GRUPO DE TRABAJO.SEGUNDO INTERNIVEL. METODOLOGÍA BRITISH

CURSO 2020/2021



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Símbolos	Significado	Ejemplo Example	Correction Correction
Marks	Meaning		María fue a la escuela.
	Elimina	María fue a la ta escuela.	I am a good boy.
8	Delate	I am a good good boy.	Me austa el rojo, amarillo y vera
	Añade una letra, palabra o signo	Me gusta el rojo amarillo verde.	I like pieza, pasta and fish
V	Insert a word, letter or punctuation mark	I like pizza pasta fish.	Ayer Marcos vino.
	Usa mayúsculas	Ayer marcos vino.	I'm a good singer
11	Make this capital letter	i'm a good singer.	El perro bebió agua.
	Usa minúscula	El perro bebió Aqua.	María is a good singer
/	No capital letter	María is a Good singer.	Yo vivo aquí.
	Añade un punto	Yo vivo aquí	I go to school.
0	Add a period	I go to school	El abuelo tiene un perro.
	Corrige una falta	El avuelo tiene un perro.	The pencil is red
0	Spelling error	The pensil is red.	María vive en Madrid.
	Reordena la oración	María Madrid vive en.	Mary is a girl.
~~	Reorder the sentence	Mary girl a is.	Se te cayó.
	Cambia el orden	Te se cayó.	I have a blue car.
	Change order	I have a car blue.	

1	(N) (N)	Siéntate con migo. The wind ow is white.	Siéntate conmigo. The window is white.
#		Estoy aquesto. I live inte house.	Estoy a quoto. I live in a house.
7	Put in a space Mueve la palabra rodeada aquí Move the circled word to the place	María no a Madrid vino.	Maria no vino a Madrid. I live with you.
	Move the circled word to the piece Párrafo nuevo	Primero, comimos en el campo Más	Mas lariae, juintos a same
9	New paragraph	First, I went to school Then, I went to the park.	First, I went to school. Then, I went to the park.

EDITING MARKS



Escribimos en el texto sólo el símbolo y el alumno debe revisarlo y corregirlo.

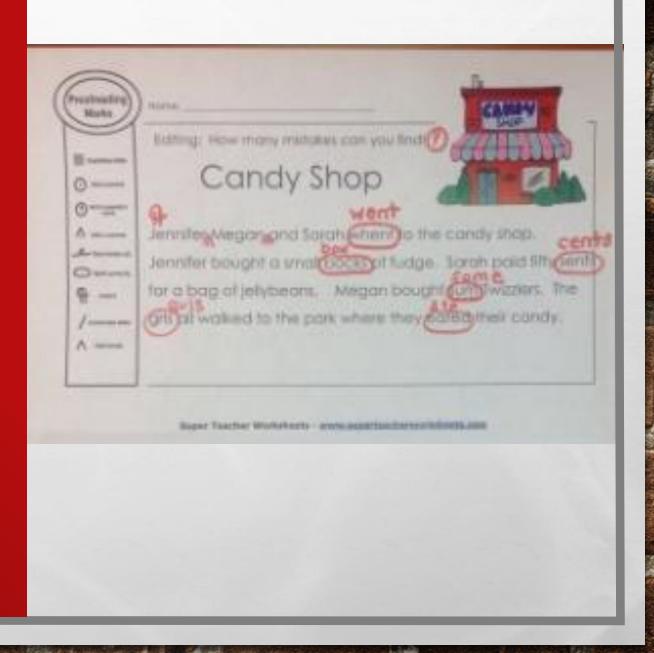
Es recommendable dejar un margen para escribir la palabra correcta en cada renglón y facilitar así la corrección por parte del alumno.

australia. it is made up officerly 3000 coral reefs and over 600 islands, strechingover 2600 km long. It is so big, it can be seen from space! The Great Barrier Reef is the largest structure maid by living things, because of it's environmental significance, its has been listed as a important World Heritage Site by UNESCO.

Editing Marks:	_
Capital letter	=
End punctuation	000
Insert a word	Λ
Change to lower case	1
Take something out	9
Check spelling	Ŏ
New paragraph	1
	1
	111

Se pueden preparar los textos para trabajar el error que queramos, no todos a la vez cuando son más pequeños.

Se van añadiendo poco a poco los símbolos y los tipos de errores.



/			1
((P	roofr	eadir	ng)
11	Ma	rks	1
N	-	_	1

Name:			
11011101			

Capitalize letter.

Add a period.

Add a question mark.

Add a comma.

____Take words out.

Spell correctly.

Indent.

/ Lowercase letter.

↑ Add words.

Editing: How many mistakes can you find?

The Beach



Do you no Ryan did last weekend. He went to the beach with his family. First, Ryan builded a huge sand castle. Then, he collect seashells and rocks After that, he goed swimming with his brother. Ryan has a wonderful time at the beach.

	reading
Ma	arks
1	-//

Name:	

Capitalize letter.

Add a period.

Add a question mark.

Add a comma.

Take words out.

O Spell correctly.

Indent.

/ Lowercase letter.

Editing: How many mistakes can you find?

Anthony Visits Nick



On sunday, Anthony went over to Nicks house to play basketball. They played a gam of one-on-one. Anthony made six baskets, bute nick made eight Nick was the winner. After the game, both boys whent in side to have some snack's and watch television.

The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel, the four outer planets are much larger. The too largest are Jupiter and Saturn, composed mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane

our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

Editing Marks:	
Capital letter	=
End punctuation	⊙ ⊕
Insert a word	٨
Change to lower case	/le.
Take something out	97
Check spelling	Ô
New paragraph	1

Communes first appeared in belgium, France and Italy at the end of the 11th century. They were actually a town where everyone agreed to take an oath of mutual aide. Communes were formed because Europe had just finally turned away the attacks form the Barbarians, and the people needed better protection and better legal and economic systems.

Communes then were sort of like districts or states that were usually respected by the King of that country.

Sometimes king would honor it with a charter.

At different times, living in a commune could mean simply a local self-government and at other times, it could mean a complete independence from the reigning authorities. All of the communes were different but there were fundamental similarities between them. Similarities, like loyalty to your fellow communers above all else, she sharing of common expenses, like the upkeep of fortifications, a group of elected officials who who were the political authority, an authoritative structure that was directed toward keeping the peace an protecting the community members, a communal court where disputes were judged, and all economic affairs like taxes and trade, being regulated in the community's best interest.



WRITING TESTS



Arriving at Winklesea

There is much excitement as the Kane family arrives at their holiday home Dolphin caravan.

Then, almost before they knew it, they rounded a bend, and there lay the higgledy-piggledy roofs and chimneys of Winklesea below them, and beyond the wide shine of the sea.

"Oh, magic, magic," sang Mary. "We're coming, Winkie, we're coming!"
"A bit of hush now," said Mr Kane, "while I find the caravan."

"Straight to the sea front, Alfred," Mrs Kane told him, "and then left, to the dunes. That's what Fred said,"

And so it was. They drew up in a small field beyond the town and could see the caravans tucked among the dunes, three or four of them. They all climbed out and stood in the salt, different air and felt a million miles away from home.

"You go and find ours, Dan and Mary," their mother said.

"Cream with a brown stripe, Fred said."

"Fred said Fred said Fred said!" sang Mary. They were off in a flash, in among the dunes, their feet slithering in the soft sand.

"And called Dolphin!" Mrs Kane's voice floated after them.

They didn't have to look far. They both spotted it together, cream with a brown stripe, and Dolphin painted in red by the door.

"Oh Dan!" whispered Mary. "Look - we shall see the sea!"

from Whatever Happened at Winklesea? by Helen Cresswell

EL TEXTO

- El texto se trabaja previamente en clase.
- El texto debe ser de un nivel un poco más alto que el que serían los niños capaces de trabajar sin ayuda del maestro.

Name	Date

ARRIVING AT WINKLESEA

1. Match each word with the right definition

WINKLE	1	Silence
EXCITEMENT	2	Move near
BEND	3	Put comfortably
LAY	4	A long line which is different colour from the áreas next to it
BELOW	5	Slide along in an uneven way
BEYOND	6	Notice
WIDE	7	Small sea snail
HUSH	8	Pleasure
DUNE	9	Put something carefully
DRAW UP	10	In a lower position
TUCKED	11	Curve
AMONG	12	In the other side
STRIPE	13	It measures a large distance from one side to another
FLASH	14	A Hill of sand
SLITHER	15	Surrounded by a group of things
SPOT	16	A sudden burst of light

VOCABULARY

- Trabajamos el vocabulario en inglés previamente en clase, a medida que vamos leyendo el texto. la definición la damos en inglés y preguntamos por una palabra que sea similar en español. Esta palabra la pueden anotar
- Hacemos el ejercicio de vocabulario para unir palabra y definición en clase.
- El mismo ejercicio, variando el orden de las palabras se puede utilizar para el test.

2.	Hold a sentence with each of these words: While:
	Painted:
	Together:

HOLD A SENTENCE

• El ejercicio consiste en hacer una oración que contenga esa palabra y que al leerla nos quede claro el significado de esa palabra.

3. Read the following paragraph and then carry out the different tasks:

- 10 They drew up in a small field beyond the town and
- 11 could see the caravans tucked among the dunes, three or four of
- 12 them. They all climbed out and stood in the salt, different air and
- 13 felt a million miles away from home.
- a. Circle the verbs
- b. Underline the nouns
- c. Copy the adjectives
- d. What is the present of -drew up-?
- e. Who does -they- refers to in line 10?
- f. Who does -them- refers to in line 12?

GRAMMAR

- Para trabajar la gramática utilizamos un trozo de texto y sobre ese texto preguntamos el punto gramatical que estemos trabajando.
- En este caso trabajamos:
 - clases de palabras
 - tiempos verbales
 - pronombres personales

EVALUACIÓN STRETCH A SENTENCE/IRREGULAR VERBS

	INFINITIVO	1
	GERUND	2
	PRESENT	3
	PAST	4
	PARTICIPLE	5
	FUTURE	6
	CONDITIONAL	7

ERRORES:

CARACTERISTICAS

- FALTA WHERE 0.25

SUJETO: 0,25 - FALTA WHEN 0,25

VERBO: 0,25
OTRO ERROR: 0.10 - FALTA HOW 0,25

- FALTA VERBO AL COMIENZO DE LA ORACION: 0.10

TOTAL: PUNTUACIÓN /7

IRREGULAR VERBS & STRETCH A SENTENCE

Stretching sentences I

Who? Person (a noun or pronoun)	His sister			
Does what? Did what? Will do what? Action (verb)	His sister gave water to her plant			
Add adjectives that describe the nouns	Her little sister gave fresh water to her thirsty plant			
When? Time	Yesterday morning, her little sister gave fresh water to her thirsty plant			
Where? Place	Yesterday morning, her little sister gave fresh water to her thirsty plant in the living room			
Why? Reason (to, because)	Yesterday morning, her little sister gave fresh water to her thirsty plant in the living room because it was very thirsty			

Final sentence

Yesterday morning, her little sister gave fresh water to her thirsty plant in the living room because it was very thirsty

STRETCHING SENTENCES

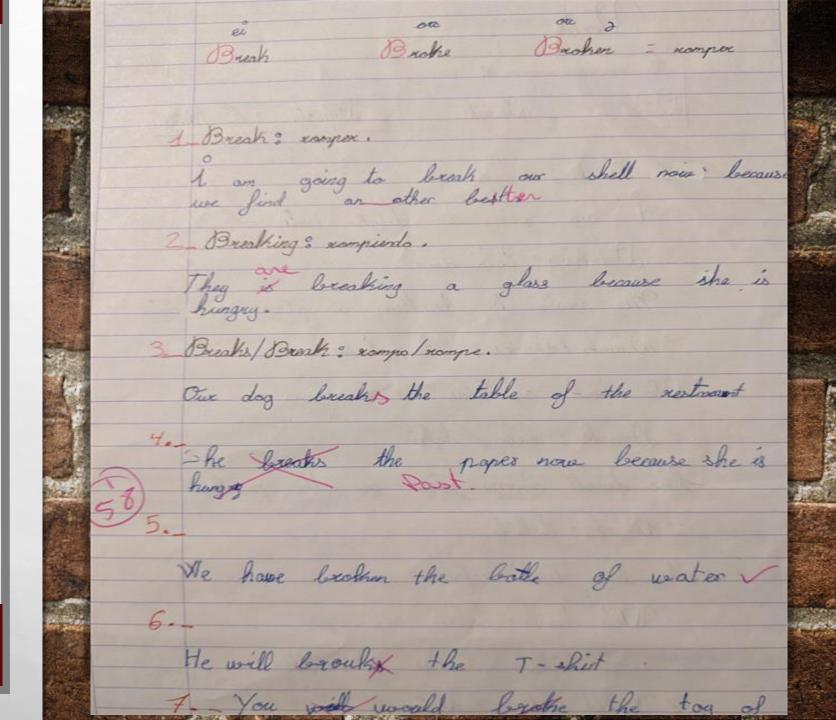
- Numeramos las oraciones de 1 a 7
- Alargamos las oraciones utilizando las formas verbales que aparecen en la lista.
- Corregimos las oraciones según la rúbrica que tienen los alumnos

LISTA DE VERBOS

BRREGULAR VERBS

		DRECENT	DAST	PARTICIPLE	FUTURE	CONDITIONAL
INFINITIVE	GERUND	PRESENT	PAST			Would
Drunk	Drinking	Drinks	draile	Truck	Will Drink	Drink
		ceog	beli	4		beberia
Beber	loedorendo	Break	bebia	beloido	belone	Would
Bresh	Breshing	Bresh	O Sudhe	Broken	Break	19 reak
Rompex	xompiendo	нотро.	xompia xompia	noto.	rompere	нотреки
		12.			Will	Would
Druy	Buying	Compro	Bought	Bought	14 30 10	Buy
comprax	comprando	Compra	comprare.	compand	compra	xe compraxia
n I	Bringing	Bring	10			
, way	Dringing	traings	traje	Brought	orung .	Bring
raex	Trayjendo	trae	traia	Traido	Traeve	Traesia
	Salar	Lat			Weit	Would

ORACIONES CON LOS VERBOS IRREGULARES





PICTURES DESCRIPTION



WHAT IS IN THE PICTURE?

YOU SHOUD INTRODUCE THE PICTURE/TOPIC USING EXPRESSIONS SUCH AS:

THE PHOTO/ PICTURE SHOWS...

IN THE PICTURE I CAN SEE ...

IT WAS TAKEN BY /IN....

IT'S A BLACK-AND-WHITE/COLOURED PHOTO

• LOCATE THE DIFFERENT ITEMS (PEOPLE, ANIMALS, PLACES, OBJECTS...) IN THE PHOTO USING:

IN THE FOREGROUND/ BACKGROUND YOU CAN SEE.../THERE IS...

IN THE MIDDLE/CENTRE THERE ARE / I CAN SEE....

AT THE TOP/AT THE BOTTOM THERE IS....

ON THE LEFT/ RIGHT THERE IS....

BEHIND/ IN FRONT OF... YOU CAN SEE...

BETWEEN A AND B...THERE IS....

THERE'S / THERE ARE ...

THERE ISN'T A ... / THERE AREN'T ANY ...

• WHAT ARE THEY DOING? NOW YOU <u>DESCRIBE</u> THE PEOPLE OR THE ANIMALS IN THE PICTURE OR YOU SAY <u>WHAT IS HAPPENING</u> NOW <u>USING THE PRESENT CONTINUOUS</u> (AM/IS/ARE + VERB-ING). YOU CAN ALSO USE PHYSICAL DESCRIPTIONS AND DESCRIBE THE CLOTHES THEY ARE WEARING.

THE MAN IS ...ING
THE PEOPLE ARE ...ING
IT'S RAINING.

• . IF SOMETHING ISN'T CLEAR/ SUPPOSITIONS. PERSONAL OPINION.

YOU SHOULD FINISH BY EXPRESSING YOUR PERSONAL OPINION. YOU CAN USE THE EXPRESSIONS BELOW:

THE BOY <u>SEEMS</u> TO...

MAYBE...

I THINK...

I LIKE / DON'T LIKE THE PICTURE BECAUSE....

THE ATMOSPHERE IS RELAXING/ DEPRESSING/CALM/

IT LOOKS LIKE A ...

IT MIGHT BE A

IN THE TOP LEFT CORNER

AT THE TOP

IN THE TOP RIGHT CORNER

In the background

ON THE LEFT (SIDE)

IN THE MIDDLE

ON THE RIGHT (SIDE)

I

In the foreground

IN THE BOTTOM LEFT CORNER

AT THE BOTTOM

IN THE BOTTOM RIGHT CORBER

HOW TO DESCRIBE A PHOTOGRAPH



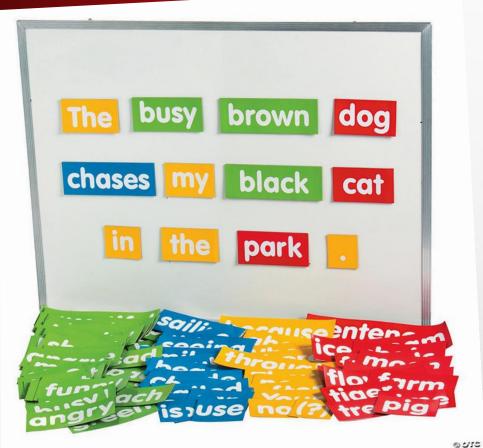
PICTURE DESCRIPTION EXAMPLE

IN THIS PICTURE I CAN SEE SOME ANIMALS, MOUNTAINS AND TREES. THIS IS A VERY BIG FOREST. I SUPPOSE THE SKY IS ORANGE BECAUSE THE SUN IS GOING DOWN IN THE EVENING.

THERE IS A BIG LAKE IN THE MIDDLE. THERE ARE SOME MOUNTAINS AND TREES IN THE BACKGROUND. THERE IS A BIG TREE IN THE FOREGROUND AND A BLACK BEAR BEHIND THIS TREE. THERE IS A RACOON AND A FOX ON THE RIGHT AND A MOOSE ON THE LEFT. THERE ARE SOME BIRDS FLYING AT THE TOP AND A OWL ON A BRANCH OF A TREE. THERE IS A SQUIRREL AT THE BOTTOM.

IT THINK IT IS LIKE A BEAUTIFUL FOREST BECAUSE THERE ARE LOTS OF LOVELY ANIMALS AND TREES. I LIKE THE PICTURE AND THE ATMOSPHERE IS RELAXING.





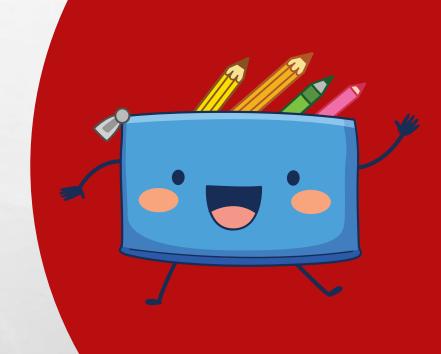
SENTENCE BUILDING





JUSTIFICATION: WHY IT IS IMPORTANT TO WORK SENTENCE BUILDING.

- ALL STUDENTS CAN GAIN SOMETHING VALUABLE FROM THIS KIND OF ACTIVITY.
- FOR STUDENTS TO STRUGGLE TO FORM AND WRITE COMPLETE SENTENCES.
 - STUDENTS WHO NEED MORE PRACTICE WITH WRITING CONVENTIONS SUCH AS CAPITALIZATION, PUNCTUATION AND SPACING.
 - USING IT AS A PRATCISE FOR READING FLUENCY SKILLS.
 - O COPING WITH A WIDE RANGE OF ABILITIES AMONG STUDENTS AS THEY WORK AT THEIR OWN RHYTHMS.



BENEFITS OF SENTENCE BUILDING



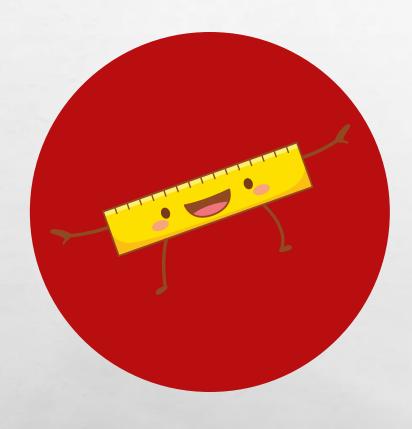
- IT IS ADAPTABLE TO ALL LEVELS OF LEARNING AND CONTENTS/ TOPICS.
- LINGUISTIC STRUCTURE AS A REVIEW OR EVALUATION OF THE PRACTISE (FUTURE WITH WILL, LIKES AND DISLIKES, PRESENT SIMPLE, CONDITIONALS...).
 - SENTENCE STRUCTURE (F.E. LINKER+PERSONAL PRONOUN+ADVERB+VERB+ARTICLE+ADJECTIVE+NOUN)
- WORD CATHEGORIZATION BY DIFFERENCIATING THEM (NOUN, ADJECTIVES, VERBS, ADVERBS, LINKERS).
- TEXT STRUCTURE (INTRODUCTION+BODY+CONCLUSION).
- PHONICS (READING WORDS ALOUD AND THEN FULL SENTENCES TO WORK RHYTHM, INTONATION, STRESS...)

BUILD IT, READ IT, WRITE IT!

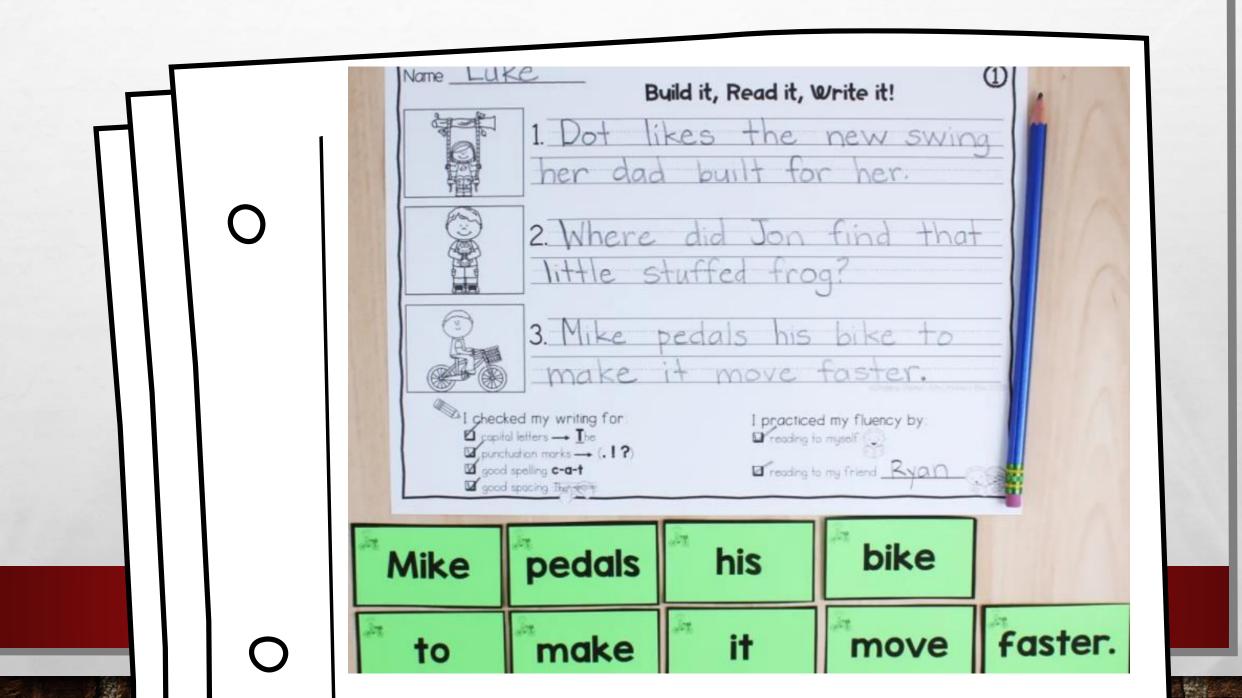
• WHEN DEALING WITH THIS KIND OF ACTIVITY WE USUALLY CONCEIVE TWO MAIN LEVELS. YOU CAN DETERMINE WHICH LEVEL IS THE BEST FIT FOR YOUR INDIVIDUAL STUDENTS BUT MORE OR LESS: ONE IS AIMED AT EMERGENT READERS (3TH, 4TH GRADES) AND EARLY FLUENT READERS (5TH, 6TH GRADES).

- THIS ACTIVITY IS NAMED <u>BUILD IT, READ IT, WRITE IT!</u>
- HTTPS://WWW.FACEBOOK.COM/WATCH/?V=1948294625198746

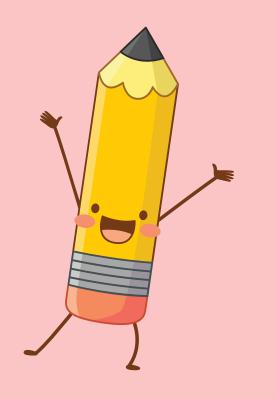
EARLY FLUENT SENTENCES



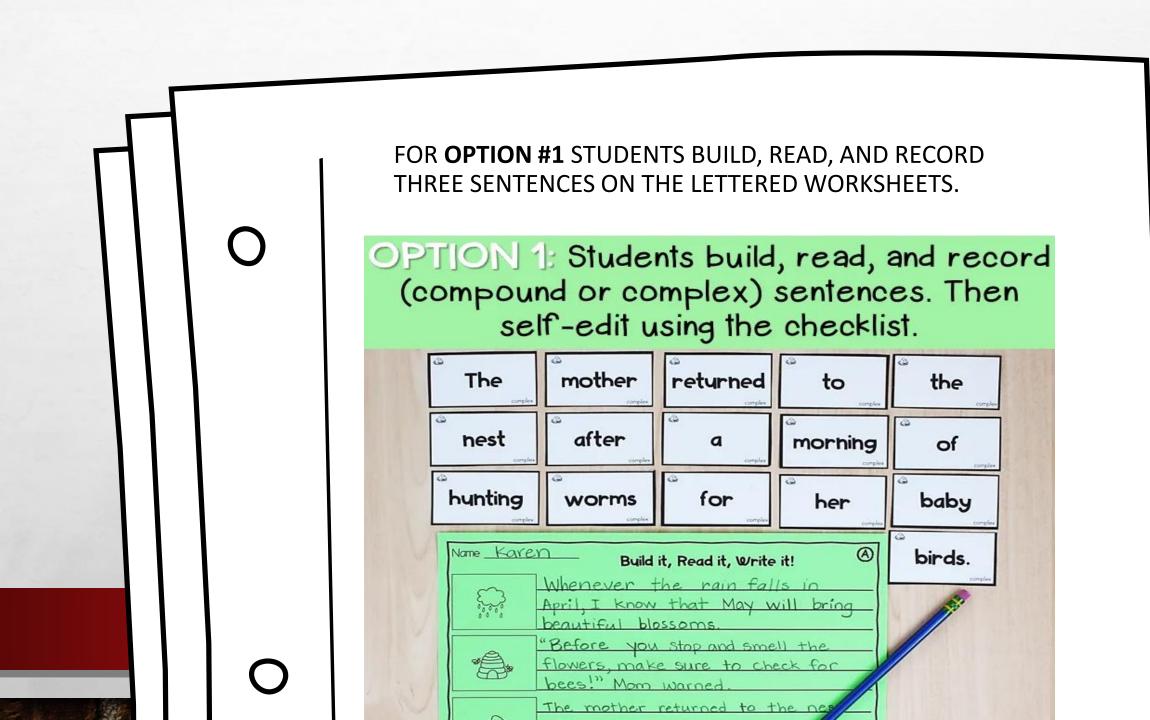
- READERS AT THIS STAGE HAVE DEVELOPED AN UNDERSTANDING OF THE ALPHABET, PHONOLOGICAL AWARENESS, AND EARLY PHONICS. THEY HAVE COMMAND OF A SIGNIFICANT NUMBER OF HIGH-FREQUENCY WORDS. STUDENTS WOULD BENEFIT FROM THE EARLY FLUENT SENTENCES:
- LESS DEPENDENT ON ILLUSTRATIONS TO SUPPORT THE READER
- MORE COMPLEX SENTENCE STRUCTURE
- POSSESS A RICHER VOCABULARY
- MORE COMPLEX HIGH-FREQUENCY WORDS

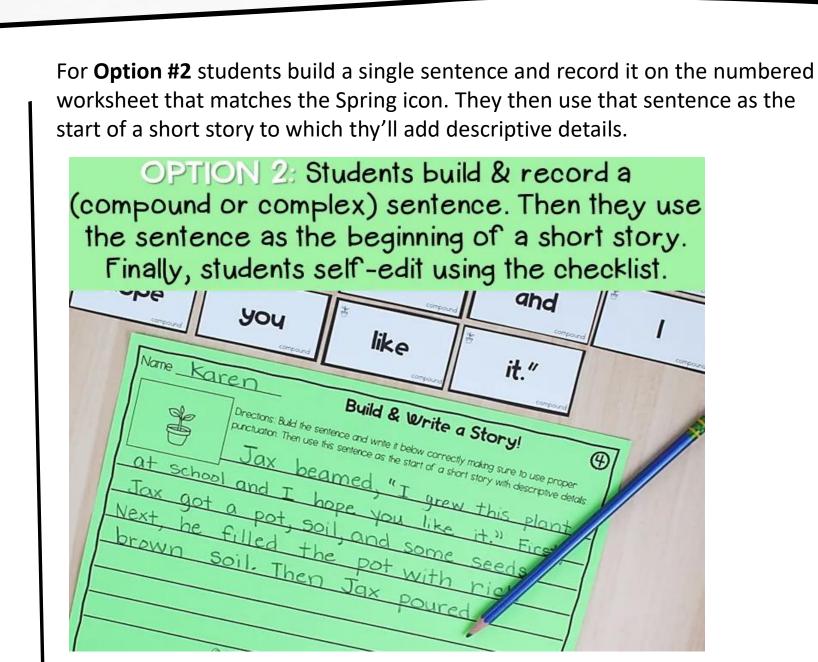




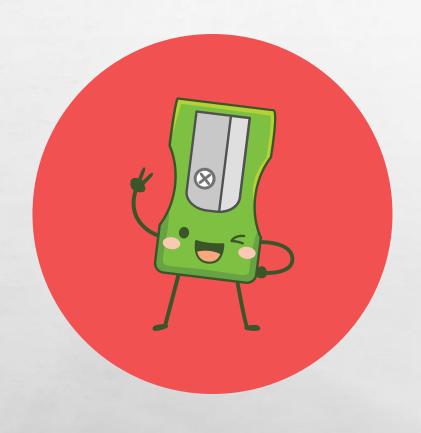


- THIS ACTIVITY PROVIDES UPPER GRADE STUDENTS WITH PRACTICE BUILDING COMPOUND AND COMPLEX SENTENCES.
- IT REQUIRES THEM TO ADD GREATER DETAIL TO THEIR WRITING AND TO EDIT THEIR WORK USING A SELF-EDITING CHECKLIST.





SELF-ASSESSMENT



- CHECKING MISTAKES.
- SELF EDITING
 - O CAPITAL LETTERS.
 - **O PUNCTUATION**
 - O SPELLING.
 - O PRACTISE OF READING: FLUENCY.

3TH GRADE

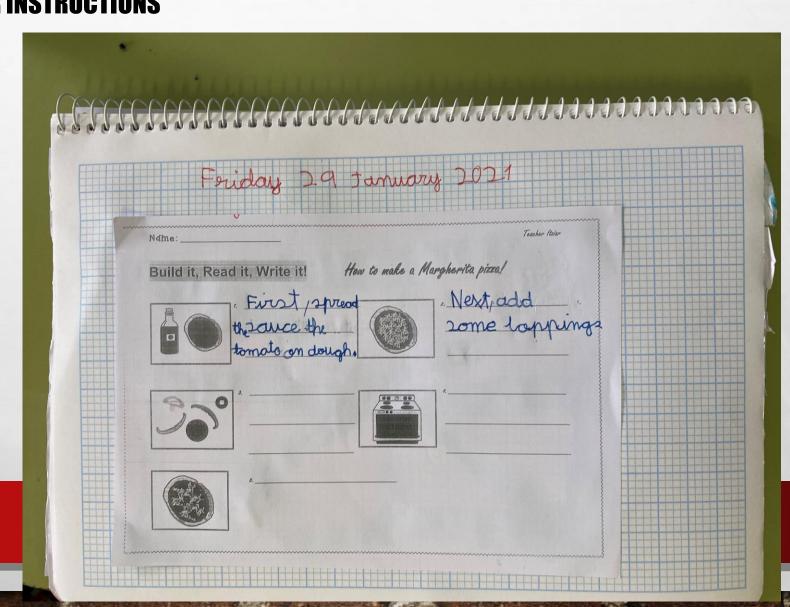
TOPIC: RECIPE 'HOW TO MAKE A MARGHERITA PIZZA'

OBJECTIVE: PROMOTE SENTENCE BUILDING

LINGUISTIC POINT: INFINITIVES FOR INSTRUCTIONS

LINKERS

SKILLS: READING, WRITING



4TH GRADE

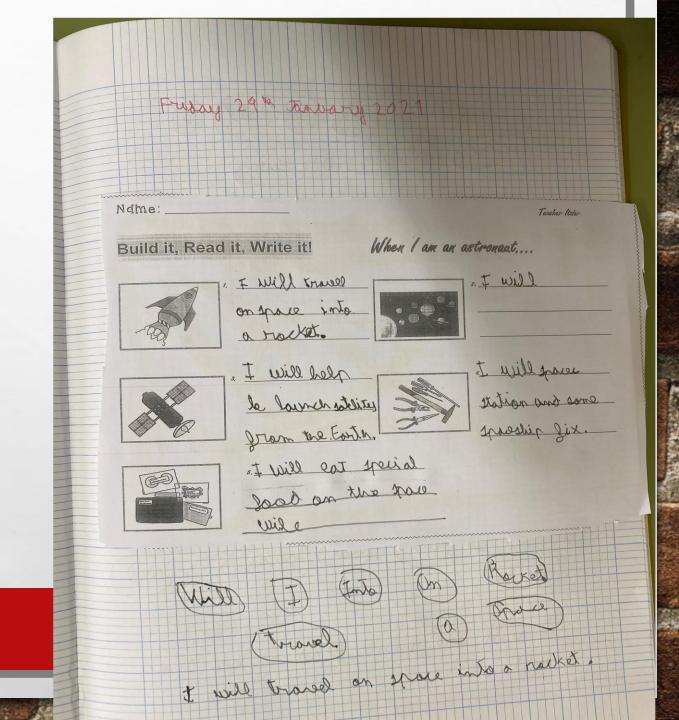
TOPIC: WHEN I AM AN ASTRONAUT...

OBJECTIVE: PROMOTE SENTENCE BUILDING

LINGUISTIC POINT:

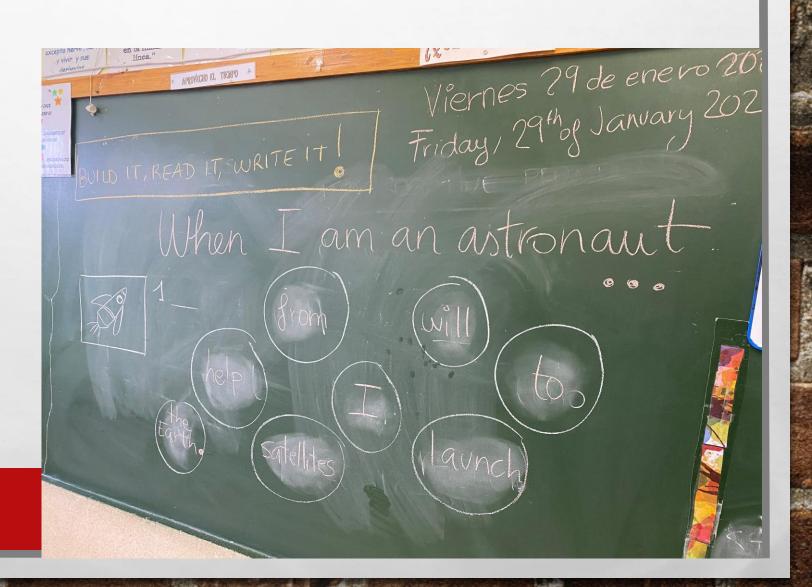
FUTURE WITH WILL (PREDICTIONS)

SKILLS: READING, WRITING



COVID ADAPTATION

- NO MANIPULATIVE MATERIALS.
- WRITING ON THE BLACKBOARD.



BUILDING SENTENCES a free literacy center

BUILDING SENTENCES

2.	 the door to	 J
2		
4		
5		
5.		

Dad opens the door

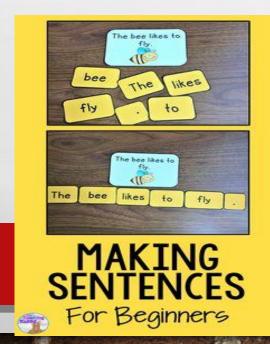
loves the children to catch the bus.

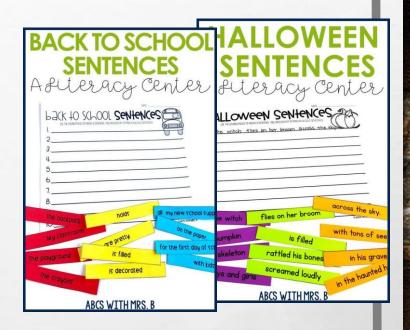
1y teacher

ly brother







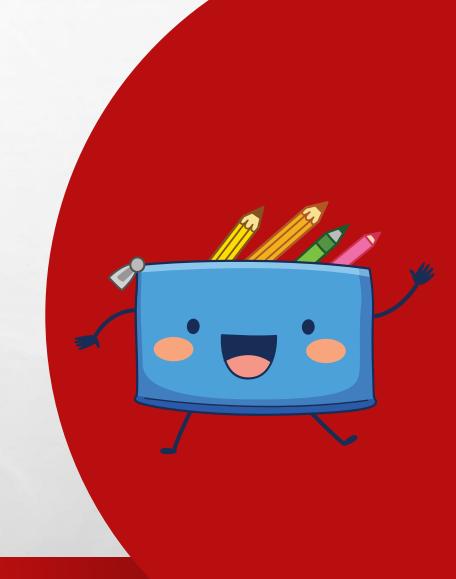






WEBGRAPHY

- PINTEREST.
- MRS. WINTER BLISS WEBPAGE:
- HTTPS://MRSWINTERSBLISS.COM/FREE-SENTENCE-BUILDING-LITERACY-CENTER/





WH-QUESTIONS



WHAT ARE WE GOING TO LEARN?



We are going to know the Wh questions.



We can difference the meaning of all of them.



We are going to learn how to use it.

WE USE IN...









Reading

Listening

Writing

Speaking

We are going to explain the meaning of the words

First of all, we explain the meaning of all of them:

- What
- Where
- When
- Who
- And How

EXPLANATION

- WE ARE GOING TO DO A LOT OF SENTENCES WHICH THE DIFFERENT WORDS.
 - FIRST ONE BY ONE.
 - LATER ALL TOGETHER.

GRAMMAR



WE CONTINUE DOING
 DIFFERENT QUESTIONS

GRAMMAR

AND REPORTS OF Put the words in the correct order to make wh-questions. ② **(4)** (3) source.anglomaniacy.pl

READING

- WE HAVE DIFFERENT TEXTS,
 WHICH HAVE A LOT OF INFORMATION.
- IN ALL OF THEM, WE ARE GOING TO ANSWER DIFFERENT QUESTIONS ABOUT TEXTS.

Read and answer the question.



Hello, my name is Tina. I'm 8 years old. I'm from
England. My favourite colour is purple. My favourite
sport is swiming. I live in a big house with my parents
and my litle sister. My birthday is on March 25.

I'm Peter. I'm 9 years old. I'm from Spain.
My favourite colour is yellow. My favourite
sport is basketball. I live in a flat with my
dad, my mum and my brother. My birthday
is on May 6.



ANSWER THE QUESTIONS.	
Where is Peter from?	
How old is Tina?	
Which are the favourite colour of Peter and Tina?	
When is Tina's birthday?	
What is Tina favourite sport?	
How old is Peter?	
What is Peter favourite sport?	
Where is Tina from?	
Where do they live?	
Has Tina got any brothers or sister? And Peter?	

READING

Name:	
Class:	

9. What does she cook in the evening?

LIVEWORKSHEETS

Read about Sharon the chef and answer the questions.

This is Sharon. She's a chef. She's short and pretty. She works in a restaurant. She cooks for people.

Every day she gets up at seven o'clock in the morning. She takes a shower and puts on her clothes. She doesn't eat breakfast; she drinks coffee with milk. At eight o'clock, she drives to the market.

At the market, she buys lots of food. She buys fruit, vegetables, and meat. Then she goes to the restaurant. She cooks lunch from twelve o'clock to three o'clock. Then she takes a break. At five o'clock, she starts to cook dinner. She cooks pasta, pizza and steak for lots of people.

She finishes work at nine o'clock. She's very tired. She drives home and takes a shower. She plays computer games for an hour and then she goes to bed.

1. What's her name?		
2. Where does she w	ork?	
3. <u>Is she</u> tall?	-	
4. <u>Does she</u> have br	eakfast in the morning?	
5. <u>Does she</u> walk to	the market?	
6. <u>Does she</u> buy pizz	za?	
7. What does she bu	ıy?	
8. <u>Does she</u> cook lur	nch at home?	

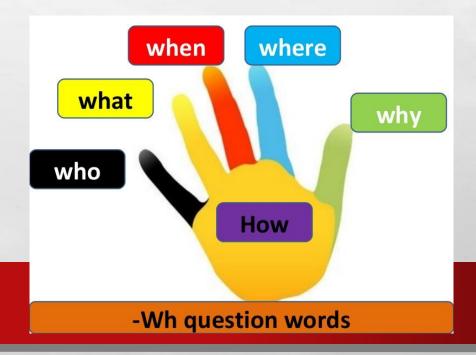
LISTENING

• I WILL PUT SEVERAL YOUTUBE VIDEOS TO WORK THE LISTENING



WE ARE GOING TO CREATE DIFFERENT QUESTIONS ABOUT US

WRITING



WE ARE GOING TO CREATE DIFFERENT QUESTIONS

WRITING

Ask Me Two Questions!

Guess what? I just got a puppy!	
1	
2.	
I am so tired after everything I did today.	
1	
2	
Marcus is in the hospital.	
1	
2	
My dad is in California this week.	
1	
2.	
My sister didn't go to school today.	
1	
2.	
I didn't get what I wanted for Christmas.	
1	
2.	
My birthday is next week!	
1	
2.	
I watched my favorite movie yesterday.	
1	
2	

 WE ARE GOING TO CREATE DIFFERENT QUESTIONS TO MAKE AN INTERVIEW

EXAMPLE:

WRITING

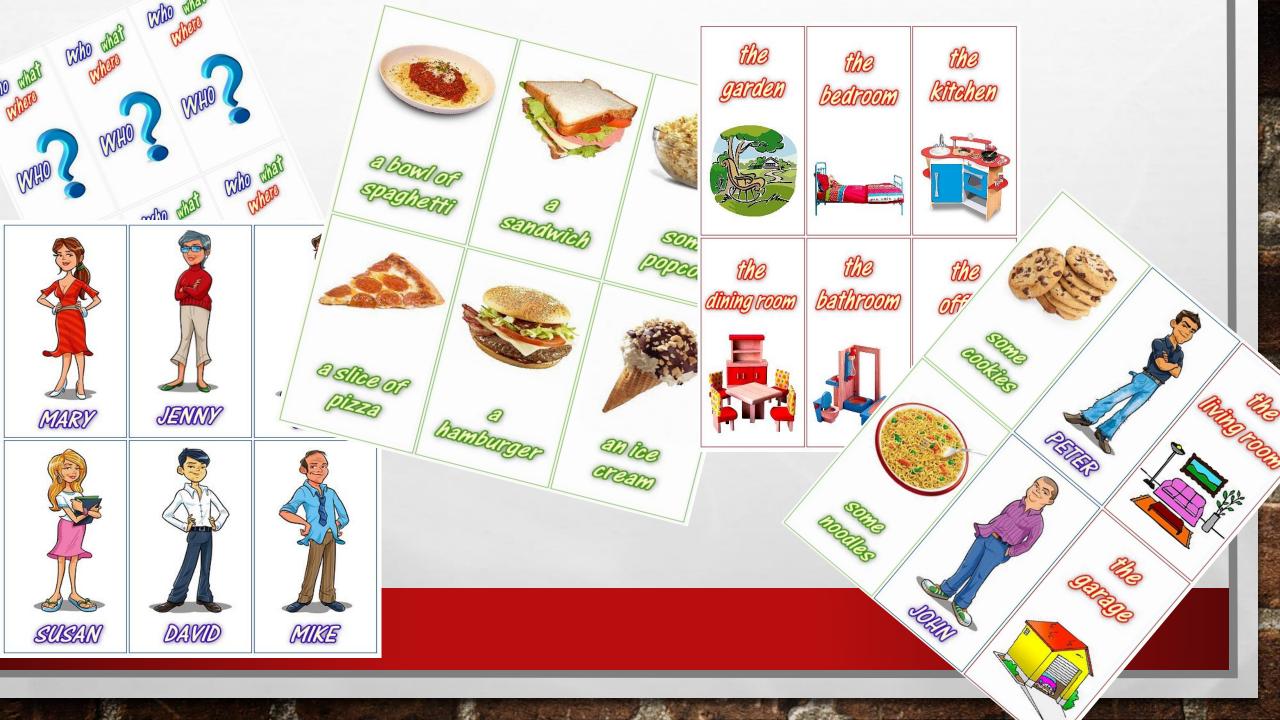


- I. Hello! How are you?
- 2. How old are you?
- 3. Do you have any brothers or sisters?
- 4. What is your favourite subject?
- S. Who is you best friend?
- 6. What is your favourite food?
- 7. Where are you from?
- 8. Where do you live?
- 9. What is your name?
- 10. When is your birthday?



WE USE THE QUESTIONS WITH ANSWER ABOUT US, AND THE CLASS MAY TO DISCOVER THE CREATOR.

SPEAKING



WHO WHAT WHERE ??? Who is eating the food? What food are they eating? Where are they eating the food? the bathroom some cookies the office a hamburger Jane some popcom the garage David a bowl of spaghetti the living room Mike the dining room some noodles an ice Cream Susan a sandwich Jenny "Is Jane eating a slice of pizza in the bedroom?" "Teacher... I think that Susan is eating popcorn in the kitchen." "Is John eating some noodles in the garden?"

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"Is Jane eating a slice of pizza in the bedroom?" "Teacher... I think that Susan is eating popcorn in the kitchen." "Is John eating some noodles in the garden?"

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"Is Jane eating a slice of pizza

"Is John eating some noodles in the garden?"

"Teacher... I think that Susan is eating popcorn in the kitchen." AT WHERE ???

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"Teacher... I think that Susan is eating popcorn in the kitchen." "Is Jane eating a slice of pizza in the bet "Is John eating some noodles in the garden?"

WHO WHAT WHERE ???

Who is eating the food? What food are they eating? Where are they eating the food?

There are eight people... (Blue cards)

Jane - David - Mike - Susan - Jenny - Peter - John - Mary

There are eight foods... (Green cards)

A Slice of Pizza - Some Chocolate Cookies - A Hamburger - Some Popcom A Bowl of Spaghetti - Some Noodles - An Ice Cream - A Sandwich

There are eight rooms in the house... (Red cards)

The Garden - The Kitchen - The Bedroom - The Bathroom
The Office - The Garage - The Living Room - The Dining Room

Try to find out who is eating what and where!

(Only the teacher knows the answer)

Your team has some cards.

When you have your cards do NOT show the other teams.

Look at your cards and cross off all the people, the foods and the rooms on your list.

You can ask any team a question. The question can be like this...

"Is <u>Jane</u> eating <u>a slice of pizza</u> in <u>the bedroom</u>?"

Or...

"Is John eating some noodles in the garden?"

If the team has any of the three cards in your question they must show you <u>only ONE</u> of the cards.

When you see the card you can cross it off the list because you know that the teacher does not have that card.

When you think you know the three cards that the teacher has you can ask him a question... The question can be like this...

"Teacher... I think that Susan is eating popcorn in the kitchen."

If you are right you win the game.

If you are wrong you cannot ask the teacher again.

(BE CAREFUL: You can only ask the teacher ONE TIME!)



CHARACTERISTICS OF THE PROJECT:

- METHODOLY: CLIL
- **CONTENTS:** BODY SYSTEMS (RESPIRATORY SYSTEM, EXCRETORY SYSTEM AND DIGESTIVE SYSTEM).
- OBJECTIVES: REINFORCEMENT OF CONTENTS SEEN IN CLASS AND PUTTING THEORETICAL CONTENT INTO PRACTICE.
- LANGUAGE SKILLS: READING AND WRITING (THEORETICAL PARTS) AND SPEAKING AND LISTENING (ORAL PRESENTATION).
- ASSESSMENT: TEACHER OBSERVATION AND STUDENTS' SELF ASSESSMENT.

INTERDISCIPLINAR PROJECT

1. NATURAL SCIENCE:

 - UNDERSTANDING AND LEARNING OF THE WORK AND FUNCTION OF THE DIFFERENT BODY SYSTEMS WORKED ALONG THE PROJECT.

 PRODUCING THE TEXTS TO EXPLAIN THE DIFFERENT PARTS OF THE BODY SYSTEMS AND HOW THEY WORK.

• 2. ARTS

STRUCTURING THE PROJECT, WHAT WE NEED AND HOW TO DO IT.

- DESIGNING THE BODIES.
- CREATING THE CARDS AND TITLES.

3. Literacy

- oral presentation: pronunciation of new words, expression of key words, intonation and rhythm, development of fluency.

DESIGNING THE BODY SYSTEMS













PEER TUTORING: STUDENTS TEACHING TO STUDENTS.



