

## **TEXTBOOK PHILOSOPHY**

*CLIL Health Explorations* is written for students studying healthcare at higher education institutions in Japan. The units center on pertinent health topics that are connected to their studies and will be revisited later in their professional lives.

This textbook is based on a CLIL (Content and Language Integrated Learning) framework. Each unit covers the 4Cs of CLIL (content, communication, cognition, and culture/community), while utilizing a Think-Pair-Share (TPS) learning approach. TPS gives students time to better understand content and prepare language before collaborating with their classmates. By having more time to prepare language and content, TPS can also offer students greater confidence when sharing with a partner, small groups, a larger class, or instructors. Through studying *CLIL Health Explorations*, students will have an opportunity to:

- acquire new knowledge through the textbook's content and research activities
- think and discuss about the unit's content with other students
- analyze their own country's health issues while comparing these issues with other countries
- fine-tune their language and learning skills
- produce study products based on real-world problems and/or contexts
- practice and improve poster and digital presentations

## **USING THIS TEXTBOOK**

It is rare that a teacher finds a textbook that perfectly matches their teaching style or their students' learning styles. In addition, it's a challenge to choose a textbook that matches the students' levels in a classroom. For example, students with CEFR levels of A1/A2 may need more time to work through certain activities and will need greater language support in an EFL classroom. On the other end of the spectrum, students with high CEFR levels may need to have activities expanded to keep them motivated to use language. This textbook can be adapted to both lower and higher-level students. Although each unit is thematically based, teachers can pick and choose activities that will meet the needs of their students.

## **TEXTBOOK OVERVIEW**

*CLIL Health Explorations* provides opportunities for students to work individually, in pairs, and as a small group. Through the unit activities, students research and think about information and later share their findings while checking/building their understanding with their peers. On the next page is a general overview of the textbook.

	GROUPING		ACTIVITY	SKILLS	INPUT/OUTPUT
DAY 1					
A	Individual		What Do You Know?	Reflect on Past Knowledge	OUTPUT
B	Pair		Pair and Share #1	Communication	OUTPUT
C	Pair		Paired Listening	Listening and Communication	INPUT/OUTPUT
D	Individual		Research #1	Research	INPUT
E	Pair		Pair and Share #2	Communication	OUTPUT
F	Individual		Reading	Reading Comprehension	INPUT
G	Pair		Research #2	Research and Communication	INPUT/OUTPUT
H	Group		Research #3	Research and Communication	INPUT/OUTPUT
DAY 2					
I	Group		Discussion	Research and Communication	INPUT/OUTPUT
J	Group		Project	Research and Project Presentation	INPUT/OUTPUT
K	Group		Presentation Skills	Varies from Unit to Unit	INPUT/OUTPUT
L	Individual		Reflection	Reflect on Lesson Learning	OUTPUT
	Ind	Pair	Gr	Unit Extensions	Varies from Unit to Unit
					INPUT/OUTPUT

## PRESENTATIONS

Presentations are a valuable way to synthesize knowledge and then share this knowledge with others. In addition, for EFL students, presentations are an effective way to use language while utilizing higher-order thinking skills. However, creating presentations can be a time-consuming process and lessons need to be modified based on the level of the classroom and time constraints in the class syllabus. The following is a guideline for teaching and practicing presentations in this textbook:

Units 1-7 = Poster presentations      Units 8-14 = PPT presentations

## PRESENTATION ASSESSMENT, PRACTICE, AND EVALUATION

Units 1-2 / 8-9 = Assessment: Student groups create a poster/PPT with minimal teacher instruction. After presenting, instructors and classmates assess the strengths and weaknesses of the presentation and give advice.

Units 3-5 / 10-12 = Practice: Students complete a project for each of the units, but only present one of the posters/PPTs. This will give students an opportunity to practice constructing their work for each unit, and the chance to get feedback for one of their presentations as well.

Units 6-7 / 13-14 = Evaluation: Instructors choose one of the last 2 “Section J” projects and have their students complete and share a project for evaluation.

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**音声ダウンロード & ストリーミングサービス(無料)のご案内**

<https://www.sanshusha.co.jp/text/onsei/isbn/9784384335231/>

本書の音声データは、上記アドレスよりダウンロードおよびストリーミング再生ができます。ぜひご利用ください。



**A** What Do You Know?

What do you know about nutrition? Write 3 ideas below.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

**B** Pair and Share #1

Talk with a partner and share your ideas from Section A. Remember to ask follow-up questions or make comments as your partner shares their answers:

- I've heard about...
- Why do you think that?
- Me, too! / That's what I think! / I wrote the same idea!
- Oh really? I have some different answers.

**C** Paired Listening

a) Work with a partner. Listen to a classroom teacher talk about how diets have changed over time. Take notes as you listen and answer the questions below.

- 1) What were diets like in the past?
- 2) In what way have diets recently changed?

b) Work with a partner and check your answers.

**EXTENSIONS** ➡ What are some good points about our modern diet?

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## **D** Research #1 – Unhealthy Foods

Some foods are considered unhealthy because they lack nutrition. What are 10 foods that are considered to be bad for your health if eaten as a regular part of your diet? Research online and make a list below. Do NOT forget to include why the food is unhealthy.

Unhealthy Food	Why Is It Unhealthy?
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

## **E** Pair and Share #2

Compare your answers from Section D with a classmate. Which answers are the same? Which answers are different? Discuss and decide which food is the UNHEALTHIEST on each of your lists. Give reasons to support your thinking.

A: I think cakes and cookies are the worst because they contain a lot of sugar, refined flour, and trans fats. Which one did you choose?

B: I have a different opinion. I chose soft drinks. From the research I did online, I found that soft drinks are mostly sugar and can raise a person's risk for diabetes and heart disease.

**EXTENSIONS** → What do you think is the unhealthiest Japanese food? Why?

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## F Reading – Health and Nutrition

002  
1-2

Nutrition is important for all plants and animals. For humans, the building blocks of life come from nutrients in food. Food nutrients are the fuel that keeps our bodies running smoothly. **Carbohydrates**, proteins, and fats, as well as vitamins and minerals, are all needed to keep our bodies healthy. However, not just any kind of food will keep our bodies in good shape. A diet rich in whole grains, like brown rice and whole wheat, and a variety of fruits and vegetables is important. Lean meats and fish are full of protein, but so are foods like legumes, lentils, and soy products, like tofu. Therefore, eating healthy and having a diet full of the right nutrients seems easy, right? Well, in our modern world, it may not be so easy.

We need a good balance of nutrients in the food we eat. Carbohydrates are important for energy but we need healthy carbohydrates like whole grains, nuts, and fresh fruits and vegetables. Carbohydrates that are low in nutrients, like white sugar, refined white bread, or processed foods, provide “**empty calories**” and can **lead to** unhealthy outcomes. The same is true for fats. Healthy fats like omega-3 or omega-6 fatty acids come from olive oil, different kinds of fish, nuts, and soybeans. Trans fats are a type of fat to avoid. These unhealthy fats can be found in a lot of highly processed foods like mass-produced baked goods, margarine, and non-dairy coffee creamer.

How much of each nutrient should we have in our daily diet? There is no easy answer to this question; it depends on the individual (for example, young or old, male or female). As a general guideline, about 10% - 25% of your daily calories should come from protein, around 10% from fats, and the rest of your calories should come from healthy carbohydrates. However, some people do not follow these guidelines and end up eating too many empty calories each day. This can have an effect on your entire body, contributing to problems like **obesity** and lifestyle diseases like diabetes, high cholesterol, and cardiovascular disease.

Your digestive tract (also called your gastrointestinal tract or GI tract) works to move and process all the food and liquid you consume. As it breaks down food into smaller parts, your body absorbs nutrients. Your large intestine absorbs water, and the waste products of digestion become the stool that is pushed out through the anus. It is important to note that the digestive system is complex. Digestive disorders or diseases can occur when an organ is not functioning well. Some problems that occur with the digestive system can be connected to obesity. **Gastroesophageal reflux disease (GERD)**, **chronic constipation**, **irritable bowel syndrome (IBS)**, and stomach cancer are some examples.

Obesity is rapidly becoming a worldwide **epidemic**. It is one of the leading causes of death worldwide. Even though Japan still has a low obesity rate, it is steadily increasing especially among middle-aged men. It was reported that the number of overweight Japanese men with a body mass index (BMI) of 25 or greater was 33% in 2019.

**Words and Phrases**

carbohydrates (carbs) 炭水化物  
 empty calories カロリー不足  
 lead to ~に導く  
 obese/obesity 肥満の/肥満

gastroesophageal reflux disease (GERD) 逆流性食道炎  
 chronic constipation 慢性の便秘  
 irritable bowel syndrome (IBS) 過敏症腸症候群  
 epidemic 伝染性の

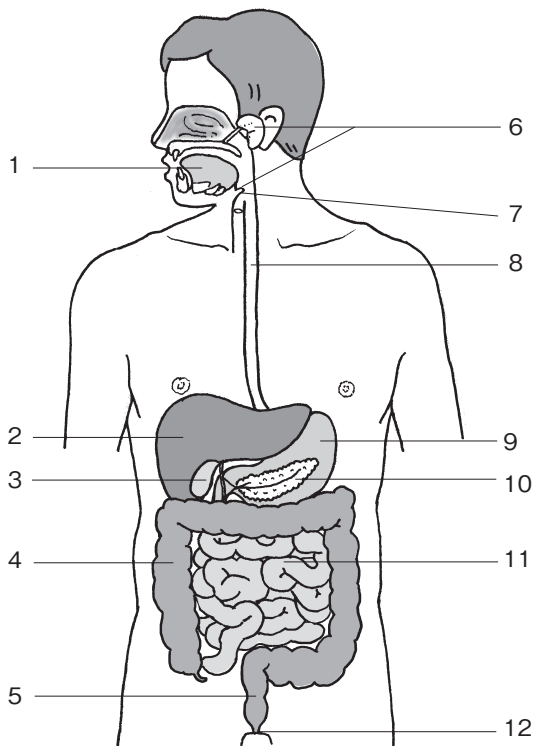
**Language Point Nonreversible Word Pairs**

Some word pairs in English appear in a fixed order. If they are reversed, they can sound odd. Some examples include:

- fruits and vegetables
- salt and pepper
- cream and sugar / milk and sugar
- fish and chips
- bread and butter

**G Research #2 – Anatomy**

- a) Work alone. Label the parts of the digestive system below. If you do NOT know an answer, leave it blank. **NOTE** In part (a) do NOT look online for the answers.
- b) After, work with a partner and discuss your answers. Fill in any of the answers you are missing.
- c) Next, work with your partner and check your answers online.
- d) Finally, your teacher will give you the answers. Check to see if your answers are correct.



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_

## **H** Research #3 – Group Work

Make a team of 3-4 members. Choose one organ from Section G and research its function. After each team is finished, share your answers.

Organ's name: \_\_\_\_\_

Important functions:

\_\_\_\_\_  
\_\_\_\_\_

**EXTENSIONS** ➡ Gastroesophageal reflux disease (GERD) is a common health problem. What is GERD? What are the symptoms? What is the treatment? Research online and find the answers.

\_\_\_\_\_  
\_\_\_\_\_

## **I** Discussion – Should Junk Food Be Banned?

“Junk food” refers to foods low in nutrition, high in sugar and/or fat, and high in calories. Most people eat junk food from time to time. It tastes good and is often cheap. However, junk food is also causing many health problems worldwide. What is your opinion about junk food? Is it good or is it bad? Is it so bad that it should be banned (made illegal)?

Work with a team of 3-4 members. Discuss the good points about junk food and the bad points. After discussing, vote in your team to ban or not ban junk food. Then, compare your vote with the rest of the class. **[NOTE]** Be ready to give reasons for your choice.

Good Points	Bad Points

## **J** Project – Diets

a) Work with a team of 3-4 members. Choose one kind of diet from the list below and research about it.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Mediterranean diet   | <input type="checkbox"/> Japanese diet | <input type="checkbox"/> Vegetarianism  |
| <input type="checkbox"/> Veganism             | <input type="checkbox"/> Paleo diet    | <input type="checkbox"/> Low-carb diet  |
| <input type="checkbox"/> Intermittent fasting | <input type="checkbox"/> Raw food diet | <input type="checkbox"/> Ketogenic diet |

b) Create a team poster to share what you learned. Include the following information on your poster:

- What is the definition of the diet you chose?
- What foods does it include?
- What are the pros and cons of this diet?
- How does it benefit or harm the digestive system?
- Include photos, illustrations, and/or diagrams to support your research.
- Include references, showing where you found the information online.

## **K** Presentation Skills – Stage Fright

Many people have a fear of public speaking. Face it, everyone feels some anxiety when speaking to a group of people whether the group is large or small. What can you do to reduce your stage fright in your next presentation? Below are 5 tips:

- 1) Make friends with the audience before your talk. Arrive early for your presentation, smile, greet, and speak with audience members as they arrive.
- 2) Be organized! Plan what you will do, in the order you need to do it in.
- 3) Practice several times before your scheduled presentation (see Unit 7).
- 4) Breathe deeply and get centered. Don't let your nervousness dominate you. Get your emotions under control by deep breathing and giving yourself positive and confident advice before your talk.
- 5) Remember that the audience is on your side; they are cheering for you to do well.

### EXTENSIONS →

- a) Work with the same team members from Section J.
- b) Put your team's poster on the wall.
- c) Do "Rock, Paper, Scissors."
- d) The winner: Stand 1 meter away and share information for 1 minute. After, rank your level of stage fright from 1-10 ("1" being relaxed to "10" being very anxious).
- e) Discuss with your team members what you can do to reduce your level of stage fright.
- f) Repeat until each team member has had a chance to practice.

## **L** Reflection

Work alone. Think back over what you have learned in this unit and record your answers below.

- 1) What are some interesting things you have learned in this unit?
- 2) What do you want to improve about your learning?
- 3) If you did a presentation, what went well? What did not?