

CONBAT+



CONTENT BASED TEACHING ConBaT+ Addictively tasty

For the Teacher

Sofie JONCKHEERE, Arzu BASOGLU & Kristel PROVOST

2/4/2011



TEACHER TEMPLATE

Addictively tasty

Sofie JONCKHEERE, Arzu BASOGLU & Kristel PROVOST

sofie.jonckheere@foyer.be

Regional Integration Centre Foyer & Cardijnschool Brussels

Belgium

Target Group:

- The materials are created for special needs schools for children with a light mental disability (12-16). However, most of the activities can also be used in mainstream education (10-14)

Subjects:

- Home economics
- Geography
- History

Aims:

1. Learn the map of Europe
2. Learn about ingredients and cooking
3. Learn about the colonial times
4. Develop positive attitudes towards other languages
5. Learn to interact with each other

Key Competencies:

Communication in languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages
- Use different strategies to understand foreign languages
- Comparing different writing systems

Learning to learn:

- Look for information and share it with others
- Use the atlas
- Resolve problems in a systematic and logic way



- Plan and organise the tasks
- Control own learning process

Digital competences :

- Positive attitude towards IT
- Work independently on the computer
- Use the computer to express own ideas in a creative way

Social and civic competences :

- Learn to work together in a diverse group
- Respect and value other opinions
- Learn to be critical and express own opinion

Timing of the overall activities:

- 3 hours



1. A delicious ingredient

Notes for the teacher: This first task is an introduction. Students discover the ingredient chocolate in different languages. The teacher provides worksheet 1 for every student.

Timing: 15'

Grouping: Four small cartoon figures of people standing in a row.

Focus on content:

- Chocolate as a mean ingredient for dessert

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages

Learner worksheet 1:

Which ingredient do you recognise below? _____



Which languages do you recognise? Write the language next to the word.

1. čokolada	.....
2. czekolada	.....
3. ciocolată	.....
4. cioccolato	.....
5. sjokolade	.....
6. chocolate	.....
7. schokolade	.....
8. choklad	.....
9. chocolade	.....
10. chocolat	.....



Which languages resemble each other? _____

Have you any idea why that is so? _____

Answer sheets:

- Čokolada = Croatian
- Czekolada = Polish
- Ciocolată = Romanian



Ciocolato = Italian

Sjokolade = Norwegian

Chocolate = English, Portuguese, Spanish

Schokolade = German

Choklad = Swedish

Chocolade = Dutch, Danish

Chocolat = French

The following words resemble each other because they belong to the same language family. In special needs schools this doesn't have to be discussed in the class. The students can discover that these countries are geographically related.

Germanic languages	Romanesque languages	Slavic languages
Chocolade (Dutch)	Chocolat (French)	Czekolada (Polish)
Schokolade (German)	Ciocolato (Italian)	Čokolada (Croatian)
Chocolate (English)	Chocolate (Spanish)	
Chocolade (Danish)	Ciocolată (Romanian)	
Choklad (Swedish)	Chocolate (Portuguese)	
Sjokolade (Norwegian)		

2. Europe

Notes for the teacher: The teacher provides worksheet 1 for every student. When there's a map of Europe on the wall in the class, students can show the countries they know on it. If not they can do that in the atlas.

Timing: 25'

Resources: map of Europe on the wall and/or an atlas

Grouping:



Focus on content/Contenu/Contenido:

- Orientate oneself in space
- Explore map of Europe and the languages spoken
- Work with atlas

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English

Learner worksheet 1:

In which European countries are these languages official languages? Try this for 6 languages.

Language: _____	Language: _____	Language: _____
Countries: _____	Countries: _____	Countries: _____
Language: _____	Language: _____	Language: _____
Countries: _____	Countries: _____	Countries: _____

Can you find these countries on the map of Europe?



Afterwards you can check the atlas if you were right.

Answer sheet:

Dutch: Belgium, The Netherlands	French: France, Belgium, Luxemburg, Switzerland, Italy	Polish: Poland
German: Belgium, Germany, Switzerland, Austria, Luxemburg, Liechtenstein	Italian: Italy, Switzerland	Croatian: Croatia, Bosnia, Herzegovina, Austria, Italy, Serbia
English: England, Ireland	Spanish: Spain	
Danish: Denmark	Romanian: Romania	
Swedish: Sweden	Portuguese: Portugal	
Norwegian: Norway		



3. Word search

Notes for the teacher: For students with a light mental handicap it's not so easy to concentrate for longer periods of times. Therefore it's important to include some shorter and easier in between exercises. This word search allows them to relax and work by themselves. The words they have to look for are the same as in worksheet 1. They are hidden in the frame horizontally, vertically and diagonally in all directions. The teacher provides worksheet 1 for every student.

Timing: 15'

Grouping: 

Focus on content:

- Chocolate as a main ingredient for dessert

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages

Learner worksheet 1:

Try to find the following words: sjokolade, chocolade, schokolade, chocolate, czekolada, cioccolato, choklad and chocolat





T	F	N	S	H	W	R	E	O	O	R	E	I	F
F	N	E	J	C	W	I	R	M	O	R	G	D	F
T	Z	D	O	Z	N	Q	O	I	T	C	F	S	H
I	A	E	K	E	N	S	M	D	A	Q	C	E	S
O	I	U	O	K	E	N	R	S	L	H	R	D	D
F	T	O	L	O	N	T	A	L	O	C	O	H	C
L	F	N	A	L	F	A	A	C	C	D	C	E	C
U	R	P	D	A	H	I	O	L	C	O	R	E	S
H	M	C	E	D	A	L	O	K	O	H	C	S	A
S	I	S	H	A	A	I	N	I	I	C	K	S	S
T	E	E	T	D	M	T	J	C	C	I	O	R	I
D	A	H	E	S	C	E	N	Q	A	V	C	H	H
T	W	N	A	P	M	S	D	A	L	K	O	H	C
P	G	N	N	T	C	D	L	I	R	M	C	B	A

Assessment :

- The students report on their solutions and share with their classmates.

Answer sheet:

T	F	N	S	H	W	R	E	O	O	R	E	I	F
F	N	E	J	C	W	I	R	M	O	R	G	D	F
T	Z	D	O	Z	N	Q	O	I	T	C	F	S	H
I	A	E	K	E	N	S	M	D	A	Q	C	E	S



O I U O K E N R S L H R D D
 F T O L O N T A L O C O H C
 L F N A L F A A C C D C E C
 U R P D A H I O L C O R E S
 H M C E D A L O K O H C S A
 S I S H A A I N I I C K S S
 T E E T D M T J C C I O R I
 D A H E S C E N Q A V C H H
 T W N A P M S D A L K O H C
 P G N N T C D L I R M C B A



4. The origin of chocolate

Notes for the teacher: The students read the text out loud, every student a paragraph. The teacher doesn't say in advance that it's a multilingual text. It will be a surprise for the students to discover new words in languages they might not know and still understand the text. They can also discover new letters and sounds. The teacher provides worksheet 1 for every student. They fill out the questions in pairs.

Timing: 30'

Grouping: 

Focus on content:

- Learn about the colonial times

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages
- Use different strategies to understand foreign languages
- Comparing different writing systems



Learner worksheet 1:



The **premier contact** of the Western world with **Kakao** took place in 1528 when the Spanish **explorador** Fernando Cortez returned from Mexico with **Kakao**. At that **temps** cacao was used to make **une boisson**. The **cacaobonen** were very **duur**. Only rich **insanlar** could **payer** them. Only in 1900 **Kakao** became a national drink due to a sharp drop in **prix** of **Kakao**. The main ingredient of chocolate is **Kakao**, made from **cacaobonen**. They come from the **fruta** of the **Kakaobaum**. **Kakaobaumen** grow in warm and humid tropical **ülkeler**, **surtout** in the **ülkeler** around the **équateur**. The best-known **fournisseurs** are Indonesia, Ecuador, Kenia, Ivory Coast... A **Kakaobaum** has to grow **tres tot four jaren** and can become **quinze metros hoog**. Most **Kakaobaumen** are pruned and become only **vier metros hoog**. That way it's easier to pick the **Früchte**. Every **arbre** gives about **dertig** to **veertig Früchte par an**. The tree has **bloemen** all year long. Big, hard **Früchte** grow out of every **bloem**. After about **cinco maanden** the **Früchte** are ripe. After these **vijf aylar** they can be picked. The ripe fruits are **geel**. They are about **zwanzig Zentimeter** long. Every **fruta** contains about **quarante tohumlar**. These seeds are the **cacaobonen**. **Kakao** is made of these **tohumlar**. Every year an **arbre** delivers **bir** to **twee** kilo **kakao**. They open the **Früchte** with a **couteau**. They take out the **bonen** and put them in bins. The bins are covered with big **feuilles**. After a **semaine** the **bonen** are **bruin**. The **bonen** are taken out of the bins and put in the **Sonne** to dry. The **bonen** are put in big **sacs** and transported to Europe by **Fahrzeug**. De **sacs** are unloaded in the **haven** of Amsterdam and they take them to the chocolate fabrics by **camions**. In the fabrics they are converted into chocolate.





Answer the following questions:

Who brought the cacao to Europe? _____

In which year was that? _____

Which country does the cacao come from? _____

Where do cacao trees grow? _____

How much cacao does a cacao tree deliver a year? _____

How many seeds does a cacao tree fruit contains? _____

Assessment :

Teacher asks:

- Do you notice any difference in writing systems? [fe. In German the nouns are written with capital letter]
- Did you understand the multilingual text?
- Was it difficult?
- Which words did you understand?
- What made you understand them?
- Did you derive their meaning from other languages you know or from the context?
- Which words didn't you understand at all?

Answer sheet:

The **first contact** of the Western world with **cacao** took place in 1528 when the Spanish **explorer** Fernando Cortez returned from Mexico with **cacao**. At that **time** cacao was used to make **a drink**. The **cacao beans** were very **expensive**. Only rich **people** could **afford** them. Only in 1900 **cacao** became a national drink due to a sharp drop in **price** of **cacao**.

The main ingredient of chocolate is **cacao**, made from **cacao beans**. They come from the **fruit** of the **cacao tree**. **Cacao trees** grow in warm and humid tropical **countries**, **especially** in the **countries** around the **equator**. The best-known **suppliers** are Indonesia, Ecuador, Kenya, Ivory Coast... A **cacao tree** has to grow **three to four years** and can become **fifteen metres high**. Most **cacao trees** are pruned and become only **four metres high**. That way it's easier to pick the **fruits**. Every **tree** gives about **thirty to forty fruits a year**. The tree has **flowers** all year long. Big, hard **fruits** grow out of every **flower**. After about **five months** the **fruits** are ripe. After these **five years** they can be picked. The ripe fruits are **yellow**. They are about **twenty centimetres** long.



Every **fruit** contains about **fourty seeds**. These seeds are the **cacao beans**. **Cacao** is made of these **seeds**. Every year a **tree** delivers **one to two** kilo **cacao**.

They open the **fruits** with a **knife**. They take out the **beans** and put them in bins. The bins are covered with big **leaves**. After a **week** the **beans** are **brown**. The **beans** are taken out of the bins and put in the **sun** to dry. The **beans** are put in big **bags** and transported to Europe by **ship**. De **bags** are unloaded in the **port** of Amsterdam and they take them to the chocolate fabrics by **trucks**. In the fabrics they are converted into chocolate.

- **Who brought the cacao to Europe?** The Spanish explorer Fernando Cortez.
- **In which year was that?** In 1528.
- **Which country does the cacao come from?** From Mexico.
- **Where do cacao trees grow?** In warm and humid tropical countries, especially in the countries around the equator.
- **How much cacao does a cacao tree deliver a year?** One to two kilo.
- **How many seeds does a cacao tree fruit contains?** About fourty.



5. Quartet

Notes for the teacher:

Game:

There are 10 quartets so 40 cards all in all. Every quartet contains one ingredient in 4 different languages. The students can pronounce the word or just ask for the language fe. Ask if you can have the “leche” or the “Spanish milk”.

Rules:

The students play in groups of 3 to 5. Each group receives a complete set of cards. One player shuffles the cards and divide them equally. Every player takes the cards in his hands and doesn't show them to the others. The first player asks another player to give him a card he doesn't have, belonging to a quartet he has at least one card of. He names the quartet and then the card he wants fe. “Do you have milk, leche?” or “Do you have milk, the Spanish milk?” If the player has it, he has to give it and the first player can continue asking him or another player. If he doesn't have it, the turn goes to the last player he asked a



card from. If a player gets a set of 4 cards, he says “quartet” and lays the 4 cards on the table. The winner is the one with the most quartets.

Timing: 50’

Material required: a full set of quartet cards for every group of students.

Grouping: 

Focus on content:

- Learn about ingredients and cooking
- Respect hygiene and safety when cooking

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages
- Use different strategies to understand foreign languages
- Comparing different writing systems

Assessment :

- Which languages resemble each other?
- Which desserts can you make with these ingredients?
- Do you know any other recipe you can make with these ingredients?
- Do you notice any difference in writing systems?

As an additional task, they can prepare one of the desserts in the cooking class.



6. Alphabet game

Notes for the teacher: For students with a light mental handicap it’s not so easy to concentrate for longer periods of times. Therefore it’s important to include some shorter and easier in between exercises. This alphabet exercise allows them to relax and work by themselves. They look for words that have something to do with this lesson. They write them first in English, then in their mother tongue and then in any other language they might know. Only in English



the word have to start with the letters from the alphabet. The teacher provides worksheet 1 for every student.

Timing: 30'

Grouping:

Focus on content:

- It can be a repetition of what they have learned during this lesson

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages
- Use different strategies to understand foreign languages
- Comparing different writing systems

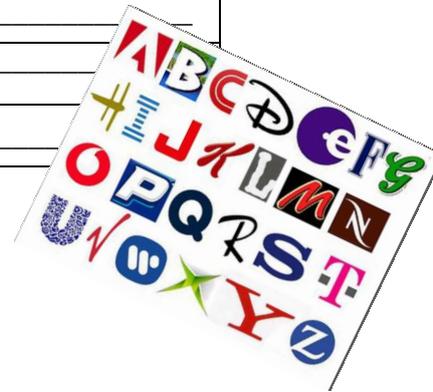
Learner worksheet 1:

Try to make a word with every letter of the alphabet. The words must have something to do with this lesson about chocolate. Translate this word into your mother tongue and in another language you know.

English	Your mothertongue	Another language
A _____	_____	_____
B _____	_____	_____
C _____	_____	_____
D _____	_____	_____
E _____	_____	_____
F _____	_____	_____
G _____	_____	_____
H _____	_____	_____
I _____	_____	_____
J _____	_____	_____
K _____	_____	_____



L _____	_____	_____
M _____	_____	_____
N _____	_____	_____
O _____	_____	_____
P _____	_____	_____
Q _____	_____	_____
R _____	_____	_____
S _____	_____	_____
T _____	_____	_____
U _____	_____	_____
V _____	_____	_____
W _____	_____	_____
X _____	_____	_____
Y _____	_____	_____
Z _____	_____	_____



Assessment :

- The students compare the languages of the class.
- Do they resemble or not?
- Can they understand them?



7. Word cloud

Notes for the teacher: The students go to the computer class and make a word cloud on <http://www.wordle.net/> with all the words they associate with



chocolate. They can do this in different languages. They create a nice lay-out using different colours, print their work of art and hang it on the wall of the classroom.

Timing: 15'

Material required: computer, internet

Grouping: 

Focus on content:

- All the words they use are related to the cooking class

Focus on languages:

- Interact in English (improve listening and speaking)
- Improve reading and writing in English
- Learn about similarities and differences between languages
- Value the diversity of languages
- Use different strategies to understand foreign languages
- Comparing different writing systems

Assessment

- The students compare the languages of the class.
- Do they resemble or not?
- Can they understand them?

References

- Word search: http://www.smhc.info/spelletjes/woordzoeker/zelf_woordzoeker_maken.php
- Word cloud: <http://www.wordle.net/>
- Map of Europe: <http://www.schoolplaten.com/nl-kleurplaat-kleurplaten-foto-blanco-kaart-Europa-i7464.html>
- Language families: <http://nl.wikipedia.org>
- Multilingual text: www.groenewiel.nl/tropischeproducten/infoblad, <http://www.leerkracht.nl>, Ferris, J. (Red.) *WOW! de avontuurlijkste encyclopedie over alles*. Uitgeverij Unieboek, De Guibert, F. (2008). Hoe wordt dat gemaakt? Aartselaar: Deltas.
- Images: www.spreekbeurtenstartpagina.nl/voeding.html, <http://fx82.giganet.nl/~ivntest/images/stories/foto/schoolgids/Riki-vergrootglas.gif>, www.anthemis.nl/beeldaroma/cacaobonen2.jpg,



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL
AWARENESS CONBAT
ADDICTIVELY TASTY

www.anthemis.nl/beeldaroma/cacaoboom.jpg, marjoleinfermie.c3log.nl/wp-content/alfabet.jpg

Quartet images:

Milk: <http://www.schoolcateringdiemen.nl/Gezonde%20voeding/melk.jpg>

Butter: <http://www.inkopers-cafe.nl/upload/images/berichten/thumbs/Boter-detail.jpg>

Chocolate: <http://www.babble.com/CS/blogs/strollerderby/Chocolate.png>

Sugar: <http://equilibriodinamico.es/wp-content/uploads/2010/03/sugar.jpg>

Egg: <http://unchealthcare.files.wordpress.com/2009/11/egg.jpg>

Flour: <http://www.mybabysweetz.com/shoppe/catalog/images/flour.jpg>
