

CLIL Science Webquest

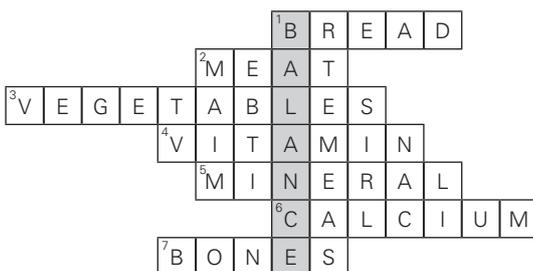
Teacher's notes

You are what you eat

Aims	To learn about balanced diets and food groups.
Activities	Discussing healthy habits; reading about the five food groups; deducing vocabulary from clues; representing information in the form of a chart; reading comprehension through true/false activities; collecting data in a 'food diary'.
Language	Adverbs of frequency; present simple for habits; the verb <i>to be</i> ; imperatives; vocabulary relating to food and nutrition
To use	After Unit 3, either in class or as homework.
Useful information	Research has shown that children and teenagers need to maintain a healthy, balanced diet. In general terms, a balanced diet is rich in fruit, vegetables and starchy food. It also contains moderate amounts of protein, milk and other dairy products.
Procedure	<ul style="list-style-type: none"> This CLIL worksheet can be given as homework or be done in class. For each activity, students can either check answers in pairs and then with the whole class, or use the Macmillan Online Dictionary to help with vocabulary if they are working at home: www.macmillandictionary.com As a warmer, dictate ten food words or show images of ten different food items and ask students to categorise them as 'healthy' or 'unhealthy'. Ask students to read the sentences in exercise 1 and tick the correct column for them. Ask volunteers to share their answers with the class (if they feel comfortable doing so) and discuss if their eating habits are healthy. Next ask students to name the foods they can see in the pictures (meat and eggs, bread, vegetables, dairy products, chocolate). Ask students to read the text in exercise 2 and decide if they have a balanced diet. When they have finished, ask some comprehension questions: <i>How many food groups are there? What are they? Why is junk food and fast food unhealthy? Which food group are 'potatoes' in?</i> Remind students to be aware of their food allergies and medical conditions when planning a balanced diet and to seek professional advice about nutrition if need be. Ask students to do the crossword puzzle in exercise 3 and find the missing word. Ask the students to use the information they find online to complete the 'eatwell plate' in exercise 4. They should label the sections with the five food groups from exercise 2. Ask the students to answer the questions in exercise 5. They can use the websites to help them if necessary. Ask the students to search for information about healthy diets online and to decide if the 'dos and don'ts' in exercise 6 are true or false. The project stage can be set as homework. Students keep a diary of what they eat over the course of three days. Based on this information, they write sentences about their habits and then compare their results with a classmate. They should make suggestions on how to be healthier. Optional activity: Students work in pairs or groups of three. Tell students to race to write down four fruits. The first group to finish wins a point. Continue with other categories, e.g. four vegetables, food things in the 'meat' food group.

Key

Exercise 3



Exercise 4

The sections should be labelled in this order (largest to smallest):

Fruit and vegetables, Bread and cereals, Milk and dairy, Meat, fish and eggs, Fats and sugars.

Exercise 5

1 Fruit and vegetables/Bread and cereals
2 Fats and sugars
3 Students' own answers.

Exercise 6

1 T
2 F
3 T
4 F
5 F
6 T
7 F
8 F