

CLIL lesson plan: 2 hours

<b>Subject/content</b>	History. FOOD AND IMPERIALISM: the impact of global food
<b>Teaching aims/ learning outcomes</b>	For each food Ss should know what benefits and side effects are; Ss should connect the colonial history to food; Ss should be able to define the food main use in modern cuisine using a specific language; Ss should be able to locate the origin areas of each global food analysed; Ss should be aware of the consequences of the use of global foods in modern cuisine;
<b>Prerequisites</b>	Food vocabulary, and its use in Italian and Sardinian cuisine in native language (Italian). Language prerequisites: use of simple present and past simple, use of infinitive and imperative, knowledge of basic vocabulary for writing a simple traditional recipe (i.e. oil, pasta, sauce, cheese).
<b>Language level</b>	A2/B1
<b>Content aims</b>	Knowledge of history and importance of some foods and plants in modern cuisine: tea, coffee, potato, sugar cane, tomato.
<b>Communication aims (content-obligatory language, content- compatible language)</b>	<ul style="list-style-type: none"> <li>Strengthen the use and knowledge of COL vocabulary; connected to several subjects: Food science/nutrition, English, history through English language;</li> <li>Help disabled pupil to remember food words in English;</li> <li>Help disabled pupil to store food vocabulary in long-term memory through cooperative learning;</li> <li>Talk about food in class;</li> <li>Explain choices and opinions in a simple way, as good and fluent as possible;</li> </ul> <p>COL: tea, coffee, potato, sugar cane, tomato, polyphenols, antioxidants, heart disease, starch, crop, cereal, protein, potassium, water, carbohydrate, crisp, stew, soup, flour, fat, fibre, New Guinea, America, Asia, plantation, tree, colonisation, obesity, diabetes, cancer, blood pressure, figures,</p> <p>CCL: plantation, China, Japan, India, Russia, tree, food, drink, Britain, tea bags, bush, Ethiopia, edible, raw, dried, consumption, disease, stimulant, maize, corn, conquistador, iron, magnesium, dominion, nutrition,</p>
<b>Cognition aims</b>	<ul style="list-style-type: none"> <li>Formulate hypothesis about correct use of foods in a healthy diet;</li> <li>Compare benefits and side effects of foods;</li> <li>Evaluate the transformation of tradition in Italian and Sardinian cuisine;</li> </ul>
<b>Culture aims</b>	<ul style="list-style-type: none"> <li>Be aware that the tradition is an ongoing process renewable year by year;</li> <li>Be aware that many traditional foods have origin in other continents and have planted and introduced in Europe during the centuries. Then they have become “traditional”;</li> <li>Elicit curiosity about the food and its origin;</li> </ul>

<b>Procedure</b>	
Intro/lead-in: brainstorming, checking Ss previous knowledge	Teacher shows up some pictures of common foods that comes from Africa, Asia, Europe and America, and frequently used in Italian cuisine. Pupils have to say their names, and Teacher writes it on the Interactive Board. Each outcome and words given by students should be got into a pdf file, and must be stored as a digital file displayable with the LIM. All materials collected by the teacher will be given to the students at the end of the lesson.
Warm up: expanding knowledge and specific language	How many foods coming from other continents do you know? Please have you say. Please take a blank sheet, and fold (divide) it in four parts. Part 1 is Africa, part 2 is America, part 3 is Asia, part 4 is Europe. Where does food come from? Select and write food and plants that comes from Africa, Asia and America. <u>Feedback:</u> Check your answers: Students watch a video that explains where foods come from. They have to check and correct mistakes, if they do it. Having opted the personal choices for each imagine, watched the video and prepared previously a world map poster, students insert food imagine onto correct continent. <u>Video:</u> Origins of Food: <a href="https://www.youtube.com/watch?v=MVVvF7Po-I">https://www.youtube.com/watch?v=MVVvF7Po-I</a>
Activities and tasks (stages): cognitive skills, R/S/W/L and communicative skills, practicing subject specific language (for the 4 Cs)	<b>Activity 1:</b> Teacher select six foods, elected as really representative of the importance of “global food” both in Italian national and Sardinian regional cuisine. For each food analysed by the group, they have to analyse the text given by the teacher. Food 1: tea Food 2: coffee Food 3: tomato Food 4: potato Food 5: sugar cane <b>Activity 2:</b> Students must turn over the sheet (text given). Teacher gives each group 3 questions they have to do to other groups. Teacher asks pupils to write down answer to selected questions done by other students. At the end of the activity a group will be declared winner of the content, having done more correct answers than other groups. The winning group will be awarded by the teacher with a prize. <b>Activity 3:</b> Students must write, using a format, and describe to the class six recipes, selected from the panel of whole tradition of Sardinian or Italian cuisine. They can use images downloaded from the Web and a layout given by the teacher. Then Students have to address at the classmates their outcomes.
Timing of activities	Presentation: 10 min., warm-up: 5 min., brainstorming: 10 min., check-in: 10 min., Activity 1: 20 min., Activity 2: 15 min., Activity 3: 30 min., Follow up: 5 min., Self assessment: 5 min. Overall time:
Interactional patterns for each task: plenary, individual, pair, group	Workgroup, cooperative learning, peer tutoring.

work	
New/revisited vocabulary, linguistic structures, functions	Simple present, simple past. New/revisited vocabulary: evergreen, commercial, café, raw, superfood, bananas, nuts, broccoli, avocado, overseas dominions, drink, to mature, to ripen, to reach, to increase, to prevent,
Resources/materials: visuals, worksheets, ICT...	BYOD: smartphone, pc provided by school (or students' one), usb pen, interactive board
Wrap-up activities: consolidation (ex. game?)	List of words used in the past activities: give a brief definition of them. If students of one group have problems can ask other group's students help.
Timing of activities. Follow-up: project proposal, project on culture and citizenship?	Video. The sugary truth <a href="https://www.youtube.com/watch?v=EFInIGx0B5U">https://www.youtube.com/watch?v=EFInIGx0B5U</a> Students must listen to a video carefully looking at the subtitles, if necessary. Teacher gives the pupils a crossword containing a few definitions connected to key words about the content of the video.
Assessment: Selfassessment through "can do statements"	<ul style="list-style-type: none"> <li>• I can understand a text in English about food.</li> <li>• I can explain my ideas in English</li> <li>• I can recognise pictures and food names in English</li> <li>• I can talk about food in English</li> <li>• I can understand where global foods come from</li> <li>• I can talk to my classmates in English</li> </ul>