

**CROSS-CURRICULAR\_3rd ESO**

SCIENCE		LITERACY		
UNIT	ACTIVITY	TEXT TYPE	STRUCTURE	LANGUAGE FEATURES
<b>TODAS</b>	-Complete diagrams. Fill blanks. Join definitions. Mind Maps. Timeline. Summary,,,	<b>Explanations</b>	- General statement to introduce the topic.	- Simple Present tenses.
<b>1, 2, 3,</b>	Read articles about the topics given and Explain/Conclude showing logical reasoning and using stated and implied ideas from the text as evidence.		- Series of events.	- Temporal connectives(Then, next.
<b>4</b>	-PROJECT: Group-work; Stick posters with information about a topic around the class, Students study posters and explain the content to the rest of the groups.		- Logical (ordered) steps explaining how or why something occurs.	- Causal connectives( because, so, this causes, as, thus
<b>5</b>	-PPT Presentation about Drug abuse and addiction.		- These steps continue until the explanation is complete	- Diagrams to add information.
<b>6</b>	Ask pupils to explain the consequences of not having healthy habits.			- Formal voice.
<b>7</b>	Design a poster showing the different contraceptive methods.			- Standard English.
<b>8</b>	Read an article about volcanic eruption and summarize the content			- Impersonal voice (3 <sup>rd</sup> person)
<b>9</b>	Read an article about ..... And explain your findings to the class.			
<b>2</b>	Build a real food pyramid and write instructions about “How to ...”		<b>Instructions</b>	- Goal – statement of what is to be achieved/needs to be done, e.g. how to make a sponge cake
<b>3</b>	Build artificial lungs and write instructions about “How to ....”	- Materials/equipment/items needed e.g. 2 eggs, flour		- In chronological order e.g. first, next, after that
<b>9</b>	Write Instructions to work with topographic maps.	- Sequenced steps to achieve the goal e.g. cream the butter and sugar		- Focus on generalised participants eg. the ingredients
		- Often there is a diagram or illustration		- Second person eg. You will need ...
				- Simple present tense
				- Detailed factual information included
				- Formal tone.
				- Standard English

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<b>Unit 1.</b>	<b>The organization of human body</b> Description of the structure of the cell using different models	<b>Report</b>	<ul style="list-style-type: none"> <li>-A general classification.</li> <li>-Paragraphs about aspects of the subject.</li> <li>-A description of their chosen topic.</li> <li>-Conclusion – an ending comment referred back to the main points.</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense</li> <li>-Some passive construction.</li> <li>-Impersonal voice (3<sup>rd</sup> person)</li> <li>-Words which generalise</li> <li>-Technical vocabulary relevant to the subject</li> <li>-Descriptive but factual language.</li> </ul>
<b>Unit 2</b>	<b>Food and Nutrition</b> In pairs or individually, report your findings to the text about a specific topic as a PPT presentation			
<b>Unit 1,3</b>	<b>Nutrition: Digestive and Respiratory system</b> Read different articles from the press and write a report analysing and explaining a personal response to the text.			
<b>Unit 5.</b>	<b>Interaction: nervous and endocrine system</b> Drug abuse and addiction, effects of different drugs in your body.			
<b>Unit 1</b>	<b>The organization of human body</b> Lab report – observing eukaryotic animal and plant cells –	<b>Recount</b>	<ul style="list-style-type: none"> <li>- Opening to help the reader understand (who, where, when, why.)</li> <li>-Events as they occurred.</li> <li>-Some personal comment or reflection may be added</li> <li>-Closing statement summing up main points</li> </ul>	<ul style="list-style-type: none"> <li>--Written in the past tense.</li> <li>-Chronological order; temporal connectives (time phrases / markers: then, next, after that, finally.)</li> <li>-Action' verbs:dug, planted ...</li> <li>-Mental' verbs eg. observed, noticed (thoughts or feelings)</li> </ul>
<b>Unit 4.</b>	<b>Nutrition: circulatory and excretory systems</b> Lab report – heart and kidney dissection – Report text			
<b>Unit 9.</b>	<b>The shaping of the earth's relief</b> Lab report – working with topographic maps – Report text			
<b>Unit 2.</b>	<b>Food and nutrition</b> Why should you not consume too much sugar and salt in your food and drinks?	<b>Discussion</b>	<ul style="list-style-type: none"> <li>- Start with a question</li> <li>- Statement and overview of the main arguments</li> <li>- Arguments 'for'/against plus supporting evidence</li> <li>- to back this up in one or several paragraphs</li> <li>- Alrument/counter argument, one point at a time within the same paragraph.</li> <li>- Recommendation – summary and conclusion based on a 'weighing up' of the evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present tense</li> <li>- Identify groups who support /oppose eg. supporters of ... believe ... Those who criticise ... think that ...</li> <li>- Impersonal voice (3rd person)</li> <li>- Logical connectives(therefore, however)</li> <li>- Technical vocabulary</li> <li>- Formal tone</li> <li>- Standard English</li> </ul>
<b>Unit 8.</b>	<b>Internal geological processes</b> What should people do when there is a volcanic eruption or earthquake?			
<b>Unit 7</b>	<b>Reproduction</b> Poster: Advantages/Disadvantages of the different contraceptive methods			

