

SENSE		TITLE		TIMING	
		The Taste Atlas: Spain Vs. UK		 55 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
María José Montoya		taste, food, British and Spanish meals		English	
LEVEL		TARGET GROUP		AGE	
A2		Secondary students		12 - 14	
COMPETENCES					
☐	Global	☐	Oral Production		
☒	Oral Comprehension	☒	Written Expression		
☐	Oral Expression	☒	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Challenge stereotypes by using authentic sensory evidence to understand the historical and geographical reasons behind national diets. • Move beyond generic descriptors (like "good" or "bad") and master precise sensory vocabulary that describes the chemical reaction of food on the tongue. • Connect physical sensations with linguistic structures, ensuring that the vocabulary is anchored in a biological experience (the sense of taste). • Justify opinions based on sensory logic rather than personal preference. • Master logical connectors of contrast.			
FUNCTIONAL		• Describe a chemical reaction on the palate accurately. • Highlight the differences between the UK and Spain using logic. • Balance flavors in a conversation with a partner. • Explain why a specific ingredient is needed based on the sense of taste.			
CULTURAL		• Understand how climate and geography determine national tastes. • Contrast the "Pub/Comfort Food" culture of the UK with the "Tapas/Social Sharing" culture of Spain. • Discover that British food isn't "tasteless" but relies on different chemical high-impacts.			
METHODOLOGY		• Individual work (self-discovery) : Students experience the physical tasting and process the reading/listening input to internalize sensory vocabulary • Pair work (Peer-to-peer): Students engage in oral interaction to negotiate and justify the flavors of a "fusion dish" using functional language. • Cooperative work: Students use Padlet to co-create a digital gallery, sharing their written productions and reacting to peers' ideas. • Whole-Class Work: The teacher leads a plenary discussion to synthesize the cultural "Taste DNA" findings and provide collective feedback.			
TECHNIQUES		• Total Physical Response • Scaffolding • Gamification • Information Gap • Peer Feedback • Skimming and scanning			
RESOURCES		• Digital Resources: • TasteAtlas.com. • YouTube video: Kids Try Spanish Food Kids Try HiHo Kids			
ICT TOOL		• Padlet: Set it up beforehand with two columns: The British and The Spanish Corner. • Digital Voting Tool: Use Padlet's "Like" (heart) feature or a Mentimeter poll for the final "Best Menu" vote.			

DESCRIPTION OF ACTIVITIES		
Starter	5'	Activity 1 Students perform a "Blind Taste Test" comparing malt vinegar (UK DNA) and olive oil (Spanish DNA) to physically experience the cultural divide between northern acidity and southern richness. They immediately map these sensations to the correct flag on the board, identifying "Salty/Sour" as the British preservation profile and "Savoury/Umami" as the Spanish Mediterranean profile.
		Activity 2 Students listen to a video about British children experiencing a "cultural flavor shock" as they taste traditional Spanish dishes like Gazpacho and Jamón for the first time.
Main Dish	10'	Activity 3 - Written comprehension Students read a short "Taste Atlas" report to compare Spanish Mediterranean scores with British Atlantic habits. They find key numbers and weather facts to explain why our food "DNA" is different.
	10'	Activity 4 - Interaction Students engage in a "Speed-Dating" style rotation, role-playing as Detectives and Chefs to categorize dishes into Atlantic or Mediterranean DNA. They practice fast-paced oral exchange using high-frequency sensory adjectives (Sharp, Rich, Savoury) to debate food preferences.
	15'	Activity 5 - Written production Students synthesize the lesson by publishing a digital "Sensory Profile" on Padlet, categorizing a dish's DNA through specific taste adjectives. They perform a peer-review by "tasting" their classmates' descriptions and labeling them with sensory emojis. The 15-Minute Timeline: • Minutes 0-5: Students choose their dish (use the ones from the video or the reading). • Minutes 5-12: Drafting and posting to Padlet. • Minutes 12-15: "The Taste Test": Students must read 2 other posts and comment with an emoji that represents the taste: ◦ 🍋 (for Sharp/Sour) ◦ 😋 (for Savoury/Rich) ◦ 🍪 (for Crunchy/Salty)
Dessert	5'	Activity 6 - Wrap up The session concludes with a formative assessment using an A2 linguistic rubric to evaluate Padlet reviews, followed by a "Sensory DNA" exit ticket to consolidate new vocabulary.



Attribution: Original activity from Erasmus + LANSEN Project

Artificial intelligence aided

Cofunded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ASSESSMENT

1. Wrap-up (Initial assessment)

- Technique: Systematic observation and performance task
- Indicator: Can the student correctly link a physical taste (like vinegar or oil) to its cultural 'DNA' using specific adjectives like Sharp or Savoury?
- Instrument: Observation Checklist.

2. Oral comprehension

- Technique: Selective listening with visual cues (students don't need to understand every word; they "hunt" for specific keywords using the video for help).
- Indicator: Can the student extract specific sensory adjectives from an authentic conversation and assign them to the correct 'Food DNA'?
- Instrument: Checklist (a simple list of emojis and words they tick while watching).

3. Written comprehension.

- Technique: Scanning for specific information.
- Indicator: "Can the student locate the star rating and the reason for the flavor in the text?"
- Instrument: A guided reading comprehension worksheet.

4. Interaction

- Technique: Scaffolded communicative role-play
- Indicator: Does the student use both the correct DNA category and a sensory adjective with a connector
- Instrument: Focused observation checklist (a "Yes/No" chart for the teacher to track if students are using the required connectors and vocabulary during the rotation).

5. Written production

- Technique: collaborative digital publishing (Padlet)
- Indicator: "Can the student synthesize the lesson by writing a structured sensory review using DNA categories and A2 connectors?"
- Instrument: Peer review and analytic rubric

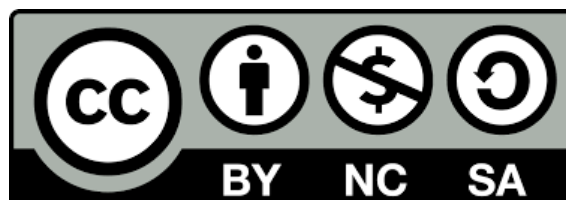
6. Wrap-up

- Technique: metacognitive retrieval
- Indicator: Can the student correctly identify the DNA profile and the primary sensory adjective for a new "Mystery Food" provided by the teacher?
- Instrument: Exit ticket

See Annexes for rubric



Artificial intelligence aided



Attribution: Original activity from Erasmus + LANSEN Project

ANNEXES

ANNEX 1

ACTIVITY 2: ORAL COMPREHENSION EXERCISE

- [YouTube video](#) - Kids Try Spanish Food | Kids Try | HiHo Kids
-

1. The Gazpacho Surprise. The kids see the red liquid and think: "Mmm, Strawberry Juice!". After the first sip, they make a face because it is:

- A) Super sugary and sweet 🍭
- B) Sour and tastes like vinegar 🥗 😞

2. The Jamón (Spanish Ham). The boy says the ham looks "raw" (crudo). But after he tastes it, he thinks it is:

- A) Salty and delicious 😊
- B) Too spicy for a kid 🌶️

3. The Calamares (Fried Squid). Listen to the sound! The girl likes the Calamares because the outside is:

- A) Crunchy 🍪
- B) Soft like a cloud ☁️

4. The Morcilla (Black Pudding). They try the Morcilla. They say it looks like a famous British breakfast! What is it?

- A) Eggs and bacon 🍳
- B) Black Pudding (Savoury DNA) 🩸

5. The Churros Finale! The kids dip the churros in the chocolate. They describe the Spanish chocolate as:

- A) Rich and very thick 🍫 😊
- B) Watery and cold 🧊

ANNEX 2

ACTIVITY 3: WRITTEN COMPREHENSION

The Atlantic vs. Mediterranean Palate

The Geography of Flavor According to the Taste Atlas world rankings, the food we eat is a result of our history and climate. Spain currently holds a top position in the global rankings, characterized by its Mediterranean DNA. This profile focuses on fresh ingredients, olive oil, and "Umami" flavors. The highest-rated item is Jamón Ibérico (4.8 stars), which is famous for its deep, savoury taste.

In contrast, the United Kingdom represents the Atlantic DNA. Because the British climate is cold and damp, the culture developed a taste for preservation. This means they use high levels of salt and vinegar to keep food fresh. This creates a "sharp" and "acidic" flavor profile. While different from the Mediterranean style, dishes like Fish and Chips (4.4 stars) remain global favorites for their crunchy and salty texture.

Reading Questions

1. Fact-Finding (Scanning) Complete the table with information from the text:

Feature	Spain	United Kingdom
Food DNA		
Top dish		
Star rating		

2. Vocabulary Match Find a word in the text that means the same as:

- Very famous: _____ (Hint: Starts with I)
- Opposite of warm: _____
- The taste of vinegar: _____

3. True or False?

- Spain uses a lot of olive oil. [T / F]
- British food is "sharp" because of the sunny climate. [T / F]
- Fish and Chips has a crunchy texture. [T / F]

4. Short Answer (The "Why") According to the text, why does the UK use a lot of salt and vinegar?

Answer: Because the climate is...

ANNEX 3

ACTIVITY 4: INTERACTION

Interaction: The "DNA Speed-Dating"

The Setup (2 mins): Half the class are "Atlantic Detectives" (looking for salt/vinegar). The other half are "Mediterranean Chefs" (defending olive oil/umami).

The Task (6 mins): Students stand in two lines facing each other. They have 60 seconds to "interview" the person in front of them about a dish written on the board (e.g., Gazpacho).

The Dialogue Prompt:

- Detective: "Is this dish SHARP and ACIDIC?"
- Chef: "No! It is SAVOURY and RICH because it has Mediterranean DNA."
- Detective: "Interesting! My UK DNA prefers SALTY and CRUNCHY food. "

The Rotation (2 mins): Every 60 seconds, you clap your hands, and one line moves to the right so everyone has a new partner.

Teacher's "Fast-Check" Questions:

- "Raise your hand if your partner's dish was UMAMI!"
- "Who found a dish that was VINEGARY?"

Examples:



ANNEX 4

ACTIVITY 5: WRITTEN PRODUCTION

Resource: <https://padlet.com/>

Student Template

Dish Title: _____ Star Rating: ★★★★★

The DNA Report: This dish belongs to the [Atlantic/Mediterranean] DNA. Because the climate is [Weather], the food is designed to be [Adjective].

The Taste Experience: When you bite into this, the first sensation is [Adjective 1]. It tastes very [Adjective 2] because of the [Ingredient]. Unlike other foods, the texture here is [Adjective 3], making the overall profile very [Adjective 4].

Final Verdict: I give it [X] stars because...

ANNEX 5

ANALYTIC RUBRIC FOR INTERACTION

CRITERIA	4 – EXCELLENT (4 POINTS)	3 – SATISFACTORY (3 POINTS)	2 – GOOD (2 POINTS)	1 – NEEDS IMPROVEMENT (1 POINT)
 DNA VOCABULARY Use of specific and precise adjectives.	Uses 3 or more specific and precise adjectives (e.g., <i>sharp, savoury, rich</i>) that are appropriate and varied.	Uses 2 specific adjectives correctly and appropriately.	Uses 1 specific adjective correctly.	Uses only general words (e.g., <i>good, bad</i>) or imprecise vocabulary.
 CATEGORIZATION Connection of the dish to Atlantic/Mediterranean cultural DNA.	Accurately links the dish to Atlantic/Mediterranean cultural DNA and clearly explains the connection and why.	Identifies the cultural DNA and provides a basic explanation of the connection.	Identifies the cultural DNA but the explanation is limited or not entirely clear.	Does not mention cultural DNA or the connection with the region.
 CONNECTORS Use of connectors to link ideas.	Uses a variety of appropriate connectors (e.g., <i>because, but, and, so</i>) to link ideas clearly and fluently.	Uses at least two appropriate connectors to link ideas.	Uses 1 appropriate connector or uses repetitive connectors.	Does not use connectors or uses them incorrectly.
 PEER REVIEW Constructive interaction and feedback.	Reads and correctly "labels" the work of 2 peers and leaves respectful, specific, and helpful comments using the correct emojis.	Reviews the work of 1 peer and uses the correct emojis.	Uses incorrect emojis or leaves limited or general comments.	Does not interact with peers' work or does not use emojis.
TOTAL SCORE		/ 16 POINTS		



Attribution: Original activity from Erasmus + LANSEN Project



Artificial intelligence aided