

<b>LESSON TITLE</b>	Food and Culture
Class Objectives	Students use adjectives to describe cultural practices; they also practice critical thinking and cultural sensitivity.
Learning Outcomes	Adjectives
Duration	3 hours
Student Level	B1 - B2
Medium of Instruction	Physical

## ENGAGE

### My Favorite Food

Prepare a [Padlet](#) board with the question: "What is your favorite dish?" Have the students submit their answers using IMAGES ONLY. Once everyone has submitted, have the students work with a partner, then have them describe their favorite dish to their partners without disclosing the actual dish. Encourage them to give colorful descriptions. Once the students have guessed the dishes, have them discuss the following questions:

- What makes this your favorite dish?
- Where and when would you usually eat this dish?
- Can you cook/make this dish?
- Do you think your favorite dish says something about your personality? If so, what do you think your dish represents in terms of your personality?

### Cultural Cuisine

One of the best signifiers of a culture is their food. Food represents a part of history and culture. Have the students discuss with their partners some cultural cuisines that represent such aspects. For example, in the Philippines, *bihon* is considered a cultural cuisine because it represents the cultural homogeneity of the Chinese and the Filipinos throughout history. Here are some guide questions for the students:

- What does this dish represent in terms of your culture's history?
- Are there any significant events tied to this dish?
- Is this dish eaten during a special holiday? Why?
- Do you like this dish? How does it taste?

## STUDY

The discussion for today revolves around adjectives describing culture. Recap the lesson on adjectives, then give the students a word list for adjectives to describe culture. A list has been prepared below, but it is HIGHLY ENCOURAGED that you prepare a list as well in order to tailor-fit the difficulty.

Go through the list with the students. Then have them work with their partners to fill out the worksheet, as well as give examples. This worksheet might take time, so encourage them to

work together and discuss when they finish answering.

## ACTIVATE

### Around the World

Divide the class into groups (3 members minimum, if possible). From the list below, have them randomly choose a country. The task of the groups is to prepare a presentation regarding the culture they selected, focusing on the following points:

- Cultural Dishes
- Description of Cultural Dishes
- Economic Standing
- National Language
- Notable Figures
- National Holidays/Notable Celebrations
- Unusual Practices (if any)
- Student Analysis (What do their cultural dishes represent in terms of their culture?)

Give the students ample time to prepare their presentations. Emphasize the last question, as this is the main topic of the day. It's important for the students to analyze their food culturally in order to explain certain aspects of their culture.

Taiwan	Hong Kong
Italy	South Africa
Spain	Brazil
Germany	Singapore
Maldives	Guam
Japan	Indonesia
Malaysia	Costa Rica
Laos	France
Mauritius	Greece

Adjective	Meaning	Example
Contemporary		
Modern		
Traditional		
Conservative		
Liberal		
Dominant		
Patriarchal		
Tribal		
Cosmopolitan		
Monarchy		
Xenophobic		
Medieval		
Authoritarian		
Progressive		
Religious		
Refined		
Profound		