

SSIS-Università degli Studi di Cagliari  
Anno Accademico 2005/2006  
Corso di Linguaggi Settoriali (E.S.P)  
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# Cross Curricular project

*All about me*

## Introduction

This Unit is the first part of a wider learning path on healthy (the module from which this unit was excerpted has the title "all about me") which involves other subjects. This part aims to introduce a new theme using English as lingua franca and talk about food and eating habits in a different way. The two subjects involved in the project (commonly known as CLIL, which means Content and Language Integrated Learning) are English and Biology. The project aims to develop the awareness of eating a variety of food and learning more about calories, carbohydrates, fats, proteins and vitamins. The teacher of biology should explain the most technical aspect (such as the food pyramid, the different kinds of food we eat, what they provide and the rules for a healthy life). On the other hand, the English teacher should introduce the topic, provide (through the Corpus Analysis) the minimal vocabulary. Not only will the students further develop the ability to talk about themselves, but they will also learn how to use the language in some real context (such as a class discussion with both teachers).

The class is a third year of scuola media, The class level is stated, more or less, around level A1. They are not so keen on speaking, even though they didn't have problems in understanding the teacher speaking in English. The project aims to develop speaking and reading skills, but also writing is involved.

The teaching of the topic will be divided in three parts:

Part only for the English teacher	Part to be done as a team, in co presence	Part only for the content specialist
<ul style="list-style-type: none"><li>• Corpus analysis</li><li>• My favourite food</li><li>• Keeping feet</li></ul>	<ul style="list-style-type: none"><li>• My body needs</li><li>• Assessment</li></ul>	<ul style="list-style-type: none"><li>• A balanced diet</li></ul>

Structure of the Module  
(for the English part)

Title: all about me.

Target group: 3<sup>rd</sup> year students of scuola media. Aged 12/13.

Level of the class: A1

Place in the curriculum: end of the first term of the third year.

Time needed: 13 hours

Steps of the module: : this module is part of a learning path which includes two learning units and the general assessment at the end of the whole module.

Pre –requisites:

- Grammar: the students possess a good knowledge of the basic grammar of the English language. They are familiar with personal pronouns (subject and complement), the simple present and past of regular verbs, question words, interrogative form, negative form, modal auxiliary verbs (can and must), cardinal and ordinal numbers.
- Speaking: they can express very simple and short sentences dealing with their likes and dislikes, opinions, families and everyday-life.
- Listening: they can recognize and roughly understand questions related to the above mentioned subjects.
- Writing: they are able to write very short and simple sentences above mentioned subjects.
- Reading: they can read a relatively short passage from their text books and understand its general subjects.

The module has two units called keeping healthy and me and my body. The English teacher should develop the first one with the teacher of biology.

TITLE
Keeping healthy

PRE-REQUISITES of the UNIT
<ul style="list-style-type: none"><li>• English:<ul style="list-style-type: none"><li>- Students can talk about their likes and dislikes (they are familiar with: I like, I don't like).</li><li>- Students can talk about food and drink.</li><li>- Students know the part of the body.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Biology<ul style="list-style-type: none"><li>- Conoscono in maniera molto elementare alcuni principi dell'alimentazione</li><li>- Conoscono in lingua italiana le sostanze organiche che</li></ul></li></ul>

compongono gli alimenti

- Other skills volved in the Unit:
  - I.C.T. skills: typing, using a word processor, using a web browser, using Excel.

#### OBJECTIVES:

- English: At the end of the unit they should be able to:
  - answer some questions on their eating and healthy habits
  - be conscious of what the body needs for a healthy life
  - give information about likes and dislikes on the topic food and drink
  - know the names of different kinds of food and what they provide (in terms of fibre and energy)
  - practice frequency adverbs
  - ask and answer (positive and negatives forms) with the following structure: what do you have for.....? I usually have.....; How often do you.....? Hoe do you.....?)
- Biology: alla fine del modulo gli studenti dovrebbero possedere le seguenti competenze disciplinari:
  - riconoscere l'importanza di una corretta alimentazione, di un giusto riposo, e di un'adeguata attività fisica.
  - Riconoscere l'importanza dell'igiene e della cura del proprio corpo.
  - Individuare i gruppi alimentari e le loro funzioni.
  - Individuare nutrienti e alimenti necessari per una dieta bilanciata

#### VOCABULARY:

Lexical sets:

After the corpus analysis which aims to introduce the basic vocabulary, students will increase their vocabulary in the following lexical sets:

- Meals (breakfast, snack, lunch, dinner)
- Food (cereals, fruit, vegetables, milk, meat; raw, cooked)
- Nutrients (carbohydrates, protein)

#### PLACE:

Traditional class/lab

#### Steps:

1. Corpus analysis (1 hour)
2. My favourite food/ (1 hour)
3. A balanced diet/ My body needs (2 hours)
4. Keeping fit (1hour)
5. Assessment (3 hours)

Assessment:

- Guided discussion for overall evaluation at the end of the unite.
- True or false exercise
- In the school canteen (reading activity)
- I'm healthy when I do this

TIME: 8 hours

Learning path:

Step 1 (one hour)

**Corpus Analysis:**

The first step is the analysis of some textes developing the vocabulary that the student should use during the activities of the cilil. The aims of this activity is not only to present the vocabulary, but also to analyse the text. They will learn more about food and basic principles of an healthy eating, moreover, the food pyramid will be presented.

Quantitative Analysis:

The most 100 frequent words used in the corpus.

Qualitative Analysis:

The most significative items in the list.

(see file Corpus Analysis)

Step 2.

**Title:** My favourite food

**Place:** lab

**Time:** one hour

**Aim of the step:** revise food and drink.  
make students reflect on what they normally.

**Material:** worksheet 1 (see attachment)  
P.C.

**In class:**

- The starting point of this activity may be a reflection on the fact that during the break someone has nothing to eat, while other students have lots of food.
- The English teacher will start the conversation by asking "what do you usually have for breakfast/lunch/your snack/dinner?"
- The teacher will record their answer in a grid:

Breakfast	Snack	Lunch	Snack	Dinner
Milk xxxx Tea xxx Biscuits xxxxx .....	Chocolate xxx Sandwich xxx Crisps xxxx Fruit juice xxx .....	Pasta Rice Meat Carrots .....	Pizza xxxxxx Apple xxx Cakes xxxx Buns xxx .....	Soup xxxx Fish xxxxx Cheese xxxxx Eggs xxx

- The collected data will be analysed and interpreted by the teacher and the students. The following questions will be asked:
  - How many children have milk/tea/biscuits for breakfast?
  - How many children have pasta/rice/meat for lunch?
- Food and drink survey  
The Students fill in the worksheet 1. They write the names of the food and drinks from the favourite to the least-favourite.
- Students should work with Excel and create a sort of chart.

Step 3

**Title:** A balanced diet (1 hour) /my body needs (1 hour)

**Place:** lab

**Time:** two hours.

**Material:** P.C., Power Point shots

A balanced diet (biology)

**Aim of the step:** this lesson should involve both teachers, the English teacher and the biology teacher (The first part on balanced diet should be introduced

by the teacher of biology as far as he can in English). The lesson aims to learn more about food. Students should develop the awareness that we need to eat a large amount of cereals, fruit and vegetables; a moderate amount of fish, meat eggs and dairy products; a small amount of sweets, chocolate, salt, fats and that we also need to drink. They also should learn that fruit and vegetables should be washed or peeled before eating, and vegetables can be eaten cooked or raw.

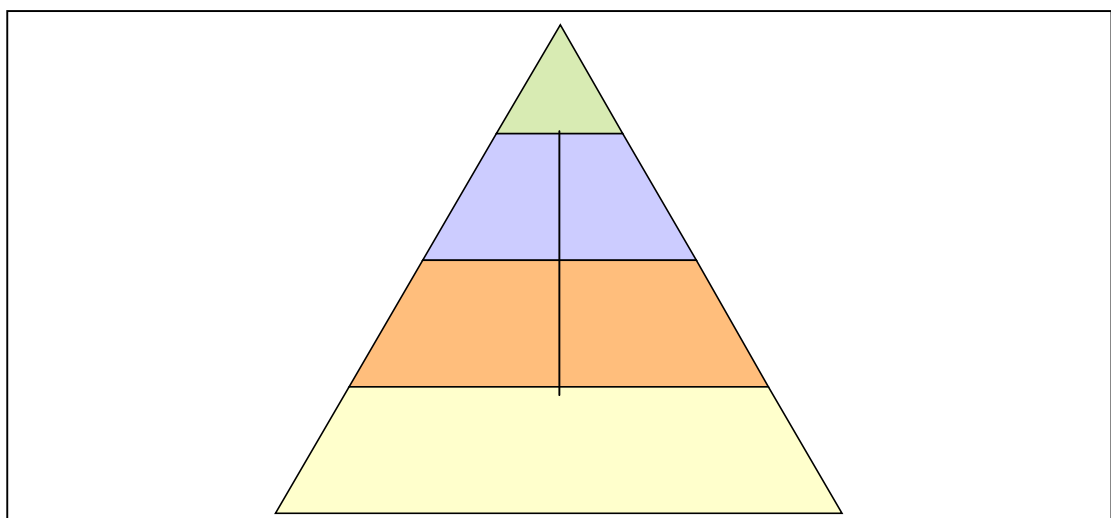
The aims of the English part is to make students' vocabulary on food richer, while the teacher of biology should introduce the technical aspects of the food pyramid and nutrients. Moreover, he/she should clarify the definition of the word "diet" in the sense that a diet is simply the collection of food a person regularly eats.

**In class:**

- Students are in the lab and the teacher of biology shows a Power Point shot, a grid with four columns showing the four groups of food. Some examples of food will be done:

<b>Fruit and Vegetables</b>	<b>Meat, fish and eggs. Dairy products</b>	<b>Cereals</b>	<b>Fats, oils and sweets</b>
Carrots .....	Steak	Pasta	Chips

- The English teacher asks students: "can a food be good or bad for you?" in order to stimulate the class discussion and to give to the biology teacher a starting point for his activity. The teacher of biology should explain that food is not bad or good, there are different kinds of food, some food should we eat every day and some not everyday.
- Now a second shot will be shown, the slide screens a pyramid divided into spaces:





- The teacher of biology should explain that the empty spaces are for different kinds of food which should be placed at different levels of the pyramid. The higher up the pyramid, the less they should eat. As the pyramid is empty students should work in pairs and complete the pyramid.
- Students should work in groups of two and try to complete the pyramid.
- Students should now learn more about the food pyramid, the English teacher should now introduce a reading activity in order to show the structure of the food pyramid:

### Pre-Reading

Students should briefly explain to the two teachers how they complete the food pyramid. They will do it in English because they know the names of food. They will use the following structures: "At the top of my pyramid is....., at the bottom of my pyramid is....."

### While- Reading

At this point students should read in groups of two the text "The pyramid" (see below) and check if they were right or wrong and if they were able to put the right food on the right level of the pyramid".

**THE PYRAMID**

We've had them all, the high Fibre diet, the Protein diet, the Hip and Thigh diet. And there's the latest, the Pyramid diet. But this isn't a diet to help people to lose weight. It's a diet for a healthy life. The pyramid diet is very simple. Different kinds of food are at different levels of the pyramid. The higher up the pyramid, the less you should eat. At the bottom of the pyramid are complex carbohydrates like bread, pasta and potatoes. These provide fibre and energy. About 50% of your diet should be complex carbohydrates. At the second level are fruit and vegetables, such as apples and carrots. These should be about 30% of your diet. They provide vitamins and minerals as well as fibres. Above fruit and vegetables are the protein-rich foods like meat, fish, beans and cheese. These also provide a lot of calcium. These protein-rich foods should be about 18% of your diet. At the top of the pyramid are fat, oil and sugar. We should eat as little as possible of things at this level.

### After –Reading Activity (class discussion+writing)

Students discuss what they read. The teacher of biology hands out copies of the food pyramid (see attachment 2) and students should now compare their pyramids with the authentic food pyramid. They have to complete the worksheet writing the names of the food in each group.

The biology teacher asks them:

- What's at the bottom of the pyramid?
- What's above that?
- What's at the top?

At the end of the activity students should be aware of the fact that: We need to eat a large amount of cereals, fruit and vegetables; a moderate amount of meat, fish, eggs and dairy products; a small amount of sweets, chocolate, salt and fats. We also need to drink, water is important for our diet.

### My body needs (English)

The English teacher hands out copies of chart with the names of the nutrients (see worksheet 3), if they are good at drawing they can draw the kinds of food under the name.

In order to practise the new vocabulary (food and nourishment) the English teacher should present a game called the apron game. Four students should put on an apron, each apron has a card showing the name of one nutrient (carbohydrates, proteins, fats, fibre/vitamins). The other students should form four groups and, in turn, should choose a card (which portrays food) from a box and should find the right place for it (finding the right apron and inserting the card in the pocket. For example, if group one find a card portraying meat, the appropriate apron should be that with the card proteins).

After the game the English teacher should ask the following questions in order to introduce another aspect of the topic: "how do you eat fruit and vegetables?, Do you wash them before eating?, Do you peel them before eating?", then he/she hands out some copies of worksheet number 4. After the activity the teacher will check the answers, then the english teacher asks: "why should we take the skin off fruit and vegetables?" students should answer according to their previous knowledge gained through education or experience. The teacher of biology as expert should explain or clarify the reasons.

As closing activity students should complete the Venn Diagram writing the names of the vegetables in the right places (worksheet 5), the teacher of biology as expert should explain or clarify the reasons.

- Step 4

**Title:** keeping feet

**Place:** traditional classroom

**Time:** one hour

**Material:** notebooks, worksheet

**Aim of the step:** Language – questions and answers with how often, frequency vocabulary (frequency adverbs).

Other – to develop an awareness of a healthy lifestyle.

The students think about how to keep healthy, and then ask each other questions on health and fitness. The lesson will be presented by the English teacher.

## In class:

- (Brainstorming activity) The English teacher try to find out (in English) what the students understand by "healthy", and ask them if they think they are healthy. Their ideas will be noted on the board:

(expected ideas)

Eat fruit Drink milk sleep	don't smoke eat vegetables don't watch too much TV
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- Using the ideas on the board, students should practise making questions. For example, if they have suggested "eat fruit and vegetables", the questions could be How often do you eat fruit? And how often do you eat vegetables?
- Then the teacher shows them the questionnaire (healthy life quiz, worksheet number 6) and tell them it is a test of how healthy they are. Teacher should explain that they are going to ask each other questions and note down the answer on the worksheet.
- Students work in pairs. The teacher gives out the questionnaires and gets them to practise the questions. The teacher can write the questions on the board for them to refer to. Students should put ticks for their own and their partner's answers.
- When they have all finished ask how healthy they are.
- The teacher suggests that the questionnaire can be given to other groups in school.
- At the end of the activity students should be able to summarize the content of the brainstorming and test into five rules (commonly called golden rules):
  - keeping clean
  - healthy eating
  - looking after my teeth
  - getting exercise
  - getting rest

#### Step 4. Assessment.

This final step should take into consideration not only the final results, but also the process and how students worked during the activities proposed during the lessons. Both teachers should record data in the following grid in order to evaluate the learning process.

What happens during the activities which take place during the modules?	
What does the student feel doing it?	
Are the students very interested in some of the activities of the modules?	
Are the students able to respect opinions of classmates in 2expert discussions"?	

At the end of the unit "keeping healthy" both productive and receptive skills should be evaluated.

1. To assess productive skills a guided discussion should take place for overall evaluation. The discussion should be in English.
  - Assignment of topic and task: the discussion should focus on daily menu. Students work in group of two and create a daily menu (breakfast, snack, lunch, snack, dinner). They should think of the nutrients, and take into consideration the food pyramid. At home (as homework) students should draft a completed daily menu (see worksheet 7).
  - Presentation: In class students should explain their results to their classmates and present what on their menu is. Each presentation should give the hint for a discussion. The two students who are presenting the munu are expected to answer to some questions and

explain the reason of their choices. Two hours should be devoted for this part of the assessment.

2. In order to assess either the receptive skills and productive skills there will be an integrated test (English and Biology). The test will have three parts:

- True or false exercise (they should identify the right answers according to what they have learnt before). See worksheet 8.
- In the school canteen (reading activity). See worksheet 9
- I'm healthy when I do this (Practice on preposition). See worksheet 10.

Evaluate the results:

This is a closing phase which involves looking at the work, evaluating it and giving positive feedback to the participants:

Evaluation Grid (for the discussion and presentation of the menu)

Biology

The student is able to.....	1	2	3	4	5
A. recognize the main function of the nutrients					
B. identify where nutrients can be found					
C. identify a good daily menu for a balanced diet					

English

The student is able to.....	1	2	3	4	5
A. express in English the names of the meals and the food that should be eaten at a meal					
B. use varied and appropriate vocabulary on the topic food and drink					
C. report the results of his/her task					
D. answer back supplying valid motivation					

Scheda di autovalutazione dello studente (for the part KEEPING HEALTHY)

COSA SONO CAPACE DI FARE	+	+-	-
So individuare le norme igieniche fondamentali per mantenermi in buona salute			
So riconoscere a quali gruppi appartengono i vari alimenti			
So individuare le proprietà nutritive dei cibi			
So rispondere in inglese alle domande relative a mie abitudini alimentari			
So dire in inglese ciò che mi piace e ciò che non mi piace			
So dire in inglese i nomi dei pasti principali			
So dire in inglese il nome di alcuni cibi e bevande			
So comporre in inglese un menu equilibrato			

For the "Language Portfolio"

The words I know	The structures I know

