Teacher notes

Post-event materials – Have you eaten rice?

These post-event materials are designed with the following objectives:

- to **further interest in the topic** of the lecture
- to **review key language** of the lecture
- to **practise communication skills** relevant to the topic

Please note:

1. Detailed procedures are described, focusing on key teaching techniques and methods used by English language teachers.
2. You can adapt, omit and extend activities to suit your students. Suggestions for these changes are marked in the lesson plan in blue.
3. Answers are marked on the lesson plan in red
4. Timings should be adapted to suit the needs of the students.

Level	**Senior Secondary**
Aims	By the end of the lesson the students will: • be familiar with key **vocabulary** to talk about food chemistry • be able to **design, carry out and write up an experiment** in food chemistry
Skill focus	Main skill = **reading**, **writing** Sub-skill = **speaking**
Time	**40 min** lesson time
Materials	Required – **worksheets** Optional – **access to internet for student/teacher research**

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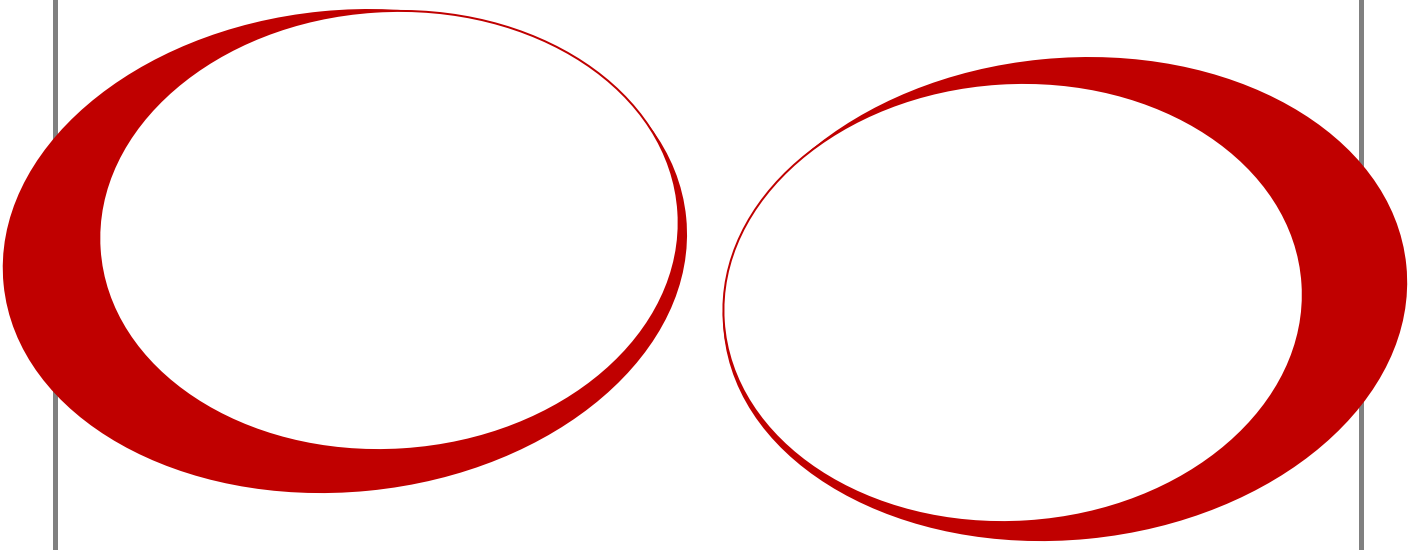
Activity 1

Have you eaten rice?

Discuss together which demonstrations you liked in the lecture.

1a. Work in a group of 4.
Choose 2 demonstrations together as a group.

1b. **Write a title** of each demonstration in the eggs below.
Then write **8 more words** connected with each of the demonstrations.



Mark each word:

P = products
R = reagents
A = apparatus
O = observations

1c. **Choose one of the demonstrations.**
Work with a partner and write a report.
You can use the language on the right.

In this experiment.....were used.
I observed that....
This is because....
This means that....

1d. **Now look at the 2nd demonstration.** Work alone and write a similar report.

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Activity 2

What's on the menu?

2a. Read the bubbles.

Which words in the bubbles mean…

1. texture of a material……..
2. a springy, bouncy material……..
3. change……
4. damage or ruin……
5. make……
6. water in your mouth……..

Did you know that acid destroys your teeth, not sugar? Sugar is used by bacteria, and these produce acid. It is this acid that can destroy your teeth.

Did you know that you can alter the consistency of materials? It's possible to make an egg bounce like a ball, and make rubber chicken bones.

Did you know that if you keep bread in your mouth for long enough, it will start to taste sweet? The enzymes in your saliva start to break down the carbohydrates into sugars.

2b. Did you know the facts in the bubbles already? Did they surprise you?

2c. Work in a group of 3. Choose one of the investigations below.

Research the topic and design a safe experiment you could do. After you have checked the design with your teacher, conduct your experiment at home and write your observations and results.

A: Which drink do you think is most acidic? How could you find out? Design a safe experiment to investigate.

B: What chemicals will make bones or eggs rubbery? How long does it take? Design a safe experiment to investigate.

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Aim	Time	Procedure
To review content of the lecture	5 min	1. Seat students in groups of 4. 2. Give students 3 minutes to discuss **activity 1a**. 3. Elicit 3 or 4 ideas from group captains.
To review language of the lecture	5 min	1. Explain instructions for **activity 1b** together. Brainstorm one example on the board. 2. Students complete activity 1b using demo experiments they chose from activity 1a. As you monitor, focus on students' spelling, and encourage students to write notes of their observations of the experiments too.
To practise writing results section of lab report	20 min	1. Construct a board example for **activity 1c** together with students. Elicit ideas and language. Ask students if they agree with other students' suggestions. Reformulate language as required. This provides a model for students to work from. 2. Students complete activity 1c with a partner in a similar way. Monitor and provide assistance where needed. 3. Students change papers and read examples from other groups. Encourage students to correct the English of other students. 4. Students complete **activity 1d** alone. Monitor and provide assistance as needed.
To further interest in the lecture topic	5 min	1. Students complete **activity 2a.** 2. Elicit answers 3. Discuss **activity 2b** in pairs. **Answers for activity 2a** 1. consistency 2. rubber 3. alter 4. destroy 5. produce 6. saliva
To consolidate language used for the results section of report writing	5 min	1. Introduce and explain **activity 2c** and ask students to work in pairs and choose one experiment to investigate**.** The planning, research, experiment and results writing can then either be done in class or at home. **Possible adaptations of activity 2c** Students could keep a video diary of their home experiment and present results in a format suitable to video making.