Trabajo Fin de Máster

Improving the development of language learning: the case of CLIL

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This final Master’s Thesis analyses the process of learning and teaching a foreign language by means of the CLIL approach (Content and Language Integrated Learning), whose principles, scaffolding and basic aspects will be studied, considering certain methodological orientations and strategies in class. In Europe, learning foreign languages have increased, and CLIL has been developed in most European countries, paying attention in this project to its implementation in Spain and Andalusia. A crucial role is played by new technologies in this thesis; therefore, they will also be studied in CLIL, giving relevance to the E-twinning platform. Evaluation and assessment in CLIL will be analysed as well, and, finally, in order to put everything learnt into practice, a didactic unit will be planned, since this is an essential factor in this final project. Then, conclusions will be extracted, and, finally, bibliographical references will be included.

Key words: Content and Language Integrated Learning (CLIL), bilinguism, E-twinning, ITC, new technologies, formative assessment, summative assessment.

Este proyecto final de Maestría trata de analizar la enseñanza y aprendizaje de una lengua extranjera a través del enfoque AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera), del cual se estudiarán sus principios, andamiaje y aspectos básicos, contando con ciertas orientaciones metodológicas y estrategias en la clase. En Europa, se ha incrementado el aprendizaje de otras lenguas extranjeras, y el enfoque AICLE se ha llevado a cabo en la mayoría de países europeos, prestando atención en este trabajo a su implementación en España y en Andalucía. Las nuevas tecnologías juegan un papel crucial en esta tesis, de modo que también serán estudiadas en AICLE, dando relevancia a la plataforma E-twinning. También se analizará la evaluación en AICLE, y, finalmente, para poner en práctica todo lo aprendido, se hará una programación de una unidad didáctica. A continuación, se extraerán conclusiones, y, por último, se incluirán referencias bibliográficas.

Palabras clave: Aprendizaje Integrado de Contenidos en Lengua Extranjera (AICLE), bilingüismo, E-twinning, TIC, nuevas tecnologías, evaluación formativa, evaluación sumativa.
1.- **JUSTIFICATION**

This element of research, CLIL, has been chosen due to its representation for the future in class. Apart from learning a language, students are motivated and they can work with their own preferences. Needless to say, they will be guided by the teacher in order to obtain a good application of them.

Furthermore, the didactic unit has been developed with the aim of fostering students’ learning in relation to nature. When working with contents by using a different language, learners are able to be in contact with other cultures, and they widen their repertoire in terms of language, social progress and new technologies. Moreover, their interdisciplinary nature is encouraged, as other subjects are connected, and socio cultural elements are introduced in the classroom.

CLIL (Content and Language Integrated Learning) is supposed to be a significant change in the role of teaching, since with the increasing of motivation students are more in contact with the language learned. It results in a higher knowledge of it and a more effective oral and written communication.

Therefore, this project will be based on the study and analysis of the features of CLIL, and how profitable it is to include a foreign language in the student’s environment.

2.- **INTRODUCTION**

Being a CLIL teacher means sharing the responsibility of teaching and learning, as they teach not only a new knowledge, but also a combination of this new knowledge with a foreign language. It may be supposed to be a problem, since the student is probably not so familiarised with this language.

Nowadays, a new tendency has been created in our society, in which there are no limits or barriers to communicate with each other, and where new technologies have become part of our daily life. It is true that currently these new technologies play an essential role in the world, as they are necessary for plenty of objectives, such as developing projects, looking for information, etc. Moreover, when a project like E-twinning is used, a contribution is being carried out in order to improve the role of education, and, consequently, towards its evolution.

The state of the art will be focused on the idea that every European should be able to communicate in their mother tongue and in one or two foreign languages. It is one of the aims of the European Commission in terms of educational politics. The importance of bilingualism will be considered as well.
Then, scaffolding in CLIL will be described, as well as its principles and basic aspects. In relation to it, there are some methodological orientations in the case of Andalusia, which will be considered, together with some strategies in the CLIL classroom.

Furthermore, with the increase of new technologies, learning within the CLIL approach is student-based, taking into account the cooperation and implication of both teachers and students. It results in a dichotomy which will be analysed in this Thesis: on the one hand, new technologies have contributed to the student’s autonomy in class and at home. In fact, when a platform like E-twinning is helping to improve the role of education, advantages are shown more evidently. On the other hand, it will be difficult to explain and implement the evaluation and assessment carried out in the CLIL classroom. In other words, since the student works in a more autonomous way and with the help of new technologies in CLIL, the educational objectives will be attained differently. Therefore, the results obtained and the knowledge acquired should be assessed with a different system in which the teacher should pay attention to the learning process of the objectives and the way they are obtained, due to the fact that the student is working autonomously in most parts of the process. It might make it more difficult than usual to score their results.

The development of CLIL in Spain and Andalusia will also be studied, as well as its results, advantages and drawbacks, since it is true that there is an enormous desire to improve the opportunities of learning languages with the aim of increasing the competitiveness with other European countries and the cohesion in the continent.

In order to demonstrate how profitable CLIL is, a didactic unit has been included in this project, with the aim of teaching a foreign language (English) and natural science.
3. **STATE OF THE ART**

Throughout the last decades, there has been a current desire to improve all the opportunities in relation to language learning so as to increase the cohesion and competitiveness among the European students.

Nowadays, there is a tendency to mix both intercultural dimensions (life, history, culture, traditions, etc.) and media skills (the Internet, texts handling skills, etc.). These contemporary innovations are also being carried out in the world of foreign language teaching. More precisely, they are represented by some of the following topics: ‘CLIL’, ‘Early foreign language reading’, ‘European language passport’, ‘European language portfolio’, etc.

The importance of foreign language teaching is also stressed by politics – the idea that every European should be able to communicate in his/her mother tongue and in two more languages is one of the main aims of the foreign language teaching as a contribution to the European dimension of education.

As a consequence, innovative programmes are being developed by many countries in order to achieve this linguistic objective. They are all typically named within the general term of CLIL (Content and Language Integrated Learning). Rapidity and immediacy have become two of the most relevant features in today’s world. Consequently, mobility and its impact on languages are an actual result that CLIL insists on exploding. This is the reason why this linguistic approach has increased in such a significant way in the last years.

CLIL is, therefore, one of the essential perspectives within a linguistic project, but it is not the only one. Particularly, it is focused on social, cultural, economic and political motivations. For example, inequality is one of the social aspects which have been traditionally beaten by multilingualism. CLIL is at the disposal of a normalization of the national languages, integration of immigrant, compensation of discriminations, etc.

The idea is that “language learning partly requires authentic content learning which fosters critical thinking and leads to the generation of meaningful communication, as opposed to learning language just for the sake of language (Asikainen et al., 2010:2).

It is widely proved that only by means of an integrated curriculum the objectives would be fulfilled, as language learning would not be focused on the student’s learning of his official language, but learning with a socio cultural perspective which provides a very different and diverse spatiotemporal viewpoint.
This step opens greater possibilities to other projects such as cultural projects, which are traditionally in charge of improving the mother tongue reading. These works aim at enhancing the communicative skills, resulting in a supralinguistic competence applied to each project with their own peculiarities.

From this perspective, Baetens - Beardsmore states that CLIL allows for great flexibility in curricular design and time-table organization, ranging from early total, early partial, late immersion type programmes, to modular subject-determined slots as implemented in Germany and in the United Kingdom. The modular approach allows for subjects to be handled in different combinations of languages, thereby responding to the desire to safeguard the capacities of the first language, improving the capacities of the second language, and introducing a third language or a variety of languages, according to perceive local contingencies (2001:25).

Eurodyce study from the European commission showed in 2006 that CLIL is nowadays present (in a gradual or in a permanent way) in most of the European countries. CLIL and its rapid spread in the European context will be therefore studied in this master’s thesis.

3.1 Content and language integrated learning

The content and language integrated learning (henceforth CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels” (Marsh et al., 2010).

CLIL provides greater opportunities to the process of teaching and learning a foreign language by means of a more natural context which gives a more relevant and immediate value to the process of language learning. This new perspective is developed, according to Trujillo, “with two directions: from the linguistic areas to the non-linguistic and vice versa” (2011:4), in such a way that all of the subjects may cover the knowledge of language learning within its own context. Fernández states that “this methodology provides plenty of benefits such as spontaneity, the increase of motivation or the authenticity of the subject” (2001:217).

CLIL may be one of the means by which all learners can receive an authentic way of teaching, regardless of their educational, economic or social background, which promotes multilingualism.

Dalton Puffer (2007) explains that the general goals of CLIL may be:
To develop intercultural communicative skills.
To prepare for internationalism.
To provide opportunities to study contents through different perspectives.
To develop oral communicative skills to diversify methods and forms of classroom practices.
To increase learner’s motivation.
To improve overall target language competence.

3.2 CLIL Scaffolding

According to Isabel Pérez (2005:1), the concept of scaffolding is crucial to the theories of education and one of the key aspects in today’s CLIL. It is described as the group of structures, activities or supporting strategies which are provided by the teacher for the students to build their own knowledge. The idea of scaffolding is related to the theories of Vigotsky (1978), by which these strategies may be divided into three categories:

1. Those in which the student can perform independently.
2. Those which cannot be performed even with help.
3. Those where the student can perform with the help of others. This last type is in relation with Vigotsky’s concept of “Zone of Proximal Development” (referred to a distance between the student’s actual level of development and the potential level of development that he can achieve if he is helped by an adult or by means of a more skilled partner. An important scaffolding role is played by the teacher, who works for the students to take control of the situation, until the level of competence is acquired so as to perform the task by himself (2005: 261).

The scaffolding does not simply help the student by giving him the answer, but by facilitating and providing some supports which would be helpful to those who are in need of it. It is crucial in CLIL and it must be treated both in the contents and in the language.

According to the classification proposed by Dodge (2001), three types of scaffolding may be studied:

- Scaffolding for reception: it aims at making sure that the most relevant and necessary information is utilised by the students when they getting in touch with the resources in this phase, in order to process and understand the content in a better way. An observation and audition guide would be an example of this kind of scaffolding (recorded commentaries, etc.).
• Scaffolding for transformation: It deals with some strategies which are proposed, in which the transformation of the received information is allowed. More precisely, the students are helped in processes such as those of comparing, contrasting, assessing, deciding, etc.

• Scaffolding for production: It is the support needed by the students with the aim of creating or producing something new.

In Dodge’s words,

(...) good teachers have always used activities which are useful for the scaffolding, in such a way that a CLIL teacher will always need how to plan this system or how to show his support to the student (2001:6).

### 3.3 Principles and basic aspects of CLIL

According to Isabel Pérez (2005:3), CLIL is characterised by the following principles:

• In order to learn the content of a task, the languages should be used; however, it should also be learnt to understand and communicate with each other. In other words, there is a double purpose, which means that the teacher should consider both the objectives of the subject and the language required.

• The subject studied is the one who determines what type of language must be learnt, that is to say, the specific vocabulary, the structures, the discourse type and the linguistic skills which can be practised, will be provided by the subject studies.

• Fluency is more important than the grammatical accuracy and linguistics in general. Learning a language is a process developed with confidence, which is why opportunities should be fully exploited, in such a way that the teacher should pay attention to the linguistic form in order to avoid the mistakes which may affect to the comprehension and production of contents. The concept of scaffolding is one of the key elements to work with the linguistic form.

Coyle proposed another classification, which is known as “the fourth Cs of the curriculum” (1999:14). In his opinion, a good CLIL lesson should combine the following elements:

• Content: the progress of the knowledge, skills and comprehension and specified subjects in a curriculum must be allowed.

• Communication: by using the language to learn while the own language is being learnt.
• Cognition: by developing the cognitive skills which relate the knowledge, the language and the formation of concepts.

• Culture: the exposition to several perspectives and shared knowledge is allowed. It will make us become aware of ourselves and the world.

As it is exposed, any of these principles reflect how irreplaceable it is for CLIL the collaboration among experts on these subjects.

When studying CLIL, some basic aspects must be taken into account. In the first place there are two relevant ways of conceiving CLIL:

• The content-based instruction refers to those academic contents which are worked in the language class.

• The language-sensitive content instruction, in which the foreign language is used to work with the academic contents by using strategies, specific material and techniques.

According to Hattie, three aspects should also be considered:

• The most influential aspect in learning is feedback, taking into account the difference between it and a compliment. In fact, feedback is more prominent and it should be individualised. On the other hand, the result received by the teacher is extremely valued.

• The teacher-student relationship is seen as a huge impact. It is required for the teacher to get in class with certain ideas about the possibilities of progress and the relationships with students. The development of a socio-emotional environment in the classroom is crucial.

• The Mastery Learning claims that students are supposed to achieve all the criteria successfully if the learning conditions are suitable, that is, a high level of cooperation among them, a feedback guided by the teacher (which must be both frequent and individualised) and flexibility in relation to time when dealing with the achievement of objectives.

• The concept of collaborative problem-solving through the use of productive pedagogies provides appropriate level of intellectual challenge for students involved. Some remarkable CLIL pedagogies have been proposed by using instructional strategies in which many forms of discourse are included. By means of these aspects peers can help provide appropriate scaffolding that may be individualised according to the specific needs required by a group.
3.4 Methodological elements and strategies in the classroom

Pavón Vázquez states that

(...) the main objective in CLIL is methodological, by favouring a participative model in the class, in contrast to the expositive model of transmission of knowledge. What is aimed is that students may have access to the contents offered in class by means of the use of the language (2014:3).

As have mentioned before, the fact of applying all the theoretical aspects of CLIL in class is determinant. Thus, a sequence of methodological elements and strategies will be developed.

The main features concerning methodology in CLIL are:

- **Student-focus learning**, which means their implication and the promotion of it. This aspect can be obtained with the following ways:
  - By negotiating topics and tasks.
  - Coming from the particular and getting to the general, but not vice versa.
  - By using examples and real situations known by the students.
  - By working in projects such as Webquests.

- **Easy and flexible learning** of the different learning styles. The facilitation of comprehension of both content and context is implied, which means:
  - Using texts to children or underage students.
  - Completing comprehension tasks about texts and audios.
  - Alternating both L1 and L2 codes.
  - Using certain strategies such as repeating, paraphrasing or simplifying.

- **Interactive and autonomous learning**, by which the following elements might be enhanced:
  - Pair work and group work.
  - Activities which get involved the negotiation of meaning.
  - Development of investigation work.
  - Preparing strategies of comprehension.

- **Use of multiple resources and materials**, especially in ITCs which provides a more varied context. Autonomy is also promoted by the employment of digital resources, in particular webs (texts, podcasts, videos, etc.), and the use of tools such as blogs, eTwinning platforms, etc.
• Tasks-focus learning: According to Bygate, Skehan and Swain, “a task is an activity in which the use of the language is required to the students, by emphasizing the meaning, in order to get an objective” (2001:11). Therefore, the task will be an essential unit which will involve the realisation of a group of activities in order to achieve the final product proposed in the task. The best tasks will be those which promote both the learning of content and the communicative use of the second language.

3.4.1 Methodological orientations: The case of Andalusia

As will be studied later, Andalusia is not only a particular and interesting case in CLIL, but also a key point on which our project is based. Throughout the last years, the Andalusian department of education has been provided with didactic and methodological tools with the aim of solving the progressive deterioration that the communicative competence was undergoing among children and youngsters. As a result, the Linguistic Project at the school was introduced in schools.

Its implementation improves the linguistic competences of the students both in a first and in a second foreign language. The result should make sense when a student starts his or her day at school; he does it with the aware of knowing that he must understand and effort himself to be understood both in a written and in an oral way.

Moreover, reading has also been considered by the Andalusian government as a significant part of communication which had to be encouraged; accordingly, the current Andalusian Laws are focused on a methodology in which the didactic programmes for all subjects are oriented for the students to read, write and expressing himself in an oral way.

3.4.2 Strategies in the classroom

Azpilicueta states that “being a CLIL teacher involves sharing the responsibility to teach and learn through the subject and develop a wider vision of a curricular design (2013:4)”.

In the classroom, it is impossible for a teacher to work alone, as CLIL is developed by means of a group of work, in collaboration among them in order to choose the best topics and concepts which will be developed throughout the whole process. Teaching CLIL encourages teachers to break the traditional barriers of the areas so as to put their skills in common.
Considering this assumption, the main linguistic input comes from the textual and auditory materials and they will be the most practised skills (reading and speaking). Most of the lessons are based on the use of texts or auditory extracts with a suitable level in order to avoid frustration. Language is regarded from a more lexical viewpoint, paying more attention to the learning of vocabulary rather than to the use of gradual grammatical structures. Grammar will be, therefore, studied in English class or the correspondent second language. Likewise, the easiest task will be used at the beginning of the lesson.

Being a task-based approach, CLIL may be implemented in class, in Skehan’s words (2001), by taking into account what a task should cover:

- Meaning is primary: This aspect is a crucial part of CLIL in the classroom, as the starting point is the academic content and its aims, but not the linguistic form.
- There is a purpose to be worked towards, by which all tasks are designed with an objective easily identifiable for students.
- The activity is outcome – evaluated, which determines the level of achievement in the case of the students.
- There is a real-world relationship: students would face the relationship between subjects and their unavoidable reality in the world.

3.5 Diversity and new technologies. The case of E-twinning

3.5.1. New technologies as a tool for the diversity in the teaching of language and contents

According to Isabel Pérez Torres in Bueno González et al. (2009:53), some elements and resources may be suggested when relating new technologies to the process of learning contents in a second language, paying attention to diversity:

- Current keys: among others, some basic aspects are considered, such as the fact that students should be instructed in those tools which give them access to knowledge; the social influence, the so-called “computer culture”, and the statement that the learning of more than one foreign language is indispensable. The “learn to learn” competence is essential for the learner to be independent, that is to say, to have personal initiative while doing something, and to have an ongoing learning.
• Concerning new technologies (NNTT), the most prominent are: computers and some materials, such as Word, Internet, CD Rooms and CALL (Computer Assisted Language Learning).

• Related to programmes or multimedia software, there are the followings: encyclopedias, interactive grammar, stories and games, readings, dictionaries, CD rooms, textbooks, etc.

• Regarding content-free software, there are word processors (e.g. Word, Open Office) and web browsers (e.g. Mozilla, Google Chrome).

Moreover, the world of websites serves as a reproductive learning environment, since there are huge quantities of specific materials such as: games, quizzes, theoretical aspects, explanations, readings, audio activities, etc. Also, autonomy is produced in the learner, as well as the capacity of repeating and checking, and the fact that each learner goes at their own speed, which releases to the teacher and it causes self-awareness as well.

Furthermore, websites are useful as a constructivist learning environment, as it is focused on the learner; interaction and cooperation are involved, which have a crucial role in teaching.

Some more constructive activities may be webtasks, webquests, projects and treasure hunts. Besides, encyclopedias, lists of vocabulary and dictionaries may be considered as reference materials.

More particularly, in the case of CLIL classrooms, some uses of websites may be:

• Source of tools in order to create activities such as templates and software
• Means of knowledge such as educational blog, forum and lists
• Source of materials and resources (audio, texts and videos)
• Space for the publication of learners
• Space for the publication of the materials (e.g. templates)

Therefore, this significant incorporation of the web technology that is being worked nowadays has a great result. There are some changes in the curriculum, as it produces multilingualism; it creates the ideology of sharing and the idea of cooperative work, interdisciplinary nature, more flexible schedules and more digital schools; with the latter offering digital resources to their students.
3.5.2 E-twinning

According to Ana María Malagón, E- Twinning is a crucial part of the so-called e-learning programme and it was initiated by the European Commission in 2004 and it intends that at least two centres of two European countries are able to use the new technologies of information and communication (TIC) in order to obtain pedagogical, social and cultural benefits.

This name is the same for all the participating countries in which the 20 official languages of the European Union are spoken. What is more, E-twinning is an “open window” to Europe, and it is a way of acquiring new ideas and knowledge that may be shared by all the participating people.

This action of sharing new ideas and knowledge by the associated members of the centres involved may be called “E- twinning of schools”. As a consequence, the E-twinning project may occur between two teachers or in a more individual way; between two teams of teachers or departments; between two librarians or between two headmasters.

Therefore, by means of the E-twinning action, it is allowed the integration of all the European citizens and the linguistic and cultural richness of our continent in a real experience of an effective and pleasant learning. In those acts of twinning arrangements it is attempted to motivate young learners in order to learn from other young learners’ school and family culture, and, at the same time, to practice some skills related to TIC.

Furthermore, to carry out an E-twinning action in a centre, at least four technological and educational aspects are taken into account:

1. Integration of TIC and Europe in teaching: When an E-twinning project is started; there are two innovative elements which are not in the conventional lessons, such as the use of TIC and an European scope in the classroom.

2. Innovation: As it has been mentioned, there are many advantages of using e-twinning. There is an educational change; so, there are many innovative aspects in which students share and manipulate data an ideas, producing materials etc.

3. A reliable European network: Also, there is support structure with consultants, both local and European level. It is called Central Support Service.

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4. Intercultural benefits: thanks to this project, students achieve new intercultural experiences, new knowledge and new skills. Moreover, the centres are benefited from it and they try to get the European cooperation in the educational community.

As far as the tools used to apply E-twinning are concerned, it is possible to find TwinSpace, which is an electronic resource with some sections which work together in order to successfully accomplish E-twinning, such as “profile”, “search for partners”, “my candidates”, “area of TwinSpace”, “mailbox”, “stamp”, “progress card”, “chat” and “resources”.

As a conclusion, it is important to point out that nowadays there are many ways to communicate with other people, but with E-twinning, education is improving in a great way, with the aim of young learners to be capable of using the new technologies in a right way.

3.6 Evaluation and assessment in CLIL

According to the digital magazine “Un Centro Bilingüe en Andalucía” (2013), evaluation is expected to achieve three aims: to provide research-based evidence on students, to identify and disseminate good practice as occurring in the project schools, and to provide research-based evidence on awareness, attitudes and motivation.

These three objectives should also be reflected in the CLIL experience. However, the path in order to fulfil this part of the learning process is not so simple.

In terms of exploitation, assessment and evaluation are two of the most difficult areas to study in the world of CLIL. Some significant facts, such as being a communicative strategy, makes it hard to decide who, what, when, where or how to assess. Moreover, the type of assessment chosen by teachers will determine how learners work and whether they have achieved their objectives or not.

Nevertheless, projects and initiatives are slowly born nowadays. An interesting one is by Fabrizio Maggi, who is in charge of a compelling proposition with respect to assessment. Basically, he aims at determining whether a CLIL project provides added value on the quality of learning, paying attention to disciplinary competences, relational and socio-affective skills, thinking and learning skills, among others.

The main purpose is to start with short training sessions. It will provide teachers with a perspective regarding the comparison and development of ways of implementing and sharing CLIL projects, with experiences in the school of the participant countries. Different CLIL pathways are also planned with online resources in
some subjects from sciences and technology and from the arts and humanities. Also, evaluation tools and its design and monitoring implementation should be considered, in which the available ICT tools and other methods of cooperative learning will be used in order to produce learning units.

Coyle et al. (2010) propose that formative assessment should be the most important form in CLIL, accompanied by rare but systematic summative assessment:

- Summative assessment normally happens at the end of a period of learning, in which learners are given a numerical score. It involves testing in order to decide what a learner is able to do at any particular point in time. Typically, it has been solved by means of a test at the end of a unit.

- Formative assessment: a diagnosis of a learner’s ability is performed, with the expectation of impacting in a rapid way the student’s next steps in the learning process. It, therefore, adapts the original plans in order to determine goals for future improvement, and to pay attention to the individual during the course of learning, so as to receive an effective feedback.

- Peer and self-assessment consist in assessing each other, which involves a triple focus on content, language and the learning process.

- Language assessment: some of the most useful self-assessment tools are the language level (for example the CEFR global scale, the CEFR self-assessment, or the Oxford Quick Placement Test), in which some aspects such as organization and cohesion, accuracy, range, register and format, interaction, coherence or fluency are taken into consideration.

The choice of what to assess must be coherent with how to teach and learn. According to Barbero and Clegg (2005:4), it should be considered in what way a CLIL approach is an innovation in comparison to a traditional subject course, as the attention paid to language in this case is different from the CLIL case. In other words, contents are learnt by students with the use of language, which leads to an interpretation of language as a tool and not as a set of rules.

In other words, evaluation in CLIL will consider the integration of both content and language, discussing the following questions introduced by Mohan and Huang (2002):

a) At what level of complexity does knowledge lie (classification, concept, principles, sequences, evaluation, selection...)?

b) What linguistic resources are used for each level?

c) To what extent are students able to use strategies to create more or less elaborated forms of expression? With what degree of autonomy?
In order not to only answer these questions but also following a path of authentic assessment, some steps must be considered:

- The development of a set of standards (what should students know?)
- The identification of criteria
- The calculation of a score
- The development of authentic task
- The discovery of descriptors of competence (how can skills be described for each score)
- The creation of a score rubric adapted to each performance in order to provide learners with an accurate feedback

Considering again Maggi’s proposition, it is typically a trend to learn what we are assessed on; if the orientation of the teacher is towards the evaluation of a particular point students will eventually focus their attention on that point.

Therefore, it is needed to identify the evaluation criteria which cover the components of integration. The creation of a positive “returning wave” would enhance students and their self-confidence about what they are capable to do. It will be, consequently, focused on their skills rather than on the negative aspects or “mistakes”.

3.7 CLIL in Spain and Andalusia

In the last decades, CLIL has become a concept full of development in the Spanish education. This is a result of the agreement with the European Policies whose objectives are those of fostering multilingualism and a new awareness of learning foreign languages.

According to Pavón Vázquez (2014:1), “if the European Union has chosen this type of objectives, it is not due to a matter of novelty, but to the fact that throughout the last years, multilingualism is regarded as an efficient and economical way”.

It must be considered that Spain is divided into seventeen autonomous regions, plus the autonomous cities of Ceuta and Melilla, in order to understand CLIL in Spain. In particular, this programme is being implemented in schools with direct support from the educational authorities, and it becomes quite different from one region to another. This fact opens the possibilities of dividing two main contexts:

- Monolingual communities, in which Spanish is the official language, and where education is partly carried out in Spanish and also in one or two foreign languages.
• Bilingual communities, where it is possible to find both the official (Spanish and the co-official languages, that is, Catalan, Basque, Galician and Valencian). In these communities education is also undertaken in one or two foreign languages

With this multilingual background, Francisco Lorenzo explains that “Spain is one of the most interesting cases to study CLIL. The diversity of regions is also perfectly exemplified by Andalusia, which is the most populated community region in the country and characterised by a “monoglot mentality” (2010:3). However, there are several circumstances which made Andalusia become a language-dependent community, such as immigration, tourism, the Erasmus mobility etc.

Under these circumstances, in 2007 the Andalusian Law of Education (LEA) claimed that “it is necessary to include the new competences and knowledge needed to get involved in society, with special attention to linguistic communication”. In spite of the fact that the concepts of multilingualism and bilingualism are present in the Andalusian “Plan de Fomento del Plurilingüismo”, in this community it is being carried out the “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)”, which is the Spanish acronym for CLIL.

On April 25th 2005, it was presented by the Andalusian governor the “Plan de Fomento de Plurilingüismo”, which is an attempt to develop “a language policy for Andalusian society”. Among all of the resources provided in order to develop this plan, it was possible to find 400 bilingual primary and secondary schools, 600 teaching assistants, 50,000 teachers in service and 30,000 students taking part in the European mobility programs. It was evident that these mobility programmes were necessary to rate the results and to motivate students.

The most advisable strategy from the perspective of educative and linguistic politics is to support the fact that the different learning centres should design a global project in relation to the linguistic education of their students; in other words, a Linguistic Project at school (Proyecto Lingüístico de Centro), whose main objective is that of contributing wisely to the development of a high competence in linguistic communication to students, regarding to four scopes such as: integration of languages and contents, integration of languages with each other, attention to diversity and those which are promoted as a response to the results given in the diagnosed tests.

It is, finally, suitable to confirm that a linguistic project is a useful tool to measure the integration of languages and the process of learning them in Andalusia.
4. - DIDACTIC UNIT

4.1. Justification

This didactic unit is part of my Master’s Thesis and it is titled “Living beings”. Its objective is the development of eight sessions of 50-55 minutes each, in which CLIL will be put into practice together with knowledge concerning the nature.

It is already known that globalization and rapidity have ended up been two of the most significant objectives within the European Union. Therefore, foreign languages are a vehicle and, at the same time, a requirement in order to develop this multicultural aims in class.

Given the fact that language will be used in this case as a tool or a means, I have decided to develop my didactic unit in relation to a total different area, that is, sciences and nature. This way, students will acquire a good level of English, since it is the language used to develop it.

The purpose of this didactic unit is, therefore, to teach the students that their linguistic aims may be conveyed not only by means of language itself, but also using science or any other subject; as well as to increase their respect towards other cultures and their social relationship with other people, taking into account their special needs or diversities.

4.2 Contextualization

With the aim of applying this didactic unit to a particular high school, I have selected SAFA in Baena (Córdoba). This lesson plan will be integrated within the general planning of the first course of ESO. This school is following the Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE) from the Ley Orgánica 8/2013, de 9 de diciembre (Organic Law for the Improvement of the Quality of Education).

Being a didactic unit based on CLIL, it is evident that SAFA is a bilingual school and it will be possible to find several native teachers who will be helpful to the English department, in which the objectives will be prepared, established and followed.

As for the class members, there are 33 students, out of which 22 are girls and 11 are boys. The group level of these 14-to-15-year-old students is A1.2, according to the Common European Framework of Reference. There are one girl and one boy who are not following the same course of study as the rest of the class. Although they are present in the classroom, they will be taught with a different material.
The technological installations in the classroom will also allow us to put this didactic unit into practice. Concerning the spatial organization, students will be sitting in individual desks although sometimes we will re-arrange the classroom for groupings or pairs.

4.3. Sequencing and numbers of sessions

This didactic unit will be developed in eight sessions during three weeks, involving around 50-55 minutes depending on the rhythm of the classroom and the possible problems which may arise. Our didactic unit will be number 4, and it will take place at the beginning of November. This subject will be given three days a week: Monday from 8:15 to 9:15, Wednesday from 11:45 to 12:45 and Friday from 13:45 to 14:45.

4.4. General and specific objectives

As far as the general objective is concerned, students are expected to know the Earth’s biodiversity and the living being which live on it, by means of a second language.

The specific objectives of the didactic unit will be:

- Know the human beings’ vital functions.
- Recognise the Earth’s biodiversity.
- Being able to study microorganisms.
- Identify and classify the different cells and its structure.
- Identify and classify the different species within the plants and animals’ kingdom.
- Being able to work in group or individually.
- Foster a responsible use of ICTs.

Concerning English, the objectives will be:

- Study the specific vocabulary related to nature.
- Improve the pronunciation of the learnt words.
- Promote motivation of students towards foreign languages.
- Use of the modal verbs can and should correctly.
- Being able to express reasoned opinions about environmental issues.
- Proper use of linkers.
4.5 Contents

Listening, Speaking and Interacting:

- Watch and listen to videos related to nature and understand them.
- Listen to their classmates.
- Learn new vocabulary.
- Be able to explain the creation of a cell.
- Respect different languages and other ways of communication.
- Express their opinion about environmental issues.

Reading and writing:

- Be able to understand scientific texts.
- Improve their ability to read scientific texts.
- Write and create a sequence of scientific facts.
- Look for information.
- Read texts adapted to their level.

Linguistic knowledge:

Although the main block of content is related with the subject of Biology, the linguistic component of the unit is a key feature as well:

**Grammar and vocabulary**

a. Present simple for scientific facts.
b. Review of the words learnt in the lessons.
c. Learn new vocabulary related to animals and plants.
d. Create a sequence of facts with connectors.

**Phonetics and phonology**

a. Pay attention to stress, rhythm and intonation.
b. Pronunciation of the new words.

Sociocultural and intercultural awareness:

- To become familiar with new technologies, living beings and the five kingdoms.
- To value nature and the environmental issues of the unit.
4.6 Basic competences

According to what is established by law, this didactic unit should help students develop the following competences:

- Linguistic competence
- Knowledge and interaction with the physical world
- Treatment of information and digital competence
- Social competence and citizenship
- Learning to learn
- Autonomy and personal initiative

4.7 Cross curricular issues

It is possible to find the following cross-curricular issues in our didactic unit:

- Artistic education: students will draw a cell and they might build a model as well.
- Civics and moral education: they will face values which are relevant to respect nature.
- Education for peace: students will improve their interest and respect towards nature.
- Education for Europe: learning a different and European language will be appreciated.
- Environmental education: students will look after their environment.
- Education for sex equality: they will understand the precedence of the human being.

4.8 Activities per session step by step

LIVING BEINGS
The following tables are included with the aim of summarising the activities, time, grouping and skills involved in each session. The abbreviations used are:

I = Individual work; P = Work in pairs; G = Work in group; R = Reading; W = Writing; L = Listening; S = Speaking; DC = Digital competence.

**SESSION 1 – LIFE ON EARTH**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time</th>
<th>Grouping</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Warming up: introduction of living beings.</td>
<td>10’</td>
<td>P</td>
<td>S,R,L</td>
</tr>
<tr>
<td>2</td>
<td>Explanation of <em>Life on Earth</em> and completing with the correct words.</td>
<td>25’</td>
<td>I</td>
<td>S, R, L, W</td>
</tr>
<tr>
<td>3</td>
<td>Speaking with the partner about environmental factors.</td>
<td>15’</td>
<td>P</td>
<td>S,R,L</td>
</tr>
</tbody>
</table>

**SESSION 2 - BIODIVERSITY**

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<th>Activities</th>
<th>Time</th>
<th>Grouping</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>The importance of biodiversity and extinction</em>.</td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Matching causes of biodiversity extinction with the right picture.</td>
<td>10’</td>
<td>I</td>
<td>R,W</td>
</tr>
<tr>
<td>3</td>
<td>Listening about biodiversity and filling in the blanks.</td>
<td>20’</td>
<td>I</td>
<td>R,L,W, DC</td>
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</table>

**SESSION 3 – VITAL FUNCTIONS**

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<th>Grouping</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>Vital Functions</em>.</td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Writing down what vital function belongs to each picture.</td>
<td>10’</td>
<td>P</td>
<td>R,W</td>
</tr>
<tr>
<td>3</td>
<td>Listening to a video related to the vital functions and filling in the gaps with a text related to them the video.</td>
<td>20’</td>
<td>I</td>
<td>R,L,W, DC</td>
</tr>
<tr>
<td>4</td>
<td>Writing a classification about autotrophic and heterotrophic nutrition.</td>
<td>5’</td>
<td>I</td>
<td>R,W</td>
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</tbody>
</table>
### SESSION 4 - CELLS

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<th>Activities</th>
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<th>Grouping</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>Cells: their parts and functions.</em></td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary: alphabet soup with words belonging to cells.</td>
<td>10’</td>
<td>I</td>
<td>L,R,W</td>
</tr>
<tr>
<td>3</td>
<td>Matching nouns with the correct definition.</td>
<td>5’</td>
<td>I</td>
<td>W,R</td>
</tr>
<tr>
<td>4</td>
<td>Researching with a partner who discovered the cell.</td>
<td>15’</td>
<td>P</td>
<td>S,R,L,W, DC</td>
</tr>
<tr>
<td>5</td>
<td>Labelling parts of the vegetal and animals’ cells.</td>
<td>5’</td>
<td>I</td>
<td>R,W</td>
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</tbody>
</table>

### SESSION 5 – THE FIVE KINGDOMS

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<th>Activities</th>
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<th>Grouping</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>The five kingdoms.</em></td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary: alphabet soup with words from the five kingdoms.</td>
<td>15’</td>
<td>I</td>
<td>R,L,W</td>
</tr>
<tr>
<td>3</td>
<td>Writing an example of each kingdom.</td>
<td>10’</td>
<td>P</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>4</td>
<td>Writing the name of the five kingdoms under each picture.</td>
<td>10’</td>
<td>P</td>
<td>S,R,L,W</td>
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</tbody>
</table>

### SESSION 6 – THE PLANT KINGDOM

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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<th>Grouping</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>The plant kingdom.</em></td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Completing a box with different features of trees, bushes and herbs.</td>
<td>15’</td>
<td>I</td>
<td>R,W,DC</td>
</tr>
<tr>
<td>3</td>
<td>Watching and listening to a video: <em>Parts of a plant.</em></td>
<td>20’</td>
<td>I</td>
<td>R,L,W, DC</td>
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</tbody>
</table>
### SESSION 7 – THE ANIMAL KINGDOM

<table>
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<th>No.</th>
<th>Activities</th>
<th>Time</th>
<th>Grouping</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explanation of <em>The animal kingdom</em>.</td>
<td>20’</td>
<td>I, G</td>
<td>S,R,L,W</td>
</tr>
<tr>
<td>2</td>
<td>Matching the animal with its right category.</td>
<td>5’</td>
<td>I</td>
<td>R,W</td>
</tr>
<tr>
<td>3</td>
<td>Looking for information about one animal and explain it to the class.</td>
<td>30’</td>
<td>I, G</td>
<td>S,R,L,W, DC</td>
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</tbody>
</table>

### SESSION 8 – FINAL PROJECT

<table>
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<th>No.</th>
<th>Activities</th>
<th>Time</th>
<th>Grouping</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Homework and final project: in groups of 4 people, students will make a cell with plasticine. They will finish it at home.</td>
<td>50’</td>
<td>I, G</td>
<td>S,R,L,W, DC</td>
</tr>
<tr>
<td>2</td>
<td>Self-evaluation: explanation of the table to be completed at home.</td>
<td>5’</td>
<td>I,G</td>
<td>L,W</td>
</tr>
</tbody>
</table>
1. Look at the following pictures and try to answer the questions asking to your partner.

- I can see/ we can see...
- I think/believe that they have in common that...
- There is/ are...

What can you see in these pictures?
What do you think they have in common?
SESSION 1. This session is aimed at revising the students’ previous knowledge about the subject and to introduce the topic of biosphere, the key concept that links all the following sessions.

1. LIFE ON EARTH

The existence of life on Earth is possible due to a numbers of factors that allow the development and the maintenance of living beings. These factors are:

**Water.** It is an essential substance for the life and it is part of all living beings.

**Temperature.**

The temperature of earth is suitable and it does not manifest huge variations.

The **atmosphere.** It contains necessary gases for life such as oxygen and carbon dioxide. Then, the atmosphere regulates the temperature.

The **light,** from the sun, is vital for vegetable and animal life.

The **biosphere** is the layer of earth where living beings live and they are developed. It is part of atmosphere, hydrosphere and lithosphere.

1. Complete the following graphic with the correct words of the box.

```plaintext
Biosphere  Atmosphere  Hydrosphere  Lithosphere
```
2. Environmental factors influence the living beings. How can affect them? Look at the picture to get some ideas and share your thoughts with your partner:
SESSION 2. This session is intended to raise awareness about the human impact in the environment. It also serves as an excuse to work the social and citizenship competence through the concept of biodiversity.

There is a diversity of life forms in the biosphere (shape, size and way of life). The biodiversity is the variety of living beings that exist in the biosphere.

➢ Why is biodiversity important?

Biodiversity is important because:

- All living species take part in the good operation of the biosphere. For example, the variety of insects pollinates the plants.

- The biodiversity generates direct and indirect benefits for humans, for example to produce medicines.

Therefore, we must preserve the biodiversity.

➢ Extinction

The disappearance of living beings is a natural fact. However, at present, the human beings are accelerating this process.

- Which are the causes and consequences of extinction of biodiversity?
3. Match each cause with the right picture:

- Hunting and fishing for many animal species.
- The destruction of natural spaces to be replaced by urban areas.
- Environmental pollution: water, air and ground.
- The introduction of new species.

PICTURE 1

PICTURE 2

PICTURE 3

PICTURE 4

PICTURE 5

PICTURE 6
Biodiversity is the variety of _____________ and ___________ found on this planet including the geographic locations they are found in. The diversity of ___________ is not evenly distributed throughout planet because life depends on many _____________ including geographic. For example, tropical regions support more life than Polar Regions.

Plants, animals and climate work together to maintain the balance of _________.
SESSION 3: The objective of this session is to explain the three vital functions, paying special attention to nutrition. In order to do so, students will have to use ICTs to complete the activities presented, fostering this way a responsible use of new technologies and group work.

All the living beings do the **vital functions**. Those are: nutrition, relation and reproduction.

A. Nutrition

The **nutrition** of a living being consists in getting the substance and the energy which they need to live. We can distinguish two kinds of nutrition depending on the substance or energy’s origin: autotrophic and heterotrophic nutrition.

- In the **autotrophic nutrition**, living beings supply themselves inorganic substance and energy that comes from the sun. This matter and energy from the sun are used to produce organic compounds which living beings need to live.
- In the **heterotrophic nutrition**, living beings supply substance and energy contained in the organic matter from which they are feed. This organic substance is used as a source of material for building their own structures and to grow, and as a source of energy for their activities.

B. Relation

**Relation** consists in capturing the media information and uses it for trying to survive. Thus, living beings can approach to favorable environments, unfavorable or dangerous ones.

C. Reproduction

**Reproduction** takes place when living beings are able to create more or less similar copies of them.
Work with your partner: which vital function belongs to each picture?

**KEY WORDS:** Nutrition  Relation  Reproduction

The rabbit/chicken/lion... is related to the vital function of...
5. Watch the following video. Then, in pairs, fill in the gaps.

Obtained from:  https://www.youtube.com/watch?v=L.zaTnhBLXo
Complete the box with the key words above given.

Key words:

Living beings, food, lion, giraffe, animals, pigs

Nutrition:
All living beings need __________ for surviving and this is the function of nutrition. According to its feeding, they can be herbivores (they feed of plants and grass) like the ________; carnivorous (those animals feed of meat) like the ________ and omnivorous (they can feed of grass and meat) like the ____________.

Relation: All the __________ interact with each other.

Reproduction: In this last vital function, new __________

6. Complete the classification with the following living beings: are they autotrophic or heterotrophic?

Key words: Algae, elephant, plants, bear

<table>
<thead>
<tr>
<th>Autotrophic</th>
<th>Heterotrophic</th>
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SESSION 4: The aim of this session is to give the students enough information about the cell structure and taxonomy. Also, group work and the use of ICTs are fostered again through the activities in this session.

Cells are basic units that constitute to the living beings. Usually, they are small, for this reason, we need special tools to be able to observe them. All cells contain plenty of water inside. There are some living beings that are constituted by an only one cell, they are called unicellular organisms. And other ones are constituted by more than one cells, they are called multicellular organisms.

All cells have three common features:

The nucleus is formed by DNA, which forms some structures called chromosomes.

All cells have an internal space, delimited by plasma membrane, called cytoplasm.

All of these cells are involved by a plasma membrane, a thin and elastic structure that recover the cell and separate it of the external environment.

Depending on the presence or absence of a nucleus, we can distinguish two types of cells: eukaryotic cells, which have a nucleus, and prokaryotic cells, without nucleus. There are two types of eukaryotic cells, animal cell and vegetal cell.
Now, we will see the main differences between animal cells and vegetal ones.

**Review:** Find in this alphabet soup the words which appear on the right in the box.

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<td>A</td>
<td>R</td>
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</table>

**Cells** | **Animal**
---|---
**Unicellular** | **Vegetal**
**Multicellular** | **Membrane**
**Nucleous** | **Eukaryotic**
**Cytoplasm** | **Prokaryotic**
What is the difference between unicellular and multicellular organisms? Match the noun with the correct definition:

<table>
<thead>
<tr>
<th>UNICELLULAR</th>
<th>MULTICELLULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than one cell</td>
<td>Only one cell</td>
</tr>
</tbody>
</table>

8. Research with your partner who discovered the cell. For this, you can use your laptop or you can go to the school library and to get some books to find it.

<table>
<thead>
<tr>
<th>Surname</th>
<th>Name</th>
<th>Date of birth</th>
<th>Nationality</th>
<th>Date of the discovery</th>
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</thead>
<tbody>
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Tip: In this link, you can find some information related to this activity.

http://www.saberia.com/2010/06/quien-descubrio-la-celula/

9. Label the different parts of vegetal and animal cells.
SESSION 5: This session serves as an introduction to the following ones. During this lesson, students will receive general information about the five animal kingdoms. This information will be expanded during the next classes with specific notions.

Which are the five kingdoms?

The Animal kingdom

They are divided into vertebrates and invertebrates.

1. **Vertebrates:** They have a column and their body remains strong thanks to their skeleton, which also protect their organs. Although, there are different types of vertebrates: fish, amphibians, reptiles, birds and mammals.
2. **Invertebrates**: They do not have backbones. They have other things to sustain their body and protect their internal organs. Some examples are sponges, worms, spiny skin animals, mollusks, arthropods.

![Mollusks](image1.png) ![Vorms](image2.png) ![Sponges](image3.png) ![Spiny skin animals](image4.png) ![Arthropods](image5.png)

**Review exercise.** Find in this alphabet soup the vertebrates and invertebrates animals of the box.

<table>
<thead>
<tr>
<th>H</th>
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<td>I</td>
<td>N</td>
<td>Y</td>
<td>D</td>
</tr>
</tbody>
</table>

- Amphibian
- Reptile
- Birds
- Mammals
- Sponges
- Mollusks
- Spiny skin (animals)
- Arthropods
- Worms
The Plant kingdom

All plants are included in the Plant kingdom. Some plants are very useful for man. Man uses them for food or for medicine.

The Fungi Kingdom

They are molds, yeasts and mushrooms. They are multicellular organisms, which absorb organic substances and they do not require sunlight or to do photosynthesis like plants. They can be confused with plants.

The Protist Kingdom

They are microorganisms such as amoebas and algae.

The Monger kingdom

This kingdom is divided into two parts. The first is the Archaean, which are microscopic, like the plankton. The other one are the bacteria, which are the most abundant unicellular microorganisms.
10. After learning the five kingdoms, write an example of each kingdom with the help of your partner.

11. Look at these pictures and, in pairs, write the name of the five kingdoms under the pictures.

- Example: What is the kingdom for number one? They are mammals
- What is the kingdom for number two? They are_______________
- What is kingdom for number three? It is _________________
- What is the kingdom for number four? It is _________________
- What is the kingdom for number five? It is _________________
SESSION 6. The aim of this session is to give students further explanations about the plants kingdom. During the session, English vocabulary related to trees, herbs and bushes will be one of the main linguistic concepts to be treated.

WHAT IS A PLANT?

The plant kingdom includes creatures which have the following characteristics:

- They have eukaryotic cells organized into tissues. Each tissue has a different function: growth, protection...
- They are autotrophs. They do not need to take food like animals: they produce it themselves.

What all plants have in common?

- All plants have roots, stems and leaves, although these parts can be very different in the different species.
- They are green, due to the substance called chlorophyll, which it is in the leaves and stems that are not woody. This substance is involved in their food’s production.
- Plants do not move, but perform movements, as the sunflower or the carnivore plants can move slightly.
- The plants can be distinguished by other characteristics: for example, the presence or absence of flowers, leaf shape, etc.
**Herbs, bushes and trees**

We can group plants into three main groups: Herbs, bushes and trees.

- Herbs are soft and flexible stem and green. Herbs are, for example, wheat, nettle, violet and Poppy. Many are small, but some can be more than two meters tall and look like trees.

- Bushes are woody plants that have a hard stem, called trunk. The trunk of the bushes is very short, and it has branches coming out from its base, close to the ground. Some are very small, such as thyme.

- Trees have a bigger trunk, and its branches are off the floor. Trees are, for example, the oak and pine.

**Task**

13. Complete the box with the different features of trees, bushes and herbs. Then, give examples to your classmates. You can use the dictionary or the Internet.

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herbs</td>
<td>flexible</td>
</tr>
<tr>
<td></td>
<td>nettle</td>
</tr>
<tr>
<td>Bushes</td>
<td></td>
</tr>
<tr>
<td>Trees</td>
<td></td>
</tr>
</tbody>
</table>
14. Watch the video about *Parts of a plant* and then, complete the box with the right words above given.

Obtained from:

[https://www.youtube.com/watch?v=X6TLFZUC9gI](https://www.youtube.com/watch?v=X6TLFZUC9gI)

A plant has got many different parts that perform various functions. The two main parts of the plants are the root and the shoot. The _____ usually grows under the ground while shoot usually grows above the ground. The shoot has different parts called _______, _______, _______ and fruits.

The stem is the stalk of the _____. The stem carries water and minerals from the roots to the ____ and carries food prepared by the leaves to the different parts of the plant.

Leaves are usually ____ due to the presence of chlorophyll, which helps them to prepare food. _______ are the reproductive parts of the plant. They come in different shapes, sizes and _______.
SESSION 7: This session, as the previous one, is intended to expand the students’ vocabulary. In order to do so, explanations about the animal kingdom and its taxonomy will be given and reinforced by the activities.

What do we know about animals?

Vertebrate and invertebrate animals can also be classified into:

INVERTEBRATES

1. The simpler invertebrate animals that exist belong to two groups: Porifera and coelenterates.

   The Porifera or sponges are aquatic, mainly marine. They are animals that do not move, but remain attached to the seabed rocks or corals. His body is crossed by numerous pores and channels through which water flows.

   Coelenterates are also aquatic. They can be of three types: jellyfish, corals and sea anemones. Only jellyfish move freely in the water, the rest live fixed on the seabed.

2. Worms: These animals have the cylindrical body, divided into numerous segments or rings. Some live in the soil, other, ponds and lagoons, and others in the sea.

3. Mollusks: The mollusks are aquatic or very humid areas animals. Most have a shell that protects your body. We divide them into gastropods (slugs and snails), bivalves (clams) and cephalopods (squid and octopus).

4. Arthropods are the largest group of beings living, with over one million species. Its main feature having a shell is formed by articulated parts that protect their body like armor.

5. Echinoderms are formed by starfish, sea urchins and sea cucumbers.

VERTEBRATES

1. Fish are animals that have scales, spindle-shaped and fins, located in the chest, abdomen, back and tail. They are aquatic.
2. **Amphibians** are characterized by the metamorphosis they suffer to reach the adult stage. They are animals that need, in general, high humidity to live.

3. **Reptiles** are covered with scales. They breathe through lungs and they are oviparous.

4. **Birds** have wings, beak and tail, and the body covered with feathers. They are oviparous and most of them can fly.

5. **Mammals** have hair and are viviparous. When they are born, they feed on their mother’s milk.

15. Match the animal with its right category:

16. Look for information about one of the following animals and explain it to the class. Follow the example:

- **Emperor Scorpion**
- **Blue whale**
SESSION 8: This session serves as an evaluation tool and at the same time the students put everything learned into practice. Also, it fosters environmental behavior in the students, as they use plasticine for their project.

A. Let’s do it...

With the collaboration of the teacher, we will build a cell in groups.

First of all, we are going to make a group of 4 students. Then, we need to choose between vegetal or animal cell.

We will create our cell using plasticine and our imagination.

Don’t forget to include the different parts of the cell.

At the end, your group should make a presentation about it; to tell us which materials you have used for it.

Pay attention to some examples:
This is my cell. 
First, I used plasticine in white, blue and red to create the basis. 
Then, I made the nucleus in yellow and in black. It is in the centre of the cell. 
After that, I created the membrane in white with all the elements. 
Finally, I made the cytoplasm in blue.

<table>
<thead>
<tr>
<th>I can...</th>
<th>No</th>
<th>Sometimes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can distinguish between unicellular and multicellular organism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to read texts about living beings and understand it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the kinds of cells.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can distinguish the animal and plant kingdoms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to write about animals and plants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can classify the living beings in their five kingdoms?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I interact with my partner with fluency.</td>
<td></td>
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</tr>
<tr>
<td>I think that the biodiversity is important.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can express myself orally about plants and animals.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I know the parts of the biosphere.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to understand what I hear in the videos.</td>
<td></td>
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</tbody>
</table>
4.9 Attention to diversity

Different activities have been prepared for those students who need them, bearing in mind the diversity of the class. In this case, we find a girl that seems to be a slow learner and a grade repeater, as well as a highly gifted boy that usually seems bored during the lesson. In order to fulfill an objective of integration, we will try to include them in the class as much as possible. They will have a different series of activities, with other adapted exercises. Their best skills will be exploited. As for the slow learners, they can take the following reinforcement activities either in class or as homework.

As far as scale up activities is concerned, these may be used depending on the schedule and the students’ interest for the subject:

1.- Survey about biodiversity’s extinction (aimed at the gifted boy):

1) Do you notice warming in your country?
2) Are polar bears really necessary to biodiversity?
3) Do you think any animal has a purpose?
4) Some people think eating animals is cruel, do you agree?
5) Is pollution a real problem for people?

2.- Quiz about cells (aimed at the slow learner and the grade repeater):

1. Who discovered the cell?
   a. Robert Hooke
   b. Isaac Newton
   c. Alexander Fleming

2. What is a multicellular organism?
   a. An organism with an only cell
   b. An organism with more than one cell
   c. An organism two nucleus

3. A prokaryotic cell...
   a. Doesn’t have a nucleus
   b. Have two nucleus
   c. Have one nucleus

4. Do vertebrates have a column?
   a. YES
   b. NO
5. Spiny skin animals belong to...
   a. Vertebrates
   b. Invertebrates

6. To which kingdom do algae belong to?
   a. The plant kingdom
   b. The animal kingdom
   c. The protist kingdom

7. Reptiles are oviparous. Is it true or false?
   a. True
   b. False

8. Which of the following animals is an arthropod?
   a. Bee
   b. Snake
   c. Wolf

9. The most important thing in the autotrophic nutrition is...
   a. The sun
   b. The water
   c. The ground

10. We can group plants into three main groups:
    a. Herbs, bushes and trees
    b. Scrub, trees and flowers
    c. Flowers, moss and herbs

3.- English verbs and vocabulary worksheet (aimed at the gifted boy):
1. On the door of the “children zoo” at Whipsnade (UK) there ______ a sign that calls your attention to a worrying fact.
   a) is             b) are              c) am

   It says: “Homo Sapiens. Its habits ______ in danger the survival of all other.
   a) change    b) put            c) increase

2. This unfortunately ______ quite true.
   a) Looks       b) looking         c) looked

   Man has developed a highly inconvenient behavior that threatens the ______ itself.
   a) Sun        b) planet            c) water

   For many years it has threatening and ______ many plant and animals species.
   a) Saved     b) protected       c) destroyed

   Now he may be threatening the survival of his own descendants. The world is becoming hostile and barren as a result of wastes, ______ and mismanagement.
   a) Rubbish   b) pollution       c) air

3. “Going green” is becoming a serious concern for government authorities and corporate business, but not yet by the man in the ______
   a) House    b) School          c) Street

   “Going green” means becoming ______ of the impact of our daily activities in the health of the planet and to change our habits accordingly.
   a) Aware     b) attentive       c) worried

   These are some of the things that can be changed:

4. Rubbish. We produce an excess of rubbish. Must of that garbage is _______and toxic substances like old batteries and household chemicals.
   a) Plastics  b) metals         c) coal

   Authorities recommend a lower use of plastics and encourage the habit of home ______
   a) Recycling   b) chancing    c) taking care
We should classify our home rubbish. Organic substances (like __________) go into one bin.

a) Chemicals  
b) food wastes  
c) non-degradable

Non-degradable substances go into a different one.

4.- Reinforcement quiz + game about photosynthesis (aimed at the gifted student):

1. Look up the following nouns. Which of the following are most likely heterotrophs?
   A. hawk
   B. lizard
   C. beetle and mushroom
   D. lizard and hawk
   E. all of these are heterotrophs

2. Which of the following uses photosynthesis to produce food?
   A. autotroph
   B. phototroph
   C. peanut plant
   D. all of these are correct
   E. autotroph and phototroph

5.- Vocabulary worksheet (aimed at the slower students):

Complete.

1. A been can _____  
2. A cow can _____  
3. A horse can _____  
4. A sheep can _____  
5. A turkey can _____  
6. A cat can _____

Write the adverbs (adjective + ly)

1. The tiger roars (loud) __________
2. The nightingale sings (sweet) __________
3. The snake hisses (soft) __________
4. The boy listen the song (quiet) __________
5. The bear growls (angry) __________
6. The frog croaks (noisy) __________
In the forest. Where do these animals live?

1. The bat lives in a _____ (r t e e)
2. The bird lives in a _____ (e t n s)
3. The lion lives in a _____ (n d e)
4. The bee lives in a _____ (v e i h)
5. The tiger lives in a _____ (r l i a)

At the seaside. Which animal lives here? Match.

1. In the sea ______ a) crab
2. In the sea ______ b) oyster
3. In the shell on the rocks _____ c) Whale
4. Under the rock ______ d) Octopus

In a farm. Where do they live?

1. The horse lives in a ______
2. The fox lives in a ________
3. The hen lives in a _________
4. The rabbit lives in a _________
5. The cow lives in a __________
6. The worm lives in a __________

6.- Choose one animal which is endangered and complete the following box.

Name of the animal:

Photo:

Text:

Place where they live, food, how many species there are, why are they endangered...

_The Iberian Lynx is an animal. It lives in Spain, in forests. It eats flesh, for example rabbits or mice. It endangered because its skin is very beautiful and hunters want it._

Ideas to improve the situation:

References:
4.10. Evaluation criteria and materials

The evaluation tools in order to assess our students will be the following:

- A self-evaluation questionnaire from the student himself: 10%
- Teacher’s evaluation by means of a direct observation: 20%
- Participation and realisation of daily activities: 40%
- Final project: 30%

As for the evaluation criteria, it is necessary to consider that students should:

- Recognise those factors which favour life on Earth.
- Know why biodiversity on Earth is important.
- Sequence the causes which promote that the biodiversity is becoming extinct.
- Be able to understand the second language in an oral way.
- Be able to build sentences and simple expressions in the foreign language which foster communication in the classroom.
- Distinguish the three vital functions and be able to give examples about it.
- Differentiate between heterotrophic and autotrophic.
- Know the different types of cells: eukaryotic and procaryotic.
- Discriminate the different species depending on the kingdom they belong to.

In relation to the materials used in this didactic unit, they will be the following:

1) Notebook, pens, pencils and rubbers from the student.
2) Booklet with the exercises given by the teacher.
3) Computers, digital boards, blackboard, laptops, Internet connection and loudspeakers provided by the school.
5.- **CONCLUSIONS**

Being a CLIL teacher gets a lot of responsibility involved, as some contents and concepts must be taught by means of a foreign language. Personally, the job of a CLIL teacher is fascinating, even if the amount of work is higher than that of a non-CLIL teacher.

However, although it is an interesting approach, it was not possible to apply it during my practicum, which would have been enriching. This is due to the fact that I am a language teacher; therefore, I could not attend to a non-linguistic lesson.

The main aim of CLIL is combining the use of the language (in which fluency is more important than the grammatical accuracy) with contents and new learning processes. I am totally convinced that CLIL provides many more benefits than drawbacks, which, from my point of view, may be those of helping to develop a more positive attitude towards language, culture and speakers; improving intellectual capacity, as lots of communicative strategies must be used by the student, such as deducing, describing, summarising, comparing, etc.

The process of learning a language becomes in a more communicative process, and, at the same time, it is appealing to the student. It might be stated that it is more attractive, since more linguistic resources are used as a means to learn knowledge. In other words, language is used to access to information.

It should also be considered that probably there will be more hours of exposure to a foreign language, that is, it does not mean that the student will acquire more knowledge due to the fact of being exposed to a language – what is significant is the quality of those lessons, and not the quantity. Making a good use of the foreign language lessons would end up in a beneficial result.

From a personal perspective, lessons in AICLE are or should be even more participative, in which all students may get involved and could give their opinion. Nowadays, cooperative and collaborative work is essential: to interact with the teacher and other students has become a trend which must end up being a logic rule.

Cooperative work is crucial in my opinion: two students who help each other in different contexts could become a basis in the learning process. However, it is also admirable the capacity of self-learning developed by some students who are able to solve everything.

Throughout this entire project, the relevance of new technologies and ICTs has been continuously exposed: we are more “digital” now, more multilingual and cooperative. Our lives have undergone a revolution with technology, and students must take advantage of this progress in order to access to knowledge.
6.- REFERENCES

OFFICIAL DOCUMENTS


2. Royal Decree 1105/2014, 26th December 2014, by which the basic curriculum of the Compulsory Education and Bachillerato is established.


PRIMARY SOURCES


Azpilicueta Martínez, R. 2013. La evaluación en un centro bilingüe. Pamplona: Servicio de publicación de la Universidad de Navarra.


**ELECTRONIC RESOURCES**


Pavón Vázquez, V. 2014. Todo lo que siempre quiso saber sobre AICLE y nunca se atrevió a preguntar. Universidad de Córdoba. Last Access: 19th June 2016. URL: https://www.google.es/search?q=Pav%C3%B3n+y+V%C3%A1zquez+Victor+%22todo+lo+que+siempre+quiso+hablar+sobre+AICLE+y+nunca+se+atrevio+a+preguntar%22&rlz=1C1CAFB_enES692ES692&oq=Pav%C3%B3n+y+V%C3%A1zquez+Victor+%22todo+lo+que+siempre+quiso+hablar+sobre+AICLE+y+nunca+se+atrevio+a+preguntar%22&aqs=chrome..69i57.26183j0j4&sourceid=chrome&ie=UTF-8


PICTURES AND VIDEOS

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Animal kingdom review http://busyteacher.org/15897-review-on-animal-kingdom.html


Blue Whale http://video.nationalgeographic.com/video/wake_bluecalls


Bob Sponge http://bobesponja.wikia.com/wiki/Calamardo_Tent%C3%A1culos

Brian Griffin https://en.wikipedia.org/wiki/Brian_Griffin


Environment video http://busyteacher.org/15754-eniroment.html


Parts of a plant https://www.youtube.com/watch?v=X6TLFZUC9gl

Robert Hooke http://www.saberia.com/2010/06/quien-descubrio-la-celula/

Siberian tiger http://animals.nationalgeographic.com/animals/mammals/siberian-tiger/

Spiders http://www.orkin.com/other/spiders/images/
Vital functions [http://claretscience4.wikispaces.com/VITAL+FUNCTIONS+IN+PLANTS+-+GAMES#.V1Bs5PmLTIU](http://claretscience4.wikispaces.com/VITAL+FUNCTIONS+IN+PLANTS+-+GAMES#.V1Bs5PmLTIU)

Vital functions of living [https://www.youtube.com/watch?v=L_zaTnh8LXo](https://www.youtube.com/watch?v=L_zaTnh8LXo)

What is biodiversity? [https://www.youtube.com/watch?v=ErATB1aMiSU](https://www.youtube.com/watch?v=ErATB1aMiSU)
The answers to the activities developed in the sessions are the following:

EXERCISE 2.- SOME EXAMPLES MAY BE: pollution can affect humans’ health. If it is hot, plants can die. CO₂ can affect our lungs, etc.
EXERCISE 3.-

1- Hunting and fishing for many animal species
2- The destruction of natural spaces

3- Environmental pollution: water, air and ground
4- Hunting and fishing for many animal species
5- Environmental pollution: water, air and ground
6- Environmental pollution: water, air and ground

EXERCISE 4.-

Biodiversity is the variety of animals and plants found on this planet including the geographic locations they are found in. The diversity of species is not evenly distributed throughout planet because life depends on many factors including geographic. For example, tropical regions support more life than Polar Regions.

Plants, animals and climate work together to maintain the balance of nature

SESSION 3

EXERCISE 5. -
EXERCISE 6 -

Nutrition:

All living beings need **food** for surviving and this is the function of nutrition. According to its feeding, they can be herbivores (they feed of plants and grass) like the **giraffe**; Carnivorous (those animals feed of meat) like the **lion** and
EXERCISE 7.
Key words: Algae, elephant, plants, bear

<table>
<thead>
<tr>
<th>Autotrophic</th>
<th>Heterotrophic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGAE</td>
<td>BEAR</td>
</tr>
<tr>
<td>PLANTS</td>
<td>ELEPHANT</td>
</tr>
</tbody>
</table>

**REVIEW EXERCISE**

```
Y U W B V D H F V P M L S
I P R O K A R Y O T I C U
M A T P S U O E L C U N I
C C E L L S C Y T A E O P
Y P W S E N A R B M E M J
T U N I C E L L U L A R O
O H A N I M A L P Y I S E
P S F J E I O V Y E U A Q
L L V E G E T A L D I O T
A E U K A R Y O T I C E N
S J I S I T O R N I A T O
M U L T I C E L L U L A R
```
EXERCISE 8.-

Key: The answer is explained above, in the theoretical part in this session.

<table>
<thead>
<tr>
<th>UNICELLULAR</th>
<th>MULTICELLULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one cell</td>
<td>More than one cell</td>
</tr>
</tbody>
</table>

EXERCISE 9.-

<table>
<thead>
<tr>
<th>Surname</th>
<th>Name</th>
<th>Date of birth</th>
<th>Nationality</th>
<th>Date of the discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooke</td>
<td>Robert</td>
<td>18th July</td>
<td>English</td>
<td>1665</td>
</tr>
</tbody>
</table>

Review exercise

Amphibian, Reptile, Birds, Mammals, Sponges, Mollusks, Spiny skin (animals), Arthropods, Worms
EXERCISE 10.-
EXERCISE 11.-

For example:

The animal Kingdom
Vertebrates: fish, birds
Invertebrates: Worms

The Protist Kingdom
Algae

Plant Kingdom
Plants

The Monger Kingdom
Plankton

The Fungi Kingdom
Mushrooms

EXERCISE 12.-
- **Example:** What is the kingdom for number one? They are **mammals**
- What is the kingdom for number two? They are **Plants**
- What is kingdom for number three? It is a **Fungi**
- What is the kingdom for number four? It is a **Protist**
- What is the kingdom for number five? It is a **Monger**

**EXERCISE 13.**

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Herbs</strong></td>
<td></td>
</tr>
<tr>
<td>Soft and flexible stem and green</td>
<td>Poppy</td>
</tr>
<tr>
<td><strong>Bushes</strong></td>
<td></td>
</tr>
<tr>
<td>Hard stem, called trunk. The trunk is very short</td>
<td>Thyme</td>
</tr>
<tr>
<td><strong>Trees</strong></td>
<td></td>
</tr>
<tr>
<td>They have a bigger trunk</td>
<td>Pine</td>
</tr>
</tbody>
</table>

**EXERCISE 14.**

A plant has many different parts that perform various functions. The two main parts of the plants are the root and the shoot. The **root** usually grows under the ground while shoot usually grows above the ground. The shoot has different parts called **stem**, **leaves**, **flowers** and fruits.

The stem is the stalk of the **Plant**. The stem carries water and minerals from the roots to the **leaves** and carries food prepared by the leaves to the different parts of the plant.

Leaves are usually **green** due to the presence of chlorophyll, which helps them to prepare food.

**Flowers** are the reproductive parts of the plant. They come in different shapes, sizes and **colours**.
EXERCISE 15.-

MOLLUSK  ARTHROPOD  FISH  Mammal

Attention to diversity

2.- Quiz about cells (aimed at the slow learner and the grade repeater):

1. Who discovered the cell?
   a. Robert Hooke
   b. Isaac Newton
   c. Alexander Fleming

2. What is a multicellular organism?
   a. An organism with an only cell
   b. An organism with more than one cell
   c. An organism two nucleus

3. A prokaryotic cell...
   a. Doesn’t have a nucleus
   b. Have two nucleus
   c. Have one nucleus

4. Do vertebrates have a column?
   a. YES
   b. NO

5. Spiny skin animals belong to...
   d. Vertebrates
   e. Invertebrates

6. To which kingdom do algae belong to?
   f. The plant kingdom
   g. The animal kingdom
   h. The protist kingdom
7. Reptiles are oviparous. Is it true or false?
   i. True
   j. False

8. Which of the following animals is an arthropod?
   k. Bee
   l. Snake
   m. Wolf

9. The most important thing in the autotrophic nutrition is...
   n. The sun
   o. The water
   p. The ground

10. We can group plants into three main groups:
    q. Herbs, bushes and trees
    r. Scrub, trees and flowers
    s. Flowers, moss and herbs

3. - English verbs and vocabulary worksheet.

GOING GREEN

1. On the door of the “children zoo” at Whipsnade (UK) there ______ a sign that calls your attention to a worrying fact.
   a) is  b) are  c) am

   It says: “Homo Sapiens. Its habits ______ in danger the survival of all other
   a) Change  b) put  c) increase

2. This unfortunately ______ quite true.
   a) Looks  b) looking  c) looked
Man has developed a highly inconvenient behavior that threatens the _______ itself.

a) Sun  b) planet  c) water

For many years it has threatening and _______ many plant and animals species.

a) Saved  b) protected  c) destroyed

Now he may be threatening the survival of his own descendants. The world is becoming hostile and barren as a result of wastes, _______ and mismanagement.

a) Rubbish  b) pollution  c) air

3. “Going green” is becoming a serious concern for government authorities and corporate business, but not yet by the man in the _______

a) House  b) School  c) Street

“Going green” means becoming _______ of the impact of our daily activities in the health of the planet and to change our habits accordingly.

a) Aware  b) attentive  c) worried

These are some of the things that can be changed:

4. Rubbish. We produce an excess of rubbish. Must of that garbage is _______ and toxic substances like old batteries and household chemicals.

a) Plastics  b) metals  c) coal

Authorities recommend a lower use of plastics and encourage the habit of home _______

a) Recycling  b) chancing  c) taking care

We should classify our home rubbish. Organic substances (like _______) go into one bin.

a) Chemicals  b) food wastes  c) non-degradable

Non-degradable substances go into a different one.
4. Reinforcement quiz + game about photosynthesis (aimed at the gifted student):

1. Look up the following nouns. Which of the following are most likely heterotrophs?
   
   a. hawk  
   b. lizard  
   c. beetle and mushroom  
   d. lizard and hawk  
   e. all of these are heterotrophs

2. Which of the following uses photosynthesis to produce food?
   
   a. autotroph  
   b. phototroph  
   c. peanut plant  
   d. all of these are correct  
   e. autotroph and phototroph

4. Vocabulary worksheet

    Complete.

4. A bee can fly  
5. A cow can roar  
6. A horse can whinny

4. A sheep can bleat  
5. A turkey can quacks  
6. A cat can meows

Write the adverbs (adjective + ly)

1. The tiger roars (loud) loudly  
2. The nightingale sings (sweet) sweetly  
3. The snake hisses (soft) softly  
4. The boy listens to the song (quiet) quietly  
5. The bear growls (angry) angrily  
6. The frog croaks (noisy) noisily

In the forest. Where do these animals live?

1. The bat lives in a tree (r t e e)  
2. The bird lives in a nest (e t n s)  
3. The lion lives in a den (n d e)  
4. The bee lives in a hive (v e i h)  
5. The tiger lives in a lair (r l i a)
At the seaside. Which animal lives here? Match.

1. In the sea     c          a) crab
2. In the sea     d          b) oyster
3. In the shell on the rocks a          c) Whale
4. Under the rock b          d) Octopus

In a farm. Where do they live?

1. The horse lives in a stable
2. The fox lives in a lair
3. The hen lives in a henhouse/ chicken coop
4. The rabbit lives in a den
5. The cow lives in a cowshed
6. The worm lives in a ground