

**UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS**

Programa de Pós-graduação em Ensino de Língua Inglesa

**MY FAVORITE FOOD IS...
English Teaching Material**

Samira Oliveira de Almeida

**Belo Horizonte
2023**

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Trabalho apresentado ao curso de pós-graduação em Ensino de Língua Inglesa da Faculdade de Letras- UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientador: Professor Ricardo Augusto de Souza.

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 15:00 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar, em exame final, o trabalho intitulado **MY FAVORITE FOOD IS:English Teaching Material**, apresentado por **Samira Oliveira de Almeida**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidélis Braga, indicou (X) aprovação/ () reprovação do(a) candidato(a);

Prof(a). Dr(a), Ronaldo Correa Gomes Júnior indicou a (X) aprovação/ () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) aprovado(a)/ () reprovado(a).

Nota: 65

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Júnia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 12/12/2023, às 07:42, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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RESUMO

Este estudo aprofunda a exploração da criação de duas unidades temáticas destinadas a aprimorar o ensino de Língua Inglesa, adotando uma abordagem comunicativa. A revisão teórica aprofundada sobre essa abordagem serve como alicerce para a elaboração de atividades que se concentram na promoção da interação e comunicação eficaz entre os alunos. O destaque vai para a prática oral dos estudantes, a utilização de textos autênticos e a ênfase no papel ativo do aluno nas atividades concebidas. Os resultados obtidos nesta pesquisa destacam de maneira evidente a relevância da abordagem comunicativa no processo de aquisição de uma segunda língua, ressaltando a centralidade do aluno e a autenticidade do conteúdo como elementos cruciais. Este trabalho contribui para o enriquecimento do panorama educacional ao abordar estratégias inovadoras e eficazes no contexto do ensino de Língua Inglesa.

Palavras-chave: abordagem comunicativa; comunicação eficaz; aquisição de segunda língua; estratégias inovadoras; interação em sala de aula.

ABSTRACT

This study delves into the exploration of creating two thematic units aimed at enhancing English language teaching through the adoption of a communicative approach. A thorough theoretical review of this approach serves as the foundation for crafting activities that focus on promoting interaction and effective communication among students. Emphasis is placed on students' oral practice, the use of authentic texts, and highlighting the active role of the student in the developed activities. The results obtained in this research unmistakably underscore the relevance of the communicative approach in the process of acquiring a second language, emphasizing the centrality of the student and the authenticity of the content as crucial elements. This work contributes to enriching the educational landscape by addressing innovative and effective strategies in the context of English language teaching.

Keywords: communicative approach; effective communication; second language acquisition; innovative strategies; classroom interaction.

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INTRODUCTION

Back in March 2014, I gave my first English class, and I can still vividly recall the mix of nervousness and anxiety I felt. I was filling in for a teacher who was out of town, and the topic of that class was food and eating habits. The motivation behind selecting this theme for these units stems from that memorable first teaching experience. It holds a special place in my heart.

The choice of food as a central theme is not only rooted in my personal teaching experience but also in the universal and relatable nature of this subject matter. Food is an integral part of everyone's life, transcending cultural, linguistic, and geographical boundaries. We all share a common relationship with food, and it plays a crucial role in our daily routines. When students can relate to the subject matter on a personal level, their enthusiasm and participation in the classroom are naturally heightened, leading to a more effective and enjoyable learning experience.

Both units have "food" as the central theme but with different focuses. The unit titled *"Do you like pasta?"* was designed for A1 level students at a language school. Teenagers and adults can be the target audience for this lesson. This unit is structured as follows: **"Food memory game"** – This section is the first warm-up activity for the theme of the unit **"What foods do you know in English?"** - This section aims to kickstart a brainstorming session, encouraging students to generate words related to the theme. **'Match the images with the vocabulary, then listen and check your answers'** - This section is designed to enhance students' visual and auditory comprehension. It encourages them to connect images with the corresponding vocabulary, reinforcing their understanding of the food-related terms. **"What food do you like? Follow the example and talk to your classmate about the food you like to eat"** - This section encourages students to engage in interactive and expressive learning. **"Look at the food pyramid. What foods do you know from each group?"** – This section brings further practice of the vocabulary previously learnt and it also introduces new vocabulary regarding the food groups **"Listen. Who is talking?"** – This activity serves as a pre-listening comprehension exercise **"Which sentences did you hear in the audio?"** – In this section, students are exposed to the same audio for a second time and search for the sentences spoken by the speaker. **"Read the text and listen. Look at the words in bold; they are present simple verbs."** - In this section, students gain access to the transcription of the audio used in the previous two activities. Additionally, they are

introduced to the grammar topic of the lesson, which is the present simple tense. **“Fill the gaps with the missing words from the box”** – Reinforce understanding and application of the present simple tense by engaging students in an interactive exercise. **What about you?** – The aim is to encourage active language production. **“Read the dialogue and practice with your classmate.”** – This section introduces the interrogative structure of the present simple. The idea is for students to practice the structure and learn the grammar through an inductive method. **“Change the sentences into questions. Follow the examples.”** - The aim of this section is to have students practice the grammatical structure they have learned. Finally, the last section of the unit is **“Write questions using the images and choose three classmates to answer them.”** - by selecting classmates to answer these questions, students can further practice the language by participating in a dynamic and interactive exchange.

The unit titled **“Let’s cook!”** was also designed for students at a language school as well for teenagers and adults. However, the recommended level is B1. This unit is organized as follows: **Let’s talk about cooking** – In this introductory section to the topic, students can familiarize themselves with the lesson's theme through key questions about cooking. **Let’s cook with Jamie Oliver** – In this section, students read a short text about who Jamie Oliver is, in addition to viewing the recipe they will learn in this lesson. This recipe will serve as the foundation for grammar learning. **The ingredients** – Students actively listen to the audio and mark off the ingredients they hear. **Match** – The primary goal is to familiarize students with the vocabulary they’ve just learned associated with cooking actions. **The odd one out** – Further practice on cooking verbs. **The method** – This section not only reinforces their knowledge of cooking verbs but also enhances their ability to follow and write down instructions in English. **Grammar in focus** – This section presents a set of multiple-choice questions that help students grasp the key concepts related to the imperative. **Practice** – Further practice on the imperative. **Find the correct ending to each verb** – Further practice for the imperative. **What about you?** – Students are encouraged to reflect on their daily meals, consider what they regularly consume, and document the ingredients and preparation steps for one of their chosen meals, promoting real-life application of the imperative tense in describing a personal recipe. **Step one: hands on!** - This section primarily aims to demonstrate how the imperative can be applied in contexts beyond recipes and culinary themes, while remaining relevant to the topic. Here, students will also receive instructions for their homework assignment, which involves creating a DIY video.

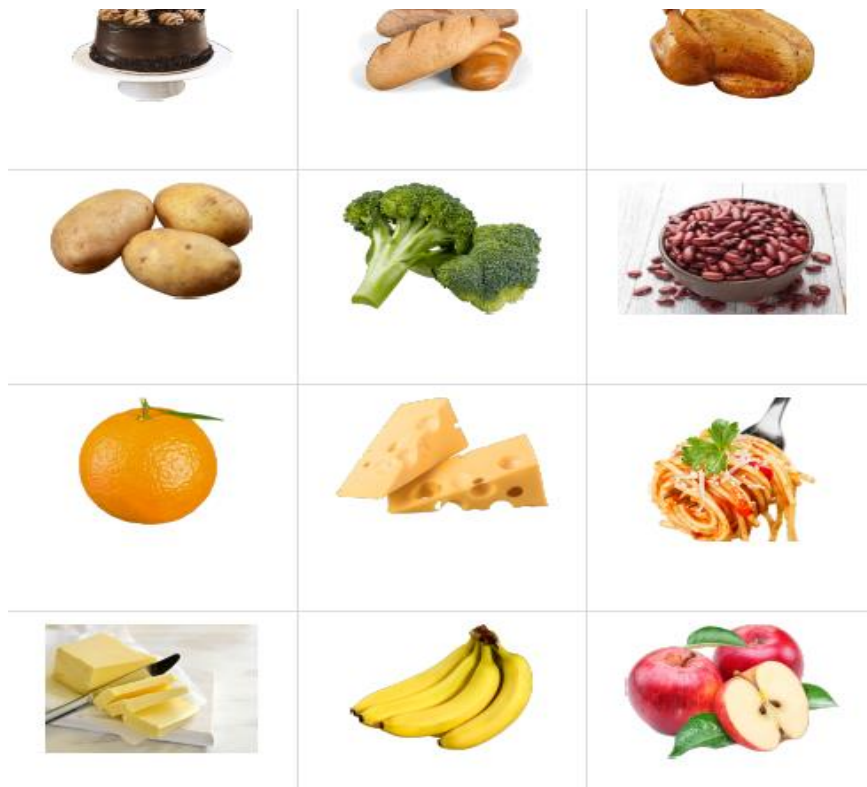
Do you like pasta?

1) Let's play! Go to page 05 from your activities book and detach the food memory game. Play the game with your classmate.

2) What foods do you know in English? You have 1 minute to write down as many foods in English as you can. After the time's finished share your words with your class. Ready? Set, go!

3) Match the images with the vocabulary, then listen and check your answers.

1 - apple 2 - butter 3 - orange 4 - bread 5 - broccoli 6 - beans 7 - cheese 8 - pasta 9 - potato 10 - chicken 11 - banana 12 - cake



4) Think about the words you have just study. Look at the food pyramid. Which foods can you remember from each group?



5) What food do you like? Use the words from exercise 2 and 3 and talk to your classmate about the food you like to eat. Follow the examples:



6) Look at the pictures bellow. Describe what you see on each one.



- Now, listen to the audio, who is speaking? The boy in picture A, the mother and her daughter in picture B or the family in picture C ?



- Listen again and check the sentences you hear in the audio.

- I like milk and bread.
- I don't like pasta.
- I have dinner at 7 o'clock.
- I like vegetables.
- I eat beans and rice.

7) Read the text and listen. Look at the words in bold, they are verbs.

I **have** breakfast at 8 o'clock in the morning. I **like** milk and bread for breakfast. I **have** lunch at 12 o'clock in the afternoon. I **like** fish and peas for lunch. I **eat** an afternoon snack at 4 o'clock in the afternoon. I eat a sandwich or biscuits for an afternoon snack. I **have** dinner at 7 o'clock in the evening. I **don't like** vegetables, but I **like** spaghetti and meat for dinner.

- **Grammar in focus**

Check the correct options to explain **the present simple**.

1) From the text we can infer that the boy is talking about:

- His routine and eating habits.
- His past when he was a baby.
- His future plans.

2) The boy also talks about:

- His school.
- His family.
- His likes and dislikes.

3) To express his *dislikes* the boy:

- Uses "does" + "not"
- Uses "do" + "not"

• Take a look!

	positive	negative
I	I eat fish.	I don't eat fish.
you	You like coffee.	You don't like coffee.
we	We drink milk.	We don't drink milk.
they	They live in London.	They don't live in London.



8) Listen to the audio. What foods does she mention?



• Now, fill in the gaps with the missing words. Listen and check your answers.

like am meat dairy vegetables

I ____ (1) lucky because in Canada, there are many foods to choose from. I ____ (2) to eat hot dogs, hamburgers, and steak. These are all ____ (3) products. I also like cheese, ice cream, and yogurt. These are all ____ (4) products. I like vegetables. My favorite ____ (5) are broccoli, cabbage, carrots, and peas.

9) What about you? Use the prompts to write about what you like to eat and drink.

I drink _____ in the morning.

I like to eat _____ for lunch.

I don't like to drink _____ in the evening.

I don't like to eat _____ for dinner.

I eat _____ in the afternoon.

• Share your answers with your classmates.

10) Read the dialogue and practice with your classmate. Pay attention to the words in bold.

- A. So, what kind of food **do you like**?
- B. I like everything. How about you?
- A. Me too. I really love spicy food. **Do you like** Mexican food?
- B. **Yes, I do.** And you?
- A. Yes, I really like tacos and nachos, but jalapenos are too spicy for me.
- B. Oh, I see. I love them. What is your favorite kind of food?
- A. Hmm, difficult question. I really like Indian food. I love curry. And you?
- B. Hmm, I really like sushi. Sushi is my favorite.
- A. I like Japanese food, too. I'm hungry. Let's order some burgers.

- **Underline the correct option to complete the rules about questions in the present simple:**

To ask questions in the *Present Simple* we use the auxiliary verb **do / have / be** with subjects **I, you, we, they / he, she , it.**

- **Take a look!**

yes/no questions		short answers		
		positive	negative	
I	Do I eat cheese?	I	Yes, I do.	No, I don't
you	Do you like chocolate?	you	Yes, you do.	No, you don't.
we	Do we drink juice?	we	Yes, we do.	No, we don't.
they	Do they live in New York?	they	Yes, they do.	No, they don't.

10) Change the sentences into questions. Follow the examples.

They eat pasta for dinner - Do they eat pasta for dinner?

They are Chinese - Are they Chinese?

- a. He is a teacher. _____ ?
- b. They like fish. _____ ?
- c. Sue is a chef. _____ ?
- d. You eat cheese. _____ ?
- e. They like soup. _____ ?
- f. You drink orange juice. _____ ?

11) Write questions using the images and choose three classmates to answer them.
Follow the example:

A. Do you like rice ?

B. Yes, I do.



Let's cook!

1) Let's talk about cooking

Do you like cooking?

Who is the best cook in your family? What is your favorite dish that this family member prepares?

Do you watch cooking shows? If yes, what's your favorite one?

Do you know any famous chefs? What is his or her name?

2) Let's cook with Jamie Oliver

Jamie Oliver is a world known chef who has numerous restaurants across the world and many cooking shows. He is going to help us make this delicious dish:



Potato al forno

COMFORTING CREAMY FENNEL, ONIONS, GARLIC & PARMESAN

GLUTEN-FREE

"This is one of my favourite side dishes and, frankly, it's so good I sometimes just have it for lunch with a big fresh salad to provide a bit of contrast. It's easy to put together, and always delivers big on flavour, whatever you serve it with."

👤 8 - 10 AS A SIDE ⌚ 1 HOUR 50 MINUTES

🔥 NOT TOO TRICKY

📦 Potato

www.jamieoliver.com/recipes/potato-recipes/potato-al-forno/

- How does Jamie describe this dish? What adjectives does he use to talk about it?
- What is the preparation time for this recipe?
- Do you like potatoes? What is your favorite potato dish?

3) *The ingredients:*

Listen to Jamie talking about the ingredients we'll need to make the potatoes *Al forno*, and check the ones you hear.



<p>Potatoes</p> 	<p>Onions</p> 	<p>Fennel</p> 	<p>Milk</p> 	<p>Double Cream</p> 
<p>Anchovy Fillet</p> 	<p>Rosemary</p> 	<p>Bay Leaves</p> 	<p>Parmesean</p> 	<p>Nutmeg</p> 
<p>Garlic</p> 	<p>Chilli</p> 	<p>Flour</p> 	<p>Vanilla</p> 	<p>Cheddar</p> 

4) Match

Match the pictures to the correct cooking verbs.

A) Boil	B) Chop	C) Slice	D) Heat	E) Taste
F) Grate	G) Bake	H) Whisk	I) Roast	J) Pour



5) The odd one out

In each box there is only one verb that is not connected to cooking. Find out which one.

<p>Chop</p> <p>Mix</p> <p>Feel</p> <p>Peel</p>
--

<p>Whisk</p> <p>Cook</p> <p>Stay</p> <p>Add</p>

<p>Bake</p> <p>Stir</p> <p>Learn</p> <p>Grill</p>

6) *The method*

Use some of the **verbs** from exercises 4 and 5 to fill the gaps in the recipe. Note: some verbs you may use more than once.

1. _____ the potatoes and onions and **trim** the **fennel bulbs**, reserving any herby fennel tops for later.
2. Finely _____ the potatoes, onions and fennel just under ½cm thick, with patient knife skills or, ideally, on a **mandolin** (use the guard!).
3. Preheat the oven to 180°C/350°F.
4. _____ the milk and cream into a pan. **Tear** in the **anchovies**, crush in the **unpeeled** garlic through a garlic crusher, _____ the rosemary sprigs and bay leaves and finely grate in half the nutmeg.
5. Bring to a light boil on a medium heat, then immediately turn the heat off and leave to infuse for a few minutes. **Fish out** and discard the herbs, finely grate and whisk in most of the Parmesan, then _____ and season to perfection.
6. In a 25cm x 30cm baking dish, **layer up** the slices of potato, onion and fennel. _____ over the cream mixture and finely grate over the remaining Parmesan.
7. Cover with **tin foil** and bake for 30 minutes, then remove the foil and _____ for another 45 minutes, or until **tender** and nicely golden.
8. Remove from the oven, **tear and scatter** over any reserved fennel tops, and serve.



7) Grammar in focus

Check the correct options to explain **the imperative**.

1) By reading the recipe we notice that to give **instructions** in English we use:

- a) the verb in the **infinitive**.
- b) the verb in the **base form**.

2) We can use this structure to:

- a) give commands, instructions, and orders.
- b) give instructions, and ask for directions.

3) In the imperative:

- a) there **is** a subject.
- b) there **is no** subject.
- c) there is **an implied subject** (you).

3) The imperative:

- a) can be used in **plural or singular** form.
- b) can be used just **in singular** form.

4) The imperative

- a) Can be used in recipes, tutorials, and manuals.
- b) Can only be used in recipes.

8) Practice

Put the words in order to create sentences in the imperative. Follow the example:

Chopp / tomates / garlic

Chopp the tomatoes and the garlic to make the sauce.

Peel / onions / fennel

Slice / potatoes / onions

Mix / milk / cream

Add / anchovies / flavor

Crush / garlic / crusher

9) Find the correct ending to each verb.

a) Clean	1) your lunch in the cafeteria.
b) Read	2) the lights before you leave.
c) Peel	3) English in the classroom.
d) Write	4) the kitchen when you're finish.
e) Bake	5) the instructions before starting.
f) Speak	6) the apples before baking them.
g) Turn off	7) your name on top of the page.
h) Eat	8) the cookies for 20 minutes.

• **Check this out!**

A recipe is a set of instructions for making a specific dish. It tells you what ingredients you need and how much of each ingredient. The recipe also gives you step-by-step instructions on how to mix and cook the ingredients.

Take a look at this other recipe and see how is structured:

Ingredients

20 g Gouda , or Cheddar cheese
 1 slice of smoked ham
 4 fresh chives
 50 g ripe cherry tomatoes
 English mustard , to taste
 4 tablespoons strong white bread flour
 1 level teaspoon baking powder
 1 tablespoon natural yoghurt
 olive oil

Method

Start by prepping your filling. Grate the cheese. Tear the ham. Finely chop the chives. Quarter the cherry tomatoes.

Next, make the flatbread. Put a 24cm non-stick frying pan on a medium heat. Now, simply whisk together the flour, baking powder and yoghurt with a pinch of sea salt and 4 tablespoons of water until smooth. Put a little drizzle of olive oil into the hot pan, then use a spatula to gently and evenly spread the batter across the base of the pan. As it starts to cook, drizzle a little oil around the edge of the pan and, when the top starts to bubble, loosen the edges with a spatula, jiggling the bread in the pan.

Spread or spoon over your topping, add a pinch of black pepper, then fold one half of the bread over the other. Reduce to a low heat, cook for 2 minutes more on each side, or until beautifully golden, then slide out, let it cool for a minute, slice and enjoy.

www.jamieoliver.com/recipes/bread-recipes/speedy-folded-flatbread/

10) What about you?!

Think about one of your daily meals like breakfast, lunch, dinner, or snacks. What is it that you always eat? How do you prepare it?

Write the necessary ingredients and steps we need to prepare it. If necessary, do a quick search on the internet to check the recipe and preparation method.

• Time to share

Sit with a partner and share recipes with him or her. Talk about the ingredients and ask questions like "how often do you eat this?" and "where did you learn this recipe?".

• Did you know?!

U We use the imperative to give any kind of instruction on how to do something! From a recipe, to setting up a printer, to a tutorial. However we can also use this structure to ask for favors. We do that by adding the word "please" after the command, for example: Open the door, please.

11) Step one: hands on!

- Have you ever heard of **DIY**? What does it stand for?
- Do you like making crafts? Have you ever done one before?

Take a look at the pictures below and talk to your classmate about your opinion on these crafts. *What is it? Is it useful? Did you like it? Would you do it?*



DIY, or Do-It-Yourself, means doing things by yourself without hiring someone to help. It's about doing tasks like fixing things at home, making crafts, or building things using simple tools and materials that you can find easily. DIYs are written just like a recipe, using the imperative, with a step by step instruction on how to create something cool and useful.

Katie is a **craft lover**. She has a blog where she shares her journey with DIY and how it helped her change the way she decorated her house. Read what she has to say about DIY.

"We bought our forever home nine years ago. It wasn't the prettiest house on the block, but we saw potential and we've been working hard to make it our own. We're living by the motto "it's a marathon, not a sprint." It makes us feel so much less rushed (and stressed) about doing all of the things we want to do at once. After all, when you're working on a small budget, some things take a little longer to get done. This is why we DIY just about everything! Who doesn't like to save a little money!? I love to work with my hands and building beautiful things for our home definitely puts me in my happy place. I also love sharing this hobby with my boys, who have gotten to the ages where they can also help out. They especially like helping out with projects for them!"

I started a blog to share our journey towards making our house a home. Sometimes it's a bumpy ride and I wanted to share both the successes and things I've learned from my mistakes. I'm by no means a professional, but I do enjoy a challenge and I hope to inspire others to challenge themselves too!"

Visit: www.addicted2diy.com/about/

- ***True or false?***

Mark each statement as either true or false based on the information given in the text.

(___) The author bought their forever home seven years ago.

(___) The author prefers to complete all home improvement projects at once.

(___) DIY projects help the author save money.

(___) The author's children enjoy participating in home improvement projects.

(___) The author started a blog to share their home improvement journey and provide inspiration with DIY activities.

- ***Your turn!***

Ready to make the best out of your kitchen?

Point your cellphone camera to the QR code and check the 47 different ideas of DIYs to give a new touch to the best part of the house: ***where the food is made!***

Choose the one that you liked the most and get ready to do it yourself.

Make sure you have all the necessary items and record yourself as you make your craft, and don't forget to share in your video all the **steps** we need to follow to make the same thing. Remember to use the structure we studied today **to give instructions**.

Happy DIY!



TEACHER’S GUIDE

UNIT 3: DO YOU LIKE PASTA?

CEFR: A1






Objective: Learn present simple, positive, and negative forms (I, you, we, they) and Yes/ No questions and short answers.

Language: At the end of the lesson, students can make basic statements and ask questions about food in the present simple with common verbs.

Exercise 1:

Activity: Invite students to engage in an interactive learning experience by going to page 05 of their booklet and detaching the food memory game. Facilitate a dynamic pair activity, allowing students to immerse themselves in the game while fostering a deeper understanding of the upcoming class theme centered around food and eating habits.

Teacher's Instructions: Ask students to detach the "food" memory game from their booklets. Emphasize that this initial exercise serves as a stimulating warm-up, setting the tone for the broader exploration of the class topic. Encourage active participation and thoughtful engagement as students play the memory game. Walk around the classroom and check students’ participation and engagement while playing the game.

BANANA		RICE		BREAD
APPLE		SUGAR		
POTATO		SALT		HONEY
ORANGE		FLOUR		
BURGER		COFFEE		BUTTER
TOMATO		SOUP		

Question 2:

Activity: Ask the students to write down as many foods they know in English within a 1-minute time frame.

Teacher's Instructions: Explain to the students that they have 1 minute to write down as many names of foods in English as possible. This is an initial exercise to assess their prior knowledge. Ensure that the students understand the task and the time limit. Encourage them to list as many English food words as they can. Avoid correcting their mistakes at this stage, as corrections can be made later in the learning process.

Question 3:

Activity: In this activity, students will match food vocabulary with corresponding images of food. After making their initial matches, they will listen to check their answers.

Teacher's Instructions: Explain to the students that they will be given a list of food vocabulary and a set of corresponding images. Ask them to match each word with the correct image individually. After they have made their initial matches, play an audio recording with instructions for checking the answers. Encourage students to listen carefully to the instructions and verify if their matches are correct. Discuss the correct answers with the class and provide explanations as necessary.

Answer key in order of the pictures: Cake, bread, chicken, potatoes, broccoli, beans, orange, cheese, pasta, butter, banana, apple.

Question 4:

Activity: In this activity, students will look at a food pyramid containing different groups (sugars, dairy, proteins, starchy foods, fruits, and vegetables) and recall foods that belong to each group. The aim is to help students review and reinforce the vocabulary they have learned by categorizing foods into the appropriate groups.

Teacher's Instructions: Begin by showing the students the food pyramid with the listed groups. Engage the class in a discussion about the different food groups, explaining each group's purpose and the types of foods found in it. For example, discuss the dairy group, and mention that it includes milk, cheese, and yogurt. Encourage the students to name foods that belong to each group. For instance, in the "proteins" group, students might say "chicken," "fish," or "beans." As students contribute, write down their responses on the board, creating a visual reference for the class. Discuss the correct

answers and explanations, emphasizing the importance of understanding food groups and their associated vocabulary.

Question 5:

Activity: In this activity, students will practice speaking and expressing their food preferences. They will have a conversation with a classmate about the food they like to eat, following the provided example.

Teacher's Instructions:

Begin by presenting the example to the students: "I like apples" and "I like chicken." In pairs or small groups, have the students take turns talking about the food they like. They should use the structure "I like [food item]" and encourage each other to expand on their choices. Circulate around the class, providing support and guidance as needed. Encourage students to ask follow-up questions about their classmates' preferences, such as "Why do you like [food]?" or "How do you like to eat [food]?" After the speaking activity, you can discuss some of the responses as a class, allowing students to share their experiences and discoveries.

Question 6 – Part I

Activity: In this activity, students will listen to an audio recording of a boy talking about his eating routine. They should carefully listen to the audio and determine which person is speaking by marking the corresponding picture (the boy, the girl with her mother, or the family).

Link for the audio/video: <https://www.youtube.com/watch?v=RAWP3btlv18>

Teacher's Instructions:

Present the images of the boy, the girl with her mother, and the family to the class. As a pre listening activity students should describe the images and say what they see in each one. Play the audio recording in which the boy talks about his eating habits. Instruct the students to listen attentively and, based on the content of the audio, mark the picture of the person who is speaking.

After listening to the audio, have a class discussion about their answers, allowing students to share their choices and explanations. Confirm the correct answer.

Answer key: Letter A

Question 6 – part II:

Activity: In this activity, students will listen to the same audio recording once again. They should carefully listen and identify which sentences were spoken in the audio among the given options (a, b, c, d, e).

Teacher's Instructions: Let the students know that they will listen to the same audio recording again. Have them read the list of sentences (a, b, c, d, e). Check to see if there are questions. Play the audio recording. Instruct the students to listen attentively and identify which sentences were spoken in the audio. After listening to the audio, have a class discussion to go over their answers and allow students to share their choices and reasoning. Confirm the correct sentences spoken in the audio.

Answer key: Letter A and C.

Question 7:

Activity: In this activity, students will read a text and listen to the corresponding audio. They should pay attention to the words in bold, which are verbs in the present simple tense.

Teacher's Instructions: Present the text (transcription of the previous audio) to the students and inform them that they will listen to the audio while reading the text. Emphasize the words in bold within the text, explaining that they are verbs. Play the audio recording. After listening, initiate a class discussion about the use of the present simple tense based on the text. This discussion should only serve as a pre-grammar practice.

In the Grammar in focus section, students must check the correct options, so they form the rules and use of the Simple Present. Discuss briefly what the present simple tense is used for in English (e.g., routines, habits, general truths). Ask students to provide examples of other sentences that use the present simple tense. Introduce the grammar explanation by showing the box which shows the affirmative and negative forms of the present simple tense with pronouns I, You, We, They. Explain the structure and provide additional examples. Encourage students to create their own sentences in the present simple tense to practice the newly introduced grammar concept.

Answer key – Grammar in focus: A, C, B

Teaching tip! By connecting the grammar lesson to the text, students can understand how the present simple tense is used in context. This approach encourages an inductive learning process, helping them relate the new grammar to real-life usage.

Question 8:

Activity: In this activity, students will listen to an audio recording of a woman talking about her food preferences and habits. They should first, as a pre-listening activity, list all the food items they've listened in the audio then students fill in the gaps in the text with the missing words from the same audio. Afterward, they should listen again to check their answers.

Link to the video/ audio recording:

<https://www.youtube.com/watch?v=S0kOW6pfWdE&t=85s>

Teacher's Instructions: Tell students that they will listen to a girl talking about her eating habits. They should listen carefully and list all the food items they can hear while listening for the first time. Check students' answers, ask them to share them with the class. For the second listening, present the text with the gaps to the students and introduce the concept of filling in missing words to complete sentences. Call attention to the box with the missing words (like, am, meat, dairy, vegetables) and ensure that students understand the meanings of these words. Play the audio recording of the woman talking about her food preferences and habits. Instruct the students to listen carefully and fill in the gaps with the appropriate words from the box. After they have completed the task, have them listen to the audio once more to check their answers. Review the filled-in sentences as a class, ensuring that students have the correct answers.

Answer key: 1 – am 2 – like 3 – meat 4 – dairy 5 - vegetables.

Question 9:

Activity: In this activity, students will use prompts to write about their own food and drink preferences. They should complete the prompts with the names of foods and beverages that reflect their personal preferences.

Teacher's Instructions: Have students read the prompts and make sure they understand the sentences. Encourage students to think about their actual food and drink preferences and complete the prompts with their own choices. Allow time for the students to write down their responses. After they have completed the activity, you can have volunteers share what they wrote with the class to encourage class discussion.

Question 10:

Activity: In this activity, students will read a dialogue that includes sentences in the interrogative form of the present simple tense. Afterward, they will practice with a classmate.

Link to the video where this transcription came from:

<https://www.youtube.com/watch?v=wBjNMNn4oqo&t=7s>

Teacher's Instructions: Present the dialogue to the students and ask them to read it carefully, paying attention to the sentences in bold. After reading the dialogue, ask the students to pair up with a classmate. Encourage the pairs to take turns practicing the dialogue. One student can play the role of Person A, and the other can be Person B. Encourage students to identify and discuss the sentences in the interrogative form. After the role play, students must answer the grammar in focus exercise.

In this activity students should underline the correct options, so they create the rules for the interrogative structure in the present simple. You can initiate a class discussion by asking questions like: "What type of questions did you notice in the dialogue?" or "How did the speakers ask about each other's food preferences?" Provide additional examples of interrogative sentences in the present simple tense related to food preferences. For instance, "Do you like Italian food?". Show the conjugation chart of the present simple tense in the interrogative form with the pronouns I, You, We, They. Explain how to create questions in English using the auxiliary verb "do". Call attention to the Yes/No answers and have students answer some questions so they can practice this type of structure. Ask questions like "Do you drink milk? And have them answer "Yes, I do" or "No, I don't".

Teaching tip! By connecting the grammar lesson to the dialogue and engaging students in discussions and practice, they can understand the structure of interrogative sentences in the present simple tense more effectively. This approach encourages an inductive learning process and helps students relate the new grammar to real-life usage.

Question 11:

Activity: In this activity, students will practice consolidating the grammar they have recently learned by changing sentences into questions. Additionally, they will review interrogatives with the verb "to be" that they studied in a previous unit.

Teacher's Instructions: Explain that this activity serves as a consolidation of the grammar they have just learned, and it also revisits the structure of questions with the verb "to be" that they previously studied in another unit. While demonstrating the

activity, emphasize the different structures required for each type of question. For the sentences that involve the auxiliary "do," point out that students need to use "do" to create questions, as shown in the examples provided in the question prompt. For the sentences related to the verb "to be," remind the students that they should invert the subject with the verb to form questions, following the pattern demonstrated in the examples. After the students have transformed the sentences into questions, lead a class discussion to review and confirm the correct answers.

Answer key: A) Is he a teacher? B) Do they like fish? C) Is Sue a chef? D) Do you eat cheese? E) Do they like soup? F) Do you drink orange juice?

Question 12:

Activity: In this activity, students will write questions using the provided images as prompts. They should create questions about food preferences and then choose three classmates to answer these questions.

Teacher's Instructions: Present the images to the students and explain that they will be creating questions based on these images. Provide the example: "A. Do you like rice? B. Yes, I do." Instruct the students to write their own questions about food preferences using the images as prompts. For example, if there is an image of pizza, a student could ask, "Do you like pizza?" Once the students have created their questions, ask them to choose three classmates and pose their questions to them. Encourage the chosen classmates to respond to the questions. After the students have completed the activity, have a class discussion where they can share the questions they created and the responses they received from their classmates.

Teaching tip! This activity promotes speaking and listening skills while also providing practice with the present simple tense and vocabulary related to food preferences. It encourages students to interact and engage in conversations about their likes and dislikes.

TEACHER'S GUIDE

UNIT 4: STEP ONE: COOK!

CEFR: B1

Objective: Learn the imperative forms to give instructions in English, both affirmative and negative, and practice them in a practical context.

Language: By the end of the lesson, students can confidently give and follow instructions using the imperative, specifically in the context of DIY projects and cooking.

Question 1: Let's talk about cooking.

Activity: In this activity, students will engage in a discussion about cooking. They will discuss these questions in pairs and, later, share some of their responses with the whole class.

Teacher's Instructions: Divide the class into pairs and ask them to find a partner.

Talk to students about the questions provided on their books, check for understanding. Instruct the pairs to discuss these questions with each other. Allow them 5 to 7 minutes to have this discussion. Encourage them to share their thoughts, experiences, and preferences related to cooking. After the pair discussions, invite some students to share their responses with the whole class. This can help facilitate a group discussion, allowing students to express their ideas and hear from their peers. The whole activity shouldn't last more than 10 minutes.

Teaching tip! This activity serves as an introductory discussion to the unit, engaging students in a conversation about cooking and culinary interests. It encourages them to share their preferences and experiences, setting the stage for the unit's theme.

Question 2: Let's cook with Jamie Oliver

Link to the recipe:

<https://www.jamieoliver.com/recipes/potato-recipes/potato-al-forno/>

Link to the video/audio used on the following activities:

https://www.youtube.com/watch?v=mU2_CDcYwkI&t=21s

Activity: In this activity, students will explore a recipe and description provided by the famous chef Jamie Oliver. They will answer questions related to the image and text. This is the dish which students will work throughout the next activities. It's important to explore the image and the details of the dish properly.

Teacher's Instructions: Begin by introducing Jamie Oliver as a renowned chef with numerous restaurants and cooking shows worldwide. Mention that he is going to help the students make a delicious dish called "Potatoes Al Forno." Present the image of the dish "Potatoes Al Forno" from Jamie Oliver's website. Encourage students to carefully observe the image, paying attention to details such as the appearance of the dish and any additional elements present. Direct the students' attention to the small text that accompanies the image. Explain that it contains information about why Jamie Oliver likes this dish, the preparation time, and the number of servings. Encourage the students to answer the questions from the book, based on their observations of the image and the information provided in the text. Ask them to consider the adjectives used by Jamie Oliver to describe the dish. After the students have had time to explore the image, read the text, and answer the questions, open a class discussion. Invite students to share their responses and encourage them to discuss their preferences related to potato dishes.

Question 3: The ingredients:

Activity: In this activity, students will listen to Jamie Oliver describing the ingredients needed to make "Potatoes Al Forno." They will be presented with a series of images depicting various food items, and they should check the ones they hear in the audio.

Teacher's Instructions: Before playing the audio, prepare the students for the listening exercise by introducing and reviewing the vocabulary related to the ingredients that will be mentioned in the audio. You can do this by having students repeat the names of the items after you. Inform the students that they will listen to Jamie Oliver talking about the ingredients required for the recipe. Their task is to check the images of the ingredients they hear in the audio. These images are available in the students' books.

Play the audio in which Jamie describes the ingredients needed for "Potatoes Al Forno." Make sure the audio is clear and audible for all students. As the students listen to the audio, encourage them to check the images corresponding to the ingredients mentioned by Jamie. After the audio is complete, have the students compare their answers with their peers and discuss any differences. This can be done in pairs or as a whole-class activity. Correct students' answers.

Answer Key: Potatoes, onions, whole milk, double cream, rosemary, bay, nutmeg, garlic, anchovy, parmesan.

Question 4: Match

Activity: In this activity, students will match cooking verbs to the corresponding images. The verbs will be used to give instructions for the recipe they are learning.

Teacher's Instructions: Start by introducing a list of cooking verbs to the students. Read the verbs aloud and encourage students to repeat after you. Ensure they understand the meaning of each verb. Explain to the students that these verbs will be used to give instructions for the recipe they are going to learn. Next, present the students with a set of images in their books, each representing a cooking action. Instruct the students to match each cooking verb with the image that corresponds to that action. For example, they should match the verb "boil" with the image of water boiling. Allow the students some time to work on this matching activity and encourage them to think about the actions associated with each verb. After they have completed the activity, have a class discussion to review the answers. You can ask individual students to provide their answers, ensuring that they correctly match the verbs with the images.

Answer Key: 1 – D heat 2 – B chop 3 – A boil 4 – F grate 5 – G bake 6 – J pour 7 – I roast 8 – H whisk 9 – C slice 10 – E taste.

Teaching tip! This activity serves to introduce cooking-related vocabulary in the form of verbs, helping students understand the actions involved in cooking. It also prepares them for the upcoming cooking instructions in the recipe.

Question 5: The odd one out

Activity: In this activity, students will identify the verb that is not connected to cooking within a set of verbs. This exercise is designed to practice the cooking verbs they have learned in the previous activity.

Teacher's Instructions: Present a series of boxes to the students, each containing a set of verbs. Explain that within each box, there is only one verb that is not connected to cooking. Ask the students to carefully examine each box and identify the verb that is unrelated to cooking. They should focus on understanding the meanings of the verbs in each set. Allow the students some time to work on this activity independently. After they have completed the task, have a class discussion to review the answers. Encourage students to explain their choices and discuss the meanings of the verbs.

Answer Key: 1. Feel 2. Stay 3. Learn

Question 6: The method

Activity: In this activity, students will apply the cooking verbs they learned in exercises 4 and 5 to fill in the gaps in the recipe. They will also utilize food-related vocabulary.

Teacher's Instructions: Begin by explaining to the students that they will be working on the recipe of "Potatoes Al Forno" the dish presented earlier in the lesson and using

some of the verbs they have learned in previous exercises to complete it. Present the recipe with gaps in the text and the verbs that need to be inserted. Make sure the students are familiar with the meaning of these verbs. Instruct the students to use the appropriate verbs from exercises 4 and 5 to fill in the gaps in the recipe. Some verbs may be used more than once. Encourage the students to work on this activity independently and take their time to complete the recipe with the correct verbs. After the students have finished, have a class discussion to review the completed recipe. Ask individual students to share their answers and discuss the entire recipe together.

Teaching tip! Discuss with the students any terms or phrases from the recipe that they found challenging. Encourage them to use the glossary to clarify their understanding and ask any questions they may have.

Answer Key: 1. Peel 2. Slice 4. Pour and add 5. Taste 6. Pour 7. Bake

Question 7: Grammar in focus

Activity: In this activity, students will engage in an inductive grammar exercise to understand the imperative form in English and its usage in giving instructions.

Teacher's Instructions: Begin by presenting the questions and answer options to the students, explaining that they will be exploring the concept of the imperative form in English. Instruct the students to carefully read each question and its answer options. Encourage them to think about the context of giving instructions in English. Have the students work individually or in pairs to choose the answer option they believe is correct for each question.

After the students have completed the activity, conduct a class discussion to review their answers. Discuss the reasons behind the correct answers and the significance of the imperative form for giving instructions. At this point, introduce the concept of the imperative form in English, providing further explanation and clarification as needed.

Answer Key: 1) b 2) a 3) c 4) a

Question 8: Practice

Activity: In this activity, students will form sentences in the imperative by putting words in the correct order. This exercise will reinforce their understanding of the imperative form and its application in giving instructions.

Teacher's Instructions:

Go through the example sentence in their books to remind them of how to create sentences in the imperative. Encourage students to pay attention to word order, ensuring that the subject is typically omitted in the imperative. Instruct the students to work

individually or in pairs to arrange the words from the list in the correct order to form imperative sentences. After they have completed the activity, have a class discussion to review their sentences. Ask students to share their sentences and provide feedback and corrections as necessary.

Answer Key: A) Peel the onions and the fennel. B) Slice the potatoes and the onions. C) Mix the milk with the cream. D) Add the anchovies for some flavor. E) Crush the garlic using the garlic crusher.

Question 9: Find the correct ending to each verb.

Activity: In this activity, students will consolidate their understanding of the imperative form by matching verbs with the appropriate endings to form imperative sentences.

Teacher's Instructions: Remind the students of the imperative form and its use in giving instructions. Mention that they have already learned about the imperative structure in a previous activity. Present the students with a list of verbs and incomplete sentences where the endings of the verbs are missing. Explain that their task is to match the verbs with the correct endings to form complete imperative sentences. Instruct the students to work individually to complete the sentences by choosing the appropriate endings for the given verbs.

Answer Key: a) 4 b) 5 c) 6 d) 7 e) 8 f) 3 g) 2 h) 1

After they have completed the activity, have a class discussion during which the students can read their completed sentences aloud. Encourage participation and provide feedback as needed.

Question 10: What about you?!

Activity: This exercise consists of two parts: a writing activity where students describe one of their daily meals and a speaking activity where they share and discuss their recipes with a partner.

Teacher's Instructions:

Part 1: Writing Activity - Explain to the students that they will be writing about one of their daily meals, such as breakfast, lunch, dinner, or snacks. Instruct the students to think about the meal they want to write about, list the necessary ingredients, and provide step-by-step instructions on how to prepare it. Encourage the students to be as detailed as possible and suggest that they can do a quick internet search to check the recipe and preparation method if needed. Have the students complete this writing activity in their textbooks, ensuring they have enough space for both the description and ingredients.

Part 2: Speaking Activity - Once the students have finished writing, explain that they will now share their recipes with a partner. Instruct them to find a partner in the class, and give them specific questions to ask each other, such as "How often do you eat this meal?" and "Where did you learn this recipe?" Encourage the students to have a conversation where they discuss the ingredients, preparation method, and personal experiences related to their chosen meal. Monitor the students' interactions and provide support as needed. Encourage them to engage in meaningful conversations with their partners.

Teaching tip! This two-part activity aims to integrate writing and speaking skills while also fostering a sense of sharing and engagement among the students. It provides an opportunity for them to express themselves, learn about each other's preferences, and practice both written and spoken English.

Question 11: Step one: hands on!

Activity: This activity serves as a warm-up to the reading activity about DIY (Do-It-Yourself). The teacher will engage the students in a discussion about DIY and its relevance.

Teacher's Instructions: Begin by asking the students if they have heard of DIY and what they think it stands for. Encourage them to share their thoughts and ideas. Follow up by asking if they enjoy making crafts and if they have ever tried a DIY project before. Invite students to share any DIY experiences they may have had. Show the students the pictures related to different crafts made with recyclable materials and other supplies. Ask the students to discuss their opinions on these crafts with their classmates. Encourage them to consider questions like, "What is it?" "Is it useful?" "Did you like it?" "Would you do it?" After discussing the images, explain to the students the meaning of DIY, which stands for Do-It-Yourself. Emphasize that it involves doing tasks independently, such as fixing things at home, creating crafts, or building items using readily available tools and materials. Mention that DIY instructions are written like recipes, using the imperative form to provide step-by-step guidance on how to create something useful. Highlight the use of the imperative form in DIY instructions and provide examples to illustrate how imperative sentences are used to give clear and direct directions.

Reading Comprehension: DIY with Katie

Activity: In this activity, students will read a text about Katie, a DIY enthusiast, and answer true or false questions based on the information in the text. The text and questions are already included in the students' textbooks.

Teacher's Instructions: Introduce the reading activity to the students. Let them know they will read a text about Katie, who is passionate about DIY projects, and there are true or false questions to answer. Instruct the students to read the text individually in their textbooks. Encourage them to underline or highlight any words or phrases they find challenging or new. After reading the text, ask the students to share the words or phrases they underlined or found challenging. Provide explanations and help them understand the meanings. Ask the students to answer the true-or-false. Read the sentences aloud and make sure they understand meaning. They should mark each statement as either true or false based on the information presented in the text. After they have completed the statements, engage in a class discussion. Ask individual students to share their answers and their reasoning for each statement. Encourage students to reference specific parts of the text to support their answers. Provide feedback and clarification as needed. Ensure that students understand the reasons behind each true or false response.

Answer Key: **F, F, T, T, T**

Your turn – project assignment

Teacher's Instructions: Begin by explaining to your students that they have an exciting homework assignment related to the DIY projects they've been learning about. Inform the students about the QR code provided in their textbook. Let them know that scanning the QR code with their cellphones will lead them to a list of 47 different DIY ideas related to kitchen projects. They can choose any project that interests them the most. Encourage students to review the list of DIY ideas, select the one that appeals to them, and ensure they have all the necessary materials and items to complete the project.

Emphasize that the next step is to create a video of themselves as they work on the chosen DIY project. Encourage students to use their cellphones or other recording devices to capture the process.

Instruct students to record and narrate each step of the project using the imperative structure they studied in class. They should provide clear and detailed instructions in English, just like they've seen in the unit.

Remind students to be creative and engaging in their videos, making the DIY project fun and informative for the viewer.

Suggest that they share the videos with their fellow classmates in the next class session. This will be an opportunity for them to showcase their projects and practice presenting in English. Encourage students to have fun with their DIY project videos and to take pride in their creativity and language skills.

Teaching tip! This assignment not only reinforces the use of the imperative form but also encourages students to be resourceful, creative, and engaged in their learning process. It allows them to apply their English language skills in a practical and enjoyable way.

RATIONALE

The development of this teaching material is rooted in the understanding that food serves as a universal language and a fundamental aspect of social interaction. It transcends cultural boundaries, intertwines with language, and contributes to one's identity.

Food is a topic that naturally bridges conversations, particularly when individuals from diverse backgrounds converge. It is the very essence of socialization; people come together to share their culinary experiences and savor the communal aspects of life. Cooking is an act that extends beyond mere sustenance, driven by a myriad of motivations, including cultural heritage, personal preference, and creativity.

The inspiration to employ food as a context for language teaching arises from the profound impact that food has on our lives. Food is a topic that resonates with everyone, transcending linguistic and cultural differences. It not only provides sustenance but also serves as a gateway to understanding different cultures and people, fostering connections regardless of the languages spoken.

The creation of this teaching material is in harmony with the principles of Communicative Language Teaching (CLT). These principles emphasize the pivotal role of meaning in language learning, highlighting the need for learners to acquire language skills that enable effective communication. Within the classroom, learners are encouraged to engage in meaningful interactions through pair and group work. The goal is to equip learners with communicative competence, empowering them to utilize language effectively and appropriately in real-life situations.

Centered around real communication, prioritizing meaningful and authentic language used within the context of food and cooking the units provide learner-centered activities as they are fundamental, empowering students to actively engage with language and make choices in their learning process. Language is not treated in isolation but as a tool for interaction, with students encouraged to communicate fluently and accurately.

The teaching material carefully integrates the development of speaking, listening, reading, and writing skills, recognizing their interrelated nature. This approach fosters a balance between fluency and accuracy, aligning with CLT's core principles, and prepares students to navigate the diverse modes of communication in the modern world.

As discussed by Hinkel (2006), integrated instruction is essential for making language learning as realistic as possible. This approach addresses a range of language skills simultaneously, aligning them with communication.

In this material, speaking activities are thoughtfully intertwined with texts and pictures that illustrate the units. These speaking activities facilitate discussions, foster interaction among students, and assess their comprehension of information presented in texts and images. Teachers are encouraged to promote interactive exchanges among students, utilizing questions relevant to the topic, prompting students to express their opinions, make comparisons, and collaborate in pair and group work. Given the universality of food, students are expected to feel at ease engaging in conversations about food-related topics in real-life contexts, having undergone these units.

An essential aspect of this language teaching material is its alignment with the changing view of grammar instruction, as discussed by Nassaji and Fotos (2011).

Traditional grammar instruction often focused on discrete rules and exercises, detached from real communication. However, this approach has evolved towards a more communicative and context-based style.

The changing view of grammar instruction highlights a shift from traditional, isolated grammar teaching towards a more communicative and context-based approach. The units incorporate grammar organically within contextualized practices, allowing students to encounter and apply grammar rules in a natural setting.

Students are introduced to grammatical structures naturally as they engage in conversations, write recipes, and talk about their eating habits. By integrating grammar into communicative tasks, the material helps students with the practical application of language rules in real-life situations, providing a more profound understanding of grammar.

Embedded within the framework of these units is the application of "Focus on Form" (Fon-F), a contemporary approach to language and grammar teaching. It shows the importance of addressing grammatical aspects within the natural context of language use, which is evident throughout these units.

In the context of these units, Fon-F becomes particularly relevant when students engage in discussions about eating and cooking. During these activities, students can recognize and repair grammar errors organically, thereby reinforcing their understanding of grammatical structures (Long, 1996; Ellis, 2003; Doughty, 2001).

Listening activities in these units are strategically placed after students have discussed topics related to food. Students encounter meaningful vocabulary and non-verbal cues relevant to the content before engaging in authentic listening activities.

The listening activities contain two parts: listening for the general idea, enabling students to understand the overall message, and listening for details, allowing students to focus on specific aspects of the spoken text. It's worth noting that all listening materials chosen for these units are authentic and designed for specific communicative purposes.

Reading plays an essential role in these units, providing the context for grammar analysis. Authentic texts are employed to serve as language models. Students are exposed to two distinct text genres: food and eating habits on Unit 3 and Cooking on Unit 4. Reading serves as a key tool for information acquisition. Activities following the reading materials ensure students comprehend the messages and enhance their genre comprehension, raising their awareness of specific text characteristics.

Writing is incorporated into these units as an essential skill, taking different forms. In the first unit, titled Unit 3: Do you like pasta? writing serves as a means of interaction, as students are tasked with crafting questions based on the provided images and selecting three classmates to answer them. In the second unit, titled Step one: Cook! the writing section is framed as a task, requiring students to craft a recipe while employing creativity and language practice simultaneously.

Additionally, the writing activities encourage students to write in a communicative manner, aligning with the perspective of writing as a tool for genuine communication.

Chia's (2017) views on the importance of multimodal texts in contemporary literacy have also been instrumental in shaping this material and aligns with the changing landscape of language learning.

The material incorporates a variety of multimedia resources, including audio clips, and images, to engage students with diverse text formats. By interacting with multimodal texts, students improve their language skills while gaining exposure to the rich tapestry of communication in the digital age.

This interactive exchange further enhances students' language practice and communication skills. This teaching material encourages the integration of writing skills with other sections and strategically positions it at the end of each unit. The progression

ensures that students feel more confident and write more naturally, having acquired the necessary language skills from previous activities.

The role of the teacher has transitioned from a model of correctness in speech and writing, primarily responsible for producing error-free sentences, to that of a facilitator and monitor. The focus now lies in cultivating a cooperative approach to learning, both inside and outside the classroom. The teacher, adopting the role of a facilitator, navigates students through the complex journey of language learning (Nassaji and Fotos 2011).

Incorporating these contemporary insights and pedagogical approaches, the teaching material aims to provide an effective and engaging language learning experience for students.

The comprehensive integration of speaking, listening, reading, and writing skills within the context of food and cooking facilitates a complete language learning process. Furthermore, the inclusion of multimodal texts and a communicative approach to grammar instruction aligns with the evolving landscape of language learning in the 21st century. (Nassaji and Fotos 2011).

As a result, students are not only equipped with essential language skills but also prepared to navigate the diverse modes of communication in the modern world. Ultimately, this teaching material seeks to empower students to communicate effectively, fostering a deeper understanding of language and culture through the universal lens of food.

Additionally, the pedagogical principles discussed by Nunan in "Teaching English to Speakers of Other Languages" have guided the treatment of reading, listening, and writing in this ESL classroom material. Nunan advocates for authentic and engaging content that immerses students in the language. The units integrate captivating texts, audio, and visual materials to provide students with meaningful language input.

In conclusion, this language teaching material reflects a pedagogical approach that combines the time-tested principles of Communicative Language Teaching with contemporary perspectives on grammar, multimodal texts, and the integrated development of language skills. The choice of food and cooking as central themes is rooted in the belief that food transcends cultural and linguistic boundaries, serving as a universal language that connects people from diverse backgrounds.

The dynamic integration of the four main English skills within the context of food provides a universal language learning experience for students. The material recognizes the changing landscape of language learning and the importance of multimodal texts in the 21st century. As students engage with videos, audio clips, images, and authentic texts, they are exposed to diverse modes of communication, preparing them for the multifaceted nature of language use in today's world.

Ultimately, this teaching material aspires to empower students to communicate effectively, understand language in its cultural context, and navigate the diverse modes of communication in the modern world. It encourages students to go beyond the limitations of traditional language learning and embrace the richness of linguistic and cultural diversity, all within the universal language of food.

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