CLIL Activities in the English Class for

CFGS Direcció de Cuina Students

IES Escola d' Hostaleria i Turisme de Girona
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Generació Plurilingüe (GEP)
Year 1
2018-2019

GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	My restaurant. Study the gastronomic offer for the restaurant where you are doing your work experience.
Course / year / age	CFGS Direcció de cuina. English is on the 2nd year. Students are +19 years old. Many of these are senior students with a university degree and their linguistic abilities are quite high. They work autonomously and independently. We provide them with lots of opportunities to create, their own materials with a little guidance so that they can find their own way. At the school, we recommend they should have minimal level of English of B1.
Timing	6 hours.
Collaboration with …..	Some of these contents have been studied in their first course in the subject "Gastronomy and nutrition", so they already know the contents .Students already have learnt " types of restaurants " at the beginning of the year in my module.
Short description of the session/s	Students will need to study the restaurant where they are doing their work experience focusing on these aspects: Name, logo corporate image, location, ambience, mission, customers, facilities and services, gastronomic offer, menu / a la carte/, recommended dishes and special diets suitability, environmental policy.

The descriptions of the activities below should contain:

1. *type of input,*
2. *questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement*
3. *dynamic instructions with collaborative and cooperative activities,*
4. *materials used.*

S E S S I O N 1	**Activity 1**	Worksheet: LANGUAGE REFERENCE FOR RESTAURANT DESCRIPTION It's on the anexes section.
		Input: Written The sheet will be handed out for self study and revision. Then, students will work in groups of 4 to the game. A dice is given to every group. They will play Draw/ Speak/ Mime game with the vocabulary on the first grid.
	Activity 2	Quizlet on the vocabulary. Rally Robin: List of adjectives to describe price, food, ambience. Help them remember the vocabulary.
	Activity 3	Use the webpage to see a few examples of restaurant's mission. Study the kind of language used. Prepare the mission sentence of their restaurant. Input: written.
	Activity 4	They'll need to choose the restaurant where they are doing their work experience. In groups of 4, analyse the restaurant webpages showing the others what they like the most of the restaurant and find some good practice in advertising. They will share what they like about the description of facilities, menu and dishes. Material websites of the restaurants. They will have to report to the class on the good practice example of their webpages.
	Activity 5	Study the menu of the restaurant and recommend dishes to meet the needs of these customers: Dairy intolerant Vegan Vegetarian Gluten free Low calorie Children Muslim

		Kosher
	Activity 6	Students will make a presentation of their restaurant. Then ,they will present it to the class. Their presentation should have these sections: Name, logo corporate image, location, ambience, mission, customers, facilities and services, gastronomic offer, menu / a la carte/, recommended dishes and special diets suitability, environmental policy and actions done to minimize the ecological footprint.
In terms of academic content, what are the students learning and what are they learning to do?		They are learning vocabulary to describe restaurants, they are revising the food restrictions for some common diets, they are studying the language used to communicate the mission of a business. They are learning adjectives to describe food and they are revising the vocabulary for names of dishes. They are learning to share information, to use wordreference to vocabulary help, prepare a class presentation.
In terms of language, what are the students practicing or learning to do?		They are learning how to make a description of a restaurant. Adjectives and structures describing a restaurant.
In what way is this lesson plan a good example of what we learnt in the GEP course session?		Student's work in teams, they are doing collaborative work and project work (individually)
Other important information		
ANNEXES (materials, handout, pictures… if not possible to include in the activity section.)		Language reference for restaurant description.

LANGUAGE REFERENCE FOR RESTAURANT DESCRIPTION

Types of restaurant	Meals	Menus	Services, facilities
Bar	Breakfast	An à la carte menu	Surroundings
Café	Brunch	A set price menu	Atmosphere
Luxury//gastronomic restaurant	Lunch	A three-course meal	Service/staff/waiters and cooks
Informal / formal restaurant	Afternoon Tea	Haute cuisine	Live music, Floor show
Fast-food restaurant	A snack	Traditional cuisine	A swimming-pool
Take-away restaurant	Dinner	Fine cuisine	A non-smoking section/area
Traditional restaurant	Starter	Mediterranean cuisine	Indoor/outdoor /valet parking
An à la carte restaurant	Main course	A banquet	A terrace, a garden
A snack bar	Dessert	Children's menu	A beautiful view
Indian restaurant		A signature menu	A quiet area
Italian restaurant		A tasting menu	Credit card accepted
Mediterranean restaurant		A pairing menu	Cloakroom
Asian restaurant		A wine list	Toilets
Thai restaurant		A drink/beverage	Car park
Irish pub		An aperitif/ a cocktail	Reservations required/advisable
English pub		An appetizer	Air-conditioning
Chinese restaurant		A dish	Central heating
Japanese restaurant		Meat dishes	Boosters/high chairs
Family restaurant		Pasta dishes	Disabled facilities
Family run business		Fish dishes	Wheelchair access
		Vegetarian dishes	Internet access
		Vegan dishes	Satellite TV room
		Gluten free	Free Wi-Fi

Sentence bank:

They don't **accept** reservations
They **offer** a welcome cocktail
Its menu is very wide and there are a lot of dishes
There is air-conditioning and central heating
There are boosters and highchairs if you need them
Reservations **are** necessary/advisable
They **serve** lunch from 12.00 to 15.00
There are mirrors and glass plates decorating the dining-room
There are some antiques
It's near the train station
It's **surrounded by** gardens
It **has** beautiful views
They **serve** homemade desserts
A well-balanced children's menu **is available**

Some useful adjectives to talk about the restaurant

PRICE	FOOD	AMBIENCE	
Free	Regional Food	Pleasant	Chic
Priced	Buffet	Classy	Popular
Luxurious	Ethnic Food	Crowded	Cosy
Fixed-Price Menu	A La Carte Menu	Elegant	Vast
Cheap	Fine dining	Fancy	Ornate
Excellent	Take-away	Fashionable	Comfortable
Reasonably Priced	Fast Food	Inviting	Quiet
Inexpensive	Local Food	Romantic	Private
High Quality	Set Menu	Smart	Candlelit
High end	Family-style	Sophisticated	Noisy
Pricey	Traditional Food	Stunning	Rustic
Affordable	Casual dining	Stylish	Functional
Bargain	Barbecue	Superb	Straightforward
Modest	Convenient	Tasteful	Decorated
Deluxe	Light Meals	Welcoming	Contemporary
Moderate	Beverages	Warm	Busy

Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with **multimodal** and **varied** input (spoken, written, visual, hands-on…)	yes
2. The input presented is used to **help** learners **understand** ideas and **construct** meaning	yes
3. The input is presented at the right **cognitive level** and the right **language level**, i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	yes
4. Students are **helped** in some way to **understand,** i.e. input is made comprehensible	Yes and they also should work autonomously
5. Students are **helped** in some way to **process** the input presented, i.e. activities or questions make students think and construct meaning.	yes
6. The input and activities presented cater to **multiple intelligences**	yes
7. Students are presented with **good questions** (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	yes

8. A variety of **collaborative learning strategies** are used throughout the session.	yes
9. At least one of the activities presented requires **cooperation** among students.	yes
10. Students are **explicitly taught** how to work in groups (or pairs).	yes
11. Students are **explicitly guided** to succeed in group/pair work **discussions** and **interactions**. Clear **support** to guide their interactions is provided.	yes
12. At least one **ICT tool** is used to promote **digital collaborative learning**.	yes

Teaching materials:

Class powerpoint. Student's guidance on some restaurant mission.
Quizlet

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	**2019 year of the vegan. Vegan trends go mainstream.** From reading to writing, from speaking to cooking. Vegan trends at Escola d'Hostaleria i Turisme de Girona
Author	Cati Palom
Course / year / age	CFGS Direcció de cuina. English module is on the 2nd year. Students are +19 years old. Many of these are senior students with a university degree and their linguistic abilities are quite high. They work autonomously and independently. In our course program I have included the unit "It's on the news" where they read 3 articles per term, related to their vocational field. These provide the reading experience in our module , as well as the starting point for interesting debates. Students are recommended "Wordreference dictionary" when reading articles in pairs. In my classes, I have a mixed group with a very wide variety of linguistic abilities in English with students ranging from A2 to C1 level of English. When reading an article, they are paired up in a way that the more advanced students help the students with a lower level. At the school, we recommend they should have minimal level of English of B1 for these studies. Autonomy, problem solving, and initiative are among the most significant skills to develop at this stage.

Number of sessions	4 sessions of 1 h.
Collaboration with...	During the course we have a unit called "It's on the news" where we are reading articles from news. So every term the students are presented 3 or 4 articles within their vocational field. The aim is that they should get used to reading short articles. We have a debate after some of the articles. This article on vegan trends going mainstream, will have a follow-up video project that will be a collaboration with the module 5 "processos de elaboració culinària" .The students will choose some dishes to be prepared at the school canteen and they will cook them to the school diners. They will need to persuade the teacher in module 5 they need to cook their chosen dishes when in the cooking class.
Main objectives of the sessions	**Read the article and learn about the veganuary moviment. Understand some of the reason for people going vegan. Study the veganuary movement and select some recipes to cook them in the cooking class .**
Short description of the sessions	**Warm-up activity.** Pre-reading activity. **Reading activity.** Read the text *Year of the vegan? Record numbers sign up for Veganuary* **Comprehension activity.** Answer a few questions**.** **Hipertext reading.** Surf the veb Veganuary to answer some questions on the campaign. **Writing activity**. Prepare a script for the video project. **Follow up**. Video Project in groups of 4. Lastly , students will cook the chosen vegan dishes in their culinary classes.

The descriptions of the activities below should contain:

1. *collaborative and cooperative activities instructions (including the timing and the language support)*
2. *type of support,*
3. *readings and writings planned,*

			Timing
		4. *assessment tools* 5. *materials used*	
S E S S I O N 1	**Activity 1**	**Warm Up a**ctivity. In groups of 4 discuss the following topics 2 minute per question. Follow the document below below which will be a powerpoint	10
	Activity 2	**Read the text** with the help if wordreference if needed. Students read in pairs. A more advanced student is working together with a lower student. [Year of the vegan? Record numbers sign up for Veganuary](). The Guardian. Alexandra Topping. Text on the link.	20
	Activity 3	**Answer the** questions on this handout in pairs.	15
S E S S I O N 2	**Activity 4**	Hypertext **reading and answering some questions. Students surf** [Veganuary web]() in groups of 4 and find some interesting facts about the campaign. They need to write down the answers to the questions on the handout. Students then will use this information to prepare the script of a video to show the teachers of Module 5 "processos de elaboració culinària" giving them the recipe they have chosen to prepare in their cooking class. Document attached in the annexes	25
	Activity 5	**Follow up. Project Video.** In groups of 4, students will prepare a very short video summarising the ideas in the 3 sections on the	50

	Veganuary handout. In the section *Recipes* they need to address their Culinary teachers (Jep and Montse) to convince them their chosen recipes should be the ones cooked for the school canteen in their classes. This last activity was suggested in collaboration with the "Tutoria tècnica de mediamabient "as a measure to arise student and staff ' awareness that "our choices at the table have a big impact on greenhouse gases". When student's will serve the vegan dishes in the school canteen, we will have some posters on the dining room and we will prepare a survey to ask diners how they liked the dishes served.	
In terms of academic content, what are the students learning and what are they learning to do?	They will also learn about the Veganuary global **movement**; they learn how veganism is becoming mainstream. They will analyse reasons why people become Vegan. They will keep learning on new recipes.	
In terms of language, what are the students practicing or learning to do?	Students are learning autonomy when reading an article. They will practise predicting, inferring, and determining the important content from a text. Dictionary practice. They will revise the Recipes vocabulary and structures: Imperatives, and quantifiers, time sequencers, ingredient vocabulary already studied. They will practice summarising their ideas and expressing them orally. They will practise the persuading language structures.	
In what way is this lesson plan a good example of	There' s a warm up activity in groups. And there are different kinds of questions in the text, content and referential. They are working collaboratively on the Follow up task. Some of the points on the assessment checklist focus on team work practice. Students will have a checklist to self-assess themselves onthe project activity in groups of 4.	

what we learnt in the GEP course session?		
Other important information		
ANNEXES (materials, handout, pictures… if not possible to include in the activity section.)	1. Powerpoint 2019 year of the vegan. Pre-reading task. 2. Handout with the article from the Guardian on a link. Reading and comprehension tasks. 3. Veganuary handout.	

Activity 1. Warm-up. Pre- reading

2019 Year of the vegan

In groups of 4 discuss these topics. You have two minutes for each question.

1. What are typical new year resolutions?

2. Do you think you have enough willpower to follow the resolutions?
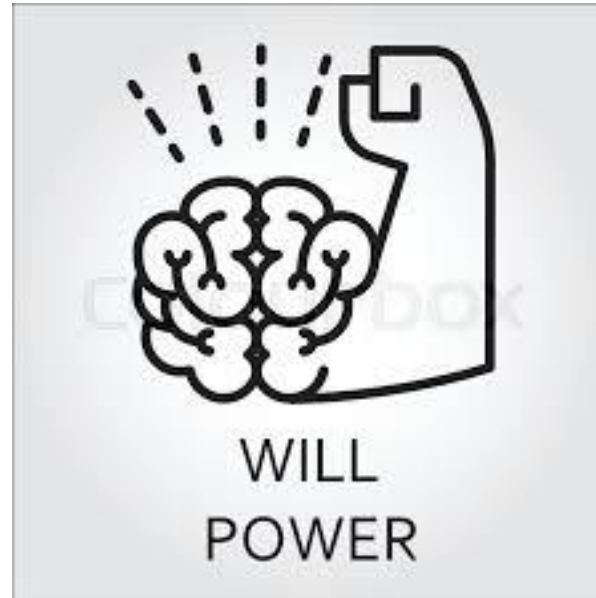
3. Can you imagine taking a challenge/pledge to become Vegan for a month?

4. What help do you think you will need?

TAKE THE PLEDGE

5. What is an MP and Waitrose? (British cultural background knowledge)

6. Do you think farming is can be very dangerous for the environment?

7. What is a well-known factor for greenhouse gases?
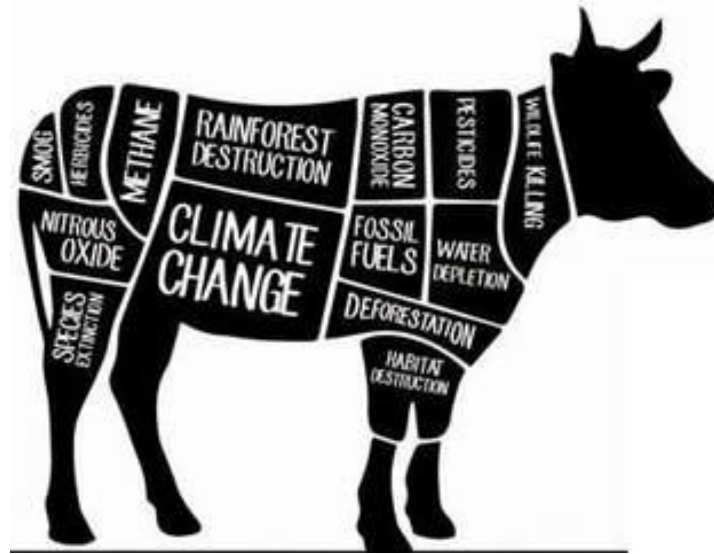
8. Do you know the differences between a vegan, vegetarian, flexitarian?

9. Do you think veganism is a mainstream diet in Catalonia?

Activity 2&3 Reading task and comprehension
Year of the vegan? Record numbers sign up for Veganuary

Before reading, you should know the meaning of the following words or expressions from the text.

Hangover, willpower, widespread, convenient, stark warnings, greenhouse effects, global acidification, land and water use, flexitarian, portray, Waitrose, MP.

Read the text and answer these questions in pairs.

T/F

1. People like to go to the gym in January.
2. Veganuary is very popular and lots of people have joined the challenge.
3. Vegan options are very expensive.
4. There are participants from more than 190 countries.
5. Inscriptions to Veganuary raised up to one person every 6 seconds.
6. Vegan products are becoming more convenient.
7. People don't like the environment cost of meat.
8. Mr Poore states that meat production is only responsible for greenhouse gases.
9. Waitrose says 1/3 of UK students have seriously reduced the amount of meat.
10. Veganuary is an inclusive and non-judgmental movement

Answer these questions in pairs.

1. Who is Rich Hardy?
2. What are some motivations for people to go vegan? What has changed in the last years?
3. What effect can meat and dairy consume reduction have on the environment? What do scientists say?
4. Why do you think politicians are joining Veganuary?'
5. What does Rich Hardy recommend to Veganuary participants?
6. Would you like to join the movement?
7. Do you think a group support activity can be good motivation?
8. What impact do you think are the social media having on this movement?
9. Can you think of another social movement that could relate to this one?
10. Have you heard of the Friday for future movement? What connection does it have with Veganuary?

Activity 4 and 5. Website surf reading VEGANUARY. Video project with the answers to the questions on this handout.

Make groups of 4 to create a video project. Search the web Veganuary and find the info needed to answer these questions. Notice that question 3 needs an individual reply, so you should find an Ambassador to suit every team member.

You'll need to make a video to record your answers to the 3 sections on this handout. Each section on the video should contain the main ideas to the questions on it. You'll need to summarise your answers. The video should be about 4 minute long at the most!! You may use the sentence bank if you need help for question 10.

Before starting and finishing make sure you take a look at the checklist at the end of this handout.

Visit https://veganuary.com/

1. What is Veganuary?

1. What kind of organisation is Veganuary? (contact)
2. What can they do to promote your business? What type of business can they help? (contact)
3. Find the bio of a Vegan ambassador you might sympathise why? Read the bio info and find what you might have in common with him/her? (people)
4. Do you think the website gives enough support to help readers increase their awareness of the environmental problems from meat and dairy consumació?
5. Where do you think they are getting their funds from?

2. Eating out

6. What kind of restaurants are being posted?
7. What sort of information is given from every business?
8. Analyse two typically meat linked restaurants and see what vegan offer they have. Is it a very wide menu? Is there a dish with some protein content?

3. Veganuary recipes

9. A) What observations can you make from the section recipes? Which countries have the longest list of recipes?
    B) Study the search options. Can you specify one category that could be included? Or do you think the choice given is quite wide?

10. ***This part of the video will be addressed to both Montse and Jep your "Processos d'elaboració culinària" teachers.***
    Study some of the dishes presented and choose **1 starter** and **1 main dish** and **1 idea for the salad buffet**, that could be suitable to prepare in the **school catering restaurant**.
    Explain why you think your choice is a good one. Give some reasons for it, trying to persuade both Montse and Jep that your dishes should be prepared for the school canteen.

    You may want to consider these ideas to base your arguments: production, elaboration cost, taste, allergies, presentation, innovation, harmony within the other dishes, diners palate.

    Remember we would need to cook it for 200 diners!!!
    And above all, we want it to be a successful service!

Sentence bank

- This is good starter/ main course, because….
- As cost is concerned, it 's ………..
- It could be a good dish because its ingredients ……
- We would like to experiment with these ingredients ….because
- It would make a good choice because it matches/ suits ….. (another dish)
- It's an excellent example of…….
- It would surely be popular among diners because ………
- It's a great idea to practice……
- …….. is a fantastic idea for the salad buffet because……
- We think diners would love to see………
- We think diners would like its texture/ taste/ colours…..

Video Project Checklist:

Make sure your answers are affirmative to get a successful project, please!!!

- ✓ Has the video got an introduction and a conclusion?
- ✓ Have all team members participated on it speaking?
- ✓ Are your answers short and concise and to the point?
- ✓ Have you summarised answers to questions according to the sections on the questionnaire?
- ✓ Would you like to use some images from the Veganuary web to illustrate the 4 dishes chosen?
- ✓ Do you think the part addressed to Jep and Montse is effective and they will get a clear idea of the dish you are presenting?
- ✓ Have you found some interesting ideas for the salad buffet?
- ✓ Have you learned something new from another team member?
- ✓ Have you helped another team member?

Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1**. Support** is provided to help students read and understand texts.	The support they need at this stage.
2**. Before-, during- and after-**reading activities are prepared.	Yes.
3. The materials use **visuals** to support comprehension.	Yes.
4. The writing process takes place in **joint collaboration** with the teacher (modelling)	Yes.
5**. Support** is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks…)	The support they need at this stage.
6. The teacher uses different strategies to help students **throughout the process** of reading and writing	Yes.
7. The teacher has **previously predicted the language** the students will need when carrying out the different tasks successfully and, therefore, is aware of the **content-obligatory language.**	Yes
8. At least the teacher uses 1 type of **assessment** (self-assessment, teacher assessment or co- assessment)	Yes. Self assessment
9. At least teacher used 1 type of **designed assessment tool** during the sessions (rubric, digital app, checklist, personal dossier...)	Yes. Checklist

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