

RESOURCE SHEET – LISTENING MATERIAL – ENGLISH

Title: California and Tacos

Short description:

Maria and Carla talk about California. Maria points out that the popular picture of sunny and warm California is not true for the whole state. The conversation also touches on the Mexican history of California and other states and quickly turns to tacos, the popular dish.

Vocabulary support:

Cilantro – coriander

Sauteed – fried in small amount of fat (Merriam Webster dictionary)

Stringent – strict, rigorous

Questions for Comprehension:

1. What happened to California, Nevada, Utah, New Mexico and some neighboring states because of the Treaty of Guadalupe?
2. How does Maria describe California?
3. What is the difference between tacos one can eat in California and tacos in Norway?

Tasks for reflection/discussion:

1. Work in pairs, dividing different parts of California between pairs so that the whole class covers the whole state. Have a poster with a blind map of California ready. Each pair explores their part of California and marks that on the map. Pairs can draw, glue pictures, write names of major cities or landscape formations (rivers, mountains, valleys...) on the map. Students can e.g. hold short presentations of the areas they explored using the map the class created.
2. Explore Californian food: Find one dish that you make at home for your family to try. Create a short video (can be a TikTok format) where you document why you chose this dish, how you made it and how did you and your family like it. Avoid the very well-known American dishes, if you choose to make a kind of burger or pizza for example it has to have some kind of Californian turn to it.
3. Explore California's nature: Choose a national park in California. Explore the national park you have chosen and create a poster to attract visitors. This task can also be done as pair/group work. Extra idea to teachers: Assign different types of groups for each poster (e.g. young children, grandparents with grandchildren, teenagers, families, young adults, high school classes, groups of hikers, people on wheelchairs, groups of senior citizen, foreign tourists...) Students can present their poster for the class and talk about how they chose to design the poster to attract "their" group. Posters can easily be designed in PowerPoint and then shown in the classroom or even printed out.

Kompetansemål:

- utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger
- lese, diskutere og reflektere over innhold og virkemidler i ulike typer tekster, inkludert selvvalgte tekster
- uttrykke seg nyansert og presist med flyt og sammenheng, idiomatiske uttrykk og varierte setningsstrukturer tilpasset formål, mottaker og situasjon
- bruke mønstre for uttale i kommunikasjon