ensure that pupils have opportunities to use them in sentences as soon as possible. • There is potential for much vocabulary here: fruit, vegetables, ice-cream flavours. Provide opportunities for this type of activity to take place more than once. Emphasise the use of language rather than just acquisition of new vocabulary and break it down into realistic amounts. |
|---|---|--|---|

2

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • to consolidate their knowledge of food and drink vocabulary • to use direct object pronouns to refer to things | <ul style="list-style-type: none"> • Play 'Kim's game' with a tray of food and drink items, or with transparencies on an OHP. • Ask questions to elicit the use of direct object pronouns, eg <i>¿Comes pan con el desayuno? Sí/No/lo como</i>. Continue with all forms: masculine, feminine, plural. ▲ Introduce <i>soler (ue)</i> to talk about usual eating patterns and demonstrate how direct object pronouns follow the infinitive, eg <i>¿Sueles comer manzanas? Sí/No suelo comerlas</i>. • Play the 'market game'. Divide the class into groups of about six. Group 1 starts with a pupil who says <i>Voy al mercado para comprar (a)</i>. Group 2 then says <i>Voy al mercado para comprar (a) y (b)</i>, and so on round the class. If a group gets the sequence wrong or forgets an item, they are eliminated. | <ul style="list-style-type: none"> • show increased confidence in the use of food and drink vocabulary | <ul style="list-style-type: none"> ▲ Instead of <i>No suelo comerlas</i> the form <i>No las suelo comer</i> is often used now. |
|---|--|---|---|

Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

3

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • to discuss food and drink in the context of their own everyday lives • to exploit what they have learnt to access further information from a variety of sources | <ul style="list-style-type: none"> • Using the questions in section 1, pupils practise asking each other in pairs and list each other's preferences. These might include generalities such as <i>la comida italiana</i> to revise nationalities. • Pupils carry out a food survey in class about favourite foods, favourite school menus, usual food eaten at mealtimes, or food eaten over a period of time. Give cue cards to pupils needing support so they can ask questions accurately. Limit the range of information sought. Enter the information into a datafile. Send the questionnaire to other classes and add the information to the datafile, which is then interrogated to identify differences in the eating habits of different groups, eg girls v boys, older v younger pupils. Results could be compared with those from a similar survey from a link school in a Spanish-speaking country. • Pupils present their findings orally to the class and learn how to explain information in graphs. ▲ The activity gives pupils an opportunity to comment in writing on the results and to make comparisons. • Pupils could categorise the food recorded in the survey as 'healthy' or 'unhealthy' in preparation for unit 9 'La salud'. | <ul style="list-style-type: none"> • reinforce their own knowledge of food and drink items • show an ability to use ICT for practical communication • use language in real contexts | <ul style="list-style-type: none"> • Consult the food technology department to ascertain where this activity appears in their scheme of work. Adapt the timing of this unit appropriately. • Adapt any of these activities as a listening exercise, eg pupils fill in a grid of speakers' preferences or they listen to an account by a Spanish pupil of a typical day's meals and note the contents and differences between British and Spanish mealtimes. • Use information from the link school as a reading activity. • Using a database is a powerful and efficient means of accessing and interpreting real information. |
|--|--|--|--|

Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

4

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • to skim and scan authentic sources for information and to provide summaries and reports • to use and express notions of size, quantity and measures • to ask and answer questions when shopping | <ul style="list-style-type: none"> • Using authentic Spanish sources, give pupils simple reading comprehension tasks based on genuine Spanish recipes and menus that include quantities and measures. • As a written task or extension, pupils use the Spanish model to produce simple recipes for English dishes, listing ingredients and using dictionaries where necessary to include quantities and measures. Pupils could extend this by producing recipes for dishes that are unusual and possibly inedible, eg sandwiches and pizzas with strange fillings or toppings. • Using their lists of ingredients, pupils practise simple language for shopping. Encourage the use of direct object pronouns and both formal and informal language, eg <i>¿Qué desea usted? ¿Tú, qué quieres?</i> | <ul style="list-style-type: none"> • demonstrate the ability to read passages for gist and detail • understand and use quantities and measures when talking about recipes • use appropriate language to shop for food items | <ul style="list-style-type: none"> • Pupils could use a search engine to find recipes and menus on the internet. • Pupils could use text-manipulation software to sequence the steps in a recipe correctly. • Pupils will have studied the genre features of recipes, and written their own, in English. • The second activity gives an opportunity to revise regular positive commands. • At this time of year it is appropriate to think about a Christmas meal menu, with the types of food traditionally presented in different regions. If the unit is moved to a different time, adapt the section accordingly, eg request typical regional dishes from a link school, use the different cultural backgrounds of pupils in the class. • The third activity provides a link to shops in town covered in unit 5 'En el pueblo'. Shopping also provides an opportunity to revise higher numbers and to convert prices into euros. • A further related activity can be found in <i>Optional Tests and Tasks 2.2</i>. |
|---|--|--|---|

Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

5

- to order drinks or a meal using correct pronunciation and intonation
 - to understand and use the disjunctive pronoun *mí*
 - to cope with the unexpected
- Introduce the context of eating out. Pupils progress from ordering a single item, *eg* a drink in a bar, to *tapas*, to a full meal, *eg de primero ... de postre...*. Introduce further expressions of quantity, *eg una ración de...*. Additional vocabulary such as ice-cream flavours may be needed, and the expressions *Tener hambre/sed*.
 - Pupils simulate a restaurant or café, with some acting as bar staff, some as waiters, some as customers. Customers call a waiter who memorises the order; the waiter tells bar staff the order; the waiter then takes the correct order back to the customer. This could be expanded to include *tapas* as pupils become more confident with vocabulary.
 - Develop the restaurant or café activity further. Introduce *para mí*, in such exchanges as *¿Qué vas a tomar? ¿Qué quieres tomar? Para mí, nada*. Extend to other persons of the verb if appropriate.
 - Pupils role play a scene in a restaurant. Most pupils will read a script and perform from memory. Give adequate prompts with illustrations to those pupils who may need them. Revise the immediate future with questions such as *¿Qué vas a tomar/ comer/beber?* and encourage pupils to use this.
 - ▲ Introduce unpredictable elements, *eg* the teacher provides each character with a script, but does not allow pupils to know what each other has. The waiter therefore brings the wrong item and pupils need to respond appropriately. When presenting the bill the waiter may include an error.
- order drinks or a meal using appropriate accurate language
 - convey simple factual information from memory
 - ▲ respond appropriately to unpredictable situations
- As a method of preparing the role play, the following sequence may be used: pupils work in pairs for no longer than five minutes, practising a given transaction. They then reverse roles and practise for the same length of time. The teacher listens as pupils practise, and chooses pairs to demonstrate to the class. The more confident then take part in unprepared role plays in pairs nominated by the teacher.

6

End-of-unit activities

- to apply the knowledge, skills and understanding learnt in this unit
- If the unit is taught at the end of the autumn term, work could be planned around the Christmas theme. Pupils could use information from unit 7 'Nos presentamos' and this unit, as well as knowledge of daily routines, to set up role plays or a short drama set in a Spanish-speaking household. Scenes could include a family meal and exchange of gifts. This is an opportunity to encourage pupils to use their imagination and creativity to produce an entertaining sketch. Pupils could video their sketches.
 - As a practical activity, pupils could make one of the dishes from section 4 and write up the process in the present tense.
- are confident to use language imaginatively and creatively to communicate a genuine message
- Try to use the context of festivals to introduce pupils to a variety of customs from Spanish-speaking countries. Introduce more exotic fruit, vegetables and recipes.
 - For the practical activity, obtain advice from the food technology department regarding health and safety precautions.

Any activities marked ▲ might be better suited to higher-attaining pupils