Curricular Units: Powerful Tools to Connect the Syllabus with Students' Needs and Interests

Unidades curriculares: Herramientas poderosas para conectar el programa con las necesidades e intereses de los estudiantes

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A basic component of any language program is the construction of the curriculum. There is a variety of approaches to curriculum planning and implementation from the technical production perspective to the critical view. The current article emerged from the analysis of the syllabus in a Basic English course in the undergraduate program at Universidad Nacional de Colombia and the design and implementation of a curricular unit. Such unit proved to be a powerful tool to connect what was set in the program, what students needed in terms of language and what they were interested in terms of culture.

Key words: Curriculum, Curricular Unit Platform, Constructivism, Teaching-Communicative Language, Task-Based Approach

Un componente esencial en un programa de idiomas es la construcción del currículo. Existe una gran variedad de enfoques en términos del diseño y la implementación del currículo; desde una perspectiva reducida a la producción técnica, hasta una visión crítica y transformadora. El presente artículo se gesta a partir tanto del análisis de un programa correspondiente al curso Inglés Básico I en la licenciatura ofrecida por la Universidad Nacional de Colombia, como del diseño y la implementación de una unidad curricular. Dicha unidad curricular se caracterizó por convertirse en una herramienta de conexión entre los contenidos y procedimientos planteados en un programa y las necesidades comunicativas e intereses culturales de los estudiantes.

Palabras claves: Currículo, Plataforma Curricular, Unidad Curricular, Constructivismo, Lenguas Extranjeras-Enseñanza Comunicativa, Enfoque basado en Tareas

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INTRODUCTION

"Schooling is assumed to be a process whose main purpose is to promote or produce learning... Thus, schooling is conceived as a production system in which individual learning outcomes are the primary products. After all, if learning is not what schooling is for, then what could be its purpose? (Posner, 1998, p. 81).

This quote reflects a clear position which develops the idea of the technical production perspective of curriculum. Within this perspective, teachers become technicians who plan and implement activities geared toward students' production.

One of the main concerns teachers have spins around the way to best plan our lessons so that they are coherent with the objectives set in the syllabus and, at the same time, meet our students' needs and interests. One of the options teachers have is the construction of didactic units based on a clear curricular platform. Such platform must tackle key issues such as the theory of education, the theory of learning, the theory of teaching, the approach, the method and the general goals to be achieved. Therefore it constitutes the base on which the curricular unit is built upon.

Based on my experience as a teacher and learner of English as a foreign language, and on literature reviewed, I strongly believe in social interaction as the key factor in any learning process. My curricular unit platform has been constructed on this premise and it contains a specific philosophy of education,

a theory of communication, a theory of teaching, a theory of learning and the general goals which will frame the curricular unit design.

THEORETICAL FRAMEWORK

Curricular Platform

A curricular platform is conceived as the basic principles underlying the construction and implementation of a curriculum. It emerges from the query of how a curriculum is planned. Thus, a curricular platform construction is led by three main questions as stated by Posner (1998). The first concerns the procedural questions which aim to go deep into the stages a teacher follows to plan a curriculum. The second query leads towards the description of the way a curriculum is planned. Lastly, one should consider the elements present in the curriculum planning process and the way they are related to one another.

In order to design and implement a curricular unit, I searched for those principles underlying the curriculum of my educational setting and proposed some elements which guided me in the construction of the platform. Such elements were a theory of education, a theory of learning, a theory of teaching, and an approach.

Constructivism as a Theory of Education

The curricular unit I developed had as a general conceptual framework constructivism, and specifically, social constructivism. The philosophical pillars of

this theory have been set by authors like Bruner, Ausubel, Piaget and Vygotsky, among others. This philosophical position has been influenced by postmodernism supporting the idea that any reality is the mental construction of those who believe they have discovered it.

The basic principle of constructivism is that we construct our understanding of the world and its phenomena by reflecting on our experience. Thus the teaching –learning dynamics have different principles defining new paradigms in both teachers' and learners' roles. The two main principles within this philosophy are that knowledge is actively built up by learners and "the truth" is not found, but constructed through the explanation and socialization of our own experiences.

Expanding on the previous statements, Brooks and Brooks (1993) as cited by Morison (1997) defined five main issues within this philosophical position:

• Use relevant problems for instruction
• Learning is constructed around primary concepts
• Value students' points of view
• Adapt curriculum to address students' suppositions
• Assessing students' learning in the context of teaching

Social constructivism considers that the culture gives the child the cognitive tools needed for development such as cultural history, social context, language and, in these

modern times, electronic forms to have information access. It emphasizes education for social transformation and reflects a way of conceiving individuals within a socio-cultural context. In the same train of thought, individual development originates from social interactions as cultural meaning are shared by the group and later they are apprehended by the individual.

As stated by Schütz (2002), Vygotsky is one of the representative authors within this framework. He emphasizes the importance of culture and social context for individuals' cognitive development. There are four main principles supporting social constructivism. First, learning and development is a social collaborative activity. Then, school learning should occur in meaningful context and there should be a connection between the world at school and the "real world". The third pillar emphasizes the idea that experiences lived out of school should be connected to those promoted and carried out within the school context. Finally, the Zone of Proximal Development[1] (ZPD) can be a guide for curricular and lesson planning. Within this conceptual framework, knowledge is a construction made by each learner regarding what he or she has experienced before and is linked to social interaction.

With social constructivism as the theory of education, learning is viewed as a process of adjusting our mental models in order to accommodate new experiences we are exposed to by means of daily social interaction in a cultural context. Within this process, learners invent rules, discover concepts and build representation of the

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[1] Zone of Proximal Development: The stage a person can reach when being involved in social interaction.

world going through a process of enculturation into a community of practice.

Although Wolffe and McMullen (1996) consider constructivism as a theory of learning due to its essence, there are some important teaching principles to bear in mind when selecting this philosophy of education. A constructivist teacher creates a context for learning where students can engage in interesting activities that promote and facilitate the process. Among the implications this philosophy presents, it is very relevant to mention:

• The transition of the teachers' roles from transmitters to facilitators: Teachers guide students when tackling the learning challenges; they encourage learners to work in groups and support them in their modification of previous cognitive schemes.

• Teachers are called on to enable learners to learn how to learn: Teachers should provide students with instructional settings in which learners can live the language and use it to modify their world and conditions around them. Thus, autonomy and self-directed learning is encouraged.

• There are more open-ended evaluations of learning outcomes: Learning is conceived as a process of modification in which there is not one "correct" way to interpret phenomena around us.

APPROACH AND METHOD

Brown (1995) cites Anthony (1963) to clarify the difference between an approach and a method. An approach is considered to have a ground assumption dealing with the nature of language and learning while a method is a general plan for the presentation of language materials. Thus, an approach is more axiomatic while a method is more procedural as it deals with putting theory into practice, it being the level at which choices are made about the particular skills to develop, the contents to be explored, and the order of such exploratory tasks.

The view of language within this approach is an interactional one. Language is conceived as a vehicle for the realization of interpersonal relations and for the performance of social exchanges between individuals. According to Richards and Rodgers (1982), as cited by Brown (1995), some of the most relevant characteristics of this vision are that language is a system for the expression of meaning and its primary function is for interaction and communication. Such communication should be meaningful and purposeful within a specific social context. Accordingly, language is perceived as a social practice in which the focus is the empowerment of the learner through the critical analysis of the social situations and the development of skills to face power differences.

Framework: Task–Based

Tasks are conceived as activities where the target language is used by the learner for a communicative purpose in order to achieve a specific outcome (Willis, 1996). This author makes references to six types of tasks: listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. Among the possible starting points for task

work are learners' personal knowledge and experiences, problems, visual stimuli, and spoken or written texts.

As proposed by Willis (1996) and highlighted by Rooney (2001), the task – based learning framework has three main components: Pre-task, Task cycle and Language Focus. The pre-task component relates to the introduction to the topic and task. The task cycle has three moments. In the first part, students do the task collaboratively; afterwards, during the planning stage, students prepare to report to the whole class the way they developed the task informing on the decisions taken. Finally, students report on the process carried out. The last component refers to the language focus, which contains the analysis and the practice. In the former, students examine and discuss specific features of the texts and in the latter, practice of new concepts is carried out.

One of the advantages this framework offers for learning is the confidence learners develop from trying out the language they know. It also promotes and opens spaces for spontaneous interaction. Furthermore, students are given the chance to notice the way others express similar meanings, getting them engaged in using language purposefully and cooperatively, concentrating on building meaning. Additionally, this framework gives learners more spaces to try out communication strategies.

CURRICULAR UNIT DESIGN AND IMPLEMENTATION

Based on the curricular platform previously described, a curricular unit was designed to develop a specific topic: eating habits and food celebrations. The next section of the article will account for the unit design, implementation and evaluation.

Curricular Unit

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Unit Overview
Unit Plan Title: Food Time!

Curriculum Framing Questions:
Essential Question: How different or similar are English speaking countries' eating habits compared to Colombian ones?   **Unit Questions**:   • What do people in the class like eating?   • What do people in Britain and the United States normally eat?   • What is the relation between food and a local and an international celebration?

Unit Summary
This unit was concerned with the topic of food habits and the relation of food and celebration. Students built up new knowledge in terms of some vocabulary and grammatical structures as well as in social and cultural features based on their experiences and those experiences narrated by people from English speaking countries.

Subject Areas
English, Civilization.

Level
Students from English Basic I course registered in the undergraduate English program ("licenciatura").

Key Words:
Food, Celebration, Eating habits, Thanksgiving, Meals, Dishes, Eating preferences.

Approximated Time Needed
Ten hours a week, one week.

Previous Knowledge
• Ability to express existence (There is /there are)   • Ability to describe objects (is/ are /have got / has got)   • Reading skills (skimming /scanning to a certain extent)

Materials and Resources Required for the Unit·

- Food cards.
- Video (Interchange Pre-intermediate chapter 8 video)·
- Video player.
- Two texts related to food habits in English speaking countries.

Targeted University Framework

The following English Basic I course program standards were taken into account:
- Picks out main ideas and key words in familiar material.
- Comprehends the gist of the message with adequate competence and confidence.
- Handles a narrow range of language.
- Comprehension of most adapted material and simple authentic texts.
- Needs constant repetition and repair.
- Responds to simple speech situations in moderate level contexts with limited confidence and competence.
- Presents false starts and hesitations.

Goals

- Students will construct knowledge by relating new information with previous experiences.
- Students will interpret phenomena around them through using the target language.
- Students will be able to interact with certain accuracy in different daily life, academic and personal situations.
- Students will use the vision given by their culture in order to better understand the world around them and to set a clear position towards the social context which surrounds them.

Students Objectives / Learning Outcomes
Linguistic:

- To review structures already studied such as there is /there are, have got/ has got, simple present : do/wh questions
- To get to know and use vocabulary related to food items·
- To master quantifiers such as a, an, some, any

Cultural

- To acknowledge food habits in Colombian culture
- To be aware of cultural differences regarding food habits, specially between Colombia and two English speaking countries: The United States and Great Britain.

Affective:

- To share information related to personal preferences in terms of food items
- To value team work
- To acknowledge partner' skills and the way they can learn from one another

Assessment

Assessment was included along diverse tasks within the unit mainly because evaluation should be continuous and systematic. Students used self, co-evaluation and peer assessment. The teacher also collected students' sample of the activities developed and gave individual feedback. Samples of the exercises were kept in students' portfolios as this means had been used all through the term as an alternative way to evaluate both students' performance and materials used to meet course aims.

Procedures

Task 1 Type: Listing

Pretask: The teacher asked students about food items they remembered, wrote them on the board and showed the group of students a poster with a lot of food elements. Students were asked to find out names of food items by predicting, asking each other or by using their dictionaries. The poster was stuck on the wall next to the board.

Task. In groups of three, students were asked to write on a piece of paper as many words related to food as possible in two minutes depending on the category mentioned by the teacher (fruit, vegetables, beverages, meat, seafood, dairy products, seasoning). Once time was over, students counted the number of words written and the member of the group with the highest number read aloud their examples. Groups with the same word crossed it out. At the end of each category reading, students counted the number of words left and added each number to get a total score at the end of the "game". While students were reading the written words aloud, the teacher wrote the words on the board in two different columns: A/An — Some

Post task: Students were asked to look at the way the words they had mentioned had been grouped and to express their own hypothesis about the reason for such classification. The language focus was addressed to testing students' hypothesis about the use of **a**, **an** and **some**, related to those food items.

Task 2 Type: Ordering and Sorting

1. Students were given flashcards with pictures of varied food items and their names. They had to stand up and look for another person who had item characteristics on a card that were similar to his /hers under the criteria given by the teacher (color, size, taste, food category). The teacher asked two students (who may be strong in their language use) to model using different questions such us: "Have you got a/an some...?" "What have you got?" "I've got an apple". "I've got some wine".

Assessment

Students were asked to evaluate three aspects orally: First, the activities carried out up to this stage. Second, they evaluated the material used and finally –the most important

one. If objectives were achieved (to have a reflective look at their own learning process). The most relevant comments on these aspects were written down and kept in their portfolios. Having the space for assessment at this stage of the curricular unit gave me the opportunity to make informed decisions about the process and reorient the teaching – learning process.

Task 3. Type: Listing, Sharing Personal Experience, Comparing

1. In a whole class arrangement, students brainstormed about their eating preferences when asked about giving the first idea that came to their minds to the questions: "Which type of food do you like the most?" "What kind of food do you dislike?"
2. Students received a chart (see appendix 1) "Food I like... Food I dislike". They filled out the first column by writing five things they liked in relation to the topic. In the second stage of this task students constructed the appropriate questions, stood up and found someone to fill out the rest of the chart by searching, through questions, for people in the classroom who liked and disliked the same type of food.
3. Criteria for preparing and assessing the oral account on the information gathered are set in a process of negotiation and construction with students.

Task 4 Type: Skimming / Scanning

Pretask: In the session before, I asked students to search for information about eating habits in both The United States and Great Britain along with visual support on their findings. Students formed groups of three and exchanged some information they found, then everybody changed groups until they had been part of three different groups. Afterwards, students shared what they had learned through these dynamics in a plenary session.

Task: Half the students were given the reading "Meals in Britain" taken from Headway Elementary on page 66. The other half received the text "Food in America" taken from Contact USA on page 52. They were asked to read silently, and to deduce the meaning of new words using the context as a first strategy, then to try a second option (using a dictionary, asking a partner, asking the teacher).

Students reading the first article were asked to read again in order to match the photographs with the appropriate paragraph and, in pairs, to prepare three comprehension questions for the reading. They gave the small questionnaire to the teacher.

At the same time the other half of the course followed the same process with their reading but the mini-task was to write a subheading for each paragraph according to the most relevant piece of information given in each of them. Later students were asked to prepare a small reading comprehension questionnaire based on the text in pairs. Once they had finished, their pieces of work were given to the teacher.

Every student looked for a partner who had read the opposite article and gave a concrete oral account, guided by the questionnaires and paragraph headings they had elaborated previously, of the main aspects tackled in the text. In a whole class session students discussed eating habits in the USA and Great Britain, establishing similarities and differences and what those implied in terms of cultural values. The teacher shared with students some of the anecdotes that she experienced while living in The United Kingdom when she was part of a teacher assistantship in 2000 – 2001. Students were asked to brainstorm by writing extra questions they wanted to ask on this topic for the following session. A guess speaker was invited to the class for a fifteen-minute period. He was an English citizen named Neil Alexander who was teaching at the university as part of an assistantship program in Colombia. Students used their notes from the brainstorm activity carried out during the session before in order to ask about any interesting aspect related to food habits of the native speaker.

Assessment

Classroom-based assessment was carried out taking into account both sources of information, notes taken by me during student performance of the activities and students' self-written evaluation, guided by the following heading given by the teacher: *What I did... what I learned... working in pairs was...What I liked and disliked the most was...*

Task 5 Type: Problem Solving

Pretask: Students brainstormed on various types of food from different places around the world.

Task: Students were given a copy of an activity adapted from New Headway Elementary (see appendix 2) in which five pictures of dishes are shown. Students made predictions about the countries those dishes were from. They took notes while listening to a tape in which five native English speakers talked about their favorite dishes. They listened to the tape for a second time and completed the chart. They needed to complete information under the headings: N*ame of the Speaker, Favorite Dish and Additional Information.*

Post task: Students selected a partner to compare their notes with so they could both comment and complement the information. The teacher displayed an empty model of the same chart on the board and volunteers were required to fill the chart out. Through guided questions the teacher led students to the identification of new vocabulary and the way it supported the topic being developed all through the curricular unit

Assessment

Students wrote their comments on a sheet of paper to evaluate their performance during the task in terms of quantity (how much information was written individually), and quality (how accurate the listening task was). The piece of paper was collected along with the

chart and individual written feedback was given. In order to give students space to reflect upon the task and its performance, students sat in a "U" shape and the teacher asked them to evaluate the activity as a group. Some of the criteria given to do so included degree of difficulty, information interest degree, pair work dynamics, and self-evaluation.

Tasks 6 Type: Listing, Problem Solving

Pretask: The teacher distributed pieces of paper with words related to *Thanksgiving* on them. When every student got his/her card, they stood up and read to as many members of the class as possible the words written on the cards in two minutes. Then, students were given five minutes to tell two partners as many words or expressions he/she remembered, so that they exchanged information collectively. In a whole class arrangement students were asked to predict what the video was about based on the information shared before. Students' predictions were written on the board.

Task: Students received the video guide titled "THANKSGIVING!" taken from Interchange, Pre-intermediate Video Book (see appendix 3) and followed the procedure explained in it and mentioned below.

Before You Watch
• Read the two short texts related to cultural aspects in the United States.
• Is there a similar celebration in Colombia? Which date is it?
• Look at the vocabulary and put the words given in the appropriate place on the chart.

While You Watch
• Watch the first part of the video and complete the chart on the board with more information.
• Students are asked to watch the first part of the video and answer some questions very clearly.
• Students watch the second section of the video and tick the food product based on pictures of the people who took part in a survey applied in the U.S.A.
• Participants watch the last part of the video and complete some sentences related to untraditional food.

After You Watch
Students were asked to think about a special holiday in our country and share their information with a different partner. They had to talk about types of food in those holidays and the way they were related to the celebrations.

Assessment:
The video guides were collected and individual feedback given. Students were asked to self evaluate the activity under negotiated criteria: importance, pertinence, interest level, positive aspects, negative aspects, and strategies to overcome difficulties.

EVALUATION
OF THE CURRICULAR UNIT

• The current curricular unit was perceived as very complete by students even though some of the activities could not be carried out due to time constraints.

• All the objectives proposed were achieved in terms of language (regarding cooperative work as well as the cultural ones).

• Acknowledging students' previous knowledge proved to be a very useful part of both the curricular platform and the curricular unit. Students felt more confident when they could tackle a new aspect of English using what they had already mastered and had practiced with along the term.

• Learning by doing is a key feature in this unit. Students enjoyed the activities in which they could participate actively. Having students competing against each other proved to be an effective tool in terms of motivation and quality in students' production.

• A strength in this curricular unit and, at the same time, a reflection of the curricular platform, is the variety of communicative tasks which involved the four communicative abilities: listening, speaking, reading (not only texts, but pictures and images) and writing. Abilities like ordering, listing, and guessing, among others, were also present.

• A drawback observed in the unit by both students and the teacher was the design of too many tasks for the period of time set. Students felt they were "in a hurry" most of the time and that pressure affected some students' pace of learning. This limitation can be overcome when implementing the unit again by means of selecting the best and most complete tasks and adjusting the unit to the time needed to develop it.

CONCLUSIONS

Working within the framework of curricular units proved to be very beneficial as I could bridge the gap between what was proposed by the curriculum and what was needed by students. It is worth mentioning that decisions made to build the curricular unit were based on the principles underlying the syllabus for the course as well as on students' needs in terms of language and cultural knowledge.

The curricular unit designed encouraged students to value their own culture in various aspects such as eating habits and festivities. Students were able to reflect upon different cultural expressions in our society while getting to know cultural aspects of the target language communities.

As pointed out by the constructivist theory, students recreated the knowledge they had based on their experiences and compared it to the new information worked on in the curricular unit. I consider this process a very enriching one in terms of language learning and cultural awareness. Likewise, the task-based framework

encouraged students to use the target language for a communicative purpose in order to achieve a specific product. Thus, students faced diverse types of tasks which moved them to use English in purposeful activities.

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APPENDIX 1: FOOD I LIKE… FOOD I DISLIKE

I LIKE	I DISLIKE	FIND SOMEONE WHO HAS THE SAME TASTE	SPECIFIC INFORMATION
I like chicken	I don't like spinach	Do you like chicken?	How do you like it?
		Carolina C.	roasted

APPENDIX 2: TASK 5: FOOD ROUND THE WORLD

1. Look at the picture of food below. Where is each dish from? Which do you like?

Pictures taken from New Headway Elementary, p. 72

2. Listen to the tape in which five native speakers talk about their favorite dishes. Take notes.

Tapescript:

Marian:

Well, I love vegetables, all vegetables - I eat meat too – but not much. I think this is why I like Chinese food so much. There are lots of vegetables in Chinese food. Yes, Chinese is my favourite food. I like the noodles too. Can you eat with chopsticks? I can!

Graham:

Now in my job, I travel the world, and I like all kinds of food...but my favourite, my favourite is... er ... I always have it as soon as I come home... Is a full English breakfast. Bacon, eggs, sausage, mushrooms, tomatoes, and of course toast. I love it, not every day but when I'm at home we have it every Sunday. Mmmm! I'd like it right now- delicious.

Lucy:

Oh, no question, no problem. I know exactly what my favourite food is. Pasta. All pasta. Especially spaghetti. Pasta with tomato sauce – and I like it best when I'm in Italy. I went on holiday to the Italian lakes last year. The food was wonderful.

Gavin:

...er... I'm not sure. No, I know what it is. My... favourite... food is Indian food. Friday night I like to go to the pub with friends from work and ... have a few beers...er... no, not too

many… and after we always go to an Indian restaurant and I have a chicken curry with rice. It's the best! I like it more than chips!

Sally:

Well! Shhh! But my very, very favourite food is chocolate. Chocolate anything, I love it. Chocolate ice-cream, chocolate biscuits, chocolate cake, but especially just a big bar of chocolate, Mmmmm! Terrible, isn't it? Go on! Have some of this! My friend brought it back from Switzerland for me!

Tapescript taken from New Headway Elementary, p. 120.

3. Listen to the tape for the second time and complete the following chart.

No.	NAME OF THE PERSON	FAVOURITE FOOD	ADDITIONAL INFORMATION
1	Marian		
2	Graham		
3	Lucy		
4	Gavin		
5	Sally		

4.   Talk to a partner and swap information so you can finish completing your chart.

APPENDIX 3: THANKSGIVING!

Before You Watch

1. Culture

Read the following text and comment on it with a partner.

> On the fourth Thursday in November, people in the United States celebrate Thanksgiving. They get together with family and friends, share a special meal, and "give thanks" for what they have. The tradition goes back to 1620, when the first group of Europeans, called Pilgrims, settled in North America. The Pilgrims didn't know how to grow crops in the New World, so the Native Americans helped them. Later, they celebrated the good harvest with a special meal. Today on Thanksgiving Day, families and friends do the very same thing.

Text taken from Interchange Pre-intermediate p. 30, unit 8

In Canada, Thanksgiving is celebrated on the second Monday in October.

Is there a similar holiday in our country? Comment on it.

2. Vocabulary

• Look at the chart below. What is "main dish", "side dish" and "dessert"? Can you give examples of them?

corn

• Complete the chart with the dish names shown in the pictures.

MAIN DISHES	SIDE DISHES	DESSERTS

Activity adapted from Interchange Pre-intermediate p. 30, unit 8

cranberry sauce

green beans

roast turkey with stuffing   pumpkin pie   potato salad   mashed potatoes with gravy   ham

30

Pictures taken from Interchange Pre-intermediate p. 30, unit 8

While You watch

1. Finish completing the chart above while you watch the whole video.
2. Look at the first section of the video and answer the questions below individually:
- How did Native Americans help the Pilgrims?
- Where is the best place to find people getting ready for this holiday celebration?
- Who do people usually invite for this celebration?
3. What do these people eat on Thanksgiving? Tick on the right square.

Chart taken from Interchange Pre-intermediate p. 31, unit 8

4. Untraditional Food!

Some people have different types of food to eat on Thanksgiving which are not considered traditional. Watch this section of the video and complete the sentences below.
- Sopa is _____ in a _____ and garlic sauce. It has carrots, _____, corn, and sometimes _____ in it.
- Greens is a tradition from the _____.
- Dirty rice is _____ mixed with rice.

Exercise taken from Interchange Pre-intermediate p. 31, unit 8

Compare you answers with a partner's and complement your exercise.

After You watch

Think about a special holiday in our country and discuss with a partner the type of food eaten and its importance in the celebration. Write down some of the information from the discussion you consider valuable.