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| <b><u>Title of Lesson:</u></b> Inglorious Fruits and Vegetables                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b><u>Language Skills and Strategies in focus:</u></b> Listening & Speaking                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Age &amp; Level:</b> CEFR Level: B2 (12+ years)                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Length of Lesson:</b> 90 Minutes                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Materials Needed:</b> Handouts for the brief listening activity and discussion questions for the post-listening activity. A computer will also be needed to show the “Inglorious Fruits and Vegetables video”, “Growing Avocado Tree Time Lapse video”, display images of inglorious fruits and vegetables, and a whiteboard/poster paper to write not allowed words for the Avocado video. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Learning Objectives (3-5)</b>                                                                                                                                                                                                                                                                                                                                                               | 1. SWBAT debate and compare the situation in France with the local one.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
|                                                                                                                                                                                                                                                                                                                                                                                                | 2. SWBAT use an array of verbs and adjectives to describe objects with peculiar traits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
|                                                                                                                                                                                                                                                                                                                                                                                                | 3. SWBAT identify innovative ways to reduce food waste.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
|                                                                                                                                                                                                                                                                                                                                                                                                | 4. SWBAT answer questions in order to demonstrate understanding of the video.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |
|                                                                                                                                                                                                                                                                                                                                                                                                | 5. SWBAT use ordinal adverbs to describe what they see.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <b>PROCEDURES:</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Warm Up</b><br><b><u>Time: 15 mins</u></b>                                                                                                                                                                                                                                                                                                                                                  | <b>Activity:</b> <a href="#">Avocado Tree Time Lapse (Appendix A)</a><br><br><b>Steps &amp; Teacher Directions:</b> <ul style="list-style-type: none"><li>- Get the students into pairs.</li><li>- Make student 1(S1) face the screen while the other student (S2) faces S1 with a piece of paper and a pencil/pen.</li><li>- Explain that S1 will watch a video without audio while S2 will write on paper what S1 describes.</li><li>- Write the words <i>avocado</i>, <i>seed</i>, <i>green</i>, and <i>water</i> on the board and tell S1 they can’t use these words when describing the video.</li><li>- Play the <a href="#">video</a>.</li><li>- Have the students share what they saw vs. what they drew with each other.</li><li>- Ask students if they would like to share their drawings.</li></ul> | <b>LO #s targeted</b><br>2, 5 |

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|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <p>Presentation<br/><b><u>Time: 15 mins</u></b></p> | <p><b>Activity:</b> <a href="#">Movie Star Veggies (Appendix B)</a></p> <p><b>Steps &amp; Teacher Directions:</b></p> <ul style="list-style-type: none"> <li>- Get the students back to their normal seating.</li> <li>- Tell students that they will be shown images of fruits and vegetables and the students have to come up with creative names for them. Students can use verbs or adjectives and have 1 minute per image.</li> <li>- Show the first image and come up with a silly example (ex: “Run Radish Run”).</li> <li>- Allow students to come up with some ideas for each image.</li> <li>- Take some time to discuss the words that the students come up with.</li> <li>- Move through each image and repeat the last two steps until there are no more images.</li> </ul> | <p>LO #s targeted</p> <p>2</p>          |
| <p>Practice<br/><b><u>Time: 10 mins</u></b></p>     | <p><b>Activity:</b> <a href="#">Inglorious Fruits And Vegetables Video (Appendix D)</a></p> <p><b>Steps &amp; Teacher Directions:</b></p> <ul style="list-style-type: none"> <li>- Tell the students they are going to see a video called “Inglorious Fruits and Vegetables”.</li> <li>- Ask them what they think the video might be about based on the title.</li> <li>- Distribute <a href="#">scaffolding sheet (Appendix C)</a> with list of vocabulary words and sentence templates.</li> <li>- Play the <a href="#">video</a>.</li> </ul>                                                                                                                                                                                                                                          | <p>LO #s targeted</p> <p>2</p>          |
| <p>Assessment<br/><b><u>Time: 35 mins</u></b></p>   | <p><b>Activity:</b> <a href="#">Discussion Questions (Appendix E)</a></p> <p><b>Steps &amp; Teacher Directions:</b></p> <ul style="list-style-type: none"> <li>- Split the students into two even groups (or more groups if the class is large).</li> <li>- Give half the students the <a href="#">Post-listening discussion questions set 1</a> and the other group the set 2 questions.</li> <li>- Tell them they will discuss their questions together in small groups and then come back together with a student from the other group and discuss their respective questions.</li> </ul>                                                                                                                                                                                             | <p>LO #s targeted</p> <p>1, 2, 3, 4</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Have the students write down their answers because they will be sharing them later.</li> <li>- After the small group discussion, get the class into pairs, but make sure there is one person from group 1 and one person from group 2 together.</li> <li>- Have the students discuss their questions and answers with their partner.</li> <li>- Come back together as a class and debrief/share any lingering questions/thoughts.</li> </ul>                                                                                                                                     |                               |
| Wrap Up and Application<br>(Connections)<br><b><u>Time: 15 mins</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Activity:</b> <a href="#">Adobe Spark Video (Appendix F)</a><br><br><b>Steps &amp; Teacher Directions:</b> <ul style="list-style-type: none"> <li>- Explain that they will need to make their own video of an adobe spark video about food waste.</li> <li>- The video will compare their local food waste issues with the one in the video (France).</li> <li>- Tell them the video that we are going to show is an example of what they will need to do.</li> <li>- Play the video.</li> <li>- Compile a sheet or create a google doc where the students can share ideas/strategies to reduce food waste.</li> </ul> | LO #s targeted<br><br>1, 2, 3 |
| <b>References: [credit any websites, texts or other resources you used; use <a href="#">APA Guidelines</a>]</b> <ol style="list-style-type: none"> <li>1. Boxlapse Video. <a href="https://www.youtube.com/watch?v=ZMjV7Y3nSzQ">https://www.youtube.com/watch?v=ZMjV7Y3nSzQ</a>. 03/11/2021.</li> <li>2. Google Images. <a href="#">Google Search: Deformed fruit</a>. 10/21/2021.</li> <li>3. Goodvertising. <a href="https://vimeo.com/98441820">https://vimeo.com/98441820</a>. 06/14/2014.</li> <li>4. Last week tonight: John Oliver: <a href="https://www.youtube.com/watch?v=i8xwLWb0ILY&amp;t=181s">https://www.youtube.com/watch?v=i8xwLWb0ILY&amp;t=181s</a>. 07/20/2015.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               |

## **APPENDICES:**

**Appendix A:** [Growing Avocado Tree Time Lapse](#)

**Appendix B:** [Pictures of inglorious fruits and vegetables](#)

**Appendix C:** [Scaffolding Sheet: List of Vocabulary/Sentence Templates](#)

**Appendix D:** [Inglorious Fruits and Vegetables video](#)

**Appendix E:** [Discussion questions](#)

**Appendix F:** [Adobe spark video](#)