

Teaching File 77

IT'S MEALTIME!

Approaching food around the planet with CLIL activities for EFL classrooms

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At a glance

Language	English as a foreign language
Target audience	Primary school, Secondary school I and II
Target levels	Ao or age 9-11, A1 or age 10-12, A2 or age 13-15, B2/C1 or age 16-18
Aims	<ul style="list-style-type: none"> • Increase language and content knowledge (CLIL) • Raise awareness on different social practices with respect to food and eating • Increase intercultural sensitiveness
Material	Texts, pictures, worksheets, language support and other material required can be downloaded from www.babylonia.ch > Issue 1/2015 > Classroom supplement 77.

“Content and Language Integrated Learning” (CLIL) als Oberbegriff für Lehrkontexte, in welchen Fachinhalte in einer anderen Sprache vermittelt werden, hat in den letzten Jahren zunehmend an Bedeutung gewonnen (Bentley, 2009; Marsh, 1994). CLIL birgt u.a. die Vorteile, mehr Zeit für Input in der Zielsprache zu haben (vgl. Smit & Dalton-Puffer, 2007), dem Sprachenlernen aufgrund des inhaltlichen Fokus einen echten Sinn zu geben und kulturelle Inhalte über die Einzelsprache hinaus einbeziehen zu können. Als Herausforderungen, die CLIL mit sich bringt, werden u.a. schulpolitische Bedingungen, der Mangel an Know-How der Lehrpersonen im Fach oder in der Fremdsprachendidaktik und das fehlende passende Material genannt¹.

Die vorliegende didaktische Anlage zum Thema “*Food Around The Planet*” will dazu beitragen, das Repertoire von Lehrpersonen zu erweitern, die in ihren Englischlektionen CLIL-Elemente einbauen wollen. Es werden konkrete Vorschläge gemacht, wie ein Thema im Fremdsprachenunterricht Englisch von der Primar- bis zur Sekundarschule II im Sinne von CLIL alters- und sprachniveauadäquat umgesetzt werden kann. Diese laden dazu ein, über eigene und fremde Essgewohnheiten und -praktiken nachzudenken, die über vereinfachende, nationale Stereotypen hinausgehen und der alltäglichen kulinarischen Diversität (z.B. innerhalb einer Familie) gerecht werden. Inspiriert sind die Materialien teilweise von der Publikation “*Hungry Planet: What the world eats*” der beiden Autoren Menzel & D’Aluisio

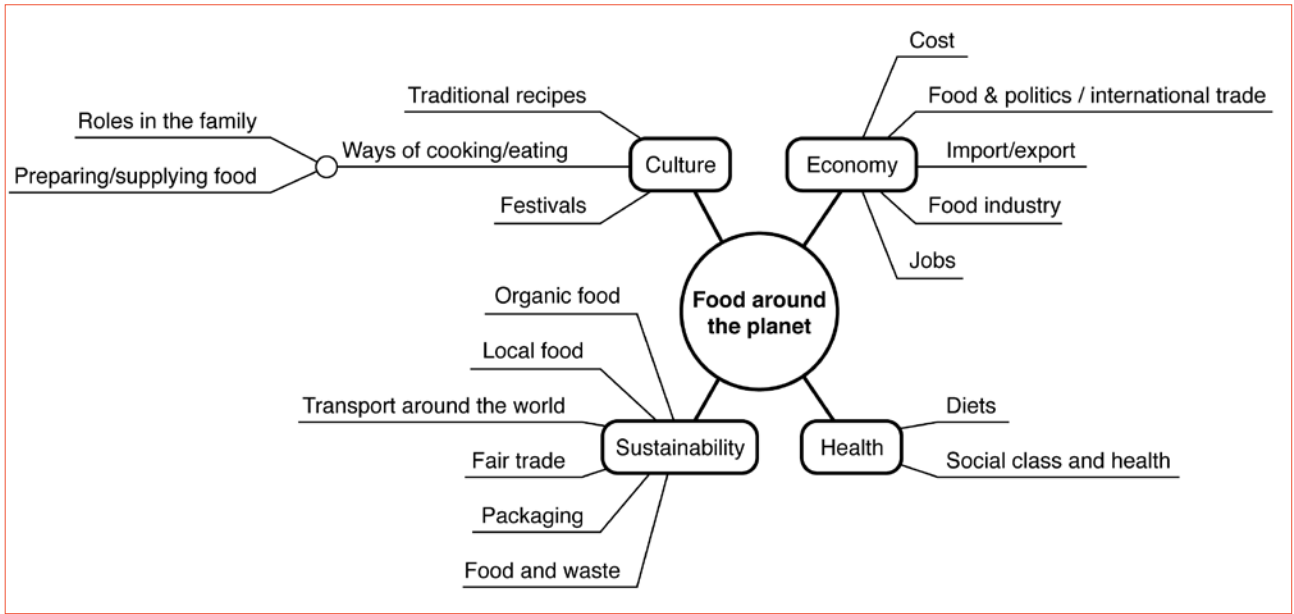
(2005). Das Paar hat Familien auf der ganzen Welt besucht und porträtiert. Daraus ist ein imposanter Fotoband entstanden, in dem deren wöchentliche Ess- und Konsumgewohnheiten dargestellt werden. Die Mehrheit der folgenden Vorschläge basiert auf Porträts und dazugehörigen Texten, die online zugänglich sind. Das Buch “*Hungry Planet*“ ist zudem in fast jeder Bibliothek erhältlich.

Das durchaus erweiterbare Mind-Map (Fig. 1) auf der nächsten Seite zeigt die Vielfalt der Aspekte auf, die sich im Zusammenhang mit dem gewählten Thema anbieten. Im Bereich „Culture“ wurden vier davon aufgegriffen und alters- und sprachniveaugerecht aufbereitet. Die Vorschläge sind als Word-Dokumente auf www.babylonia.ch downloadbar und können nach Bedarf angepasst und weiterentwickelt werden. Ebenfalls auf www.babylonia.ch finden sich hilfreiche Links, die aufzeigen, dass das Thema gegebenenfalls ausbaubar ist und bereits ein grosser Materialfundus besteht.

Die Aktivitäten zu “*Food around the planet*“ wurden lehrmittelunabhängig entwickelt. Die meisten Lehrmittel, die im Englischunterricht verwendet werden, bieten aber Anknüpfungspunkte (z.B. *Young World 1*, Unit 3 „Apples & Crisps“; *Young World 1*, Unit 4 „The way we live“, *New Inspiration 2*, Unit 5 „Could I borrow some money?“).

¹ Ausführliche Informationen zu den Vor- und Nachteilen von CLIL finden sich z.B. in Massler & Stotz (2013), Naves (2002), Niemeier (2000).

Fig. 1 Thematische Übersicht



Bibliographie

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- Smit, U. & Dalton-Puffer, C. (eds.) (2007). Current research on CLIL 2. VIEWS (Vienna English Working Papers), 16/3.

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dozieren an der Pädagogischen Hochschule in Luzern und bringen Lehrerfahrung auf verschiedenen Stufen mit.
Mehr Informationen unter www.phlu.ch.

Die vier Unterrichtsvorschläge sind nach Niveau A0, A1, A2, und B2/C1 gegliedert. In jeder Einheit werden die Ziele aufgeführt und es wird der Ablauf dargestellt. Das notwendige Material (mit Farbe gekennzeichnet) ist auf www.babylonia.ch downloadbar.

“The Capo market area of Palermo, Italy stirs to life before dawn and thus begins Giuseppe Manzo’s day on the same street where his father used to sell ice for a living.” (Menzel & D’Aluisio, 2005)

IT’S MEALTIME!

PRIMARY SCHOOL: A0 or 9-11

The sequence’s overall purpose is to have the children explore what families in other parts of the world (Turkey, Italy, USA) eat, with special interest for their favourite foods. Finally they learn about the families’ (traditional) meal and how it is prepared.

In the introduction to the sequence (1) the teacher gives a detailed presentation of the three families using the pictures and background given. The questions listed (2-4) can be dealt with either in short sequences or else be extended to a series of lessons.

PROCEDURES

1. Teacher presents 3 families: from Turkey, USA California, Italy Sicily

- Pictures taken from: <http://www.viralnova.com/different-country-groceries/>
- Text and background information for the teacher (see **family portraits**).

2. Where does the family live?

- Have learners check with help of the world map/globe.
- Mark with a pin, compare the distances to Switzerland.
- Who knows someone in Italy, Turkey, USA?

3. Who belongs to the family?

- Learners recall from the teacher’s presentation, who the family members and what their names are.

4. Which family is my favourite? Why?

- Learners choose their favourite family from the choice of pictures (Choice can be extended with the 3 pictures used for 5/6 grade activities: Mali, Bosnia and Herzegovina, Ecuador). They present their choice:
My favourite family lives in.....I like them best because.....
- Children prepare in pairs what they want to say, teacher provides the language support needed.

5. What do they eat? Which foods do I know? Do I not know?

- Children work in groups with a chosen/assigned family picture collecting the food vocabulary displayed. They sort the foods into ‘food I know’/‘food I don’t know’.

6. What is their favourite meal?

- In groups learners work out their picture–family’s favourite food/meal from text (see **traditional recipes**).
- They compare their findings with their own favourite foods.
- They find out about the ‘family meal’ from text.
- They read and understand the ‘family meal’ recipe from text and copy it onto the poster.
- Comparison of favourite foods, family meal and recipe are displayed in a group poster.



MATERIAL

downloadable from [www. babylonia.ch](http://www.babylonia.ch) > Issue 1/2015 > classroom supplement 77

- family portraits
- traditional recipes

DIFFERENT FAMILIES AND THEIR FOOD HABITS

PRIMARY SCHOOL: A1 or 10-12

In the following teaching unit, the pupils get familiar with food habits of different families and compare them within the class and with their own family. The activity's aim is to get to know other habits in other contexts rather than to look at them from a moral perspective focusing e.g. on world hunger.

PROCEDURES

1. The teacher presents three different families on the basis of pictures and textual material (see [family portraits](#)) by explaining what, when and where they eat.
2. The teacher introduces a grid enabling the pupils to collect data during one week. Their task is to report their own diet during a week and write down which meal, what kind of food and where they eat with their family (see [worksheet A](#)).
3. A week later, they compare their results within the class and with one of the families presented in the introduction (Family Natomo from Mali, Family Dudo from Bosnia and Herzegovina or Family Ayme from Ecuador). A Venn diagram (see [worksheet B](#)) guides them how to do their comparison focusing on one meal (breakfast, lunch or dinner). After some time for planning, they present their comparison to each other. An adaptable language support (see [worksheet C](#)) is provided facilitating the comparison.
4. Based on the level of the pupils, a follow-up might be helpful to introduce or consolidate specific linguistic structures and raise the consciousness for them. The following are suggestions for potential language activities for different levels:
 - Present tense 3rd person singular: he, she, it (e.g. *the family eats outside, we eat inside*)
 - Rules for adding "s" with verbs ending with "s", "ch", "sh", "x" or "z" (*they mix > he mixes millet porridge with tamarind juice*)
 - Expanding vocabulary related to the topic: e.g. cooking and or kitchen tools (*mixing, stirring, ladle chopping board, firewood...*), living (*living room, open fireplace, tent, etc.*)
 - Introduction of comparative and/or superlative in English (e.g. *simple, simpler, the simplest*)
 - Comparison (e.g. *They eat more potatoes than my family.*)
 - Quantifiers (e.g. *lots of, a small number of, etc.*)



“The Ayme's grow much of their food – potatoes, oca (a root vegetable), corn, wheat, broad beans, and onions – in fields located at 11,000 feet above sea level. A few times per year they eat chicken and cuy (guinea pig); otherwise, milk from family cows is their primary source of animal protein.”
(Menzel & D’Aluisio, 2005)



MATERIAL

downloadable from [www. babylonia.ch](http://www.babylonia.ch) > Issue 1/2015 > classroom supplement 77

- family portraits
- worksheet A: Weekly eating habits of your family (preferably to be printed on A3)
- worksheet B: Comparison of eating habits of your own family with family X (on the basis of Venn diagram preferably to be printed on A3)
- worksheet C: Language support

WATCH YOUR TABLE MANNERS!
SECONDARY SCHOOL I: A2 or 13-15

**“Table manners define
the meaning of a meal.”
(Jonathan Jones, 2011)**

In the following teaching unit, the students get familiar with dining etiquette. The activity’s aim is to reflect on table manners from different perspectives. The students acquire, understand and use vocabulary related to dining etiquette by exchanging experiences, reading a poem/an article and conducting independent online research.

PROCEDURES

1. Before the lesson starts: Rearrange the desks (4 big tables). Put the material on the tables (see material). Divide the class into four groups.
2. Warm-up activity: Have students brainstorm table manners practiced in their homes. Write the findings on the blackboard. Table manners include the following aspects: toast, eating, drinking, seating, body language, conversation, passing food, placement of and using utensils, etc. Let the students evaluate the importance of table manners.
3. Let the students work on the tasks 1-4. For each task the students have about 15 minutes at their disposal.
4. Discuss the findings of the different tasks. Highlight that the complexity of table manners in the family does not converge with national stereotypes.
5. The teacher presents additional information on dining etiquette (for background information see the links to the articles in the teachers’ material: “National Geographic”, “The New York Times”, “The Guardian”, “BBC News Magazine”).
6. The teacher selects linguistic structures for students to practice based upon what emerged from the tasks.



MATERIAL

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- Table 1: Description task 1, dictionary, worksheet A
- Table 2: Description task 2, dictionary, worksheet B
- Table 3: Description task 3, dictionary, worksheet C, two computers
- Table 4: Description task 4, dictionary, worksheet D, plates, spoons, forks, knives, glasses, napkins (see worksheet D)

**“Manners are a sensitive awareness
of the feelings of others. If you have
that awareness, you have good
manners, no matter what fork you
use.” (Emily Post, 1872-1960)**

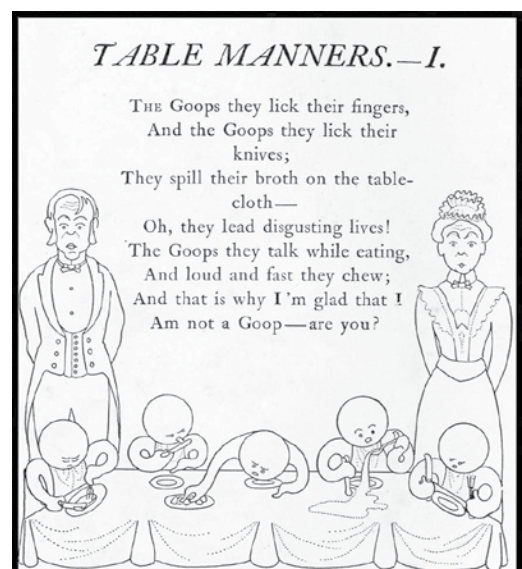


Table Manners, by Gelett Burgess (American poet and humorist, 1866-1951)

TABLE TALKS

SECONDARY SCHOOL II: B2/C1 or 16-18

Food is not only our way of inhabiting the world – where we eat it, who we eat it with, how we prepare it, and who we prepare it for – but it is also a mode of connecting with and relating to other people, of sharing memories and stories that permeate cultures all over the world.

Table talks is a form of classroom interaction where students gather around four tables and engage in lip-smacking and mouth-watering discussions about food consumption and production. The tables are thematically organized. The students take rounds in recounting and reflecting upon their own experiences gyrating around the kitchen as a space to be explored, inhabited and appropriated.

By telling stories and sharing memories about food consumption and production at home and around the world, the students become aware of the multifaceted realities that food can bring forth as a social, political and cultural constituent of identity formation. In linguistic terms they will increase their vocabulary on this topic and use it by telling stories, discussing literary and non-literary texts and sharing memories.

The four sections outlined below provide ideas for table talks associated with food consumption and food production from various places around the world. Prior to orchestrating this form of classroom interaction – mainly communicative and dialogical in principle – the students bring food items to class and appealingly arrange them on the tables. It is a kind of a potluck that makes participants come together, precisely because there is food to be gorged on and food to be discussed.

**Beloved you are
Caviar of Caviar
Of all I love you best
O my Japanese bird nest
No herring from Norway
Can touch you for flavor. Nay
Pimento itself
is flat as an empty shelf
When compared to your piquancy
O quince of my despondency.**

**(William Carlos Williams,
“De Gustibus”)**

PROCEDURES

1. The texts should be prepared beforehand (see [reading list](#)). The short stories and poems are rather short (roughly 3–5 minutes of reading time) and can be found in “*Cooked Up: Food Fiction from Around the World*” or online (Okri’s text is also available as an audiofile), chapter 2 of Suleri’s autobiography and chapter 1 of Foer’s non-fiction book have to be ordered and copied out (20 minutes of reading time).
2. For each table there are two tasks (see [tasks](#)) based upon the material at hand. The first task can be done without much preparation as it combines text-based moments and autobiographical memories. The second one requires additional research (internet).
3. Rearrange the desks so that four to six students (depending on the size of the class) can gather around them and be seated comfortably.
4. Place food items on the tables (students bring items to class based upon topics at hand) and arrange them pleasingly (table cloth, napkins, cutlery, candles etc.).
5. Ask students to select and approach one desk and choose one item as a warm-up for a story revolving around this item (Prompt: *Tell a story in the past and make sure you are part of it!*).
6. Divide the class into four groups. Each group chooses one table.
7. For each task the students have about 20 minutes at their disposal. The students take turns in sharing their experiences and memories and ask questions as they feel fit.

Table I: Food in Short Stories

- Pippa Goldschmidt (Scotland): “Potato Pancakes”
- Ben Okri (Nigeria): “The Mysterious Anxiety of Them and Us”

Table III: Food in Novel

- Sara Suleri (Pakistan): Meatless Days, Chapter “Meatless Days”

Table II: Food Poetry

- Lewis Carroll (England): “The Walrus and the Carpenter”
- William Carlos Williams (America): “For Viola: De Gustibus”

Table IV: Food Production and Food Chain

- Jonathan Foers (America): Eating Animals, Chapter “Story Telling”



MATERIAL

- food items
- decorating material for table talks

Downloadable from [www. babylonia.ch](http://www.babylonia.ch) > Issue 1/2015 > classroom supplement 77

- reading list
- tasks table I-IV